

PSYCHO-PEDAGOGICAL ASPECTS OF SOCIALIZATION IN THE FORMATION OF THE CHILD'S PERSONALITY IN PRESCHOOL AGE

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In psychology the process of socialization of the child is regarded as an essential aspect of personality development, research in this direction based on the theories of personalities such as L. Vâgotski, J. Piaget, H. Wallon, each focusing on specific aspects of the child's socialization.

L. S. Vâgotski highlights the fact that socialization is a permanent confrontation of the child with his social environment in which he teaches the language, as the thoughts and ideas of its socialization. J. Piaget emphasizes the role of the knowledge assets of psycho-heriditar in the evaluation of the results pursued and those in the process of socialization, because due to the hereditary characteristics of the child "socialization process is not restricted to secure certain fingerprint on tabula rassa".

In general, the socializing is defined as the process through which the individual complex in interaction with his fellows, accumulated skills, knowledge, values, attitudes, behaviors and rules relating to the conditions of its existence in society. Desirable social behaviours, regardless of their degree of complexity, and don't appear in the game are not by themselves but are the result of their learning as a result of the educational action.

In this sense, socialization is a process as interactive marketing mix has done to the individual processing of biological entity isolated social and cultural being, able to perform, to internalize and implement consistently in practice the values and rules of conduct specific to the society in which it carries out the existence of Socialization is the process of transmitting pshihosocial/assimilation of attitudes, values, conceptions or models of behaviour specific to a group or a community for education and training, adaptation and social integration of a person. No socialization, society could not survive. As no individual could not survive outside of socialization.

Socializing is centered on the concept of person. *Charles Horton Cooley* sees the person and society as two aspects of the same thing. A picture of the person is widely perceived in the mirror the other reactions and perceptions of these reactions after trial. Our senses are constructed in response to all these judgements.

Socialization is essential to the process through which a company is designing, reproduce and involve appropriate behaviours of its members the regulatory and cultural model. Socializing makes the existence of normal social life by ensuring the stability and functionality of social structures, internal cohesion and continuity of social group. The basic notion of sociological theory defines socialization processes, those mechanisms and institutions through which that company will replicate in the physiognomy of the human personality which is specific, behavior structures which reflect the predominant roles in level and company time, wishes and requirements contained in the model of socio-cultural and ethical.

Within the framework of social learning, each Member of a group that occupies a particular position within the hierarchical structure of the group, the corresponding status, fitted with a certain prestige, which forces him to perform a particular operation, so to play a certain role according to a model after *Henri H. Stahl*.

Social organization can be defined as a system of social roles and institutions, behavioural patterns, by means of action and social control that ensures the needs of the community, shall coordinate the actions of its members, governs relations between them and ensure staff stability and cohesion. Social group means a group of persons, characterized by a certain structure and a culture-specific results of psychosocial processes and relationships developed within it (M. Vlăsceanu).

Types of social groups: primary-secondary, formal-informal-formal-small-large membership. Group cohesion is a resultant of all forces which action the members to determine to remain in Group (D. Cartwright).

Socialization of kindergarten activities rests on knowledge, continually expanding child care about himself, about others and about the world around him. Teacher's role is to clarify this knowledge and

broaden. Schedule that you make must start from the outside and to the child refers to a child, the family, and then to the various aspects of the environment in which the child: neighbourhood or community.

Within this structure, tasks may be concise as kindergarten and beyond.

Objectives	Examples of learning activities
Benchmarks examples of learning activities to establish relationships with those around you by using various forms of communication	verbal Games; The correct pronunciation of words; Games of body expression (movement and rhythm); Games development of auditory, Visual, or tactile; Cyrus, views.
Voluntary participation in situations of communication and social networking	Games, stimulating the development of various types of communication (verbal, facial expressions etc.); Symbolic games; Imitation games of behavioral models; Games with a model identification.
Solving practical life situations using personal role-playing experience;	Games incentive, correction of certain behaviors; Games with topics of everyday life, from fairy tales and stories; Dramatization, games-sittings, ceremonies, anniversaries; Free discussions; Motion games; Social games; Relaxation games.

Transition from *primary socialization* (family) at the *secondary* (nursery school), the child perceives as a rupture occurs the breakup of the old family identification, taking him a new one, different place. Entry into kindergarten he kidnaps affection provided abundant in the family, in the face of this new situation, the individual reactions of defence, auto, exit this confused.

Secondary socialisation is the dominant romantic coloured strongly responsive to impressions live. Setting up communication increasingly more complex, preschool child language marks a decisive on the entire psychic structures present and future. No language can only be developed through communication with human beings, by listening and response. From here, continue fostering dependence on its environmental quality, how they talk, their competence.

