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Abstract *:*

Socialization, as one of the fundamental social processes, contributes to maintaining the integration and stability of society on one hand, and to the construction of human personality and the preparation of children for social life on the other. The survival and continuity of a society are ensured through the preservation and perpetuation of its culture. Beliefs, values,customs,traditions, and all that distinguishes one society from another can only be preserved if they are passed down from generation to generation, starting with the family, which represents the foundational institution for child upbringing and the teaching of the primary knowledge in their lives, leading to the highest institutions that drive positive change in society. This change begins with transformations in concepts,values, customs, and consequently, behavior. This research paper aims to clarify the role of socialization in the upbringing of children and the impact of its institutions on shaping the child's personality and growth.

Keywords: *Socialization, children, family, school, media.*

الملخص:

إن التنشئة الاجتماعية كعملية من العمليات الاجتماعية الأساسية، التي تساهم في الحفاظ على تكامل المجتمع واستقراره من جهة، كما تساهم في بناء الشخصية الإنسانية وتهيئة الأبناء للحياة الاجتماعية من جهة أخرى، كما أن بقاء المجتمع واستمراره يتم ببقاء ثقافته واستمرارها فالعقائد والقيم والعادات والتقاليد وكل ما يميز مجتمع عن أخر لا يمكن الحفاظ عليه إلا إذا تم توارثه جيلا عن جيل انطلاقا من الأسرة التي تمثل المؤسسة القاعدية لتنشئة الطفل وتعليمه الأسس المعرفية الأولى في حياته وصولا الى أسمى المؤسسات التي تدفعه الى التغيير الإيجابي في المجتمع والذي يبدأ بالتغير في المفاهيم، القيم، العادات ومن ثمة السلوك، ونهدف من خلال هذه الورقة البحثة الى توضيح دور التنشئة الاجتماعية في تربية الأبناء وتأثير مؤسساتها على صقل شخصية الطفل ونموه.

الكلمات المفتاحية التنشئة الاجتماعية، الأبناء، الأسرة، المدرسة، وسائل الإعلام.

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1. *Introduction*

The well-being, strength, progress, prosperity, and cohesion of society are linked to the mental and social health of its individuals. An individual within society is the maker of the future and the central focus and goal. The accomplishments and plans surrounding this individual merely reflect the extent of their effectiveness. Therefore, an enlightened society prioritizes the individual as the foundation of its social prosperity and advancement, above material achievements and projects.

For an individual to be a prominent member contributing to social progress, attention must be given to their socialization. This aspect has been of great interest to psychological and social studies, both in form and content, due to its importance in shaping an effective and positive member of society, rather than a passive and incapable one. Socialization is a delicate and critical process in an individual's life as it forms the foundation of their personality traits.

The family is the first social institution where a child is born and lives for a long period until they can rely on themselves. Given the importance of this educational role, it is necessary for the family to carry it out towards the children. Scientific research and exploration of its various aspects are essential to keep up with educational changes, especially in light of educational and social developments.

The family is the primary unit in the social structure, where a person acquires their initial knowledge, experiences, and social behaviors. This occurs through exposure to positive or negative educational influences throughout life stages, shaping the features of their self and social personality. This places a significant responsibility on parents, as the child gains experiences and lessons from their family, particularly from their parents, contributing to a balanced personality and positive social interaction.

No social system, small or large, formal or informal, is devoid of this process, though the

method and nature of its role may differ, not its objective. The problem of the study can be formulated in the following main question : What is socialization of children, and how does this process occur?

1.1 Study Objectives :

- To understand and define the concept of socialization from various psychological, social, and anthropological perspectives.
- To uncover the goals of socialization, its forms, and the institutions playing a significant role in this process.

1.2 Study importance :

The importance of this research lies in clarifying the significance of socialization in helping the individual develop the ability to live and interact within their society. This includes interacting with friends, relatives, parents, and learning the ways and skills of communication with society. They learn the language, traditions, and culture, helping them build relationships with community members and maintain the laws and order of society. This makes them a psychologically sound individual capable of fulfilling their duties towards society and achieving their desires and aspirations, without feeling depression or isolation, becoming a normal person who excels in their work. Thus, we observe the immense importance of socialization for the individual and society, impacting all age stages.

