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	<p>RESEARCH ARTICLE </p>
	<h2 style="text-align: center;">Dimensions of Developing Socialization for Kindergarten Children</h2>
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<p>Keywords</p>	<p>early childhood education; kindergarten; socialization; school readiness; family involvement; classroom interaction ; educational psychology; social development.</p>
<p>Abstract</p> <p>Early childhood socialization constitutes a foundational process in shaping children's cognitive, emotional, behavioral, and social development before formal schooling. In contemporary societies characterized by rapid technological transformation and changing family structures, understanding the multidimensional determinants of children's socialization has become increasingly important for educational systems and policy development. This study examines the major dimensions of socialization contributing to the educational construction of kindergarten children's personalities within the context of twenty-first century Algeria. Employing a theoretical-analytical approach grounded in contemporary educational psychology and sociocultural learning theories, the study synthesizes classical and modern perspectives on early childhood development, including ecological systems theory, social learning theory, cognitive development theory, and sociocultural theory. The analysis highlights the interconnected roles of the family, kindergarten environment, classroom interaction, emotional support, and technology-mediated learning in fostering children's social adaptation and school readiness. The findings demonstrate that balanced socialization processes significantly enhance children's communication skills, emotional competence, cognitive preparedness, cooperative behavior, and social integration. Furthermore, the study emphasizes that effective collaboration between families and early childhood educational institutions is essential for promoting inclusive and developmentally appropriate learning environments. The research concludes that successful early socialization requires structured pedagogical guidance, ethical value formation, emotional security, and responsible technological mediation to prepare children for lifelong learning and active participation in society. The study contributes to contemporary debates on early childhood education by proposing an integrated conceptual framework for understanding socialization as a multidimensional educational process in technologically evolving societies.</p>	
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Introduction

Basic education, closely linked to citizenship, is an integrative process in which multiple institutions participate in its construction, foremost among them the family and the kindergarten. Through these institutions, the child's value-based upbringing is developed by teaching them how to be motivated to acquire knowledge, behavioral, physical, educational, cognitive, and social skills. By learning the meaning of social relationships through a strategically planned approach with organized didactic objectives prepared by the educator, the child will gradually move toward adapting to their society as soon as they see their peers in various public spaces. This social integration will inevitably enable the child to feel their organic belonging within their educational and social environment through their interaction with their surroundings and their evolving participation in classroom interaction with their educator and peers inside the kindergarten classroom.

From this perspective, the family, especially the mother, plays a pivotal role in planning and organizing the child's learning from birth by providing meaningful educational activities that contribute to building their personality and developing their

cognitive and preparatory abilities. The kindergarten also contributes to guiding the child toward positive interaction with various situations, enabling the child to acquire social experiences that help them understand their reality and world within the realm of technology.

In light of the transformations in the child's society and contemporary technological development, the child is now surrounded by various digital devices such as smartphones and computers, which influence the formation of their cognitive, social, and cultural development. This necessitates directing this influence in an organized and purposeful educational manner.

Research Problem

Having obtained the professorship qualification in the specialization of Arabic language, history, and geography in pre-university education, we chose the aforementioned topic because societies are often subject to disruptions in order that may reach the point of harming the social system. This is evident in the socialization of the child, manifesting as contradictions spread through social communication channels.

For this reason, early childhood is considered one of the most important stages in human life, as it constitutes the foundation upon which various aspects of educational, cognitive, psychological, and social development are built. Given the multiplicity of educational, social, and cultural influences, and the diversity of parenting styles among families, a fundamental problem arises regarding how to achieve balanced social development for the child before entering school.

Early childhood is one of the most critical stages in human life, as it represents the foundation upon which all subsequent developmental stages are built, whether cognitive, psychological, social, or physiological. This stage is not merely a short period; rather, it is a period of personality formation, the shaping of mental, emotional, and social skills, which directly affects the child's future learning abilities. From this standpoint, it has become necessary to understand the characteristics of the child at this age in order to prepare them for schooling through an organized and purposeful educational environment.

The challenge of raising a child is among the most complex challenges facing both developing and developed countries. Therefore, the topic of child rearing is one of the most important issues occupying the minds of parents, educational psychologists, educators, sociologists, and others. This attention to child rearing is due to its strong connection to cultural, civilizational, scientific, and technological development, and the extent to which it is affected by changes in cultural, educational, social, technological, and other conditions. The problem of socially rearing a child is present in every society, regardless of its degree of simplicity or complexity, although it does not face all societies to the same degree, given differences in beliefs, social, cultural, and educational status, and other factors.

Through our theoretical analytical methodology on this topic, we have observed a clear difference in the social upbringing of the child depending on the type of education and culture in each family, due to differences in the strategies for dealing with the child's interests, emotions, demands, and needs. Parents in our current era of the twenty-first century often find difficulties in raising their children both before and after school, due to parents being engaged in various professions, while others spoil their children by allowing them to play with smartphones and video devices without strict supervision, even on weekends, making it difficult for parents to change and raise their children with sound moral education. A child in kindergarten may sometimes be unable to face situations they cannot cope with or do not like, especially in their peers' behavior. They try, through learning steps, to communicate verbally, physically, and emotionally with their peers. Nevertheless, this is a long and difficult process for them because each child has received a certain type of upbringing in their family, which differs in terms of cultural, ideological, and social levels that have influenced their social upbringing. Based on this, we pose the following question:

Research Question:

What are the dimensions of socialization that contribute to the educational construction of the child's personality before the schooling stage?

Hypothesis

The dimensions of socialization effectively contribute to the integrated educational construction of the child's personality before the schooling stage.

Concept of Kindergarten Children

The concepts we present are derived from educational experience across different stages of education. Childhood is the starting point of humanity; it is a specific stage following birth. A child between the ages of 3 and 5 years is in a developmental stage that requires comprehensive psychological, physical, and purposeful educational care within a planned and organized educational environment prepared by the educator, which helps any child develop their various abilities.

Concept of Classroom Interaction in Kindergarten

Classroom interaction is the process through which the child achieves educational and social adaptation and integration within the classroom, i.e., their mental, physical, and verbal participation in social communication, benefiting from their prior experiences within the learning behaviors of various educational activities. Classroom interaction is considered an indicator of the child's ability to participate actively and communicate with the teacher and peers, and it is a fundamental factor in the success of learning and personality development. The child interacts, adapts, and responds to situations within the kindergarten because of prior experience in social, cultural, and educational learning acquired from their family, especially their mother.

Concept of Education

Logically, we all observe that in every family, every society, and every country, there is a certain type of education, and the goal is the same in every country: to form a future good citizen. Parents cannot achieve quality education for their children unless they implement a planned strategic program in a sequential, practical manner, learning unintended educational activities in their homes. Early education of the child at home, led by the mother, is an unintended process that organizes the child's learning of moral, educational, cultural, cognitive, and religious activities and beliefs.

