

[https://doi.org/10.58442/3041-1831-2025-32\(61\)-48-62](https://doi.org/10.58442/3041-1831-2025-32(61)-48-62)

UDC 373.2.015.31:316.614.6

Elmira Hasanova,

PHD student of Azerbaijan

State Pedagogical University.

Baku, Azerbaijan.

 <https://orcid.org/0009-0002-6285-6878>
elmirahesenova3098@gmail.com

FACTORS AFFECTING THE SOCIALIZATION OF ELEMENTARY SCHOOL STUDENTS IN MODERN TIMES

Abstract. The primary school years, also known as the second stage of childhood (ages 6–12), are one of the most sensitive periods for children's development. During this time, children not only acquire academic skills but also undergo critical phases of social, emotional, and moral development. This study examines the key social factors influencing the socialization of primary school students, particularly focusing on how emotional balance, peer interaction, family dynamics, and moral education contribute to their overall growth. The research explores theoretical perspectives of Piaget, Kohlberg, Erikson, and other scholars to understand how children perceive and internalize social roles, values, and norms. In this developmental stage, children gradually shift from egocentric thinking to collaborative group behavior. Through school experiences, they learn how to express their feelings, understand others' emotions (empathy), adapt to group dynamics, and develop a sense of moral responsibility. Another dimension of the study investigates the emotional challenges that children may face, such as self-confidence issues, peer rejection, or anxiety, and how these can hinder healthy social adaptation. The study emphasizes that the presence of emotionally supportive family environments and structured school programs – such as social-emotional learning (SEL) – significantly help in managing these difficulties. Moral development, being closely related to both emotional maturity and cognitive reasoning, also forms a central part of this analysis. The research reviews different levels of moral judgment that children display depending on their age, social exposure, and education. It is highlighted that children who grow up in respectful and ethically structured environments tend to develop a stronger moral compass. This study also evaluates the role of teachers and the educational system in facilitating socialization. Teachers' equitable behavior, emotional engagement with students, and inclusion of moral lessons into classroom

practices greatly enhance students' capacity to socialize positively. Based on the findings, the paper concludes that for successful socialization in primary education, a multidimensional support system is essential – combining family involvement, school programs, peer dynamics, and consistent emotional-moral guidance. Finally, it suggests that systematic observation and developmentally appropriate psychological support can help reduce maladaptation and promote holistic growth.

Keywords: Primary school; socialization; emotional development; moral education; empathy; peer relationships; teacher role; family environment.

INTRODUCTION / ВСТУП

Statement of the problem / Постановка проблеми. The subject of socialization is becoming increasingly broader and more important in various fields of science. The concept of socialization is derived from the Latin word *socialis* (social). It refers to the process of learning and transferring the accumulated knowledge, skills, norms, values and behavioral patterns of humanity. This process takes place under certain conditions for the society to which the individual belongs. Socialization can be seen as a process that continues throughout the individual's entire life. Education, one of the largest sectors of modern industry, is the most important factor of socialization. In addition, the education system should be seen as the basis of national development. A social education institution includes a large number of statuses, roles and social organizations based on personnel, control devices and special procedures. All societies need to have an education system. In other words, there should be a way to teach the tasks expected of young people who have developed and matured and reached adulthood. If this is accepted as a definition of the education system, it can be thought that there is really no difference between education and socialization. In many early societies, such a distinction was not made. Children learn most things by chance, only by being involved in adult activities. Traditionally, the family is the main area where socialization takes place. As societies become more complex, the family has become unable to fulfill all aspects of the socialization function. For this reason, the formal education system should expand the socialization process that begins in the family. Modern and industrialized societies make a distinction between education and socialization. The distinction between socialization and education is defined according to the tasks undertaken in raising children. In modern society, these two aspects of socialization are divided into many parts. While child rearing is an informal activity, education or schooling is formal. The role contents that determine the

interaction between students and teachers are clearly defined and the program of education to be given is clear. As is obvious, the education process is not limited to formalized education alone. In addition to formal education or education in schools, children also learn many things from their interactions in the family and with their peers.

In the form of "group work" used in the training process, there are important conditions that create a comprehensive opportunity for the efficient and purposeful organization of all activities related to the educational process, which include the ultimate goal of the subject to be mastered, the ways to achieve the goal, and the methods for checking the effectiveness of these ways. Taking this into account, the teacher should first of all try to perfectly build the motivational stage of the lesson. At the motivational stage, he should familiarize students with the topic of the lesson. At that stage, it is important to determine tasks that develop students' logical, critical, creative thinking and research skills. Various activities in the field of education should serve the interests of students, satisfy their interests and needs, and develop their talents, abilities, and potential opportunities. The questions asked should be open and logical.