The objectives of the socialisation children in kindergarten are familiarity with the play and teamwork and moral values and some specific behaviors than other social groups of the family. It is important that within the Group of preschoolers to create a climate favourable to the psycho-affective potential of every child, and this must be done at the entry of the child in preschool education.

Social environment of kindergarten may seem hostile by its novelty: for this purpose it is necessary to facilitate familiarization with the members of the Group (adults or children) and active participation in various learning situations. Achieving integration and socio-affective activities in preschool children in kindergarten is favored by the interrelation of their studies, group relationships, needs and personal interests which underlie the communication between members of the Group.

Preschool includes the most important socio-educational experience in a person's life. The premises of the children are offered by all the verbal communication, interpersonal virtues which have reached levels at preschool age; the child understands and is apt to be understood in the sphere of relations of mutual communication. All activities carried out in kindergarten and in particular games, games creation, o, constitutes the most effective means of practice free speech and socialization of children, due to situations that are created by handling materials and especially the intense communication between children shall be determined. By transposing into adult roles, the pupil may anchor in any theme of life, widen horizons

and knowledge, enriching and life experience, training in dialogue, which it obliged to enrich, to specify and to stir up the vocabulary, to use language as a means of social communication in any circumstance. Non-verbal communication are not possible cooperation, the accumulation and broadening the human experience.

Socialization function of the kindergarten is reflected in the formation and development of the pre-school child conviviality. In groups, children are accepted and tolerated each other, meeting-and in the same way. The degree of receptivity is the greatest in the game than in other situations. The game becomes the land of promoting occupational cohesion makes it possible to develop community integration therefore, socio-affective optimal microstructure degradation in preschool belongs to social, enables integration with success in social macrostructure.

All activities in kindergarten and nursery school through extracurricular ones, parents, adults to integrate children into social life. Some children are more easily in relationships with others, others more difficult; adaptation is not the same for all children. Therefore, we must, we offer love, stability, protection, lenience to those small, in order to be able to integrate into society. Within the family, parents organise different birthdays, invites friends and family with their children, so that they form a friendship, visiting museums, libraries, go to church, visiting relatives, close acquaintances, go on excursions etc..and so, it adapts to the needs of small society.

The kindergarten, school, teachers, through various activities and especially by games, it integrates the children. It gives them the chance to play a very important role, the lead role, via which it discards of emotions, escape, tries to convey the inhibition of new ideas, feelings, experiences, make new friends, affective States relates, living more dense, and so the child will be adapted to the new requirements of society.

Conduct in the group, the social integration of child

➤ Participation in group life

- more withdrawn, reserved, secluded little communicative;
- participate in the work of the group only if it is requested;
- is in contact with the group, integrates, but prefer the executive tasks;
- actively seek contact with the group, sociable, talkative, friendly relations, comes with ideas and proposals;
- active, sociable, communicative, initiative, good organizer of the Group.

➤ As is seen by his colleagues

- good, sensible fellow, bargain and get friendship easy with him;
- good colleague, leaping to the need, you can rely on him;
- concerned about more selfish, individualistic,.

➤ Homeowners appreciate results for:

- activities;
- extracurricular performances;
- friendly – that is, close.

➤ Social activities carried out through integrated learning (knowledge integration areas of: education language and communication,

- Environmental Education,
- Music Education,
- Education for health, society,
- Education for artistic work,
- Literary-artistic Education,
- Artistic-plastic Education,
- Physical Education,
- Elementary Education mathematical representations,
- Training premises read-write.

Social learning acquired by all means of achievement: conversation, reading, after the service, Baldwin, puppet dramatization role play, exercise, teamwork, which is the most effective and which now

lies at a more senior, outdoor walks, visits to church, library, Museum, to knowledge, relatives, teacher etc..

So, social learning takes place anywhere, anytime, with anybody! Attention adult must stop to child, from the attitudes, behavior, and character, skills, his personality. Through all these activities, the child may be easier, you can integrate relationships faster and better able to express their views freely, the emotions, the feelings, the studies.

Educational practice has highlighted the fact that the integration of children in compulsory activities (activity) and free-creative, distribution and trusting of "social responsibilities", the approval and use of disapproval, stimulates the child's behavior, socialisation develop its autonomy, to facilitate the emergence of premises features. Selection and use of uniform methodological strategies, organisation of games-exercises in imitation of another speech, gestures, facial expressions and if the positive , valuation of the interaction patterns contribute of ESA restrictions imposed on educating-sensitivity, their attitudes towards themselves and towards others, to the gradual of models of socialization (conduct). Games development language expressive; Affective expression games.

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