Education is an organized process aimed at bringing about desirable changes in the individual's behavior, achieving integrated growth in mental, physical, emotional, and social aspects. (Mohieddine Tawq et al., 1984, p. 3).

Concept of Learning

Learning is a change in behavior triggered by a stimulus that captures the child's attention. It occurs because of the child's previous experience in order to accomplish tasks aimed at modifying their learning behavior through their experience and interaction with the teacher, peers, and environment. The child learns from birth: they learn how to breastfeed from their mother while looking at her as she speaks to them and strokes their cheeks. When the child smiles at their mother, it is because they feel tenderness, affection, and warmth. At around five months of age, depending on the growth pattern of each child, they learn to touch their milk bottle and raise their hands asking their mother to hold them, and so on. Therefore, the term "learning" refers to the mother's education of her child in learning to pronounce a letter in order to achieve real change and improvement in their pronunciation in a correct and clear manner. Learning is a relatively permanent change in an individual's behavior resulting from experience or training, manifested through interaction with the environment.

Definition of Socialization

Based on our professional experience, our teaching in a preparatory class at an elementary school in the municipality of Hydra, Algiers, and our reading of books from our early childhood to this day, we believe that a child can be socially nurtured through various types of communication tools and methods of social learning activities that the child first receives from their parents. These have dimensions and objectives for shaping their personality from various aspects so that they feel they are a member of their society. Socialization, first, is about an individual born from their mother's womb as a blank slate. The first communicative relationship they establish is with their mother through the senses of smell and taste. Socialization is the process by which an individual acquires the values, norms, and behaviors that enable them to integrate into their society and interact effectively with it.

Concept of Social Adaptation

After birth, the child learns to recognize their mother first. They adapt and respond to her through the senses of sight and smell, especially while breastfeeding. Between the ages of three months and three years, depending on the mental development of each child, we find that the child has adapted and integrated into their family through learning to adapt to situations that interest them, including conversational situations, colorful toys, and the smartphone for viewing cartoons and video games provided by the family. The family plays a fundamental role in the child's enrollment in kindergarten so that they can adapt in an organized and purposeful manner within the kindergarten and society. Thus, this definition illustrates the extent to which the individual is able to interact positively with the social environment and respond to its demands in a balanced way.

Importance of the Study

- Highlighting the role of socialization in facilitating the child's adaptation to their family and society.
- Emphasizing the importance of early education in developing cognitive, psychological, and social aspects.
- Clarifying the role of the family in shaping the child's personality as the primary environment for socialization.
- Highlighting the importance of kindergarten in developing the child's skills and enhancing their social integration.

Objectives of the Study

- The ultimate goal of society is to form the child's personality in its educational, psychological, and social dimensions in order to prepare them for the schooling stage.
- Building an integrated personality for the kindergarten child from educational, psychological, and social aspects.
- Identifying the factors influencing the child's social upbringing.
- Enhancing the role of the kindergarten and the family in preparing the child for schooling.

Previous Studies

1. **Bronfenbrenner (1979):** Through his ecological systems theory, Bronfenbrenner (1979, pp. 3-29) emphasized that the child's social development is influenced by the interaction of a set of interrelated environmental systems, such as the family, kindergarten, and society. This study highlights that kindergarten represents a fundamental educational framework for acquiring values, social norms, and enhancing interaction skills.
2. **Sylva et al. (2004):** In the European context, Sylva et al. (2004, pp. 25-45) examined the impact of the quality of early childhood institutions on the social and cognitive development of children. The results of the EPPE project showed that children who learn in high-quality educational environments demonstrate better social competence.
3. **Hart & Risley (1995):** Hart and Risley (1995, pp. 52-78) focused on the role of linguistic interaction within the family in enhancing socialization, showing that children exposed to rich linguistic communication develop better social and cognitive skills.
4. **OECD (2017):** The OECD report (2017, pp. 61-85) addressed the role of early education in enhancing social skills, confirming that group activities and play-based learning support the development of communication and cooperation in children.
5. **Denham et al. (2003):** Denham et al. (2003, Vol. 74(1), pp. 238-256) emphasized the importance of emotional competence in socialization, as the child's ability to understand and regulate their emotions is directly linked to their social success within kindergarten.
6. **Michel Argabille (1978, pp. 179-180):** This study indicated that the method of child rearing reflects, to some extent, the character of society, so that there is a congruence between the formed personality and the way of life in society. Child rearing is currently subject to several influences, including the personality of the parents and common ideas promoted by traditional magazines, children's books, and other common misconceptions formed through trial and error. Surveys of child-rearing methods have shown that they fluctuate rapidly. In the United States, it has been shown that parents in the middle classes have become more tolerant and submissive over the past twenty-five years, while parents in the working classes have become more similar to middle-class parents in terms of tolerance, reduced emphasis on obedience and punishment, and reinforcement of order. These changes are likely due to the influence of authors such as Dr. Benjamin Spock, although this has not yet been confirmed.
7. **Abdel Meguid Sayed Mansour et al. (1998, pp. 79-80):** This study, derived from our experience, indicated that parents are responsible for raising their children to learn social integration, provided that they first provide for their basic needs and demands, starting with affection, love, security, tranquility, food, and clothing. Parents are specialized in the moral and social formation of their child, step by step, through means and a culture of social communication, until they are able to establish themselves among their peers. This study, whose topic was early experiences, showed that for early childhood education to gain its importance, it must be guided by a number of principles that can be used through research, which are as follows:
 1. Encouraging constructive difference and teaching the child the meaning of similarities, differences, right, and wrong.
 2. Accustoming the child to respecting their values and talents and training them to communicate gently and respectfully with their peers.
 3. Respecting oneself and one's peers, and participating in social activities.
 4. Developing skills, even if limited.
 5. Helping to develop the ability to seize and convince the appropriate opportunity.

6. Developing appropriate values and goals.
 7. Avoiding linking deviation from the norm with deviance and complexity.
 8. Teaching ways to face difficulties and failure.
8. **Youssef Mourad (1969, p. 29):** The author mentioned that the child is born equipped with a set of functions, some of which ensure their survival and the survival of their species (biological functions), and others prepare them for integration into society and future contribution with their peers to the development of the cultural and civilizational heritage of their society (psychological functions). Due to the mutual influences resulting from the individual's integration, biological functions are necessary for the emergence and development of psychological functions. Development is a natural phenomenon that characterizes living organisms. Development consists of progressive changes towards achieving a goal, which is maturity. It involves changes in function or structure. These changes follow a specific pattern, do not occur randomly, and have a positive, interconnected, integrated, and continuous relationship with each other.

