



SOCIO-PSYCHOLOGICAL CHARACTERISTICS OF SCHOOL ADAPTATION AT THE PRIMARY SCHOOL AGE

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Article history:	Abstract:
Received: 11 th August 2021 Accepted: 14 th September 2021 Published: 9 th October 2021	The acquisition of knowledge, skills and competencies necessary for adaptation to school education, taking into account the diversity of conditions, opportunities and specific results in the preparation of children for education in the family, preschool institutions in the family, primary school children It is about revealing the forms, ways, methods and means of using educational technologies.
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The health and comprehensive development of citizens is one of the main tasks of any state. Today, many experts point out that the health and intellectual development of the majority of the country's population is declining. On the one hand, the cause of this condition, on the other hand, as a consequence, is often a violation of the adaptation process.

Decreased activity and harmonic adaptive reserves, which ensure the body's adaptation to changing environmental conditions, are observed in both adults and children. Numerous studies have shown that adaptation disorders are currently observed in 15-40% of primary school students, and there is a possibility that this amount will increase.

The state of adaptation is achieved through the development of traits and abilities that determine a person's ability to adapt, as well as through the necessary adaptation mechanisms and self-development, their conscious and free application.

The traits and developmental characteristics of abilities that determine the success of socio-psychological adaptation are of great importance at different stages of ontogeny. In this case, the small school age is of great importance, because the manifestation of adaptive disorders at the age of 7-10 years is considered mild, but its consequences leave a deep mark on the development of the individual. Therefore, we have set ourselves the goal of conducting research in this area. The topic of our research is "Socio-psychological features of school adaptation in the early school age."

The **main purpose** of writing this article is to study the specific socio-psychological features of the adaptation of children of primary school age to school, based on the current ideas described above.

We have studied the scientific research work on the problem and analyzed them scientifically, and we have realized that the increasing attention and demand for the system of continuing education now increases the importance of the problem once again. One of the most important topics is the scientific study of the psychological aspects of this problem, the task of which is to bring up the younger generation at the desired level of demand. Therefore, according to the scientific literature and research on this problem, in the context of the problem, certain research has been conducted by pedagogues, psychologists, in which the socio-psychological features of the adaptation of primary school students to school are sufficiently studied. Not studied.

In this regard, the problem of preparing preschool children for school is of particular importance. After all, the purposeful and positive solution of this problem will in many respects be inextricably linked with the successful acquisition of school education by children in the future. The problem of motivating children to go to school is multifaceted and includes a range of tasks that cover all aspects of a child's life. Therefore, it is noteworthy that the problem of psychological, motivational and physical preparation of the younger generation for school has been in the spotlight of the general public for centuries, and to date has accumulated rich theoretical and practical experience in this area.

Traditions of child rearing are reflected in Uzbek classical literature and historical sources. In particular, the genius of medical science, philosopher-scientist Abu Ali ibn Sina's views on education are reflected in almost all of his works. In particular, many of the narrations of Ibn Sina on the idea of early education of the child have been passed down from generation to generation among our people. "It is necessary to teach according to the inclinations and abilities of each person, otherwise education and upbringing will not give the expected result," he said.^[1] - states that.

Since the second half of the last century, there has been a growing focus on scientific and theoretical research on the problem of preparing children for school education abroad. They contain a wealth of theoretical and practical experience on the issues of maturity of the child's school education and sources of various interpretations.

In the late 19th and early 20th centuries, a number of scientific theories and trends based on experiments related to human psychological characteristics emerged in Western European countries and the United States. Despite the different interpretations of the mental nature of man, these theories have to some extent made a worthy contribution to the development of the science of psychology. The scientific research and experiments of E. Meyerman, S. Hall, K. Buhler, E. Clapared, P. Jane, J. Piaget, A. Wallon, D. Bruner and a number of other scientists have a worthy place in science.

The German psychologist E. Meyerman argues that a child cannot be commanded or pressured without being fully aware of the changes taking place in his mind and body during school. In his view, the goal of the science of experimental pedagogy should be to address these same issues.

