

## RELATIONSHIP BETWEEN THE SOCIAL DEVELOPMENT AND MOTOR ACTIVITY OF THE CHILD

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**ABSTRACT:** AT THE PRESENT STAGE OF SOCIAL DEVELOPMENT ISSUES FOR THE SOCIALIZATION OF THE CHILD IS CURRENT. THE SPECIFIC GOAL WAS TO EXAMINE THE RELATIONSHIP BETWEEN SOCIAL DEVELOPMENT AND MOTOR ACTIVITY OF THE CHILD IN PRESCHOOL.

**KEYWORDS:** SOCIALIZATION, SOCIAL DEVELOPMENT, MOTOR ACTIVITY, MOTOR DEVELOPMENT, PRESCHOOL.

**M**an is the highest creation of nature. Throughout his adult life he strives for perfection. Digested social experience through inner world and external influences to become a personality - open system, open to the outside world that continually accepts, processes and transmits social information. Thanks to that achieved social adaptation and conscious regulation of behavior that favor the inclusion of man to the social conditions for the formation and improvement of the individual, the socialization in public life. For the child of preschool opens the possibility for all the personal development of its cognitive, creative and social activity [13].

At the current stage of social development problem of socialization of the child is up to date because its solution by enabling it promptly and conscious orientation in the surrounding reality, to master methods for its evaluation and formation of social skills and relationships. In this connection our country arise idea to look at some aspects of socialization of the child in preschool. Our specific **goal** *It was to examine the relationship between social development and motor activity of the child in preschool age (CPA).* In the process stands three tasks:

- *to illuminate and refine the conceptual evolution of the issue of socialization of children from CPA;*
- *to study motor activity of children as genetic and realizatsionni factors of socialization of children;*
- *to confirm the relationship between social development and motor activity of the child in preschool age.*

***The study is characterized mostly theoretical.***

The process of socialization is determined by W. Bronfenbrenner as a collection of all social processes through which individual absorbed a system of norms and values, allowing it to function as a member of society [3].

According to L. Dimitrov stages of socialization in humans should be based on the stages of development of the psychology of personality – *"These are age periods of full development, maturation and enrichment of the human person, in each of which have a dominant role among other factors, circumstances, values"* [13].

The main stages in the socialization of people with a view activities in different ages and from various factors, L. Dimitrov defined as: *period of pre childhood (birth to 6-7 years); School childhood (from 6-7 to 13-14 years); adolescence or early youth (from 13-14 to 17-18 years); mature young age (from 17-18 to 28-30 years); Social-labor realization of people (from 28-30 to 55-60g .; period of social security people (over 55-60 years).*

Other authors NV Andreenkova [1] A. Yurovski, Galinskiy [9] differentiate several stages of socialization, the first stage of early socialization, covering the period of early childhood and preschool. Then the human individual becomes first necessary knowledge and experience. At this point form the basic properties and qualities of personality. The main factor that has an impact on socializing personality in this period is characterized by the entry of primary social groups (family, gaming groups, kindergarten, school), where they are used basic social relations and norms. Then the child gets first knowledge of the surrounding material and social world and interpersonal relationships formed their social and ethical and moral concepts and values necessary digested patterns of behavior. In summary plan we assume that the term socialization means the acquisition of social experience of the individual. Typical of socialization that covers the entire life of man. This process is long (long-life process), a slow and is carried out under the influence of both endogenous characteristics of the individual, and the exogenous features of the environment and society. The concept of socialization is closely linked to development, education and adaptation.

It is necessary to distinguish between the concepts of "socialization" and "social development". Socialization covers the entire life time of human society and is not limited in time periods and stages of personality building. While social development is the process of adoption and further development of social and cultural experience of the individual required for inclusion in the system of social relations, which consists of:

- *employment skills;*
- *knowledge;*
- *norms, values, traditions, rules;*
- *social personality traits that allow one to exist comfortably and effectively in the society of others, tolerance [8].*

According to L. Deseva largely social development of the child achieves in / through socialization, which turns from individual to member of society. At the same time, however, the purpose of socialization and social development differ. The purpose of social development is to become conscious individual roles that must be played to be what it should be, but through socialization individual realizes its existing role in society [10].

The content of social development is determined on the one hand from all social influences (the level of world culture, human values, on the other hand individual terms of personality, revealing the creative potential of the individual.

L. S. Vigotski argues that important for an objective understanding of child development has a social situation in which it is performed. It represents a singular and unique relationship between the child and the surrounding reality, which is characterized, on the one hand, with the objective situation of children in relations with adults, on the other, with the subjective reflection of the situation in the experiences of children [6].