Jean-Jacques Rousseau, in his theory on child care before activities and the goals of the child's learning, stated: Children need care and attention. According to Rousseau, he advises and warns teachers to "study the child" first, proclaiming, "Study your children." The first means of success in the teaching profession is to study the child and know their instincts, strengths, senses, and habits in order to raise and nurture that child in a sound and valuable way. According to Jean-Jacques Rousseau, nature requires that children be children before they are men. Rousseau also advised teachers to teach children through things rather than through words, in order to develop the child's readiness and effectiveness, especially in terms of cognitive and psychological mental processes. (Rabeh Turki, 1982, pp. 132-133).

9. **Decroly (Ovide) (1921):** Ovide Decroly, in a lecture delivered in 1921, explained the goals of social development for the child. He stated: "To develop a spirit of initiative, confidence, and solidarity, students engage in mutual dialogue among themselves, choose topics on their own, and present them to the teacher for approval." Training in individual and collective work is achieved through continuous cooperation among students in various aspects of activity and execution required by arranging and cleaning places, organizing groups, materials, images, texts, books, boards, and various devices, repairing worn or broken items, and taking care of cleaning aquariums and terrariums. (Abdallah Abdel Dayem, 1981, pp. 556-557, 565).
10. **Helmut Benisch (2003, pp. 300-301):** Among social learning theories, research focuses on learning from others. Pavlov claimed this learning involved complex stimuli, while others speak of imitation (N.A. Flanders), especially the process of identification (G.A. Milton), learning from models, or vicarious learning (A. Bandura). However, the term "social learning" (Julian B. Rotter) is more often used: positive or functional, negative or dysfunctional. Social formation refers to belonging or attachment behavior, enculturation, acculturation, or social character, and its opposite is social deprivation. Two main themes are noted in this context: The child imitates in their play the roles they know (father, mother, doctor...). The issue here is not simple imitation, but rather interaction with the model, where action and communication intertwine as the child is capable of them. Internalization completes the interaction. This term refers to the cognitive internalization of the perceptions, values, laws, and expectations of others, and it is close to identification. Internalization makes us "possess something." In recent decades, it has been shown that television provides the most models for the child, and likewise, in our belief, the smartphone, etc. A television series such as "Thierry La Fronde" had effects of cultural integration more than some "targeted" programs.

Theories of Socialization

1. Ecological Systems Theory

The ecological systems theory proposed by Bronfenbrenner (1979, pp. 3-29) is one of the most prominent theories explaining the child's socialization. It posits that the child's development is influenced by the interaction of a set of interrelated ecological systems, starting from the family (the microsystem) to the general culture (the macro system). This theory emphasizes that kindergarten is a fundamental environment that contributes to the development of the child's social interaction skills through their relationships with teachers and peers.

2. Social Learning Theory

The social learning theory developed by Bandura (1977, pp. 22-55) highlights that the child acquires social behaviors through observation, imitation, and modeling, especially through their interaction with parents and teachers. The theory also emphasizes the role of reinforcement and punishment in establishing or modifying behavior, making the educational environment a crucial element in the socialization process.

3. Cognitive Development Theory

Jean Piaget (1952, pp. 150-180) argues that socialization is closely linked to the child's cognitive development, as the child goes through developmental stages that affect how they understand the social world. In the preoperational stage (2-7 years), the child begins to develop concepts of cooperation and interaction with others, which contributes to the formation of their social behaviors within kindergarten.

4. Sociocultural Theory

Vygotsky's theory (1978, pp. 79-91) emphasizes that socialization is a process that occurs through social and cultural interaction, where the child learns through communication with adults and peers. It also highlights the concept of the "zone of proximal development," which allows the child to acquire new skills with the help of others, enhancing their social integration and cognitive development.

Commentary on Previous Studies

The previous studies by Michel Argabille, Ahmed Abdel Wahed, Ganser, Jean-Jacques Rousseau, Ovide Decroly, Jean Piaget, and others agree that during the first and second childhood (the period preceding the child's entry into school), the family alone undertakes the task of education and training the child in learning social development. The child learns to speak, starting with knowing nouns and then verbs, acquires colloquial language, and adopts the most important good habits, while their family teaches them how to avoid bad habits. Jean-Jacques Rousseau said that the lessons children learn from each other on the playground are a hundred times more valuable than the lessons they learn in kindergarten. (Rabeh Turki, 1982, p. 133). Therefore, biological functions are necessary for the emergence and development of psychological functions, and the child's upbringing is currently subject to several influences, including the personality of the parents, the individuals around them (especially their peers in kindergarten), the means that capture their attention (especially the smartphone, colorful books that children like, beautiful colored balls, and beautiful dolls that all girls like). Thus, the child progresses in learning good conduct step by step, begins to play, imitate those around them, and then begins to integrate, interacting with the tangible world they encounter in their home, especially in their parents' garden. In addition, linguistic development occurs as the child shifts from self-centered internal interests to interests related to society, because the signs of social orientation in linguistic behavior are much higher than Piaget thought. The child has a desire to establish a connection with others. (Hanafi Ben Issa, 1980, pp. 162-163). Note that at the end of the third year, the child's activity becomes diverse. The child receives those close to them joyfully and engages with them in various relationships through play. Here, the child, like adults, shows potential based on increasing capabilities. The accumulation of practical experience and the understanding of speech as a means of integration or interaction among individuals create new needs, both in form and content, to mix and interact with those around them through conversational speech. Thus, we find the child asking many questions to obtain needs that satisfy their psychological comfort in order to achieve the goals of socialization. The mother satisfies her child's need for interaction by telling stories. We find that when the child lies in their bed, they do not call out to their father, for example. Instinctively, the child is more attached to their mother from birth to the age of five, and their love of exploration, adventure, and self-confidence grows. According to previous studies, scholars have provided important advice for children, especially Friedrich Froebel: The kindergarten should cooperate with the family, increase contact with it, and extend its work to the outside by encouraging the child to study their environment (both natural and social). In this way, and only in this way, can it ensure its right to leadership and sovereignty in guiding future generations towards better lives. Froebel believed that learning should occur through life and work, life with others, and purposeful work. Thus, he used holidays and celebrations, including children's and teachers' birthday parties, for educational and teaching purposes. Children began to create gardens and plant them with beautiful wildflowers, etc. (Abdallah Abdel Dayem, 1981, p. 440).

A study on "Social Control" showed that reference groups such as parents, spouses, and the family serve as a shield against life's calamities for the vast majority of people. In times of distress, people know who is worthy of their trust. The loss of this collective protection harms the priorities of the most stable and consistent control, such as the loss of love, affection, and tenderness. (Helmut Benisch, 2003, p. 301).