2. Concept of Socialization :

2.1 Linguistically : In Ibn Manzur's *Lisan al-Arab*, the word "tanshe'a" (socialization) comes from the verb "nasha'a," which means "to grow" or "to develop" (Ibn Manzur, 1997, p. 25).

2.2 Major Perspectives in the Study of Socialization :

The study of socialization varies according to scholars from different fields such as psychology, sociology, social psychology, and anthropology. Below are the definitions according to each perspective:

2.2.1 Psychological Perspective :

Psychologists who support this perspective argue that an individual's personality is formed and shaped primarily during the early years of life. Subsequent influences are secondary compared to the early childhood experiences. The child's inherent instincts and desires, which may threaten social stability, are regulated through socialization. Psychologists define socialization as "the process by which socially trained individuals restrain and organize their impulses according to societal requirements and the prevailing social system, contrasting with unsocialized individuals whose selfish gratification of impulses harms others and society's well-being" (Al-Isawi, 1985, p. 42).

Thus, psychologists view the role of socialization as achieving a balance between individual impulses and societal desires, transforming these impulses into socially acceptable behaviors, which begins in early childhood. Theories such as Sigmund Freud's attempt to explain how personality is formed.

2.2.2 Sociological Perspective :

Sociologists define socialization as "the focus on social systems that transform a human being into a social individual capable of interacting and integrating smoothly with members of society. It trains individuals for their future roles, instills them with social values, customs, and traditions, and ensures conformity between individuals and societal norms and laws, leading to social solidarity and cohesion" (Al-Khatib, 2002, p. 89).

From this perspective, socialization involves teaching an individual from an early age the customs, norms, and traditions of their community or group, enabling them to adapt and engage with others through socially accepted patterns of behavior and values, making them an active member within their family and society.

2.2.3 Anthropological Perspective :

Anthropologists emphasize the ability of human societies to preserve and transmit culture across generations through socialization, which serves as the primary means for cultural continuity. Saeed Faraj describes socialization as "a process aimed at integrating cultural elements into the personality system, starting from birth within the family, continuing through school, peer groups, and professional structures, thus achieving integration with cultural and social elements" (Al-Khatib, 2002, p. 91).

According to anthropologists, socialization is the process through which a child absorbs the culture of their society, acquiring it through various social interactions during childhood. These interactions vary across societies based on prevailing cultural norms, and socialization methods differ accordingly. The culture of a society determines its socialization methods.

We conclude from the various definitions of the concept of socialization that it focuses on three aspects:

- The first aspect emphasizes that socialization is primarily a childhood process, with early experiences leaving a lasting impact on an individual's personality.
- The second aspect views socialization as a continuous process throughout life, transforming an individual from a biological being into a social individual through social interaction.

- The third aspect highlights that socialization integrates social and cultural elements into an individual's personality, making them a valuable member within their groups.

3. Goals of Socialization:

Socialization aims to achieve several objectives, including:

- Acquiring Social Attributes An individual is not born social, and through socialization, they can acquire social attributes, maintain their innate human nature, and highlight genuine aspects of their humanity.
- Embedding Culture Socialization aims to instill the culture of society into an individual's personality. The relationship between culture and socialization is reciprocal, as each influence and is influenced by the other.
- Behavior Regulation Proper socialization helps individuals regulate their behavior and satisfy their needs in a manner consistent with religious values and social norms, teaching them how to curb or limit undesirable impulses.
- Teaching Beliefs and Values It teaches beliefs, social and ethical values, and the formation of attitudes recognized within society and its values in general, enabling individuals to choose their responses to stimuli in various daily situations.
- Internal Behavior Controls Socialization ingrains internal behavior controls, which are contained within the conscience and become a fundamental part of it. If the components of the conscience are of positive types, this conscience is described as being alive (Mohi El-Din, 1982, p. 45).

Thus, socialization is a complex process with multifaceted goals, aiming to achieve various tasks through different means. The content and scope of socialization vary from one society to another.

