

Theories of socialization;

socialization; Socialization is a process that introduces people to social norms and customs. This process helps individuals function well in society, and, in turn, helps society run smoothly.

Family members, teachers, religious leaders, and peers all play roles in a person's socialization.

**As process;** complex developmental learning process of social skills and sports skill (technical, volitional, social, moral etc.

**Purpose;** equilibrium between society and individual

**Agencies;** family, teachers (coaches) leaders (religion, political, academic, military etc.) **Primary and secondary socialization,**; first starts from birth to adolescence, second afterwards and continues through out life.

**Consequencies;** establishes of self concept, creates the capacity for role taking, creates the tendency for people in socially acceptable ways, make people bearer of culture

Socialization theories

**Functional theory;** The Functionalist paradigm describes society as stable and describes all of the various mechanisms that maintain social stability. People follow and accept the values and norms of society in order to maintain their own safety as well as maintaining social .

Features; Structural functionalists view the socialization process as one where the values and norms of society are agreed upon by all members of society because there is a “social contract”

Socialization refers to the lifelong process of inheriting and disseminating norms, customs and ideologies,

Robert K. Merton coined the term “role model” and hypothesized that individuals compare themselves with reference groups of people who occupy the social role to which the individual aspires.

The key processes for Talcott Parsons for system reproduction are socialization and social control; Socialization is supported by the positive and negative sanctioning of role behaviors that do or do not meet these expectations.

- Socialisation is heavily centred upon the development of the concept of self. How a sense of self emerges—the awareness that the individual has a distinct identity, separate from other?. This is because the most prominent theories about child development emphasise different aspects of socialisation.
- **Development of self:**
- During the first months of life, the infant possesses little or no understanding of differences between human beings and material objects in the environment, and has no awareness of self. Children do not begin to use concepts like I, 'me' and 'you' until the age of about two or after. Only gradually do they then come to understand that others have distinct identities, consciousness and needs separate from their own.
- The awareness of self arises in interaction with the social and non-social environment. The social environment is especially important. The development of our personal identity—or self—is a complicated process. The realisation of a distinctive personality is an even more complicated process, which continues throughout life.
- The child learns to differentiate between various other people by names—Daddy, Mummy and Baby and he begins to use I which is a sign of definite self-consciousness—that he is becoming aware of himself as a distinct human being (Cooley, 1908). As time passes and social experiences accumulate, he forms an image of the kind of person he is—an image of self. This self develops gradually in the child.
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Sports ; and functionalism

Nurturing of athlete to the conformity

Character formation

Enculturation through sports

Team spirit

Rule abiding citizen in sports

Internalization of values and norms of society through sports

**Conflict theory** and socialization; The conflict perspective views socialization as a way of perpetuating the status quo. theory assumes that the ideas held by a society are the ideas of the ruling class. The ruling class uses schools, along with the media and other means of communication, to disseminate ideas that will support its continued rule. Such socialization process regulates and leads to conformity and compliance to the rules of a given society, state, or social group and individuals are socialized consciously or subconsciously.

### **Main features;**

Critique; capitalist class

Indoctrination; ideas and values ruling class

Perpetuation of false consciousness (expose the ruling system)

Progressive and radical change (teaching of ideas)

Positive to political, social, economic and cultural movement.

Aspirations as identity shaped by available opportunities; group consciousness formation in context of inequality; conformity as per social control agent

Learning through sports;

No social barrier;

No gender biases

Honor to working hard and strenuous training

Development of intrinsic worth of athlete

Value of collectivization in sports

**Social psychological theory** (Interaction theory); social psychological scholars looking at different aspects of the process. Their efforts mostly focus on infancy, childhood, and adolescence, which are the critical years for socialization, but some have also looked at how socialization continues through the life course

**Formation of self**; influence on children of significant of others, emergence of creative self by interacting with social expectations of others, expectations of others form the context for learning social role.

**Charles Horton Cooley** (1864–1929), who said that we “see” ourselves when we interact with other people, as if we are looking in a mirror when we are with them. Cooley (1902) developed his famous concept of the **looking-glass self** to summarize this process. Cooley said we first imagine how we appear to others and then imagine how they think of us and, more specifically, whether they are evaluating us positively or negatively. We then use these perceptions to develop judgments and feelings about ourselves, such as pride or embarrassment.

Misperception or right perception; is especially critical during childhood and adolescence, when our self is still in a state of flux.

Imagine how much better children on a sports team feel after being cheered for making a great play. they feel better about themselves, they may do that much better next time.

