

**ADAPTATION OF A FIRST-GRADE CHILDREN TO SCHOOL: AN IMPORTANT
STAGE IN THE LIFE OF EVERY CHILD****G.S. Alikhodzhaeva***acting associate professor Department of Pedagogy and Psychology
preschool education" TSPU named after Nizami*

Abstract: The article provides information that learning in the first grade is the most crucial stage in development, since it is here that the foundation of morality is laid, social attitudes are formed, attitudes towards oneself, towards other people, towards society, and beliefs are formed.

Key words: adaptation, school, first grade, diagnostics.

Аннотация: В статье приведен информация, что обучение в первом классе - самый ответственный этап в развитии, так как именно здесь закладывается фундамент нравственности, происходит формирование социальных установок, отношения к самому себе, к другим людям, к обществу, формируется убеждение.

Ключевые слова: адаптация, школа, первый класс, диагностика.

Annotatsiya: Maqolada birinchi sinfda o'qish rivojlanishning eng hal qiluvchi bosqichi ekanligi haqida ma'lumot berilgan, chunki bu erda axloqning poydevori qo'yiladi, ijtimoiy munosabatlar shakllanadi, o'ziga, boshqa odamlarga, jamiyatga bo'lgan munosabat, e'tiqodlar shakllanishi haqida bayon etiladi.

Kalit so'zlar: moslashish, maktab, birinchi sinf, diagnostika.

Entering school, starting school is a stressful moment in the life of every child, which radically changes his entire lifestyle. Carelessness and play are replaced by new activities - learning, a new environment, a new daily routine, new acquaintances, the need to adapt to new rules and requirements, which sometimes go against the wishes of the child. Along with joy, delight, interest and surprise, first-graders experience anxiety, confusion, and tension. All this puts enormous physical, mental, and emotional stress on children.

The period of adaptation to school is very difficult for children. In the first weeks of school, students have the first classes, the body's resistance decreases, sleep and appetite may be disturbed, the temperature may rise, and chronic diseases may worsen.

Children become capricious, irritated, and cry for no apparent reason. The adaptation period in different conditions ranges from two months to a year.

This process largely depends on the child's personal characteristics; degree of readiness for school (not only intellectual, but also psychological and physical); depends on whether the child is sufficiently socialized, whether he has developed cooperation skills, and whether he attended a preschool educational organization.

Some children quickly integrate into their new school life. Their adaptation period lasts from two weeks to two months. The successful completion of this process, according to psychologists, we can say that if the child is cheerful, calm, quickly makes friends among classmates, speaks well of teachers and peers, does homework without stress, easily accepts the rules of school life, the new daily routine is comfortable for him as he does not cry in the morning, and falls asleep normally in the evening.

The child has no fears about peers and teachers, he responds adequately to the teacher's comments. In other children, the adaptation period is greatly delayed - up to one year; the associated manifestations acquire a psychosomatic character; the child begins to get sick often.

Visible signs of maladjustment include:

- bad mood in the morning;
- overwork;
- headaches and abdominal pain, vomiting;
- sleep disturbance;
- fear of upcoming work in class.

It often happens that the external manifestations of maladjustment in children are the same, but have completely different reasons and each case must be analyzed individually.

Thus, the reason for inability to adapt to the subject side of educational activities may be insufficient intellectual and psychomotor development of the child, lack of help and attention from parents. The inability to voluntarily control one's behavior is a consequence of the lack of external norms and restrictions.

Improper upbringing, coupled with adults ignoring the child's individual characteristics, can cause an inability to accept the pace of school life, especially in somatically weakened children with a weakened type of nervous system.

School neurosis, "school phobia", inability to resolve the contradiction between the family and school "we" can be caused by the fact that the child cannot go beyond the family community - the family does not let him out and this is more common in children whose parents unconsciously use them to solve their problems.

Thus, the successful adaptation of a child to school largely depends on the parents. However, if a student cannot get used to a new environment for a long time, he should seek the help of a psychologist who will help find out the reasons for the current situation and suggest methods and methods of educational work that would help the child better adapt to school.

So, psychological readiness and adaptation to school is a systemic characteristic of the mental development of a senior preschool child which includes the formation of abilities and properties that ensure the ability to carry out educational activities, as well as the acceptance of the student's social position. This is the level of psychological development of a child that is necessary and sufficient for mastering the school curriculum in a group of peers.

Psychological readiness for school includes: personal, mental and volitional readiness.