According to A. N. Leontiev social development is mainly characterized by the relationship between him and his environment through the activities. He believes that leading activity has a decisive influence on the development of the psyche of the child in an age period. In early childhood leading activity is communication, dialogue with adults and object-manipulative activity in preschool - gaming activity in elementary school - school activities.

Through its research A. N. Leontiev [14] concludes that social development should be associated with gaming activities. Preschool age is celebrated by actions explore the world of the child, mainly through games, which defines the "independence" of children's activities from reality. In other words, the child perceives his social environment through gaming activity that reveals the meaning of human interaction in different situations.

D. Elkonin [12] divides the main groups of activities of the two. The first is based on learning activities related to public relations, the basis of which develops a cover-potrebnostnata sphere of personality. The second group of activities is limited to the acquisition of knowledge, skills and habits on which the developed intellectual-cognitive components and operationally technical capabilities.

As established gaming business is a leader in preschool. It is part of the manifold motor activity of the child. According to E. Petrova, motor activity contributes not only for its harmonious physical development but also for the overall formation of the child's personality. It is biologically inherent to the growing body of small child [16].

The prerequisites for "elementary" locomotor activity related to explore the surrounding (social) world, according to J. Veroff [2] occur as early as two years of age in children. Анри Valon notes the connection between emotions, motor function and social integration of the child. According to him, the movement is related to the improvement of the knowledge and abilities of the child [4].

Correlation between child socialization and motor activity detected by its research and Holinder E. and R. Martens. Registering high correlation between coordination abilities, mental, motor and social activity in children (A. Momchilova, 1998). The study shows a correlation between the development of coordination and physical properties.

Above arguments confirm that childhood is a period of physical, mental and social development, which are fundamental to the personal formation of man. Not accidentally preschool age (3-7 years) is determined by many researchers (Ya. A. Komensky, M. Montessori, N. S. Leytes [15]) as especially favorable period for the formation of certain qualities and capabilities. During these years are elevated perceptive abilities, emotional responsiveness to certain influences sensitivity fineness of the senses [7]. In the scientific literature, these periods are known as sensitive periods of child development.

Preschool age is a sensitive period of the utmost importance for the emergence of the child in the world of social relations, the process of his socialization, which according to Vigotski's "ingrowth in human culture." In this aspect L. S. Vigotski consider the mental development of the child as a dialectical unity between the natural maturation and social development, taking into account the leading role of social development, determined by the guide impacts of society on the individual. Mental development leads to the formation of those personal qualities that are ideal for the Human Environment, which is fundamental to its development [5].

Krum Rachev [17] in their research demonstrates sensitivity to the development of motor skills in preschoolers. During this period form the arbitrary action based on mastered the movements and different movement patterns. In the process, children enrich their driving experience. This increases motor activity and their ability to overcome any difficulties associated with locomotor activity and competencies to play.

The kindergarten children formed in interests and motivation, positive self-expression, interaction, control and self-control in game situations are prerequisites for the development of the pursuit of physical perfection, Locomotor activity and personal for use of own ideas

and experiences in a variety of conditions. Natural and applied locomotor activity in preschoolers require the child to:

- *Know and perform natural movements Applied walking, running, jumping, throwing, crawl, squeeze, climbing, and VIS;*
- *Comply with the basic requirements for proper execution of natural and applied movements and motor activities in safety and mutual aid;*
- *Combines natural and applied consistent with the tasks and movements reveal their effects and features;*
- *Perform motor activity organized nature (line-up, positioning, etc.);*
- *Apply studied exercise in games and in various conditions;*
- *Understands the importance of physical activity to health and to the harmonious physical development of sport, various activities and professions;*
- *Is active in the performance of physical exercise;*
- *Expressed satisfaction with individual and group performances of motor activities.*

### CONCLUSION

Studied conceptual theories of different authors clarify that the term "socialization" is too broad and could be seen from many aspects. Socio-pedagogical point of view and as a result of our theoretical research in **child socialization** we recommend to understand the process by which the child absorbs behavior, skills, motives, values, beliefs and norms related to its culture during the preschool childhood. In the context of the tasks synthesize the following important *conclusions*:

1. *Physical activity is highly correlated with children's social development as a process in which they perceive the values and traditions of its people, culture and society in which they live.*

2. *Physical activity of children integrate basic genetic and realizatsionni factors of socialization of children. To assist this accumulation of skills, motor skills and movement patterns. Children are able to help themselves in the performance of daily activities and communications.*

*All components of social development are closely linked. Therefore, changes in one of them inevitably leads to a change in the other three components (Cultural skills, specific knowledge, social skills, role behavior).*

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