According to LAVenger and VSMukhina, psychological readiness for school is one of the important results of psychological development in preschool. A child's attendance at school makes a drastic change in his or her life. This change is aimed at creating a new way of life and social activity to take its place in society, a new system of relationships between adults and peers. The new social activity of the student is the obligation of education, to engage in the type of activity necessary for society, to assimilate a new social life, and so on. This creates a new system of relations between teacher and student. The teacher is no longer seen in the eyes of the student as an ordinary person, but as a person who fulfills the requirements of society, passing on certain knowledge and experiences to the younger generation.

The socio-psychological essence of this problem is studied by psychologists G. Selye, PK Anokhina, BF Berezina, YA Alexandrovsky, (studied the concept of the process of adaptation of the individual), AGMaklakova, as well as LSVigotsky, LIBojovich (theoretical approaches to mental development of young school children) and we observed that others studied and researched in their respective fields of study.

In contrast to the scientific data provided by the above scientists, the **scientific novelty** of the article is that the level of adaptive skills of young school-age children, which has not yet been fully explored for us, is analyzed in relation to the development of teachers' adaptive skills. This fact indicates the need for psychological selection of future teachers, whose intellectual and personal characteristics determine the success of socio-psychological adaptation of children of primary school age.

Numerous studies have shown that the issue of a child's readiness for school has always been relevant. The urgency of these issues depends on many factors. According to modern research, 30-40% of children go to school unprepared, that is, they do not fully form the following components of preparation: social, psychological, emotional-volitional.

Long-term systematic training reduces motor activity, significant static stress causes changes in the child's body, allows to think about "school shock", "school stress", "adaptive illness".

During the systematic transition from six years of age to education, pedagogical psychologists must be able to assess the child's level of physical, mental and social development. Therefore, the main tasks facing scientists are: to determine at what age to start teaching; issues such as in what condition the child is and when the learning process does not adversely affect the child's development and health.

Children learn in school differently. Some will adapt as early as the first quarter, while others will take longer to adapt. A child's readiness for school depends on his or her physiological, social and mental development.

Scholars define the concept of school readiness differently: AN Leontyev (1936): "The main aspect of school readiness is the ability of children to control their behavior"; A. Anastasia (1957): "Knowledge, Skills, Motivation"; LIBojovich (1982): "Thinking activity, the development of interest in learning, a certain degree of control over their own cognitive activity and the social position of the student"; I. Schwansara (1987): "The child has developed to such an extent that he has the ability to participate in the learning process." It includes mental, social and emotional components among the components of school readiness. Summarizing all these definitions, school readiness is such a level of functional maturity of the child's body (development of physical and mental systems of the body) that the child can meet all the requirements of education.

The reasons for a child's unpreparedness for school can be divided into 2 groups: organic (changes in the child's physical and nervous system) and educational (ineffective pedagogical approach in preparing preschool children).

The central nervous system plays a key role in the body's interaction with the external environment. Studies of the functional state of the brain have shown that children between the ages of six and seven have the ability to perceive and process large amounts of information. Children can focus and hold their attention on certain objects for a long time, but this function of the brain is not much different from that of younger children. In them, voluntary attention is unstable and quickly distracted by more interesting things. This is why it is important to use bright and interesting instructional materials, not just words, when explaining new material to children of this age. Six- and seven-year-olds are characterized by very high levels of emotional reactions and temperament.

It is well known that learning activities require the regular display of a high level of control based on children's abilities and actions. Careful practical exercises in children are a unique manifestation of their social motives. After all, the fruit of any exemplary and noteworthy work is the inner desire of children to be praised and encouraged by others.