Personal readiness and its components: motivational readiness - the formation of social motives (the need for social recognition, the desire to acquire a socially significant status), as well as the formation and dominance of educational and cognitive motives (the desire to learn and learn new things); formation of self-esteem and Self-concept - the child's awareness of his physical capabilities, skills, experiences, as well as the ability to adequately assess his achievements and personal qualities; communicative readiness - the child's readiness for free and productive communication with the teacher and peers, in the context of educational activities, the presence of communicative initiative; emotional maturity - the child's mastery of social norms for expressing his feelings, the absence of impulsive reactions, the formation of higher feelings - aesthetic (feeling of beauty), intellectual (the joy of learning), moral.

References:

1. Алиходжаева, Г. С. (2023). ПСИХОЛОГИЧЕСКАЯ ГОТОВНОСТЬ РЕБЕНКА К ШКОЛЕ: ТЕОРИЯ И ПРАКТИКА. Modern Scientific Research International Scientific Journal, 1(8), 18-26.
2. Алиходжаева, Г. С., & Хакимова, О. (2023, October). ПСИХОЛОГО-ПЕДАГОГИЧЕСКИЙ АСПЕКТ СИСТЕМЫ РАЗВИТИЯ ЛОГИЧЕСКОГО МЫШЛЕНИЯ У ДЕТЕЙ ДОШКОЛЬНОГО ВОЗРАСТА. In INTERNATIONAL SCIENTIFIC CONFERENCE" INNOVATIVE TRENDS IN SCIENCE, PRACTICE AND EDUCATION" (Vol. 2, No. 8, pp. 46-54).
3. Алиходжаева, Г. С. (2023). ПРОБЛЕМА ЛИЧНОСТИ В СОВРЕМЕННОЙ ПСИХОЛОГИИ. Analysis of world scientific views International Scientific Journal, 1(3), 88-94.
4. Алиходжаева, Г. С. (2023, September). ИССЛЕДОВАТЕЛЬСКИЕ МЕТОДЫ ДЕТСКОЙ ПСИХОЛОГИИ. In INTERNATIONAL SCIENTIFIC CONFERENCE" SCIENTIFIC ADVANCES AND INNOVATIVE APPROACHES" (Vol. 1, No. 3, pp. 68-74).
5. Алиходжаева, Г. С. (2023, January). РАЗВИТИЕ КОГНИТИВНОЙ АКТИВНОСТИ У СТАРШИХ ДОШКОЛЬНИКОВ. In INTERNATIONAL SCIENTIFIC CONFERENCE" INNOVATIVE TRENDS IN SCIENCE, PRACTICE AND EDUCATION" (Vol. 2, No. 1, pp. 21-29).
6. Алиходжаева, Г. С. (2021). ФОРМИРОВАНИЕ ПОЗНАВАТЕЛЬНОЙ СФЕРЫ И ИНТЕЛЛЕКТУАЛЬНЫХ СПОСОБНОСТЕЙ ДЕТЕЙ ДОШКОЛЬНОГО ВОЗРАСТА. Экономика и социум, (10 (89)), 435-438.
7. Алиходжаева, Г. С. (2022). РАЗВИТИЕ ХУДОЖЕСТВЕННО-ТВОРЧЕСКОЙ ОДАРЕННОСТИ ДЕТЕЙ ДОШКОЛЬНОГО ВОЗРАСТА В ОБРАЗОВАТЕЛЬНОМ ПРОСТРАНСТВЕ. International Academic Research Journal Impact Factor 7.4, 1(6), 255-261.
8. Алиходжаева, Г. С. ОРГАНИЗАЦИЯ МЕТОДИЧЕСКОЙ РАБОТЫ В ДОШКОЛЬНЫХ ОБЩЕОБРАЗОВАТЕЛЬНЫХ ОРГАНИЗАЦИЯХ. ТОШКЕНТ-2021, 42.
9. Алиходжаева, Г. С. (2021). ФОРМИРОВАНИЕ СОЦИАЛЬНО-КОММУНИКАТИВНОЙ КОМПЕТЕНТНОСТИ У ДЕТЕЙ СТАРШЕГО ДОШКОЛЬНОГО. Экономика и социум, (5-1), 46-50.
10. Алиходжаева, Г. С. (2022). ФОРМИРОВАНИЕ САМООЦЕНКИ У ДЕТЕЙ ДОШКОЛЬНОГО ВОЗРАСТА. Results of National Scientific Research International Journal, 1(6), 260-265.
11. Алиходжаева Г.С. (2022). Formation of Self-Estimation in Preschool Children. Spanish Journal of Society and Sustainability, 3, 6-8.