

Socialization of Children in Kazakhstan

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Abstract: The process of socialization occurs throughout the existence of human life because the world is in constant motion, everything changes and the person simply need to change for a more comfortable stay in a new environment. Human nature undergoes regular changes and changes over the years, it can not be permanent. Life is a process of constant adaptation, requiring continuous changes and updates. The purpose of this study to determine the role of family in socialization of children in modern society. The social environment, education and knowledge can help the child to form in the society as a personality. Consequently, adults develop general human qualities: adaptation to life conditions, cognition, interest to art and knowledge, hobbies, purpose of which is the position, morals, human dignity, the right relationships with others and the desire to learn, to games, to training the development of the internal world and thought, intellect, knowledge and self-evaluation of the status in the society. All this leads us to the correct formation and development of the child in society. Development of the child should be at similar levels as biological, physiological and psychological point of view.

Key words: Socialization, children, family, society, education

INTRODUCTION

The sociology of the family considers family as a primary step of a child/adolescent socialization. The reason is that it is in the family where parents and children treat each other with kindness and love, care, their relations are pure and honest.

The social role of the family is thus expressed in the gradual adaptation of children to life, preparing them for life in the given environment and society. The child who received a good education in the family, enjoying the respect and authority in his surroundings, subsequently becomes a member of the society. He quickly assimilates the practices of socialization, transferred by a previous generation to the next ones. Also, he is predisposed to skills and knowledge. Such child seeks to master the profession and find his/her place in the society.

Socialization is materialized through education, training and the process of adaptation to life. Therefore, raising, training and education, determining the social and mental development of the child, play the main role in their life. Consideration of the development of the psyche in

isolation from the social environment that led to the development of experience of previous generations or the formation of the experience itself is not possible without learning, raising or education.

Therefore, child's socialization is related to the development of public and historical experience of the history of mankind. Along with the research of the influence of the social institutions, it is necessary to sort the ways to social experience practiced by these institutions. Otherwise, it is impossible to understand the mechanisms of socialization and integration of a new generation.

Stages of socialization: Methods of socialization are associated with the child's interaction with the environment. Assisted by connections and relationships the child comes into the system of social relations, develops the social experience that is passed from generation to generation. The child absorbs socially accepted behavioral roles, spiritual and material values. However, the ways of perceiving social experience, the best behavioral practices and values vary depending on the his age. In this regard, the social science identifies the three stages of the socialization:

- Primary or children's socialization
- Secondary or teenage socialization
- Steady or final socialization

The first step is raising in the family and the kindergarten, the second stage is related to the educational period in secondary school until 17-18. The third stage covers the period of transition from youth to adulthood, i.e. from 17-18 to 23-25. Then begins a period of further development and adaptation to the life of a socialized and human-generated person (Ananiev, 1971).

Socialization is a complex process. In the process of socialization along with socialization through the effects of the social institutions other mechanisms of influence on the psyche and consciousness are widely used. For example in the stage of early socialization through the effects of the environment, suggestion, emulation, modeling and current examples the child is supplied with a wide range of mechanisms such as education, training, encouragement, praise and punishment. A crucial role in the socialization is played by labour habitation, the development of a culture of communication and self-actualization. Ananiev has noted that in the process of socialization a significant role is attributed to the transition of the child from an object to the subject of education.

As a result of self-knowing and self-education, the child increases his community relief, develops a sense of humanity, aesthetic, ethical and political consciousness. By means of physical development and formation, the child adapts to perceiving behavior practices and discipline. He/she also adjusts his/her actions and attitude.

The story of the family is foundation of family activities. Thus, the continuity and the inter connectedness of generations related to living family members all over the world is the basic precondition of social activity. Hassle-free generation is not able to ensure the continuity of generations and their socialization as well as integration of all social groups, public life and social activities. The family consists of physiological processes and psychological forms, cultural values, market and industrial-economic relations, demographic change, social institutions and other components. Relations between the family and society, other social institutions along with family relations with individuals at all times occupied and will occupy their place in the development of human civilization. Hence the study of role and function of the family in society is relevant and topical issue (Hill, 2009).

In this regard, the study of the history and development of the family is divided into several historical stages. The first period included the works of scientists, written from the antiquity to the mid 19th century, the second period covers the topic-related works of scholars published from the mid 19th century to the beginning of the 20th century. Further, study of the family development in the third period is attributed to the first half of the 20th century and the fourth, period includes works investigating the issue since the mid 20th century to the present day (Homans, 1974).

Literature review: In general, the study of the family was mainly conducted by the scientists from the United States. In particular, this area was fully investigated by famous researchers Hood (1975), Hill (2009) and Homans (1974).