According to Friedrich Johann Herbart, the kindergarten child goes through stages in their upbringing in their family, kindergarten, and elementary school, which are the stages of leadership, education, and training for the behavior that will complete the formation of the child's personality and social development. Children are flexible beings, capable of being shaped as we wish, because they are predisposed to receiving and retaining impressions. (Abdallah Abdel Dayem, 1981, p. 461).

Dimensions of Developing Socialization for Kindergarten Children

The Role of the Family in the Child's Socialization

I believe that education is the refinement and guidance of the talents that children possess. Parents should plan types of learning activities for their child that align with their age, mental development, taste, and innate aptitudes. The family can be considered the primary nucleus for the child's social upbringing. It teaches them the basic moral principles for establishing social relationships through steps of dialogue and mutual interaction between them, family members, and society, within a framework of building and instilling a dynamic strategy in the child's mind so that their moral character adapts to the changes occurring in their society. According to a study (Mohamed Labib Al-Najjhi, 1981, p. 9), the rising generation is the means for societies to perpetuate their existence and continue their values, customs, attitudes, and systems. Education here is the means by which this construction and continuity are achieved. This continuous construction of education is primarily the responsibility of the family, as it is the primary nucleus for the child's upbringing. It accustoms them to learning linguistic communication and physical expression within their society, establishing step-by-step social relationships within the framework of the process of acquiring behaviors through their interaction with cultures and moral values, qualifying them to complete the formation of their personality.

Basic Functions of the Family

The family's function is limited to the child's moral aspect, where the child learns the most important principles of customs and traditions and adheres to the strong bond. This is what God Almighty informed us of in verse 22 of Surah Luqman: "And whoever submits his face to Allah while he is a doer of good - then he has grasped the most trustworthy handhold. And to Allah will be the outcome of [all] matters." (Holy Quran, 2014, p. 413). Therefore, the family's function is limited to providing the child with the first principles of religious and moral education, manifested in doing good, desirable deeds and avoiding evil. The success of the family in building and forming the valuable social personality of their child is a success in establishing their organic place and in training them in sound social learning. As parents, since the child is born into their family, naturally, instinctively, and psychologically, they tend daily toward their mother, who provides them with affection and tenderness, speaks to them from birth, and does not cry when she says, "I will come to give you milk" and plays with them until they reach kindergarten age. Between the ages of three and five, that child will understand the meaning of conversational dialogue and social interaction with their family and peers. The relationship between parents and child can be considered complementary, in which the child feels security, affection, tenderness, reassurance, protection, and care. Generally, during the first and second childhood, the child learns colloquial language and acquires many good or bad habits. When the child successfully learns step by step to follow their path and masters it, they focus on play activities, imitate the behaviors of those around them, watch cartoons, play with the smartphone, and converse with their mother most of the time. They ask many questions, and their mother answers, etc. The child further develops their senses by entering the world of tangible objects present in their kindergarten and home.

Psychological Function

From the stage of birth to childhood and adolescence, the family is primarily responsible for providing their child with psychological care to satisfy and feel warmth, affection, tenderness, love, and reassurance, especially when the family provides their child with toys such as storybooks, drawing paper, colored pens, plastic geometric tools like cubes, squares, rectangles, cars, a smartphone, video game consoles, etc. This highlights the importance of the family's attention to types of good and fair socialization methods that enable the child to feel freedom, love, reassurance, and security throughout their life, thus achieving the child's development of self-confidence in their verbal treatment and mutual dialogue with their family and society, thereby achieving the development of their personality. According to the author and professor (Mohieddine Tawq & Abdel Rahman Adas, 1984, p. 03), education is an organized process to bring about desirable changes in the individual's behavior for the integrated development of their personality in its mental, physical, emotional, and social aspects.

Therefore, educational goals may differ from one family to another and from one society to another. Thus, the social upbringing of a child in Algeria differs completely from that in Tunisia, Turkey, and other countries. It also differs from one era to another within the same society. The educational goals in Algeria have become different from those at the beginning of independence. Establishing and determining educational goals in a society is a function of that society's culture and prevailing system. The function of educational psychology in this field is to discover the means to achieve these goals. From the definition of education as socialization, which includes the complete development of the child's personality in its mental, physical, emotional, and social aspects, we can point out two fundamental issues:

1. **Holistic Behavior:** This means that human behavior emanates from the personality as a whole, integrating the four aforementioned aspects. These aspects are inseparable from each other. If a kindergarten teacher calls out to one of their children by name in the classroom, and the child answers "yes," they have used their tongue and larynx in answering, which is the physical aspect. The child has realized that the teacher is calling them and not someone else, and that when called, they should answer "yes," which is the mental aspect. The child answered in the language of Arab society, not in Chinese or Turkish, which is the social aspect. The emotional aspect is indicated by their tone

when pronouncing "yes"; it may be calm, loud, or otherwise. Hence, the interest in the child's personality in its various aspects, not one aspect without another, is born.

- The Child's Human Behavior:** There is no doubt that the main goal of education is behavioral change. However, this change involves a higher goal, namely the child's human development. The previous definition of education represents one of two views of this development: the view that an adult, a teacher, or an educator must guide and direct the other party, the learner child. This view is called "guided experience." However, there is another view, called the "naturalistic" view, which goes back to Jean-Jacques Rousseau, then Sigmund Freud, and then Neill, the founder of Summerhill School in Britain. This view advocates allowing the child to develop naturally, without direct human intervention, to choose what they want and do not want. (Mohieddine Tawq et al., 1984, pp. 03-04).

Socialization of the Child in Their Society

Objectively and psychologically, when the child reaches kindergarten age (3-5 years), they go to kindergarten. Before entering, they see with their own eyes individuals in their society, educational and administrative institutions, various types of cars, motorcycles, bicycles, as well as the educational and cultural behaviors of these individuals, including their peers. Here, education is about teaching individuals social integration into their society, step by step, starting from the observation process, then the process of linguistic communication and exchanging opinions, aiming to achieve active participation in society's activities. A sociological study (Mohamed Labib Al-Najihi, 1981, p. 99) touched on this topic: the human child falls within society and has their biological characteristics, which they share with other human children. However, we hasten to say that this similarity does not mean children are formed in the same way; no two individuals develop in the same way.

This unique child imposes their demands on society, just as society imposes its demands on them, such as eating specific foods in specific ways. From here, the children begin to find a place for themselves in society, greatly influenced by the specific society in which they grew up. However, not only do people influence the child, but the child also influences them. (Mohamed Labib Al-Najihi, 1981, p. 99). The child being educated at school is a member of society and should be taught and treated on this basis. Society connects the home and the school, as the child travels between them during the day and back within the framework of repeated learning of social integration. Here, the child learns several things from the shops, libraries, various markets, advertisements, and many images displayed on large plasma screens on every street corner in each municipality and province. Knowledge of society and adaptation to the child's life constitute part of preparing the child for daily and practical life.

