



SOCIO-PSYCHOLOGICAL CHARACTERISTICS OF THE ADAPTATION OF
STUDENTS TO EDUCATIONAL ACTIVITIES

Axmedova Zarrina Jamilovna
Bukhara State University lecturer

Annotation: *The article will talk about the identification and verification of the basic psychological and pedagogical conditions that ensure the successful adaptation of its students to school, the effective organization of the educational process for teachers.*

Key words: *adaptation, systematization, cognitive activity, motivation, volitional development.*

**СОЦИАЛЬНО-ПСИХОЛОГИЧЕСКИЕ ОСОБЕННОСТИ АДАПТАЦИИ
УЧАЩИХСЯ К УЧЕБНОЙ ДЕЯТЕЛЬНОСТИ**

Ахмедова Заррина Жамиловна
Преподаватель Бухарского государственного университета

Аннотация: *В статье речь пойдет о выявлении и проверке основных психолого-педагогических условий, обеспечивающих успешную адаптацию своих воспитанников к школе, эффективную организацию учебного процесса для педагогов.*

Ключевые слова: *адаптация, систематизация, познавательная деятельность, мотивация, волевое развитие.*

The transition to schooling radically changes the whole way of life of a child. During this period, his life includes teaching, obligatory, responsible activity, requiring systematic organized work; in addition, this activity sets the child the task of consistent, deliberate assimilation of knowledge generalized and systematized in the fundamentals of sciences, which implies a completely different structure of his cognitive activity than in preschool childhood. Admission to school also marks a new position of the child in society, in the state, which is expressed in a change in his specific relationships with people around him. The main thing in this change is a completely new system of requirements imposed on the child and related to his new responsibilities, important not only for himself and for his family, but also for society. He is beginning to be seen as a person who has entered the first step of the ladder leading to civic maturity.

According to the changed position of the child and the appearance of a new leading activity of teaching, the entire daily course of his life is being rebuilt. And for a faster and more painless entry into school life, the teacher needs to create a favorable atmosphere, appropriate conditions for the child's adaptation to school.

Adaptation in the first grade is a special and difficult period in a child's life: he learns a new social role of a student, a new type of activity - educational, the social environment changes, classmates, teachers appear, the school as a large social group in which the child is included, finally, the way of life of the child changes. A six-year-old child already has the

basic prerequisites for learning: methods of cognitive activity, motivation. But essentially he is still a preschooler, his formation as a student occurs only in the process of learning and the whole school life. The process of such formation under favorable conditions covers the first half of the first year of school.

To successfully adapt to school, a child must not only be physiologically and socially, but also achieve a certain level of intellectual and emotionally volitional development.

N.I. Gutkina, E.E. Kravtsova proved that children who are not ready for systematic learning have a harder and longer period of adaptation to school, they are much more likely to have various

learning difficulties; among them there are significantly more underachievers, and not only in the first grade, but also in the future, these children are more likely among the laggards, and it is they who in a greater number of cases have violations in the state of health, primarily the emotional sphere.

The active processes of formation and support of childhood, its educational institutions, taking place in recent years of psychological and pedagogical assistance, the inclusion in the activity of the decade of the processes of formation and support of childhood, its educational institutions allows us to discuss and study the place of game elements in solving problems of prevention, diagnosis, correction of undesirable variants of child development and improving the adaptive capabilities of primary school students.

Literature analysis In the course of the study, fundamental works were studied that address the problem of adaptation to psychological and pedagogical literature: A.V.Petrovsky, L.I.Bozhovich, I.V. Dubrovina, M.R.Bityanova, M.M.Bezrukikh, S.P.Efimova, etc. The adaptations of children into the conceptual foundations of the development of the problem of adaptation in the context of readiness for school B psychology are associated with the works of A.V.Petrovsky, D.B.Elkonin, Ya.Inerassk, N.I.Gutkina, R.A.Zakharov, L.M.Kovaleva, N.N.Tarasenko, etc. In the works of these authors, adaptation is considered as a special moment, a phase in the formation of a person, on which the nature of his further personal development largely depends.

In the works of D.B.Elkonin, V.V.Davydov, G.A.Zuckerman, K.N.Polivanova, V.V.Rubtsov, A.Z.Zak, it is noted that there is a connection with the requirements of educational activity by changing the CO forms of communication. G.A.Zuckerman, analyzing the educational forms of cooperation between a child and an adult, comes to the conclusion that against their background it is impossible to fully master the content of educational activities. Obviously, the interpretation of the term "adaptation" leads to the concept of "readiness for development".

A large pedagogical, a number of publications of psychological And, more recently, methodological Time as literature, indicate the relevance of the problem of children's adaptation to school. Today, adaptation is fixed terminologically in textbooks and textbooks on psychology. Thus, I.V. Dubrovina, R.V.Ovcharova, N.I.Gutkina in their research consider adaptation as the adaptation of a child to a new system of social conditions, new relationships, requirements, types of activities, lifestyle.

Adaptation is not only an adaptation to successful functioning in a given environment, but also the ability to further psychological, personal and social development.

Also, the Agency for Education and Science pays attention to the relevance of developing and solving the problem of children's adaptation to school. According to the director of the Agency for State Policy in the Field of Education of the Russian Federation I. Kalina, this topic worries both parents and teachers. Therefore, the concept of reforming education affects not only its various aspects, but also the stages, starting from kindergarten. For kids, it is planned to create a pre-school system of preparation for admission to the first grade, which should facilitate the process of adaptation to school.

Successful mastery of the adaptation of traditional methods of knowledge transfer does not fit (lesson), since the main purpose of traditional education is primarily to master learning activities. The methodological apparatus of school textbooks (with its content orientation not only on the assimilation of knowledge, but also on the formation of educational activities) allows you to correlate the relevant tasks directly with the educational material, contributing to the rational and meaningful assimilation of knowledge on any academic subject. At the same time it saves students from additional classes. The use of the game at the initial stage of psychological and pedagogical support significantly enriches the process of formation of educational activity and correction of its shortcomings in younger schoolchildren.

There is a contradiction between the psychological and pedagogical requirements to make the process of adaptation to school education short in time, medium or high in the level of adaptation and traditional approaches to the inclusion of a child in the learning process at school, in which insufficient attention is paid to an individual approach, compliance with a sparing regime of educational activities leading to deterioration of children's health.

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