Among the scientists from the CIS countries who have contributed to the study of family issues one should note Harchev (mammalogy), Matskovskiy (methodology), Antonov (birth, demography), Bestuzhev-Lada (family planning), Golod (1995) (family instability) and Kon (1979) (sexual activity).

In Kazakhstan, there are very few social scientists who have devoted themselves to studies family issues. For example, sociologist Zhanazarova (2004) in her scientific paper called "Modern family in Kazakhstan and its problems" (published in 2004) has examined the current situation of Kazakh families.

However, the socialization of children within the family is not regarded by sociologists in Kazakhstan as a separate topic. While scholars such as Hill (2009), Witt (2011), Bailey (2010), Kirby (2009), Stefan (2010) and Marmo *et al.* (2011) consider the problems of socialization of children within the family to be a separate relevant issue.

MATERIALS AND METHODS

In view of these facts, we decided to give special attention to and study the issue of socialization, based on the content of education of a child within the family from infancy to a more conscious age, study and analysis of models of social (family), domestic, educational behavior, factual material and sociological information about Kazakhstan families, compiled using our own resources.

Primary socialization: In childhood the socialization is mostly materialized through the sorts of games. During the game the child is extensively developing his/her mental abilities, attention, memory, vocabulary and notion stock. A child is also enhancing his/her ability to

generalize and understand the common concepts. He/she gets used to think and act extensively as well as to work. For example, he learns to wipe down the table, sweep the floor, pick up a certain object.

Along with games an important place in the process of adaptation to the environment and socialization is attributed to: reading, listening to fairytales, drawing, sculpture, design, berrying and other deliberate activities. The reason lies in the fact that each of these steps should have the result that a child can proudly demonstrate to adults and get their appraisal. All these strongly influence the formation of internal ego of a child as well as his skills and mastery (Ananiev, 1980).

In the recent years of early childhood, children start to get ready for school. School preparation requires big efforts from parents. It is not just external, i.e., material preparation for school. Training is not limited to the purchase of books, notebooks, pens, schoolbags and the transfer of the child to the teacher.

Parents provide a mental preparation of their child for school: explain to the child that he/she must study that education is the main way to becoming a good person. This requires adaptation, prior learning, reading. Children are taught to perceive, reason, memorize, understand and reflect the information. Children also learn the rules of conduct in society, the psychology of the team. Parents actively explain the need to be amenable to discipline and mannered as at the age of 7 a child becomes a pupil. The peculiarity of this age is that the child is still small, its consciousness is only starting to develop. Children's minds, behavior, character, communication with others consists of and combines complex but harmonious and conflicting emotions, mood swings. It is therefore, very important that the parents had noticed fluctuations in mood, supported and then corrected the child's behavior with their advice. This is also important because it is the primary school age when the fundamental social and psychological qualities are formed and then set out. Therefore, traditional, national education of an elementary school aged child provides an opportunity for representatives of next generations to be successful in further study and work. As it has been proven above, this age is accompanied with the development of the makings of such qualities as self-knowledge, self-esteem, the drive to finding his/her niche in the system of social relations and evaluation of the abilities. Strengthening the consciousness of a child establishes the basis for forming the internal ego of an individual. Since then, complementing each other, parental is combined with public education. While parenting is full of care and love, the public education focuses on consolidating behavioral patterns.

Secondary socialization: Since, the start of elementary school the situation in the family changes significantly. However, you should constantly control the special attention paid by the child to homework, reading, writing, drawing, learning by heart, home task revision, etc. The control plays an essential role in the proper upbringing of a child. A child under permanent control is getting accustomed to discipline.

All methods of control, training, exercise, socialization skills are associated with the appraisal. Timely assessment by the parents of their child's success in school, along with encouragement of the child create favourable conditions for the hard and fast work of the child. It disciplines a child, increases his/her interest in the written and oral activities, at the same time increasing the desire to work hard in the classroom, engage in various activities in the vegetable garden. Therefore, every parent must correctly evaluate and praise every good deed, consistent action of the child.

Sociology considers adolescence to be one of the stages of the socialization of the young generation when there are formed values, worldview; this is the period when there is the transition from childhood to early adulthood, the appropriate degree of responsibility, self-reliance, the ability to engage actively in society and his/her personal life. Researchers have drawn attention to the social roles that should be able to be acquire by children, formation of value orientation, issues related to stepping into adulthood, work, i.e., individual and psychological problems result from social problems. Previously formed evaluative orientation abilities are gradually moving into qualitative definitions, rising assessment criteria and interests. A child is becoming aware of himself as a member of society with ethic formed character which is required by a society and capable of individual adaptation to life. He/she also learns how to objectively evaluate his/her strength and capacity in relation to the needs of the time to relate to the specific purpose and to make correct conclusions upon reflection. However, the ability of the children to assess themselves properly is first of all, formed based on the evaluation from other people. These children are characterized by the quest for development, fully revealing their social opportunities.