We have tried to determine these conditions at the most optimal level [1]:
1) Tasks given in the form of "Work with groups" should be selected in accordance with the academic level of group members. Because one of the important conditions that can create motivation is that the tasks correspond to the student's level of understanding. Determining tasks that are both meaningful and can create motivation has a direct positive effect on pedagogical quality indicators. Therefore, the characteristics of these materials should be attractive, unusual, mysterious, unexpected and, most importantly, able to create conditions for organizing independent thinking activities; 2) The mechanism of approach to each group should be different so that the level of activity of students increases. In this process, a special socio-pedagogical environment is created. When a student feels special attention to himself, his interest in learning activities increases. An appropriate learning environment is an essential condition for achieving this result. When the teacher's mechanism of approach to students is dynamic and planned, all elements of the pedagogical process are in the spotlight; 3) The methods of presenting tasks to groups should be clear and stimulating. When presenting learning tasks to individual groups, the teacher should express his confidence in the success of solving that task. That is, it is necessary to stimulate them to continuous activity by creating a sense of self-confidence in each student. When he openly voices his confidence in the strength of the group, a dynamic style of activity is formed in students. In this process, the attention of all students is focused on learning activities; 4) It is important to pay attention to

the content of the activities performed by the students and to provide the necessary level of direction. The importance of this issue is that if you do not pay attention to the wrong approaches in the thoughts and ideas put forward by the student, useless activity will continue until the end of the lesson. Naturally, the quality of the lesson is mainly characterized by the teacher's organizational skills; 5) It is important to develop the ability of creative approaches in students. It is necessary to try to ensure that the student presents the educational materials mentioned in the textbook or teaching aids in a different form, while preserving their content, rather than in the same form. This mechanism requires the presentation of new forms while preserving the content when answering questions. Better results are achieved if the student answers the tasks and questions given based on the product of personal thinking. The teacher should always try to ensure that the student is able to present freely in his own words. Because one of the structural units of the personality model is the ability of a person to approach existing issues individually. In this sense, the individual approach, individual position and putting forward individual ideas create conditions for the student's socialization as an active and potential member of society. The most important condition here is that the student's mission of self-affirmation is fulfilled. If the teacher manages to create an appropriate socio-psychological and pedagogical environment, self-realization opportunities can also arise in students. The mechanical structure of this tendency is built on the teacher-student and student-student structure, but the socio-pedagogical structure is conditioned by the formation of mutual relations [13].

Analysis of (major) recent research and publications / Аналіз (основних) останніх досліджень і публікацій. The issue of socialization and developmental adaptation during primary school years has been extensively analyzed in psychological literature. One of the foundational theoretical contributions came from Jean Piaget, who described children's moral and social development as a transition from egocentrism to an awareness of group norms, shaped by the interplay of accommodation and assimilation mechanisms. His stages of cognitive development provide the structural basis for understanding how children internalize rules and adapt to social expectations [15].

L. Kohlberg and R. Hersh expanded on Piaget's moral development theory, proposing three levels of moral reasoning, each with distinct stages. Their work is instrumental in identifying how children progress from externally imposed rule-following to internalized ethical reasoning [16].

From a psycho-social perspective, M. Gander and H. Gardiner [4], P. Miller [5], and N. Senemoğlu [13] have all contributed to a comprehensive understanding of how emotional, social, and moral aspects interrelate during

childhood. Their studies emphasize the role of developmental tasks, social interaction, and individual temperament in shaping a child's ability to adapt and engage within their environment.

The connection between emotional regulation and social competence is emphasized in the works of N. Eisenberg et al. [10] who explored prosocial behavior and emotional competence as key predictors of healthy peer relationships. Similarly, J. Einarsdottir [11] offered insights into children's perspectives on play, showing its critical function in the development of expression, negotiation, and empathy in school settings.

Wolf et al. [7] further contributed to this domain by linking social-emotional learning (SEL) with academic and behavioral outcomes, asserting that SEL is not a secondary aspect of education, but a core developmental priority in early schooling. In the Azerbaijani academic context, Sh. Babayeva and M. Hasanova [1] examined general socio-psychological mechanisms and their influence on personality development. R. Jabbarov [2] focused on self-actualization as a determinant of inner balance and social integration, arguing that personal motivation and internal harmony are necessary for successful adaptation.

