



PROCESSES OF EFFECTIVE ADAPTATION OF YOUNG SCHOOL AGE STUDENTS

Turg'unova Sarvinoz

Alfraganus University, 3rd year student, Department of
Pedagogy and Psychology

Annotation:

This article extensively covers the adaptation of school children of young school age, their psychological and social development, and the role of teachers and parents. A child who comes to school for the first time experiences a number of psychological and moral difficulties in adapting to a new environment. Children's adaptation to new norms and rules at school, establishing relationships with peers, and forming positive relationships with teachers require voluntary actions from the child.

Keywords: Adaptation to school, young school age, imitation. adaptation, parental support, self-control, motive. child, physical.

KICHIK MAKTAB YOSHI O'QUVCHILARINING SAMARALI ADAPTATSIYA JARAYONLARI

Turg'unova Sarvinoz

Alfraganus Universiteti Pedagogika va psixologiya
yo'nalishi 3-kurs talabasi

Annotatsiya:

Ushbu maqolada kichik maktab yoshidagi bolada maktab moslashuvi, ularning psixologik va ijtimoiy rivojlanishini, o'qituvchi va ota-onaning roli keng yoritilgan. Maktabga birinchi marta kelgan bola yangi muhitga moslashishda bir qator psixologik va axloqiy qiyinchiliklarni boshdan kechiradi. Bolalar maktabdagi yangi me'yorlar va qoidalarga moslashish, tengdoshlari bilan munosabat o'rnatishi o'qituvchi bilan ijobiy aloqalarni shakllantirish boladan bular ixtiyoriy xatti-harakatlarni talab etadi.



Kalit so'zlar: Maktabga moslashish, kichik maktab yoshi, taqlidchanlik, moslashish, ota-ona yordami, o'zini-o'zi boshqarish, motiv. bola, jismoniy.

ПРОЦЕССЫ ЭФФЕКТИВНОЙ АДАПТАЦИИ УЧАЩИХСЯ МЛАДШЕГО ШКОЛЬНОГО ВОЗРАСТА

Тургунова Сарвиноз

Университет Альфраганус, студентка 3 курса кафедры
педагогике и психологии

Аннотация:

В данной статье подробно рассматриваются вопросы адаптации школьников младшего школьного возраста, их психологического и социального развития, а также роль учителей и родителей. Ребенок, впервые пришедший в школу, испытывает ряд психологических и нравственных трудностей при адаптации к новой среде. Адаптация детей к новым нормам и правилам в школе, установление отношений со сверстниками и формирование позитивных отношений с учителями требуют от ребенка сознательных действий.

Ключевые слова: Адаптация к школе, младший школьный возраст, подражание, адаптация, родительская поддержка, самоконтроль, мотив, ребенок, физическая подготовка.

Adaptation to school: It is difficult for a child who comes to school for the first time to fully understand himself and clearly understand his behavior. Only a teacher can set standards for a child, evaluate their behavior, and create conditions for adapting their behavior to others. In primary school, students accept new requirements and conditions set by the teacher, and also try to fully comply with their rules. The life of children admitted to school becomes somewhat more difficult. From the first days, the student experiences a number of difficulties: adapting to the new school environment; developing a new routine; entering a new peer group; accepting many restrictive behavioral norms, establishing relationships with the teacher, and ensuring the harmony of new relationships in family situations. At the same time,



International Conference on Scientific Research in Natural and Social Sciences

Hosted online from New York, USA

Website: econfseries.com

2nd August, 2025

the student also acquires new rights: adults treat his educational tasks, the place where he teaches, and educational materials with respect [1].

Under favorable conditions, the process of accepting and mastering learning situations lasts two months (sometimes up to a year). Loving and caring parents should appreciate the opportunity for their child to "become a student" and help him master the complex of requirements for educational activities:

In such a difficult situation, it is impossible to leave the child to himself, thinking that he will cope independently, but this may limit the child's initiative.

Parental support can be in the form of high interest in the tasks given at school, collecting a portfolio, preparing for the next day. "It is necessary to accept with understanding the child's desire to accurately complete all the tasks given by the teacher. It is better to postpone the idea that teachers and curricula are not improved. The differences in the pace of development of boys and girls remain. Girls are ahead of boys in development in all aspects [2].

The moral consciousness of primary school students undergoes significant changes during their studies in grades I and IV, and moral qualities, knowledge and imagination are significantly enriched.

In educational activities, the child, under the guidance of a teacher, learns to act on the basis of human traditions, exercises his will to achieve educational goals. Educational activities require the child to develop speech, attention, memory, imagination and thinking to the required level, creating new conditions for the development of the child's behavior. The primary school period is a period of transition to conscious and voluntary behavior. It is a period when the child learns to actively control himself, organize his activities according to set goals. The emergence of new forms of behavior in the primary school period is directly related to educational activities. No teacher would ask a child who comes to school for the first time to solve arithmetic examples and problems that he did not teach, but unfortunately, many teachers require them to study diligently, be organized, responsible, and strictly follow the rules. However, these skills appear only after the teacher has taught them certain habits and skills [3].