The Role of Kindergarten

The kindergarten is considered a social institution created by families residing in a province containing a group of municipalities and their administrative annexes. The kindergarten is nothing but a small society, and the child should be active and guided in their work and thinking through their life in this society. For this reason, modern education, according to Decroly's theory, advocates: "We all want to bring the kindergarten closer to life and to teach the child through work. To motivate the child to work, we must prepare the desire for work in them. Part of this desire depends on the personal aptitudes of each student, and another part depends on the general need characteristic of the child's condition, which is the need to play." According to Decroly, the goal of raising the child is to prepare them for life itself and to organize an environment where the child finds stimuli appropriate for their natural tendencies and interests. (Abdallah Abdel Dayem, 1981, pp. 556-557, 565).

Thus, children come to kindergarten as learners of the principles of education and learning, carrying certain abilities, personality patterns, and developmental levels that distinguish one from another. When they enter the classroom, they want to achieve certain goals, either predetermined for them or determined by them with their teacher during the learning process. In the educational institution, learners encounter several teachers and each other, and this unique group interacts within its collective to achieve the goals of learning and socialization. (Mohieddine Tawq et al., 1984, p. 05). Therefore, the kindergarten is considered a cornerstone with a more significant and effective impact than the family. It provides the child with purposeful education in a didactic, artistic manner and seeks to develop the child's aptitudes and form their personality from all aspects. However, the child inevitably still has a vital and pressing need for love, tenderness, and affection from their parents, who are capable of encouraging their children in learning social integration and educational activities, along with firstly raising their morals.

Raising the Child by Learning through Work

A skilled teacher, by daily arousing students' attention, encourages them to engage in intellectual and manual work. This method is a required task during the child's study after kindergarten. The learner's entire life tends to use effective curricula because they arouse their interests and natural needs for work and activity, while also strengthening their social ties and their own mental structure, as their thinking, which now uses concepts, still needs to rely on concrete activities. (Helmut, 1997, p.

159). The mission of education in Algeria is to create a generation with excellent moral, intellectual, and cultural standards. Education in our country is concerned with all the needs of the child and their society.

Subsequently, each learner engages in study and learning, thereby encountering various forms of materials and activities leading to educational outcomes evaluated by teachers in multiple ways. The child is exposed to specific conditions, some from the kindergarten and the prevailing educational system, and others from the home and family in which they live. (Mohieddine Tawq et al., 1984, p. 05).

Curriculum Based on the Learner's Positivity

The kindergarten child, trained in learning, participates in choosing, planning, implementing, and evaluating the curriculum. This is a curriculum based on work, attempting to benefit from environmental resources, relying on direct experience, and using appropriate references and means. This prepares natural situations for acquiring experience and knowledge. Effective curricula are a means to prevent memory overload, ensure emotional balance, and confirm their progress step by step. The best school education is one that engages the student in acquiring concepts and information through activity and personal investigative discovery, aiming to develop their initiative and expression methods rather than imposing a passive listening role. The school plays a fundamental role in developing society and achieving its continuous progress and comprehensive, ongoing development. The school is influenced by society at all levels: it is influenced by the home, the primary cell of society, and by all media, cultural, and productive institutions. It is also influenced by society's philosophy, goals, and plans for a better life. (Al-Damardash, 1983, pp. 22, 165).

The Kindergarten Provides Purposeful Education and Teaching

Early childhood is one of the most critical stages in human life, representing the foundation for all subsequent developmental stages, whether cognitive, psychological, social, or physiological. This stage is not merely a short period; it is a period of personality formation and the shaping of mental, emotional, and social skills, which directly affects the child's future learning abilities. From this standpoint, it has become necessary to understand the characteristics of the child at this age and prepare them for school through an educational environment organized and purposeful, prepared and programmed by the educator.

When we say that the kindergarten educates, it implies that it engages in a specific process. We can consider that the child, through their training in purposeful learning, has undergone a specific, goal-oriented process. Education in kindergarten is, in itself, a purposeful educational and social process that has existed since the individual found themselves in a group bound by social relationships. Through the child's participation in practicing their learning behaviors for various activities, their goal is to achieve their social membership by adapting to their social and physical environment. Therefore, we say in this case that there was actual, purposeful moral, educational, and social education.

As long as the kindergarten educates and provides teaching, any educator or teacher is, and always has been, the cornerstone of the educational process's success. This is evident in their practice of didactic teaching methods using dialogue and its various forms. This dialogical method leads to the child's socialization through their connection with their teacher, peers, and community members, enabling them to establish their place in society because the child feels they are a valued member of their society. This is one of education's functions in preparing them for full membership in society. In this field, those concerned with education and teaching should establish clear perceptions of the concept of the society in which the child lives. We clarify these perceptions as follows:

1. The nature of society.
2. The nature of the child as a learner.
3. The nature of freedom and the nature of knowledge.
4. The nature of the child's existence in the current era between the world of technology, including smartphones, various types of videos, and cartoons in different foreign languages that capture their attention, enabling their cognitive, social, and educational development at an early age.

These four issues express the content of the social process in a specific reality. Consequently, they reflect a philosophical educational vision of these matters. These concepts themselves originated and derived their development and integration from the context of the same social process in that specific reality. However, the social process of human society is a dynamic, interactive, and constantly evolving process aiming to achieve social integration in raising the young as good citizens. (Mohamed Abou Zeid Ibrahim, 1986, pp. 9, 10, 14).

Function of Kindergarten

Based on our experience across educational stages and objectively, the child is egocentric with fluctuating desires, and everything they acquire from their family in this regard is based on concepts of good and bad. However, after spending several days training in moral and religious learning, the child comes to kindergarten to prepare themselves for social life. For this reason, John Dewey emphasized that the focus of modern education is the child; it starts with them, and they are, to a large extent, its maker. Its slogan is: **Education for the child and from the child.** (René Aubert, 1981, p. 513). The family, by its nature, provides the child with emotional security and tenderness, which helps build their self-confidence and psychological balance. The kindergarten also contributes to developing social interaction skills and enhancing learning through play and group activities.

Teacher's Knowledge of Child Development

School education begins, in the preschool stage, with the teacher's knowledge from the birth register of each student's developmental history and characteristics from birth to elementary school, as well as the horizons of their development in later stages. Each child has their unique way of seeing, paying attention, feeling, sensing, thinking, and conversing, with a specific vocabulary, etc. Regarding the latter, the late Algerian doctor in psychology, linguistics, and orthophony, Hanafi Ben Issa, said that the preschool child benefits more from practice when they are less mature organically. In other words, as soon as the child's vocal apparatus reaches a sufficient stage of development, they begin to speak, provided they find suitable linguistic conditions, of course.