An important qualitative change from the intellectual point of view of children of this age is the process of separation of internal mental movements and operations in it and the acquisition of a certain character. Such features begin to manifest not only in the child's cognitive process, but also in the solution of personal tasks. In this sense, it can be observed that in children, the internal, personal qualities associated with the process of learning first appear, and later the emotional-motivational process. In this case, the child is observed the gradual transition from symbols to images. Images are thought-provoking, construction of various images, and symbols are systems of various signs (symbolic functions, etc.), operations and actions with them, mathematical, linguistic, logical and others.

One of the important qualities of preschool children in this field is that it is a manifestation of the creative process in the lives of children. Creative abilities in children begin to be evident in design games, technical and artistic creativity. In the process of such activity, the child begins to show the initial abilities of the ability that is manifested in him. It is very important that educators, teachers, parents and adults at the same time determine the child's ability to this or that ability in a timely manner, direct it correctly and organize regular classes.

In the process of cognition of the child begins a period of synthesis of external and internal movements. During perception, such synthesis is seen as perceptual actions, while in the child's attention - in directing and controlling the child's internal and external action plans, and in memory - in memorizing and implementing materials, constructing their internal and external properties.

This is especially evident in the performance of practical tasks of the visual-practical, visual-figurative, word-logical type in thinking. On the basis of these, the full mental qualities of a person are formed.

In the pre-school age, there is a common, harmonious process of imagination, thinking and speech. A similar synthesis in children's behavior is seen in the control of images through speech.

It is noteworthy that we have observed that the self-assessments of children of preschool age and secondary schools who are only in the first grades are different, and even contradictory. Our various conversations and discussions with children in a special way became the basis for such a conclusion. For example, we first asked preschoolers to comment on a picture of "A child can't carry a basket of apples." when we showed it to the children, they said the child was not strong enough.

We asked the children to comment on another photo of a girl who "accidentally fell while jumping out of a chair." In this case, too, we observed similar interpretations. Preschoolers pointed out in the photo that the seat was too high, while younger school-age children said the girl was small and she still didn't know how to jump well. The analysis shows that while preschoolers see the root causes of failure in other subjects and things, younger school-age children recognize such failures as their own shortcomings. The most important thing here is to teach children to assess the situation correctly, to see themselves not only with their own eyes, but also with the "eyes" of others. , has a positive effect on the formation of appropriate, adequate self-assessment characteristics in them. In this regard, educators, teachers, parents, adults play a special role.

The objectives of our study at this stage were to investigate the relationship between children's personal, motivational, psychological, and mental development, and we used qualified psychodiagnostic tests in this context.

Observations and analysis show that before a child comes to school, his or her vocabulary will be formed to the extent that he or she can express his or her opinion. If a normally developing child at this age uses 500-600 words in his speech, a six-year-old child can use 3000-7000 words. The speech of children engaged in primary school consists mainly of nouns, verbs, adjectives, numbers, and conjunctions. Children this age can distinguish which words they prefer to use in their speech and which words they cannot. A 6-7 year old is able to compose their sentences in a complex grammatical form. Throughout childhood, a child's rapid mastery of speech becomes a specific type of activity as he or she learns to speak. At the age of 7-9, another characteristic of children is that the child not only expresses his opinion in speech, but also speaks in order to attract the attention of his interlocutor.

In the process of individual development of the child, his understanding of his abilities is gradually formed on the basis of his own strengths, actions and efforts. However, the child himself is not aware of such factors that contribute to the achievements and shortcomings of the child throughout his life. Such features are visible at the age of 4-5 years of the child. From the age of about 6, the child gradually begins to realize that the cause of such successes and failures is "ability".

Another important thing in the character of children is the emergence and management of the motivation to achieve success in the child's personality thoughtfully and consciously from which period. Undoubtedly, such a feature begins with the emergence of a suitable, adequate level of demand in the behavior of children, the period of conscious choice of their actions.

Our observations show that the child does not show an adequate level of demand at the age of 4 years. Therefore, children at this age often set themselves complex, unattainable goals and objectives. At the age of 5-6 years, we observe a number of realistic tasks, but in this period, too, we see a high level of demand. This indicates that children's perceptions of their own achievements and successes are well established. If, in addition to this information, the child is taught about the results and achievements of his achievements and successes, it can be observed that by the age of 3.5-4.5 years, the child begins to be more careful in performing some complex tasks and tasks.