4. Forms of Socialization:

Socialization takes two main forms:

4.1 Intentional Socialization:

This type of socialization occurs in both the family and school. Families teach their children language, manners of speech, and behavior according to their cultural system, standards, and attitudes, determining the methods and tools related to absorbing this culture, its values, and standards. Similarly, school education at various levels is deliberate, with specific goals, methods, systems, and curricula connected to the upbringing of individuals in a certain way.

4.2 Unintentional Socialization:

This form of socialization occurs through the mosque, media, radio, television, cinema, theater, and other institutions that contribute to socialization through the following roles:

- Individuals learn skills, meanings, and ideas by acquiring social standards that vary depending on these institutions.
- They acquire attitudes and habits related to love and hate, success and failure, play, cooperation, and responsibility.
- They gain habits related to work, production, consumption, and other types of behavior, attitudes, standards, positions, and social roles (Al-Isawi, 1985, p. 77).

5. Institutions of Socialization:

5.1 The Role of the Family in Socialization:

The family is undeniably the primary group that instills fundamental social traits in new generations. It is the main vehicle for socialization. A child's social upbringing is influenced by the family's economic and social status, which affects the fulfillment of their needs. The impact of

socialization also varies according to the child's gender, as families do not treat boys and girls in the same way. Parental behavior also changes before and after the child's birth, making socialization a reciprocal process of influence. Parental behavior significantly affects the child's socialization.

Psychological, sociological, educational, and even literary studies have emphasized the importance of the mother's role in socializing children, viewing her as a model and example for the child from early life. The mother's importance lies in her constant presence with the child from birth until they reach an age where they can become a member of society. For a child, the mother represents unlimited love and care, being responsible for all aspects of the child's life. This extends beyond childhood into adolescence, during which children of different genders and with various problems often seek their mother's comfort. The father, in this phase, often assumes an authoritative and respected role, sometimes exerting control that indirectly causes children to distance themselves from him. This dynamic often leads to a one-sided relationship between children and the mother, creating an imbalance within the family.

The father's role in socialization is equally important but often seen as secondary. While the father's direct involvement might be less noticeable in the early stages of the child's life, his indirect contributions through providing material needs like food, clothing, and protection are crucial. These provisions, combined with the mother's affection, aid in the child's physical and emotional development (Naima, 2002, p. 103)

5.2 The Role of the School in Socialization:

The school is rightfully considered the second socializing agent after the family, tasked with the socialization of children and young generations. The school prepares new generations spiritually, intellectually, behaviorally, physically, morally, and professionally. This preparation

helps individuals gain membership in the community and contribute to various social activities. Today, schools perform numerous educational tasks. Among these tasks are artistic education, which includes music, drawing, and other artistic activities, physical education, moral and spiritual education, social education, cognitive development, and professional education. The school is a microcosm of society. As society's culture has become more complex and the demands of life have increased, many men, women, and even children find themselves leaving their homes daily to work in factories, commercial enterprises, government jobs, and other positions. This division of the family unit and the dispersion of children necessitate a stronger role for the school. Consequently, society elevates the school's importance, positioning it as a proxy to socialize generations according to societal norms (Naima, 2002, p. 107).

5.3 Cooperation Between Family and Community:

There are several reasons that justify the necessity of cooperation between the family and the school in the field of child upbringing, including:

- Mutual Understanding Cooperation between these two institutions achieves a reasonable level of mutual understanding of each other's role in child upbringing. This leads to increased coordination and prevents conflicts that could result in psychological distress for the student.
- Problem Solving Cooperation helps in resolving many problems that students might face, such as school absenteeism or exam failures, which could lead to school dropout, thus reducing educational wastage.
- Holistic Understanding Cooperation allows the school to better understand the social, economic, and psychological conditions of the students. This understanding helps in overcoming the problems they might face and in adapting to both society and the school.

