

TECHNOLOGY FOR ADAPTING PUPILS TO PRIMARY EDUCATION Kholova D.R. (Republic of Uzbekistan) Email: Kholova51@scientifictext.ru

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Abstract: *the article considers the technology of students' adaptation to primary education. Preparation for school is often limited to working with the intellect, and the development of the emotional-volitional sphere remains open. It is here that the inability of some children to cope with the first difficulties, meet the requirements for mastering the training skills, follow the new rules of behavior and communication. There are a lot of receptions, methods of adaptation work in school. Motivational conversations can not be arranged consistently, reduced to a single motivational program.*

Keywords: *technology, reception, method, adaptation, training, didactic games.*

ТЕХНОЛОГИЯ АДАПТАЦИИ УЧАЩИХСЯ К НАЧАЛЬНОМУ ОБРАЗОВАНИЮ

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Аннотация: *в статье рассмотрена технология адаптации учащихся к начальному образованию. Подготовка к школе часто ограничивается работой с интеллектом, а вопрос развития эмоционально-волевой сферы остается открытым. Именно здесь обнаруживается неспособность некоторых детей справиться с первыми трудностями, выполнять требования по усвоению учебных навыков, следовать новым правилам поведения и общения. Известно множество приемов, методов адаптационной работы в школе. Мотивационные беседы нельзя расположить последовательно, свести в единую мотивационную программу.*

Ключевые слова: *технология, прием, метод, адаптация, тренинг, дидактические игры.*

As you know, adaptation (from Latin *adapto* - adaptation) is one of the central concepts of biology, physiology, psychology and many other sciences that study living organisms, especially humans. The problem of the adaptation of pupils of primary school age is significant and relevant, since the conditions of the social environment never remain unchanged, the process of adaptation is continuous.

Considering the adaptation of the child to school, researchers identify the levels, mechanisms and indicators of adaptation. We propose to consider school adaptation in three spheres:

1. Academic adaptation characterizes the degree of correspondence of the behavior of the child to the norms of school life: the acceptance of the requirements of the teacher and the rhythm of the educational activity, mastering the rules of behavior in the classroom, attitudes toward the school, sufficient cognitive activity in the classroom, etc.;

2. Social adaptation reflects the success of the child's entry into a new social group in the form of adopting a child by classmates, a sufficient number of communication links, the ability to solve interpersonal problems, etc.;

3. Personal adaptation characterizes the level of acceptance by the child of himself as a representative of a new social community ("I am a schoolboy") and is expressed in the form of appropriate self-esteem and level of claims in the school sphere, aspirations for self-change.

L.S. Vygotsky was one of the first to formulate the idea that "readiness for school education is not so much in the quantitative reserve of ideas as in the level of development of cognitive processes" [1, c. 23]. For successful adaptation, the motivation for learning is very important. In the first year of training, it is mainly provided by adults. For the development of educational motivation, interest and understanding on the part of parents and teachers is important. Advice on developing interest and desire for learning: belief in the success of a child; positive settings; love and benevolence; training for the day; compliance with established rules and norms of conduct.

The development of children of primary school age (7-11 years) is predetermined by the leading role of educational activity, which has as its content the mastery of generalized methods of action in the sphere of theoretical knowledge, the birth of the child's social I. He discovers the importance of a new social position - the position of a schoolboy, connected with the performance of highly valued educational work. The opportunities of age are mainly associated with learning activities and communicating with peers. The main line of development is normality, the assimilation of the norms of teaching, cognition, communication, socially acceptable behavior.

The psychological and pedagogical concept of harmonization of the relationships between the individual, the environment, the pupils and the pedagogical collective of the primary school, which allows to substantiate the concept of the person-oriented education of the junior schoolchild, is the basis of the technology of adaptation of younger schoolchildren in the process of learning as a result of this process - the productive development of the student's personality in primary school.

The period of adaptation to the school in the child was relatively easy, it is very important that the family relationships are good, there are no conflict situations and besides the child should have a favorable status in the peer group.

So, how the child will learn, whether this period will become joyful and happy in the life of the family or reveal previously unseen difficulties, all this depends on the preparedness of the child, the family and the work of the teacher.

References / Список литературы

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