The ability to act voluntarily is formed throughout the entire preschool period. Voluntary actions, as the highest form of mental activity, are subject to the basic law



International Conference on Scientific Research in Natural and Social Sciences

Hosted online from New York, USA

Website: econfseries.com

2nd August, 2025

of their formation. According to it, new actions, first of all, arise in joint activities with adults, the child learns the possibilities of organizing such actions, and only then they become the child's individual behavior. Adults practically teach children the rules for the correct distribution of their time, how to study well, play, walk, and engage in other activities. So, a new place is occupied by the family, which is considered, consulted. The preschool period is a period of positive changes and renewal. That is why the level of success achieved by each child at this stage of development is extremely important. If at this age a child does not feel the joy of knowing and learning, cannot acquire reading skills, does not know how to make friends, and is not confident in himself, his abilities and talents, it will be more difficult to do these things in the future, requiring greater mental and physical stress from the child [4].

By this time, the child has achieved certain results in his interactions with those around him, clearly knows what he wants, and his place in his class and family. He also acquires self-control skills, is able to act according to the situation and circumstances. Children of this age begin to understand that their actions and motives are not evaluated by their own self-assessments, "I am a good child," but by how these actions appear to others. If a child encounters uncertainty at school, does not understand the meaning of the actions of adults, then imitation develops in him. The child's imitation can be voluntary and involuntary. Involuntary imitation leads to the assimilation of the actions of the teacher and classmates. In this case, the child acquires the behavior without realizing it. It should always be remembered that a child can involuntarily imitate not only beautiful and desirable things, but also various negative phenomena and situations. Voluntary imitation requires willpower. In such situations, the child purposefully performs one or another behavior, striving to adapt these behaviors to a rule, a model standard. The teacher can develop effective social habits and qualities in the child through the characteristic of voluntary imitation. In any behavior and activity, the teacher evaluates the child, and the student learns to evaluate himself based on this evaluation.

The child's attitude towards the teacher remains positive even when he is upset by a bad grade, and he remains confident in him. In grades 3-4, students begin to strive to occupy a prominent place among their peers and classmates, and they begin to



International Conference on Scientific Research in Natural and Social Sciences

Hosted online from New York, USA

Website: econfseries.com

2nd August, 2025

rely on the opinions of their peers. Understanding the social significance of learning (in grades 2-3) can be strengthened by the emergence of interest in the content of learning and ways of acquiring knowledge. In this case, by the end of the junior school period, a decrease in motivation for learning is not noticeable. Goal setting in the junior school period is characterized by the fact that the student is ready to accept the goals set by the teacher. In the junior school period, the student's ability to adapt his behavior to the goals and tasks set by the teacher increases as he moves up the grade. This is evident in the student's compliance with school rules and the fulfillment of classroom tasks. The student learns to determine the importance of goals in the independent organization of his time in the classroom and outside the classroom. This is evident in following the procedure for completing homework. He can independently describe the system of intermediate goals in the goals set by the teacher, for example, independently describe his own ways and stages of solving the problem, and also determine the means of achieving intermediate goals. The complex nature of goal setting in the junior school period has been studied in connection with the volitional actions of a first-grader.

This topic mainly covers the adaptation of primary school students to the school environment, their psychological state, the role of teachers and parents, as well as effective methods. The role of the teacher in the conditions for effective adaptation is to understand children with an individual approach, be kind but able to set clear boundaries, and interest them by combining play and lessons. With the participation of parents, close cooperation with the school, understanding and supporting the child's emotions, and properly organizing the after-school environment at home.

Psychological support can include observation and counseling by a school psychologist, and activities aimed at reducing stress and anxiety. In conclusion, the effective adaptation of primary school students to the school environment is the process of children's adaptation to a new social, psychological and academic environment. The successful completion of this process directly affects the child's future educational success, self-confidence and social activity. Successful adaptation of young schoolchildren ensures their positive entry into school life, interest in knowledge, and future socio-psychological stability. Therefore, it is necessary for the school, family, and society to work together.



References:

1. Изард К.Э. Психология эмоции – СПб.: Питер, 2000. 192 с.
2. Ильин Е.П. Эмоции и чувства. – СПб.: Питер, 2001. 139 с.
3. E.G’G’oziyev. Ontogenez psixologiyasi. O’quv qo’llanma. Noshir.2010 y. 360 b.
4. Jumayev, N.Z. Ontogenez psixologiyasi. o’quv qo’llanma / N.Z. Jumayev .- Buxoro: “Sadriddin Salim Buxoriy” Durдона, 2022.-252 b.