Final socialization: These are such moments that especially, require parent's influence, advice, excellent education. Because, the ability to raise the conscious child is an important point of both his/her socialization and integration into the society as individuals, the important preparation for real life, an essential aspect of preparing children to work and no less important social duty than labour training of children.

But still, it is impossible to do without professional training of the younger generation. The main objective of socialization and inclusion of a child to the society is his/her attitude towards the future job that corresponds to his/her individual abilities.

In this case, the parents in the process of introducing their children to the concept of consciousness of life plans as the major and important task are required to pay special attention to proper professional self-determination of the child.

Life plan is a wide concept. As noted by Cohn, it covers the entire field of personal self-determination moral character, lifestyle, level of claims.

Thus, the professional definition as the important parents life plan requires a particular point of view taking into account a child's individual ability to master the job as well as the need of society.

Because in today's market conditions, competition and unemployment the child's mastery of a particular profession is the means of livelihood, income, job satisfaction and vital interests. Family socialization is aimed at the formation of personal identity and life acculturation. Upbringing of a child begins in the womb. Called gradually as the baby's upbringing, teenage education, education of the young is carried out in due course, taking into account the characteristics of education in different periods.

RESULTS AND DISCUSSION

Analysis sociological data: Proof of this can be found in the obtained and analyzed results of a social research conducted among the inhabitants of the southern regions of Kazakhstan in 2012-2013 in order to determine the significance of the place and role of family in the socialization of a child.

There were 1200 respondents. Those surveyed included 568 parents (fathers and mothers), 384 grandparents, 265 teachers and educators; distinguished by sex: 796 women and 441 men.

The first question was how many children there were in their families. Total 47% of respondents replied they had 4 and more. The remaining 36% of respondents said that they had 3 children, 13%, 2 and the last 4% the only child.

To the question how many children they would like to have in their families 21% of the respondents answered 4 or more. The 38% would like to have 3 children, 34%, 2 and 7%, 1 child.

To the question how many grandchildren they had 35.8% of grandparents of 384 respondents answered 3, 32.3%, 2, 19.4-4+ and 8.2%, 1. And the remaining 4.3% indicated that they were expecting the birth of grandchildren.

To the question if they think we need the special education for the proper upbringing of their sons and daughters in the family 61.7% of respondents gave the positive reply while 29.3% answered negatively. The rest (9%) answered they did not know.

To the question what kind of games they taught their children (grandchildren) we received the following answers:

- All kinds of games that a child liked and promoting his psychic, physiologic, biological development and maturing as well as influencing the adaptation of the child to the society, the formation of personality -49.3%
- National and role-play games of work nature (for example, clear the table, wash floors, bring the bread, clean shoes, carry the water, work in the city, etc.); drawing, design, sculpture build a house do models of different toys, etc., -38.7%
- Games, contributing to the development and improvement of internal world, will, consciousness, intelligence, abilities and talent, intuition, speech development in short, all kinds of games, contributing to the formation of personality -44.8%
- Games that require constant movement were played by 77.2%. The reason for this could be that respondents were allowed to select multiple options
- Empty box designated for other kinds of games was completed by such games like "tongue twisters", "poems", "questions and answers", "read, find differences", mathematical tasks, learning to read and write with the total number -23.6%

To the question what steps they took to prepare their children for school we received the following answers:

- Psychological preparation. Explanation the reasons why he/she should study, telling that if he/she studies well he/she is going to become a good person. Adapt him/her -32.9% of the respondents expressed their approval of the answer:
- Advance teaching reading, differentiation between letters, perceiving, thinking, remembering -38.3%
- Purchase of books, notebooks, school bags, etc. and transfer to teachers -7.75%

There was another view: let's say a child studied and graduated from school. A child graduates from school without specific expertise without profession and simply hanging about in the streets. Therefore, schools in rural areas should not be compared with complete schools of

secondary education. It is necessary to establish lyceums, vocational schools, after graduation from which along with schooling everyone will have a profession. Only then children living in rural areas will quit hanging about in the streets but on leaving school they will immediately deal with agriculture and seek to develop farming. In fact, this is a very pertinent opinion. If we turn all rural schools of secondary education into the schools of vocational training one can expect better results.

The responses to the question what they would arrange for closer interaction of family upbringing with the upbringing in kindergarten and school surprised and interested us due to their diversity.

