

# Socialization primary socialization



## Socialization Primary Socialization BY Chun1989 Types of Socialization

**Primary socialization** Primary socialization occurs when a child learns the attitudes, values, and actions appropriate to individuals as members of a particular culture. For example if a child saw his/her mother expressing a discriminatory opinion about a minority group, then that child may think this behavior is acceptable and could continue to have this opinion about minority groups. **Secondary socialization** Secondary socialization refers to the process of learning what is appropriate behaviors as a member of a smaller group within the larger society.

It is usually associated with teenagers and adults, and involves smaller changes than those occurring in primary socialization. eg. entering a new profession, relocating to a new environment or society. **Developmental socialization** Developmental socialization is the process of learning behavior in a social institution or developing your social skills. **Anticipatory socialization** Anticipatory socialization refers to the processes of socialization in which a person "rehearses" for future positions, occupations, and social relationships.

**Resocialization** Resocialization refers to the process of discarding former behavior patterns and accepting new ones as part of a transition in one's life. This occurs throughout the human life cycle (Schaefer ; Lamm, 1992: 113). Resocialization can be an intense experience, with the individual experiencing a sharp break with their past, and needing to learn and be exposed to radically different norms and values. An example might be the experience of a young man or woman leaving home to join the military, or a religious convert internalizing the beliefs and rituals of a new faith.

An extreme example would be the process by which a transsexual learns to function socially in a dramatically altered gender role. Gender socialization Henslin (1999: 76) contends that " an important part of socialization is the learning of culturally defined gender roles. " Gender socialization refers to the learning of behavior and attitudes considered appropriate for a given sex. Boys learn to be boys and girls learn to be girls. This " learning" happens by way of many different agents of socialization.

The family is certainly important in reinforcing gender roles, but so are ne's friends, school, work and the mass media. Gender roles are reinforced through " countless subtle and not so subtle ways" Media and socialization Theorists like Parsons and textbook writers like Ely Chinoy (1960) and Harry M. Johnson (1961) recognized that socialization didn't stop when childhood ended. They realized that socialization continued in adulthood, but they treated it as a form of specialized education.

Johnson (1961), for example, wrote about the importance of inculcating members of the US Coastguard with a set of values to do with responding o commands and acting in unison without question. Later scholars accused these theorists of socialization of not recognizing the importance of the mass media which, force. There was concern about the link between television and the education and socialization of children - it continues today - but when it came to adults, the mass media were regarded merely as sources of information and entertainment rather than moulders of personality.

According to these Some sociologists and theorists of culture have recognized the power of mass communication as a socialization device.

Dennis McQuail recognizes the argument: the media can teach norms and values by way of symbolic reward and punishment for different kinds of behaviour as represented in the media. An alternative view is that it is a learning process whereby we all learn how to behave in certain situations and the expectations which go with a given role or status in society.

Thus the media are continually offering pictures of life and models of behaviour in advance of actual experience. " McQuail 2005: 494) Racial Socialization Racial socialization has been defined as " the developmental processes by which children acquire the behaviors, perceptions, values, and attitudes of an ethnic group, and come to see themselves and others as members of the group" . [12] The existing literature conceptualizes racial socialization as having multiple dimensions.

Researchers have identified five dimensions that commonly appear in the racial socialization literature: cultural socialization, preparation for bias, promotion of mistrust, egalitarianism, and other. [13] Cultural socialization refers to parenting practices that teach African American children about their racial history or heritage and is also referred to as pride development.

Preparation for bias refers to parenting practices focused on preparing African American children to be aware of, and cope with, discrimination.

Promotion of mistrust refers to the parenting practices of socializing children to be wary of people from other races. Egalitarianism refers to socializing children with the belief that all people are equal and should be treated with a common humanity. [14] PROCESS Socialization is important in the process of personality formation. While much of human personality is the result of our

genes, the socialization process can mold it in particular directions by encouraging specific beliefs and attitudes as well as selectively providing experiences.

Successful socialization can result in uniformity within a society. If all children receive the same socialization, it is likely that they will share the same beliefs and expectations. This fact has been a strong motivation for national governments around the world to standardize education and make it compulsory for all children. Deciding what things will be taught and how they are taught is a powerful political tool for controlling people. Those who internalize the norms of society are less likely to break the law or to want radical social changes.

Large-scale societies are usually composed of many ethnic groups. As a consequence, early socialization in different families often varies in techniques, goals, and expectations. Since these complex societies are not culturally homogenous, they do not have unanimous agreement about what should be the shared norms. Not surprisingly, this national ambiguity usually results in more tolerance of social deviancy--it is more acceptable to be different in appearance, personality, and