The child trains in pronunciation and learning how to speak, and a considerable time must pass before the child reaches a manner acceptable to people. The first thing the child learns from vocabulary is the names of things around them, followed by a period of learning pronouns and verbs. Their vocabulary increases rapidly between the ages of two and eight. (Hanafi Ben Issa, 1980, pp. 142, 152, 153). Jean Piaget believes that the child's language serves two essential functions: one inclines the child toward society, and the other makes them focus on themselves. Linguistic development occurs as the child shifts from self-centered internal interests to interests related to society. The essential factor in the success of the teacher's role as an artist in training the child to learn activities or educational, moral, and religious materials, and as a leader in using the dialogical method, lies in their application of the conditions of dialogue first to themselves to ensure a suitable climate for free thinking and expressing opinions without restrictions, demonstrating objectivity, flexibility, patience, and adaptability. This makes them a good role model for their student children and the parents of the children on the one hand, and a good example for kindergarten children to emulate, preparing them for independence in a later stage. These conditions become a fundamental part of their nature in the future, which the child lives within the twenty-first century, dominated by the development of amazing scientific and technological research.

Consistency of the Child's Interaction Behavior

A study by Michel (on interaction behavior) mentioned that each individual has their own interaction style, i.e., their own ways of achieving desired responses from others. The fundamental dimensions of this aspect of behavior are not yet known. Examples of these stylistic traits include the speed of conducting dialogue, its extent, showing off, using specific arts, ignoring, and flattering. It seems these are the traits that catch others' attention and that we remember about them. An individual who compels influence on others in a situation tends toward similar situations. An individual who tends to talk a lot in a group will also tend to do so when meeting with other groups. However, this consistency does not always occur, as there are significant individual differences in some aspects of behavior from one situation to another. (Michel Argabille, 1978, pp. 53, 54).

The teacher's task here is to create daily classroom interaction. A skilled teacher in applying didactic art, even if a beginner, having graduated from university training, can play an active role in developing the educational relationship between themselves and their students and among the students themselves, especially whenever a student gives an incomplete answer, a peer corrects it. This vital educational relationship is primarily called classroom interaction, where the teacher, by diversifying teaching methods and applying the dialogical method in which all students participate regardless of their cognitive level or differences in their upbringing and privacy, makes lessons engaging, leading to students' conviction that they understand the lessons and exercises, thus achieving the goals of developing their personality, including cognitive and social development.

Limits of the Child's Movement

Between the ages of two and a half and four years, the child's movement is limited to looking at things that interest them, touching them, especially colored pens (they like coloring in outline drawings). Then they will play with their mother's smartphone, learn to tap and chat while watching cartoons; we may find they have developed their intelligence, cognitive and psychological development before the schooling stage. The child's upbringing is subject to direct influences from the family, school, and street. The child does not know how to stop moving and playing within their family. Sometimes, parents will spoil their child to meet their demands to avoid being disturbed by them. This means the child succeeded in influencing their

parents. This situation is likely to be repeated by the child in the future with their parents' submission to avoid creating a behavioral or verbal problem within the family circle.

Readiness and Aptitudes of the Child before the Schooling Stage

When the child is between the ages of three and five, we usually see, based on our professional experience, the success of their practice and learning in all fields. However, as they grow older, the results differ from one type of knowledge to another depending on their formation and mental development. For example, at the age of three, we find that they may be able to speak dialogically with their parents or surrounding individuals, dress themselves alone, use the smartphone and video games, and amazingly operate the television remote control. Regarding this, Jean Piaget showed in his study that attention span, memory, and thinking ability differ from one child to another depending on the climate of the environment they live in, as well as educational and recreational tools, including the smartphone, modern storybooks whose content addresses the emergence of scientific inventions and how to establish moral relationships with people through social communication, etc. Therefore, electronic and mechanical aptitudes appear as a technical skill the child learned from their family's culture.

The Role of the Mother in the Growth and Social Development of Her Child

In the preschool stage, from 6 months to 2 years of age, the mother accustoms her child step by step while in her arms, affectionately telling them, "Look at the window, look at how beautiful the roses are and how fragrant they smell, look at your peers and people in the street, what are they doing? Some are walking normally; others are walking while looking at their smartphones, look at the cars, bicycles, and motorcycles, how beautiful they are." The mother also reads from books before her child sleeps, various fantasy stories, including social relationships among members of society. Here begins the process of intensifying awareness of social life in the child through companionship behavior, especially at the age of three. After receiving from their mother training in social learning, the child will, mentally and psychologically, feel the need to interact and live with a group of their peers and contribute to shared activities until they become able to feel the group's feelings.

As for the father, he is the second person responsible, after the mother, for teaching their child to leave home, whether towards society, kindergarten, the market, or the beach. Regarding the latter, we find the father accompanying them with a fishing rod to catch various types of fish. Imagine this exciting situation: after catching several fish, the father asks, "Should I give my child a fish every day to put in the bucket?" Suddenly, the answer is the opposite. The father decides, saying, "No, I will not give my child any fish in the future, but I will teach them how to catch their own fish with their own rod."

During the child's learning of fishing, we are surprised that whenever the father accompanies their child to the sea, they teach their child dialogic speech on how to communicate with people morally, with affection, tranquility, and mercy. The father can express their opinion and provide their child with information on adaptation, coexistence, and interaction with people, even if they are poor or lack an academic level in their studies; rather, they are humble people with good morals. Jean Piaget believes that the primacy of mental development can only be understood in light of the concept of adaptation. Adaptation, in his view, includes two basic processes: assimilation and accommodation. The child possesses, in each specific period of development, a number of structures formed through their previous activities. Therefore, they tend to assimilate into these structures every new situation they encounter, etc. (Kamal Bekdash et al., 1981, p. 99).

Although we are in an era of technological development, objectively, parents cannot raise their children at all times using smartphones, televisions, or video devices without subjecting them to a leisure time program to maintain their children's academic, cultural, and social levels. Julian Rotter believes that individuals do not interact with environmental stimuli in a single way, but their interaction patterns vary depending on the meaning and importance of these stimuli. That free time deals with the individual's psychology during rest time. Free time complements work time, but it is more than that: the less time and effort the child's socialization requires, the more free time is independent of that work, also at the psychological level of motivation. Therefore, free time is used for child's socialization as a stimulus to satisfy psychological needs. (Helmut Benisch, 2003, pp. 300, 302, 435).