Self,

other,

judgement (good or bad)

**Sports**; performance, applause, motivation, re-enforcement leading to athlete as strong self with self confidence, courage, fearless, competitive

Critical view; excessive individualistic (self eccentric)

## Psycho analytical theory and socialization;

He divided the self (human mind) into three parts:

(1) The id,

(2) The ego, and

(3) The superego.

(1) The id represents the instinctive desires, which may be viewed as an unsocialised aspect of human nature. It is the obscure inaccessible part of our personality. It is the source of drives (animal impulses of man—hunger, aggression, and sexual drives) demanding immediate satisfaction in some way or the other. These impulses are controlled and partially repressed into the unconscious, while a reality-oriented conscious self or ego appears.

(2) The ego is the acting individual. It serves as the mediator between desires and action representing the urges of the id when necessary. It tries to mediate the resultant conflicting demands of the id and the superego.

(3) The superego (the conscience) represents the social ideals (norms, values, traditions, the idea of moral and immoral etc.). It is seen as internalised parental and social authority. The parent is no longer outside telling the child what to do, but is inside the psyche, invisibly overseeing the child's thoughts and actions, praising what is right and making the child feel guilty for wrong doing. For Parsons, the Freudian superego is the key device by which society's values are transmitted to the child. Thus society's norms and values are passed down from generation to generation in this way.

## Psycho analytical

The Freudian theory contends that people possess a number of drives or urges connected with satisfying basic needs, such as the need for food or sexual release. These urges, known collectively as the id, seek immediate satisfaction.

In society, however, instant gratification is rarely possible, and id must be controlled. This control is accomplished by what Freud called the superego, the part of the mind that incorporates society's rules. The id and the superego are in continual conflict. When we are hungry, for example, our id urges us to satisfy's our hunger in the quickest way possible.

Our superego, however, tells us that this is an unacceptable way to satisfy our hunger. Freud stated that normally developing children develop ego, which reconciles the demands of the id and superego as much as possible.

Freud presents the relation between the id and the ego as similar to that between a horse and its rider. The function of the ego is that of the rider guiding the horse which is the id. But, like the rider, the ego sometimes is unable to guide the horse as it wishes and perforce must guide the id in the direction it is determined to go or in a slightly different direction.

**Relation in sports,**

**Piaget cognitive development theory;** Cognitive development involves changes in cognitive process and abilities.<sup>2</sup> In Piaget's view, early cognitive development involves processes based upon **actions** and later progresses to **changes in mental** operations. Through his observations of his children, Piaget developed a stage theory of intellectual development that included four distinct stages:

**The Sensorimotor Stage ;** Ages: Birth to 2 Years;

Major Characteristics and Developmental Changes:

- 1)The infant knows the world through their movements and sensations
- 2)Children learn about the world through basic actions such as sucking, grasping, looking, and listening.
- 3)Infants learn the things continue to exist even though they cannot be seen ([object permanence](#))
- 4)They are separate beings from the people and objects around them.
- 5) They realize that their actions can cause things to happen in the world around them

**Relation in sports;** sensations of different sports objects with movement i.e. especially with balls, reflexes, motor responses, crawling and walking movement, language with interacted.

**The Preoperational Stage;** Ages: 2 to 7 Years; Major Characteristics and Developmental Changes: 1)Children begin to think symbolically and learn to use words and pictures to represent objects. 2)Children at this stage tend to be egocentric and struggle to see things from the perspective of others. 3)While they are getting better with language and thinking, they still tend to think about things in very concrete terms.



The foundations of language development may have been laid during the previous stage, but it is the **emergence of language** that is one of the major hallmarks of the preoperational stage of development. At this stage, kids learn through pretend play but still struggle with **logic** and taking the **point of view of other people**. They also often struggle with understanding the **idea of constancy**.

**Relation with sports;** manipulation of objects and coordination, walking, running, holding, throwing, falling, jumping etc.

**The Concrete Operational Stage;** Ages: 7 to 11 Years, Major Characteristics and Developmental Changes. 1) During this stage, children begin to think logically about concrete events. 2) They begin to understand the concept of conservation; that the amount of liquid in a short, wide cup is equal to that in a tall, skinny glass, for example. 3) Their thinking becomes more logical and organized, but still very concrete. 4) Children begin using inductive logic, or reasoning from specific information to a general principle.

**During this stage,** children also become less egocentric and begin to think about how other people might think and feel. Kids in the concrete operational stage also begin to understand that their thoughts are unique to them and that not everyone else necessarily shares their thoughts, feelings, and opinions.

**Relation to sports;** development of specific movement patterns like skill of game, awareness about certain movements (execution with or without objects), new experiences of competition.