The number of respondents pointed at the first variant of the reply to the question, namely, "to attract parents to actively participate in the life of the school, kindergarten, one must create a parent committee" made up 13.4%. Surprisingly, the work carried out by the parent committee was rated critical. According to their assessment, a social structure which has been successfully operating in schools is the parent committee. But, all their authority is limited to collecting money from students' parents. Parents are not engaged in the learning process. They do not even pay attention to the education of their children. The structure is not appropriate.

The number of respondents welcoming the second paragraph "for the formation and maturation of the child, every effort must be made to the joint promotion of the child's school, kindergarten, family and environment (society) 25.4%. Their views and suggestions in brief one can conclude as follows.

Today, the market conditions have reduced the educational importance of the school. Students do not always listen to teachers.

The number of respondents who chose the third paragraph "for improvement of the educational effect of the family you must pay special attention to enhancing the pedagogical culture of parents" constituted 61.2%.

In their view, modern school is superficial towards children upbringing. It does not call attention to the psychological or age features of children, inner world, choice and quest, interests. Therefore, raising a well-mannered child his formation as a business person continues to be a family upbringing task.

Every parent makes all efforts to ensure that the child has grown a good person. If possible, they attempt to educate, train him for a certain profession.

But still, the pedagogical function of family, parents is not sufficient. In this connection, the school must take measures aimed at improving the pedagogical culture of parents. The formation structure of the child's personality consists of the three parts.

This is firstly, strengthening the will determination, work training from an early age, moral improvement of consciousness through the development of inner world and mind; secondly, instilling in his consciousness the sources of human values and national culture; thirdly, teaching mastery and developing the skills of farming, self-education by teaching the mastery.

Education is a social phenomenon. Education as the process of socialization of a child and his adaptation to the life in the society, being a targeted activity influencing his consciousness is understood as a psychological process and from the pedagogical point of view the preparatory process for the future life. But, the social-psychological phenomena perceived by a child will result only when a child is active and has an increased capacity of perception. Involving parents in the educational process requires a lot of effort. Especially when parents are being involved in extracurricular educational activities aimed at the active participation in the mental, physical, moral, aesthetic and labour upbringing you should seek to organize events that can evoke a sense of patriotism, love of homeland, Kazakhstan, useful for other people as well. Most of their free time students need to devote to work in kitchen gardens, so that to teach them agricultural skills. Training of parents in methods and techniques of child upbringing, special attention should be paid to their practical relevance.

To the question which aspects of the labour education to the public benefit from their children (grandchildren) they paid attention, the following replies were received:

- "Performance" 17.4%
- "Educational influence" 15.9%
- "Hard work and professional qualities training, the desire to master a profession" 34.8%
- "Not on the product and vice versa attempt to improve skills and increase strength, speed, activity and a sense of responsibility" about 18.3%

The most interesting response was found in the paragraph expressing a different view. Number of respondents expressing their views amounted to 11.6% and their reply was as follows: "Teaching children from an early age to work for the public benefit, public activity is the basis of preparing children for the high forms of community work and leadership of the people."

Specially arranged works, aimed at involving children in socially useful work is the process directly influencing the socialization of the child. Social and psychological content of attraction of adolescents to socially useful

work is practical participation of children in public works, creation of credibility among their environment, strengthening their social and life position. Children, attracted to socially useful works quickly realize the importance and usefulness of their actions to schoolmates, classmates, friends, teachers and for themselves. Therefore, both teachers and parents when engaging children in social works should:

- Be able to engage them in such types of works that can influence the child's awareness of the responsibility and duty to meet the needs of others which increases his own interests
- Make every effort to mass involvement of children in all types of public benefit works and activities
- Permanently explain to children the value and high importance of socially useful activities for their surroundings the family, school, village, district, region, city, even for all the people

At a young age the socialization of a child involves many social factors, namely: the social background of the child, the environment in which he is grown up, level of education, etc.; personal ability (mind, intelligence, ambition, etc.); family (family well-being, friendship, education, cooperation, affection for each other, etc.). However, we can not fail to note the fact that the socialization of the child (well, not well) is affected by the street life and groups of temporary relationships that appear spontaneously that is the processes arising out of official structures. For example, among teenagers, remaining under the influence of street life or informal groups you can often meet with hooliganism and sometimes even participation in criminal acts. Every year, the age of offenders is getting younger. There is increased crime, especially by girls. Among them, the number of prosecuted has reached 13%.

In recent time, there appeared a common view that: "the education of children is not addressed properly", "the crucial thing is to provide clothes and food", "excessive nurturance" or "upbringing of children should be the responsibility of school". The answers to how they felt about that were quite different.