The importance of the family environment in shaping children's moral and emotional maturity is clearly highlighted by J. Chandio and M. Ali [9], while Iqbal et al. [18] and L. Nucci & D. Narvaez [19] addressed the ethical responsibilities of schools and teachers in promoting character development. S. Cam et al. [14] presented empirical findings supporting the progression of moral understanding in primary school students in the Piagetian framework.

T. Wright and J. Croxen [15] as well as H. Yavuzer [8] underscored the practical and behavioral dimensions of development, advocating for holistic educational settings that foster emotional resilience, autonomy, and social learning. D. Johnson [6] emphasized the role of active learning and cooperative strategies in shaping a child's social behavior, while H. Ma [17] proposed an integrated approach to moral development, linking personal, social, and institutional elements.

Altogether, this wide range of research provides a multi-dimensional foundation for understanding the socialization of primary school children. The present study synthesizes these perspectives to examine how various emotional, moral, and social factors intersect to influence children's ability to adapt and integrate into their educational and peer environments.

AIM AND TASKS / МЕТА ТА ЗАВДАННЯ

The ***purpose*** of this study is to identify psychological and social factors that affect the socialization of primary school students in modern times and to present optimal approaches that stimulate socialization.

The following ***tasks*** are set in the article:

1. The socialization of primary school students depends not only on their individual characteristics, but also on the characteristics of the social environment, its psychological impact on the child and the child's ability to adapt to this environment. Therefore, in each different social situation, approaches appropriate to the individual characteristics of the child should be applied.

2. Factors affecting the socialization of children can, on the one hand, facilitate this process, and on the other hand, cause socialization problems. Therefore, it is important to identify factors that have a negative impact for effective socialization and minimize their impact.

3. The dependence of a child's socialization on individual characteristics is determined by temperament, behavioral habits, communication skills and interests. Modern psychology approaches these factors more conceptually. Studies show that the development of social and emotional intelligence can be more effective in increasing the intensity of this process.

4. The main condition for the socialization process is that the changes in the child's personality structure correspond to the requirements of the social environment. Only in this case can the successful adaptation of the primary school student to the social environment be ensured.

5. The socialization process is carried out by activating the components involved in this process. For this, first of all, factors that complicate socialization should be identified, psychological support programs should be implemented, and the child's self-regulation skills should be developed.

THEORETICAL FRAMEWORK / ТЕОРЕТИЧНІ ОСНОВИ

Development occurs when many multi-faceted and interacting developmental areas and periods integrate and form a pattern. In this process, developmental areas and periods shaped by social interaction together with innate genetic factors are increasingly addressed and become the subject of interest in academic studies. In this study, social, emotional and moral development is addressed in the second childhood period, which is one of the critical periods in terms of development. According to the developmental approach, the primary school years, which are classified as the second childhood period of life (6–12 years), can be defined as a period of approximately 6 years in

which the foundations of individuals' subsequent developmental periods are laid and many developmental tasks are fulfilled. During this period, children interact with their peer group and social environment and realize their social, emotional and moral development. With the start of school, children develop the concepts necessary for daily and academic life, learn to get along with their peers, learn social roles by interacting with social groups, and develop a conscience, morality and value system. Although the primary school period in which these developments occur is specified with different names in different theories, especially in Freud and Erikson's theory, it corresponds to the same age range in terms of age. In Erikson's theory, the "productive age" has begun for primary school children who are in the period defined as a sense of inferiority against diligence. In this period, where many academic, social, emotional and moral learnings take place, schools and all social environments should support children's self-esteem and self-esteem development [3]. In order for the development of a sense of diligence and productivity, which can be described as preparation for adulthood in a sense, children are motivated to do things well and finish the work they start.

However, inadequate work habits and failure to fulfill developmental tasks can create feelings of inadequacy in children. Therefore, allowing children to experience success, organizing and rewarding learning activities in a way that every child can learn, and directing them towards realistic goals will support their development. In a social sense, children who go out of their home and family environment interact with their peer groups and realize their social-emotional and moral development through play and formal/informal educational activities at school. While they become aware of their own feelings, especially through interaction with the environment, they develop their expression skills in social environments, and they also learn social rules and form their moral perceptions. During the socialization process, children learn to control their emotions and excitement and to obey moral rules through interactions with family, peers and school [11].