**The Formal Operational Stage;** Ages: 12 and Up; Major Characteristics and Developmental Changes: 1) At this stage, the adolescent or young adult begins to think abstractly and reason about hypothetical problems. 2) Abstract thought emerges 3) Teens begin to think more about moral, philosophical, ethical, social, and political issues that require theoretical and abstract Reasoning. 4) Begin to use deductive logic, or reasoning from a general principle to specific information. **The final stage** of Piaget's theory involves an increase in logic, the ability to use deductive reasoning, and an understanding of abstract ideas.<sup>3</sup> At this point, people become capable of seeing multiple potential solutions to problems and think more scientifically about the world around them. **Important concepts; Schemas**-In Piaget's view, a schema includes both a category of knowledge and the process of obtaining that knowledge.<sup>3</sup> As experiences happen, this new information is used to modify, add to, or change previously existing schemas. Small and big dog. **Assimilation**-The process of taking in new information into our already existing schemas is known as assimilation. **Accommodation** - involves modifying existing schemas or ideas, as a result of new information to new experience. New schemas may also be developed during this process. **Equilibration** Piaget believed that all children try to strike a balance between assimilation and accommodation, which is achieved through a mechanism Piaget called equilibration. As children progress through to maintain a balance between applying previous knowledge (assimilation) and changing behavior to account for new knowledge (accommodation). Equilibration helps explain how children can move from one stage of thought to the next. In **sports piaget** helps to understand the process of cognitive development starts from basic movement of crawling, walking, running, jumping, manipulation and coordination

## **G. H. Mead**

American philosopher and social psychologist George Herbert Mead (1934) developed his ideas. He gave particular attention to the emergence of a sense of self. He emphasised the two-part structure of this self and represented this by the terms 'I' and 'me'.

The 'I' is the immediate response of an individual to others. It is the unpredictable and creative aspect of the self. People do not know in advance what the action of the 'I' will be. "The 'I' is the unsocialised infant—a bundle of spontaneous wants and desires". The 'I' reacts against 'me'. The 'me' consists of the attitudes of others that the child adopts and makes his own. Thus, when a parent says things like 'good child' or 'good behaviour' and 'bad child' or 'bad behaviour', such communications from 'significant others' (parents, siblings, playmates, teachers, relatives) become increasingly patterned or organised into that part of the self that Mead calls the 'me'.

### **Phases of the development of self: two stages in child development:**

**(1) Play stage:** At this stage infants and young children develop as social beings first of all by imitating the actions of those around them. In their play small children often imitate what adults do. They often play 'house' (Mummy-Papa) or 'school' (Teacher-Student), enacting the role of mother, father, teacher, student or any other person important to them—significant others. Mead calls this process as taking the role of others (role-taking)— learning what is to be in the shoes of another person.

By taking the role of these significant others, they can better understand their own roles as children, students, sons or daughters. By practicing the roles of others in play, children learn to understand what others expect of them, and they learn how to behave to meet those expectations. As a result of such play, the child becomes cognisant of himself and obtains a picture of himself by assuming the role of others. However, it is a limited self because the child can take only the role of distinct and separate others. They lack a more general and organised sense of themselves.

## **(2) Game stage:**

It is the next stage of child development, which according to Mead occurs at about eight or nine, the child starts taking part in organised games. To learn organised games, one must understand the rules of the play, notions of fairness and equal participation.

The child at this stage learns to grasp what Mead terms the 'generalised other'—the general values and moral rules involved in the culture in which he or she is developing. This generalised other is an individual's total impression of the judgments and expectations that other persons have toward him. At this stage, the sense of the self in the full sense of term emerges.

In the play stage, children are not organised wholes because they play at a series of discrete roles. In Mead's view they lack definite personalities. However, in the game stage, such organisation begins and a definite personality starts to emerge. Thus, for Mead, taking the role of generalised other, rather than that of discrete others, is essential for the full development of self.

### **Key Terms**

**symbolic interactionism:** Symbolic interactionism is the study of the patterns of communication, interpretation, and adjustment between individuals.

**social behaviorism:** Discussed in the book, *Mind, Self and Society*, social behaviorism refers to the emergence of mind and self from the communication process between organisms.

**pragmatism:** The theory that problems should be met with practical solutions rather than ideological ones; a concentration on facts rather than emotions or ideals.

### **Relation to sports**

- Communication with others among various groups of sports i.e. players, coaches, other agencies
- Tactical signals and gestures
- Self reflection of objects with players
- Self introspection as player
- Self speculation with life and ultimate aim
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