Undoubtedly, we parents and schools and kindergartens, the whole society should treat child-raising his formation as a versatile and professionally developed personality with special care 57.6% replied.

And the question, they were going to teach their children to choose a profession was the most important issue for many families.

The number of people who indicated the first part of the answer that is "given the family opportunities and

standard of living as well as the accommodation we are going to choose the profession needed in rural areas, agriculture, farming", i.e., "due to the place we choose profession needed for rural areas, agriculture" accounted for 42.4 out of 57.4% responding that way. They mainly wanted their children to become financiers, lawyers, dentists, administrative employees, etc.

It is worth saying that half of the population of Kazakhstan lives in rural areas. Therefore, one should have the only choice because any village needs just a limited number of financiers, lawyers, dentists, administrative employees. Since, the number of unemployed graduates from financing, law and administrative faculties, according to parents is growing.

Thus, whenever possible, parents should of course if they live in rural areas, teach their children to choose the right profession, necessary for the village, agriculture and farming activities.

The second variant that is "I will advise getting professional or higher education allowing to become a professional practitioner, master or specialist, meeting the demands of the current market" was chosen by 30.8% of respondents.

Perhaps that's why villagers, including not only parents but also most rural children are close to the productive work. Here is the example, a comprehensive social study with a view to engaging younger generation in professionalism in several rural areas of the South-Kazakhstan region was held with the following clear results.

The 2% of the respondents polled (mostly high school students) wants to become a mechanic, 3% a driver, 2% an agronomist, 2% a vet, 1% a gardener, 2% a cattle-breeder, 3% communication specialist (telephone, fixer, postman) and the rest that is 85% of respondents chosen the option defined for urban residents.

To the question what specialization they would like to acquire according to the urban demand and production, 9% of the respondents answered they wanted to be an engineer, 8% information systems specialist, a specialist in computer engineering and software, 7% oil and gas worker, 6% radio electronics and telecommunications engineer, 6% light industry technologist, 6% food technologist, 5% technologist of production and processing units, 5% construction engineer, 5% textile technologist, 5% transport rehabilitation engineer, 5% lawyer, 5% educator, 5% doctor, 4% tailor, 3% chef, 3% driver, 2% hairdresser, 2% tele/radio repairman, 2% waiter-seller (bartender), 2% builder, 2% internet and web designer, e-mail specialist, 2% auto mechanic-fitter, 1% electrician, 1% carpenter, furniture collector, 1% plumber (Turlybekova, 2008).

Another challenge in the family upbringing is teaching a teenager to work, act. A teen is enriching and enlarging his world view in the course of his activities. He is learning to work continuously, forming virtue and moral characteristics. Given all this, parents should appoint to children high objectives and tasks as well as instill confidence in their achievements. Complete socialization, finding his/her place in this unstable society is of the significant importance for teenagers.

For a child his/her study, then work is the main activity. Therefore, it is crucially important for a child to be able to learn and work continuously. Without this, the ability of children is not developing on the contrary, it stops to develop. As noted by psychologists, today only 15-25% of young people are capable of learning. And, the remaining 75-78% can not cope with the requirements of the current curriculum. It means the constant promotion of a child's work is necessary. This is the main requirement for the parents.

CONCLUSION

Results can be achieved only if parents raise their children's labour consciousness in the following form:

- When the work done will be focused on a certain level where he/she can get results
- When children are engaged in public useful activities
- When there is the conscious perception of the work they were doing until the need arose
- The level where he/she can choose the job or specialization himself/herself
- So that the work done or the product had a unique character

Of course in conformity with our choice there should not be a view that all the problems of socialization of children must be address by family. The problem of the socialization of a child is a complex, difficult issue that should be solved by the whole society, people, public education system, educational institutions and the rule of law altogether. Diverse and correlative formation of a personality is the responsibility of a state, family, kindergarten, school and etc. Consequently the socialization of a child as a versatile and harmoniously developed person, highly conscious of the cultural and spiritual values, genuinely loving his homeland is the demand of our time. Family socialization is necessary for the formation of personal identity and integration into the life. Socialization of a child starts from the moment of his being at his mother's womb. Infant, adolescent, youth

socialization has been running its course, taking into account the characteristics of education in different periods. That's why a child should be grown up as a personality able to live independently. The greatest parental happiness is educating their children, grow and teach them and then send them into adult life with specific goals, values and which is more a developed and socialized personality, a qualified specialist. The feeling of pleasure from satisfaction of the needs of the child enhances his ambitions, enriches the spiritual world, stabilizes the morals, intelligence, creates a human-loving, benevolent, quick-witted, compromise character.

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