Children in this period cannot yet understand that the rules of the game can be changed in line with the tendencies of the group. In addition, children also have moral reasoning and decision-making powers. In order to understand moral development, Piaget observed how children of different ages interpreted the rules and structured his theory. Piaget emphasizes that two-year-old children do not have rules, they just play, they notice the rules between the ages of two and six, they accept the rules between the ages of six and ten, and finally, between the ages of ten and twelve, they perceive that the rules are things that everyone agrees on and that the rules can be changed. In addition, Piaget, who defines moral

development as two periods, defines the six-twelve-year-old period as dependence on external rules [16]; Afterwards, with the expansion of children's peer groups, he stated it as a period of moral autonomy. When considered in a developmental sense, starting from the primary school period, children can evaluate intention and result together by breaking away from the realism of the concrete operations period. According to Kohlberg's theory, which was created by reinterpreting Piaget's theory, moral development similarly focuses on how children and adults interpret the rules that govern their behavior in certain situations. Unlike Piaget, Kohlberg, instead of observing children's games, classified their reactions and reasoning by giving them certain situations that included moral dilemmas into three levels and six stages. According to the psychoanalytic approach, morality is seen as related to the "conscience" located in the superego.

The theory, which states that moral development is largely completed in the first six years of life, states that the sense of guilt that children feel, especially during the Oedipus and Electra complexes experienced in the phallic period, ensures the development of conscience in them. In the moral education to be given to children regarding moral development, which constitutes an important dimension in development, the dimensions of human relations, sacrifice, moral feelings and psychological needs, moral judgment and citizenship are emphasized. Regarding the role of teachers in supporting this development; the majority of them agreed that they should maintain good relationships with students that will help them develop cognitive, social-emotional and moral skills and that they work to create a welcoming environment for students.

In addition, they emphasized the importance of behaviors such as not only transferring knowledge but also developing students' skills and correct attitudes, focusing on their ethical attitudes [12]. In addition, the widespread view that schools should contribute to students' moral development and character formation states that students should support values such as honesty, respect for others, and democracy. Students believe that schools should promote values such as honesty and tolerance towards others [8].

It has been observed that various psychoeducation and learning programs applied are effective in the social-emotional and moral development of students and improve their friendship skills. In recent years, studies on the role of emotion and emotion regulation in morality have attracted attention. However, it is emphasized that experimental and theoretical studies on moral development are not sufficient. Increasing research on social-emotional and moral development in the second childhood period will provide a better understanding of the period. The use of the systematic review method in this study can provide information to

researchers about the gaps and deficiencies in the literature [9].

RESEARCH METHODS / МЕТОДИ ДОСЛІДЖЕННЯ

In accordance with the purpose of this study, the following methods were selected and applied:

- theoretical analysis;
- observation;
- interviewing;
- questionnaires;
- diagnostic tests;
- training;
- mathematical and statistical methods.

RESEARCH RESULTS / РЕЗУЛЬТАТИ ДОСЛІДЖЕННЯ

Primary school students should be prepared in advance for the rapidly changing social and emotional conditions of the modern era. However, when to start this process, how to organize it and at what level it should be implemented has not yet been clearly answered. Our goal is to shed light on these unanswered questions. Currently, we have summarized the personality traits of students who have just started primary school, their behavior and attitudes arising from adaptation difficulties, as well as learning problems, and have come to the following conclusions:

Educational activities in primary schools are mainly organized in groups. Therefore, a child entering school needs interaction with his peers, especially with those with whom he will quickly communicate. At this stage, the communication style of class leaders and teachers has a significant impact on the formation of relationships. The teacher's equal approach to all children, his avoidance of discrimination, and his behavior as an example and modeling have a positive impact on the socialization process.

In this sense, the quality of educational work carried out at school, the level of professionalism of teachers, the content of cognitive and emotional interactions with students, taking into account their individual characteristics, facilitate and accelerate the process of social adaptation. The application of socialization tools has an adequate effect on this process and strengthens adaptation.

The egoism, self-esteem and desire to be distinguished, instilled in the family, prevent children from effectively communicating with their peers. The rules of cooperation are often violated, confrontations and conflicts arise. Observations show that children with low status in the peer group are often

selfish, do not adhere to communication norms and try to artificially exaggerate their status. These children are characterized by emotional indecision, lack of self-confidence, timidity and poor self-control. As a result, these situations lead to problems within the group and in adapting to new conditions. On the contrary, modest, sincere and justice-minded children have a high social status among themselves and their adaptation is more successful. Therefore, in order to improve the socialization process, it is important to form new skills and habits in children that will replace negative habits from the family.