The late Algerian doctor in psychology and linguistics, Hanafi Ben Issa, said on a very important topic entitled "Responsibility for the Child's Future": The future, in reality, is what we build with our arms and hands, what we accomplish in this life. What is required of us is to take a path of development for the desired future generation. We must improve how we train generations in education and teaching, with wise improvement, applying a system of raising the child on socialization between the ages of three and five. Therefore, it is our duty to pay more attention to these children so that we can catch up with developed countries. The child or educator was confined in their view, limiting attention to those under their care, and the nature of that situation did not require otherwise. Thus, the view of the child as an independent world in itself, which should be viewed as a whole and as a comprehensive entity for the nation's future, was absent. However, the new interest in the child's world has this view, and today the child's world is not what it used to be. For this reason, nations have adopted this view, paying attention primarily to the child's world and making it one of their most important concerns. (Culture Magazine, 1975, pp. 90-91).

Analysis and Discussion of the Hypothesis

The child is born into their family, consisting of a small group. According to Wood, this group includes all individuals, adults and children, who live in a specific territory, sharing a way of life, even if not all are aware of its organization and purposes. Society is a type of group or part thereof whose members have become socially aware of their way of life, bound by a shared set of goals and values. (Abou Zeid Ibrahim Mahmoud, 1986, p. 14). Children are members of the group, but they are not members of society unless they are aware of the way their society operates and know their rights and duties as full citizens. Children in this sense are potential members of society, and one of the functions of education is to prepare them for full membership in society. (Abou Zeid Ibrahim Mahmoud, 1986, p. 14). Every society has its goals and values that its members strive for; they try, according to the extent of their social awareness, to live together in a certain organized manner. The family, through education, works to shape the child's personality and prepare them to be a member of their society. The child's growth acquires its specific character through the vital interaction between the child and their natural and social environment. This confirms the hypothesis that the family plays an active role in shaping the child's personality because the family provided the child with learning methods and means, enabling that child to acquire early experience.

At the end of the preschool stage, the child's feelings are closely related to their relationship with their parents and relatives, especially during drawing activities, where their aesthetic feelings develop. Throughout this stage, the range of factors and phenomena that leave an emotional response in the child expands. Thus, the child's feelings result from actions or deeds that provoke them and directly affect them. According to what we saw in previous studies, the child responds to events narrated on the smartphone, computer, television, or within the topic of social activity in cartoons. Hence, the child's sensitivity to human social situations demanded by their surrounding perceived circumstances increases. This is indicated by the results of observing children's behavior and previous specialized studies in the era of scientific and technological research development. These studies prove their hypothesis by informing us that the kindergarten stage witnesses significant changes in psychological processes, including the emotional domain. This is due to the child's prior social experience and knowledge acquired from their family and the environment in which they live. In addition, we find that they have capably acquired moral and social values through intellectual assimilation. This means the child records events and phenomena that occur before them that arouse their curiosity.

In this context, we encounter the extent of differences in each family regarding how to apply the content of the child's social upbringing, including applying methods and curricula in kindergarten in coordination with the teacher. These methods and curricula emerged during the Copernican revolution that called for reform and renewal of the educational system to restore the child's human place in their family, society, and classroom. Claparède stated in his valuable theory: "The foundation of this revolution, according to him, is to make methods and curricula revolve around the child, rather than making the child revolve around curricula established in isolation from them." Therefore, the Italian educator and physician Maria Montessori urged providing the necessary conditions and an engaging climate for the child, stating: "The child's environment should contain means of self-education, and these means should be interesting and capable of capturing the child's attention." Such environments suit children's needs and respond primarily to their completions, to accustom them to learning educational and social integration. (Abdallah Abdel Dayem, 1981, pp. 513, 543, 544).

Therefore, each family has its own life experience in teaching their child the content of education and socialization, including religious, social, and cultural values. These currently prevailing values differ from one family to another. Social values, from which the family derives the components of its life experience, are themselves transmitted as rules, principles, and systems by which they raise their child to achieve their formation as a good citizen in their society and future professional life.

In light of the above, we can deduce that the dimensions of education have two essential goals: a utilitarian goal and an educational goal. It cannot abandon either of these two aspects if it wishes to fulfill its duty fully towards the young. (To raise the child as a good citizen). It must prepare them for practical life, shape their personality, and prepare them to be a factor in the development and prosperity of their society. According to Julian Rotter, some children are more inclined to please their parents than others. Some reinforcements may be harmonious and compatible, and individuals tend to be consistent in the value they place on different reinforcements based on their preferences. The reinforcement value, like expectations, is linked to different reinforcers based on past experiences. Beyond these correlations, future expectations are formed, meaning a relationship between reinforcement value and expected outcome. Julian Rotter believes that human behavior is directed and determined by needs that can be deduced from the terms in which the child interacts with the environment. A need is a set of behaviors that interrelate in a way that leads to the same or similar reinforcements. (Helmut Benisch, 2003, pp. 300, 302, 304, 306). The child exercises their needs in their society to stand out and appear before people, engaging in social activities that make them appear qualified and capable in their society as a good citizen and a potential member of society. One of education's functions is to prepare them for full membership in society. Thus, we note that each society has a set of means for nurturing and raising their children. (Mahmoud Abou Zeid Ibrahim, 1986, pp. 14, 15).

Kindergarten and elementary school are specialized in raising the child to learn social integration because the age of camaraderie and knowledge do not align with home education. Even if we assume that the family could secure education, and that the presence of siblings whose ages do not differ greatly satisfies the need to live in a group, the difference in school provides other advantages, including achieving the psychological need again at an appropriate time. It might be said that pacification is a matter of time. However, here, parents must intervene immediately to remove the issue of misbehavior and anger. Parents are responsible for establishing psychological, mental, moral, and social stability inside and outside the family. Therefore, the period of companionship or apprenticeship represents a psychological reality like the period of youth, and school age represents its significance in education. The child still needs the home's affection, attention, encouragement, love, and reward. These are difficult to provide. Nevertheless, the two environments are complementary, each having its role to play, given the difference in the child's relationships with the environment. At home, they are individualistic and emotional; at school, they are collective, rational, wise, advisory, and systematic. Therefore, any educational institution, mosques, zawiyas, and cultural centers contribute to raising the child to learn character, form the cognitive mind, and shape the child's personality. Hence, the family and any educational institution should build and implement a system of equal opportunities fairly and consistently between these two environments so that they cooperate and succeed for this stage of the child's social upbringing.