It should be noted that the characteristics of the level of aspiration manifested in children are formed by the age of about ten years, the manifestation of the dynamics of selection and development in accordance with their capabilities, needs in the performance of complex tasks and tasks.

Another important point in this regard is to assess the level of development of children's motivation to succeed at this age, the value of their efforts in the performance of certain tasks, a certain part, as well as the child's hard work, the realization that he realizes that such success can be achieved as a result of his efforts is also a very important process for the child.

Our observations and studies suggest that the manifestation of such an ability in children is formed by the age of 8-9 years, and such factors continue to be fully formed even after three to four years. At the age of 5-6, the child gradually begins to realize that the fruits of his success will be reflected in his ability and diligence, but he will continue to prefer the first concept to the second.

By this time, a hierarchy of child motives, that is, the formation of interdependence, is observed. The child begins to try to control his or her own behavior and actions as a result of the influence of high moral concepts and imaginations. Only motives that are important to the child become important, while secondary motives lose their impact on him.

The ability of self-awareness in older school-age children to be responsible for their own past and future endeavors is different from the time in which they live at the same time as in the previous period. At this age, it is possible to observe that children try to evaluate and analyze their actions as much as possible. The child recalls past events and happenings: "What kind of child was I when I was young? "Or what kind of person will I be when I grow up? "The thinking through concepts like. By thinking in this context, the child emphasizes about certain moral qualities, striving to be like a respectable, strong, intelligent, courageous person who sets an example for the child. In the process of upbringing, which takes place under the influence of friendly, sincere communication, the child learns the moral and cultural norms of behavior, adheres to them on the basis of the influence and instructions of others. Along with the observance of the moral and cultural norms of society, the child's personality is formed, and these norms of behavior assimilate the free, voluntary management of the child's moral behavior. Different relationships are formed with the child and those around him, personal and resilient motives are formed. In the last stages of childhood, along with such qualities as entrepreneurship, resourcefulness, universal qualities are formed and stabilized. All these qualities play an important role in ensuring the individuality of the child's personality, its uniqueness, its uniqueness. The most important stage in the personal development of childhood is the transition of the child's personal qualities, abilities, achievements and shortcomings due to private, individual self-awareness.

From the above, it can be concluded that the psychological components of a child's readiness for school are affective-need, voluntary, intellectual and speech functions. Therefore, the diagnostic methods used to study a child's readiness for school include all the mental spheres mentioned above. But not all inspection methods are flawed. They do not indicate a child's motivational readiness, the child's abilities cannot be fully explored in a very short period of time, and so on. In many cases, the periods of morphofunctional maturation of mental functions are not taken into account. Many psychometric tests are quantified, calculated in the form of scores and coefficients, and the state of brain function is not qualitatively analyzed. Currently, the most commonly used psychometric tests in the selection of children for school include: the method of determining the level of readiness for school, the method of determining the intellectual potential of preschool children, neuro-psychological selection of preschool children, pedagogical assessment, Kerna-Hierassik psychodiagnostic test, etc. . Many researchers argue that the results of psychometric screening methods are less informative and that it is not possible to qualitatively assess the high cortical activity of children aged 6-7 years. While some screening methods take a very short time, others take a much longer time, in the first case it is not possible to objectively assess the child's thinking, in the second case the child's functional capabilities are not taken into account. Therefore, it is important to develop highly informative, long-term, psychometric tests that cover all the mental processes of the child.

Analytical and physiological characteristics of children of primary school age in the organization of educational work at school is a guarantee of success, taking into account the level of physical maturity. The inner world of each person is formed in such a way that praise and encouragement play an important role in the manifestation of new qualities and abilities. Education is an important process in the lives of students and teachers who are very complex and tend to be updated in terms of content .

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