During the observations, it became clear once again that intellectual dynamics also weaken in children who have difficulty regulating relationships and who maintain incomplete habits. Educational outcomes gradually deteriorate. Adaptation becomes more difficult in children with a low level of intelligence. However, students who have advantages in terms of physical fitness can compensate for these shortcomings to some extent. The greatest difficulties are observed in children with both a weak intellectual level and weak motivation and needs. Changes in behavior and relationships are observed in these children. Their friendships quickly break down and a feeling of loneliness arises. The discovery and actualization of internal resources in such children should be supported by special methods. The main motivation that adapts a student to new social situations is the adaptation of his internal needs to the school environment. Weak self-development and self-realization needs prevent the child from adopting behavioral models appropriate to new situations. The development of personal abilities is possible with a purposeful choice of direction, emotional stability and willpower. In cases where emotional-willpower characteristics are sufficiently developed, the child can get away from stress and regulate his behavior.

To support the socialization process, pedagogical awareness work should be carried out among teachers, roles should be formed according to the age and personality characteristics of the students, and activities aimed at cooperation and mutual support should be organized. With properly directed corrective measures, it is possible to achieve significant changes in these children.

CONCLUSIONS / ВИСНОВКИ

Thus, analyzing the factors influencing the socialization of primary school students in modern educational settings, we can note a number of conclusions.

We can conclude that primary school students face various difficulties in the process of socialization due to the interaction of individual and environmental factors. These were studied in several dimensions: motivation, communication, emotional development, and group integration.

Difficulties in motivation are primarily associated with children's insufficient internal desire to participate in collective activities, limited self-confidence, and an unclear understanding of their personal and social roles. Moreover, emotional insecurity and limited encouragement at home or school may contribute to this. The main reason for communication difficulties is the mismatch between children's prior social habits, often formed in family environments, and the expectations of school-based social interaction. Children encounter structured group dynamics, social rules, and formalized peer communication at school. This new environment can cause communication delays, avoidance, peer exclusion, and sometimes introversion or aggression, especially in emotionally sensitive students.

Another important area of difficulty is the emotional domain. Observations and diagnostic tools show that many students struggle with emotional instability, such as anxiety, fear of being judged, mood fluctuations, low emotional resilience, or overreaction in social situations. These are caused by: a) innate emotional traits and temperament characteristics of the child; b) unfamiliarity with the social and emotional demands of the classroom environment; c) underdeveloped emotional self-regulation skills due to limited support during early childhood.

Another challenge during socialization involves role behavior within the classroom. The shift from informal home settings to formal learning and peer-based cooperation requires children to develop discipline, cooperation, and responsibility. However, many students are not prepared to assume these roles and responsibilities. As role behavior is deeply connected to self-regulation, behavioral habits, and modeled actions, its development depends on both structured teaching and peer modeling. If not addressed adequately, such gaps may lead to behavioral issues, withdrawal, or even longer-term maladjustment.

Prospects for further research in this direction / Перспективи подальших досліджень у цьому напрямі. It is possible to conduct further research in various directions aimed at minimizing the difficulties encountered by primary school students during the socialization process. Future studies can focus on the development and implementation of pedagogical and psychological interventions that facilitate smoother social adaptation in early school years.

REFERENCES / СПИСОК ВИКОРИСТАНИХ ДЖЕРЕЛ

- [1] Ş. R. Babayeva, M. F. Həsənova. *Sosial psixologiya*. Bakı, Azərbaycan : ADPU-nun mətbəəsi, 2018.