- Balancing Activities Cooperation provides an opportunity to clarify positions regarding the intensity of homework assignments given by teachers, which might not leave students time for activities other than studying. Some parents might prefer leaving some time for their children to engage in non-academic activities. Coordination between the school and home in this regard ensures the student's psychological comfort, increases academic achievement, and enhances their love and belonging to the school (Naima, 2002, p. 108)

5.4 The Role of Media in Socialization:

Numerous studies have attempted to discover the impact of media on socialization. The most important media forms included in contemporary research are radio, television, films, books, and magazines. Most recent studies indicate that children tend to imitate the violence and aggression they see in films and television stories. The anxiety-inducing situations sometimes used in these stories to capture attention can create strange types of anxiety in children, some of which might develop into neurotic anxiety disorders.

One clear effect of media on children's socialization is the promotion of indifference and the distortion of values on which we rely to raise future generations. Often, we see film and television story heroes drinking alcohol and indulging in excessive drinking to face challenging situations in the plot. They might also assault or kill others. These are dangerous and evil models presented to the youth, displaying unrestrained emotions and passions that destroy values, standards, and traditions. However, if properly directed, media can become a powerful and effective tool in establishing moral and religious foundations in a virtuous society. Media can also elevate the intellect, bringing out the best in thought, creativity, and productive imagination (Naima, 2002, p. 111)

6. Errors in the Socialization Process:

The goal of a proper socialization process is to produce well-adjusted individuals capable of interacting healthily with their society, adhering to correct Islamic beliefs, and applying them in their social reality in accordance with the principles of Sharia. However, families may commit some errors that lead to their children suffering from psychological and behavioral problems as they grow up. These errors include neglect by the mother, mistreatment of the child, and treating the child as an adult while ignoring their childhood needs, which require proper care and understanding of children's fundamental needs such as security, social esteem, self-esteem, and self-expression. Here are some common errors made by parents and educators during the socialization process:

- Authoritarianism Imposing the parents' or other family members' opinions on the child, not fulfilling the child's needs and desires, or restricting some desirable behaviors even if achieved through legitimate means.
- Psychological Harm Mocking the child whenever they display undesirable behavior or pursue a desire that clashes with values and norms, or belittling and demeaning the child for any behavior.
- Harshness Using physical punishment or the threat of it to enforce rules and regulations that match the child's age, leading to loss of self-confidence, lack of independence, weak conscience, and resentment towards the family and society.
- Overindulgence and Excessive Protection Excessive care beyond reasonable limits, avoiding punishment for any misbehavior, and not guiding the child to take responsibility, resulting in laziness, excessive dependency, and loss of self-confidence.
- Neglect Parental neglect makes the child feel a lack of material and psychological security, not encouraging desired behaviors or holding them accountable for misbehavior. Forms of neglect include not listening to the child's opinions, ignoring their personal

needs, parental separation or divorce, the mother working outside the home, and large family size.

- Inconsistency Parents' instability in agreeing on a consistent method of reward and punishment, causing the child to feel uncertain about justice and resulting in anxiety and tension.
- Favoritism One parent favoring a child for various reasons such as beauty, intelligence, being born after difficulty, or academic excellence, causing hostility among siblings.
- Deprivation Depriving the child of their basic material and emotional needs, causing feelings of inadequacy. Forms of deprivation include the lack of paternal affection, leading to psychological disorders and poor social adaptation.
- Excessive Admiration Excessively praising one child in front of others, resulting in harmful consequences such as arrogance, overconfidence, and excessive demands (Alawani, 1997, p. 28).

7. CONCLUSION :

From the above, we conclude that socialization varies from one society to another, with each society having its unique approach and methodology that differs from others. This variation is also present within the same society, differing between urban and rural areas or primitive communities, and across different social classes within a society. These differences are due to varying customs, traditions, cultures, and norms. However, the constant aspect in these standards is the emphasis on raising children properly, free from disorders and unethical behaviors that might affect religious and social values. Based on this, we offer the following recommendations:

- Parental Education Providing good awareness and training for parents on how to deal with children, considering the uniqueness of each developmental stage and adapting to its changes.
- Instilling Values Early Raising children from an early age on religious and social values and adhering to them from childhood as the foundation of education in society.
- Encouraging Triangular Cooperation Promoting cooperation among the family, school, and media to achieve comprehensive upbringing of children and address their needs from all aspects.

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