A good family, adhering to the strong bond, has a responsibility in raising its child from infancy, by applying quality education and implementing what is mentioned in Surat Luqman: "And whoever submits his face to Allah while he is a doer of good - then he has grasped the most trustworthy handhold. And to Allah will be the outcome of [all] matters." The family has a role in guiding the child toward the straight path with wisdom and good instruction. This is what is mentioned in the Holy Quran: "O my son, establish prayer, enjoin what is right, forbid what is wrong, and be patient over what befalls you. Indeed, that is of the matters [requiring] determination. And do not turn your cheek [in contempt] toward people and do not walk through the earth exultantly. Indeed, Allah does not like everyone self-deluded and boastful." (Holy Quran, 1984/2014, Surat Luqman, verses 17, 18, 22, pp. 412, 413).

According to the view of Abdel Hamid Ibn Badis, he said: We should raise our children as Islam taught us, not expand them in knowledge, but raise them with a correct idea, even with little knowledge, and direct their souls to prayer and reading the Quran so that they imbibe love of justice in their hearts. (Abu Jarrah Sultani, 1983, pp. 35, 48, 49, 52).

When the child has the appropriate climate and environmental conditions, this will in the future be a will, a driving force, and a motivation for memory and thinking in applying these various activities and situations practically through available opportunities. Parents also cannot succeed in raising their child socially unless there is a system of self-confidence, emotional and educational love, affection, tranquility, and justice between children, along with guiding and directing children gently, kindly, and respecting them before their peers, while parents establish a system of cooperation in righteousness and piety.

Therefore, the study results confirm that socialization plays an essential role in building the child's personality, as the roles of the family and kindergarten integrate in developing cognitive, psychological, and social aspects, thus supporting the child's readiness for schooling and enhancing their integration into society.

Results of the Study

- Socialization is a fundamental factor in shaping the child's personality.
- The family plays the greatest role in the early stages of development.
- Kindergarten contributes to enhancing social interaction and organized learning.
- The technological environment affects the child's development and requires educational guidance.

Suggestions

1. Parents should consider their direct and primary task to be preparing their children for social life.
2. The diversity, intertwining, and changing nature of children's basic learning needs require expanding the scope of basic education, including social education, and continuously renewing it. The child learns from birth, necessitating early childhood care and the provision of primary education. This can be achieved through arrangements ensuring the participation of families, communities, television programs, and smartphones.
3. The family should assist the kindergarten and elementary school in fulfilling the mission of education, teaching, and socially rearing the child to bear the responsibilities and burdens of raising generations. Even if the school bears those responsibilities, without the family's participation and accompaniment in this mission, society's desired educational

goals cannot be achieved properly and soundly due to the lack of review, follow-up, and understanding of situations specific to raising the child in the era of development that has occurred and is occurring in the twenty-first century.

4. Successive changes have changed the nature of life. Families should confront this change with their attention, protecting the sources of socialization with their moral spirit, hand in hand, step by step, while providing material and moral means and building and implementing a planned, dynamic, long-term strategy that protects children from deviation and families from disintegration. The role of civilized society is to provide an integrated educational climate, including material and moral influences, for the child to develop comprehensively until they become and feel that they are a good citizen in their society. Through quality and valuable education, society develops the child's personality and prepares them for membership in society. Therefore, the family must control, with wisdom, good instruction, and protection, this education so that growth acquires its specific character, determined at each stage by the interaction between the child and their social and natural environment.
5. Provide appropriate opportunities for any child to express their views on their basic needs or the content of the topic at hand for discussion within the family, kindergarten, and elementary school, explaining the ideas they present in an atmosphere characterized by the enthusiasm of valuable qualitative dialogue for the family, the teacher, and society.
6. The characteristics of the child-rearing topic require objective approaches that align with the child's mental and psychological developmental level, as well as national history and consciousness. Special attention should be given to protecting and providing for the learning and developmental needs of children with disabilities, taking necessary and stringent measures to secure educational opportunities for all children with disabilities in kindergarten and primary education, as part of the Algerian educational system law.
7. Incorporate interactive group educational activities within kindergarten and elementary school classrooms to enhance participation and cooperation among students in various subjects.
8. Encourage enrollment in kindergarten to achieve the goals of children's socialization, and develop educational curricula focusing on children's cognitive and social skills before entering elementary school. This should include:
 - Providing a stimulating educational environment in early childhood.
 - Enhancing cooperation between the family and kindergarten in raising the child.
 - Guiding the use of technology in children.
 - Supporting and developing early education programs.

Conclusion

The results of this theoretical and analytical study were to care for and protect the rights of the kindergarten child and secure their necessary needs for social learning to achieve the goals of the child's social membership and their formation as a good citizen in their national society and in international practical life. Education is helping the entire child's powers and faculties to develop, forming and building their personality with educational standards and socially rearing them to transition from childhood to true manhood so that they can live a full and happy life in the twenty-first century. Generally, preparing the child for social life is the goal of education. Every educator and teacher can achieve these noble goals and rise to the highest ideal for the complete child in their society and the world's countries. Translating the expansion of educational opportunities into development meaningful to the child or society depends entirely on whether people have genuinely learned from those opportunities, i.e., the extent to which they have acquired useful knowledge, the ability to think soundly, skills, and values. Therefore, basic social education should focus on effective learning. Indeed, active, participatory methods are especially important for ensuring that kindergarten and elementary school children acquire social and cognitive learning, enabling every learner to reach their full potential. Therefore, according to our belief and experience, it is legally necessary to define acceptable levels of learning acquisition for each social educational program, improving the evaluation of educational achievement. Finally, moral, educational, and social education should be provided to every child without racial or religious discrimination. Every child has a subjective reality. Proper education is that which provides the child with practically useful information, while simultaneously developing their mental faculties and nurturing their social artistic talents. Within this framework, every educator, teacher, and professor should primarily be knowledgeable in educational psychology to analyze the obstacles preventing any child from satisfying their needs, removing them from conditions of distress or psychological disturbance. The educator should allow each child natural breathing and ventilation by presenting their lessons in a varied, continuous, engaging, and constantly flexible dialogical manner, consistent with the growth and specificities of each child. Thus, we conclude that the dimensions of successful socialization for raising a kindergarten child have two goals: a utilitarian goal and an educational goal. It cannot abandon either of these two aspects if it wishes to fulfill its duty fully towards the young.

It must prepare for a better future in practical life, provided we raise and form our generations' personalities and prepare them to be factors in their societies and country's development and progress. Faced with the various elements of our article affecting the development of the child's socialization, the kindergarten must play its fundamental, primary role, coordinating and cooperating with the family, aiming to motivate the child to master the study of the natural and social environment, thereby achieving the basic goals of forming their personality in preparation for entering the schooling stage. Thus, socialization is a fundamental process in building the child's personality, contributing to their preparation for social and educational life. This requires the integration of the efforts of the family, kindergarten, and society to achieve balanced socialization that ensures the preparation of a generation capable of adapting and contributing to the development of their society.

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