- [2] R. V. Cabbarov, *Özünü gerçekleştirmenin psikologiyası*. Bakı, Azərbaycan : Elm vəTəhsil, 2016.
- [3] H. Bacanlı, *İnkişaf və öyrənmə*. Ankara, Türkiyə : Nobel Yayıncılık, 2010.
- [4] M. J. Gander, H. W. Gardiner, *Çocuk ve ergen gelişimi*. Ankara, Türkiyə : İmge Kitabevi, 2010.
- [5] P. H. Miller, *Gelişim psikolojisi kuramları*. İstanbul, Türkiyə : İlya Yayınevi, 2008.
- [6] D. W. Johnson, *Active Learning: Cooperation in the Classroom*. Edina: Interaction Book Company, 2014.
- [7] S. Wolf et al., «Early Childhood Development and Social-Emotional Learning», *International Journal of Educational Development*, № 81, pp. 102–113, 2021.
- [8] H. Yavuzer, *Çocuk eğitimi el kitabı*. İstanbul, Türkiyə : Remzi Kitabevi, 2019
- [9] J. A. Chandio, M. Ali, «Role of Families in Children's Moral Development», *Journal of Education and Educational Development*, № 6(2), pp. 249–267, 2019.
- [10] N. Eisenberg et al., «Prosocial Development in Early Childhood», in *Handbook of Child Psychology*, 2005, pp. 646–718.
- [11] J. Einarsdottir, «Children's Perspectives on Play», *European Early Childhood Education Research Journal*, № 18(2), pp. 267–280, 2010.
- [12] A. M. Aviles et al., «School Mental Health Programs and the Role of School Psychologists», *Psychology in the Schools*, № 42(2), pp. 117–130, 2005.
- [13] N. Senemoğlu, *Gelişim, öğrenme ve öğretme: Kuramdan uygulamaya*. Ankara, Türkiyə : Pegem A Yayıncılık, 2011.
- [14] S. Çam, H. Demirtaş, M. Özcan, «Türk iyə uşaqların da əxlaqınk işafı mərhələləri: Piaget baxışı», *Eğitimde Kuram ve Uygulama*, № 19(1), pp. 21–37, 2023.
- [15] T. Wright, J. Croxen, *Child Development and Education*. London, United Kingdom : Heinemann, 1989.
- [16] L. Kohlberg, R. H. Hersh, «Moral Development: A Review of the Theory», *Theory into Practice*, № 16(2), pp. 53–59, 2009.
- [17] H. K. Ma, *Moral Development and Moral Education: An Integrated Approach*. Hong Kong : University of Hong Kong Press, 2009.
- [18] H. Iqbal et al. «Teachers' Perspectives on Moral and Ethical Education in Primary Schools», *Journal of Educational Research*, № 21(1), pp. 66–78, 2018.
- [19] L. Nucci, D. Narvaez, *Handbook of Moral and Character Education*. New York, USA : Routledge, 2008.

Text of the article was accepted by Editorial Team 12.03.25

ФАКТОРИ, ЩО ВПЛИВАЮТЬ НА СОЦІАЛІЗАЦІЮ УЧНІВ ПОЧАТКОВОЇ ШКОЛИ В СУЧАСНИЙ ЧАС

Гасанова Ельміра Вахід гизи,
аспірантка Азербайджанського
державного педагогічного університету.
Баку, Азербайджан.

 <https://orcid.org/0009-0002-6285-6878>
elmirahesenova3098@gmail.com

Анотація. Роки навчання у початковій школі, також відомі як другий етап дитинства (вік 6–12 років), є одним із найчутливіших періодів для розвитку дітей. У цей час діти не лише набувають академічних навичок, а й проходять критичні фази соціального, емоційного та морального розвитку. Це дослідження розглядає ключові соціальні фактори, що впливають на соціалізацію учнів початкової школи, зосереджуючись на тому, як емоційна рівновага, взаємодія з однолітками, сімейна динаміка та моральне виховання сприяють їхньому загальному зростанню. Дослідження проводить теоретичні перспективи Піаже, Кольберга, Еріксона та інших вчених, щоб зрозуміти, як діти сприймають та засвоюють соціальні ролі, цінності та норми. На цьому етапі розвитку діти поступово переходять від егоцентричного мислення до спільної групової поведінки. Завдяки шкільному досвіду вони навчаються висловлювати свої почуття, розуміти емоції інших (емпатія), адаптуватися до групової динаміки та розвивати почуття моральної відповідальності. Інший вимір дослідження досліджує емоційні проблеми, з якими можуть стикатися діти, такі як проблеми з впевненістю у собі, відторгнення однолітків або тривога, та як це може перешкоджати здоровій соціальній адаптації. У дослідженні наголошується, що наявність емоційно підтримуючого сімейного середовища та структурованих шкільних програм, таких як соціально-емоційне навчання (СЕН), значною мірою допомагає впоратися з цими труднощами. Моральний розвиток, тісно пов'язаний як з емоційною зрілістю, так і з когнітивним мисленням, також є центральною частиною цього аналізу. У дослідженні розглядаються різні рівні морального судження, які демонструють діти залежно від їхнього віку, соціального впливу та освіти. Підкреслюється, що діти, які виростають у шанобливому та етично структурованому середовищі, як правило, розвивають сильніший моральний компас. Це дослідження також оцінює роль вчителів та

системи освіти у сприянні соціалізації. Справедлива поведінка вчителів, емоційна взаємодія з учнями та включення моральних уроків у класну практику значно підвищують здатність учнів до позитивної соціалізації. На основі отриманих результатів у статті робиться висновок, що для успішної соціалізації у початковій освіті важлива багатовимірна система підтримки, яка поєднує участь сім'ї, шкільні програми, динаміку однолітків та послідовне емоційно-моральне керівництво. Нарешті, у статті припускається, що систематичне спостереження та психологічна підтримка, що відповідає розвитку, можуть допомогти зменшити дезадаптацію та сприяти цілісному зростанню.

Ключові слова: початкова школа; соціалізація; емоційний розвиток; моральне виховання; емпатія; стосунки з однолітками; роль вчителя; сімейне середовище.

TRANSLATED AND TRANSLITERATED / ПЕРЕКЛАД, ТРАНСЛІТЕРАЦІЯ

- [1] Sh. R. Babayeva, M. F. Hasanova. Social Psychology. Baku, Azerbaijan : ADPU printing house, 2018. (in Azerbaijani).
- [2] R. V. Jabbarov, Psychology of Self-Actualization. Baku, Azerbaijan : Science and Education, 2016. (in Azerbaijani).
- [3] H. Bacanlı, Development and Learning. Ankara, Turkey : Nobel Publishing, 2010. (in Azerbaijani).
- [4] M. J. Gander, H. W. Gardiner, Child and Adolescent Development. Ankara, Turkey : Imge Publishing, 2010. (in Turkish).
- [5] P. H. Miller, Theories of Developmental Psychology. Istanbul, Turkey : Ilya Publishing, 2008. (in Turkish).
- [6] D. W. Johnson, Active Learning: Cooperation in the Classroom. Edina: Interaction Book Company, 2014. (in English).
- [7] S. Wolf et al., «Early Childhood Development and Social-Emotional Learning», International Journal of Educational Development, № 81, pp. 102–113, 2021. (in English).
- [8] H. Yavuzer, Child Education Handbook. Istanbul, Turkey : Remzi Publishing, 2019. (in Turkish).
- [9] J. A. Chandio, M. Ali, «Role of Families in Children's Moral Development», Journal of Education and Educational Development, № 6(2), pp. 249–267, 2019. (in English).

- [10] N. Eisenberg et al., «Prosocial Development in Early Childhood», in Handbook of Child Psychology, 2005, pp. 646–718. (in English).
- [11] J. Einarsdottir, «Children's Perspectives on Play», European Early Childhood Education Research Journal, № 18(2), pp. 267–280, 2010. (in English).
- [12] A. M. Aviles et al., «School Mental Health Programs and the Role of School Psychologists», Psychology in the Schools, № 42(2), pp. 117–130, 2005. (in English).
- [13] N. Senemoglu, Development, Learning and Teaching: From Theory to Practice. Ankara, Turkey : Pegem A Publishing, 2011. (in Turkish).
- [14] S. Çam, H. Demirtaş, M. Ozcan, «Moral Development Stages in Turkish Children: A Piagetian Perspective», Theory and Practice in Education, № 19(1), pp. 21–37, 2023. (in Azerbaijani).
- [15] T. Wright, J. Croxson, Child Development and Education. London, United Kingdom : Heinemann, 1989. (in English).
- [16] L. Kohlberg, R. H. Hersh, «Moral Development: A Review of the Theory», Theory into Practice, № 16(2), pp. 53–59, 2009. (in English).
- [17] H. K. Ma, Moral Development and Moral Education: An Integrated Approach. Hong Kong : University of Hong Kong Press, 2009. (in English).
- [18] H. Iqbal et al. «Teachers' Perspectives on Moral and Ethical Education in Primary Schools», Journal of Educational Research, № 21(1), pp. 66–78, 2018. (in English).
- [19] L. Nucci, D. Narvaez, Handbook of Moral and Character Education. New York, USA : Routledge, 2008. (in English).

Reviewed April 25, 2025
Published May 22, 2025



This work is licensed under Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

© Elmira Hasanova, 2025