

Study of adaptive features of primary school students in mastering subjects

Z.J. Akhmedova

Bukhara State University

Teacher of the Department of Psychology and Sociology

Аннотация: В данной статье представлены современные представления о термине «адаптация» и информация, предоставленная учеными. Кроме того, можно выделить психологические особенности младшего школьного возраста: подчинение авторитету, повышенную впечатлительность и чувствительность, а также простые и игровые реакции на многие события и вещи, происходящие с ними в начале школьного обучения.

Ключевые слова: зрительные анализаторы, социальное, внутреннее положение, равновесие, адаптация, учебная деятельность, психофизиологическое развитие, зрительно-образная память, возбудимость.

Annotation: This article presents today's various concepts of the term adaptation and the information provided by scientists. In addition, the psychological characteristics of primary school age can be distinguished: obedience to authority, increased impressionability and sensitivity, as well as simple and playful reactions to many events and things that happen to them at the beginning of school. comments are highlighted.

Key words: visual analyzers, social, internal position, balance, adaptation, educational activity, psychophysiological development, visual-figurative memory, excitability.

Today, the term "adaptation" has many different meanings. The concept of adaptation is used not only in the science of psychology, but also in a number of other sciences, in completely different areas. This is a very broad concept. It

includes elements from biochemical to social.

If we look at the general definition of adaptation, we first understand that adaptation is a process that helps an organism adapt to a particular environment. Adaptation can also be broadly defined as the attainment of balance or relative harmony between the human body and its environment. In addition, adaptation in general can be considered as a system that is designed to achieve a goal of any nature and is essential for this.

Initially, the term "adaptation" was introduced into the science of biology, and it was considered in the course of physiology. In the middle of the 19th century, the term "adaptation" was proposed as a description of the sensitivity of visual analyzers to the influence of external stimuli. Adaptation comes from the Latin words "proposal", "adaptation", and in a general sense means the process of interaction between living organisms and the environment, which leads to an optimal placement (adaptation) of their life activities. will bring. Adaptation to school is one of the most serious issues of modern psychology. Changing the nature of the activity, transitioning from play to educational activities, the child experiences certain stress. At the same time, the child not only adapts to the school environment, but the school also adapts to the needs of the children. According to L.A. Wenger, "a child's adaptation to school cannot happen without any internal losses, that is, the deterioration of well-being (at least in the shortest period of time), the increase of impressionability and experiences." A first grader's low self-esteem and low mood can be a serious concern. Proper organization of the adaptation process helps the child to develop more positively, to develop diligence, and to join social life. As M.R. Bityanova rightly noted, "this, in turn, leads to a change in the regulatory function of the cortex and the manifestation of completely different emotions." At the same time, today's first grader is yesterday's senior preschooler, and accordingly, he is characterized by behaviors associated with mild excitability, emotionality, and inability to concentrate for long periods of time. At this time, different children have different levels of psychophysiological development. G.R. According to Chukmayeva, "the transition from preschool to primary school age is

characterized by significant changes." Among the psychological features of primary school age, the following can be distinguished: submission to authority, increased impressionability and sensitivity, which can be seen in simple and playful attitudes to many events and things that happen to them at the beginning of school.

According to T.V. Krasnikova, "junior schoolchildren comply with the teacher's requirements, as a rule, of course, there are still no quarrels and conflicts that teenagers like." Young schoolchildren are characterized by increased confidence. They accept grades as a way of evaluating themselves. Young school students often try to imitate their first teachers, intonation or reasoning. When first graders are given a task, they usually do it because they have to do it, without thinking about why it is needed or what it is for.

G. N. Julina rightly states: "...at this age, the child's attention to the outside world becomes strong: all the events that happen around him leave an unforgettable impression on the child." These are: visible interest and active interest. The teacher can use it to shape the child's cognitive activity. This activity continues to be particularly evident during breaks; active activities during recess remain an important component in children's physical development. The emergence of such feelings is a great way to release them, get rid of tension. A new level of self-esteem begins to form, self-critical thinking appears. Self-esteem drops a bit in elementary school, and this is a normal stage of human development. Grades for a primary school student are an external assessment of his knowledge, skills and abilities by the people around him.

R.M. Yekhayeva stated that "in the primary school age, self-awareness as a person is formed in the new role of the school student and the internal position of the student is formed." First graders are dominated by the first signaling system, so visual-figurative memory and visual thinking are the most developed.

According to E.G. Izotova, "it can lead to maladjustment of the child under an unfavorable combination of other circumstances." V.A. Shumakov's article shows the importance of revealing the phenomenon of social-psychological adaptation of schoolchildren of younger age to school.

By drawing on the views of A.L. Wenger and others, it helps to determine the characteristics of adaptation of first graders to primary school studies. If adaptation occurs in unfavorable conditions, it affects the child's mental state. A first grader may show aggression towards others. Other children, on the other hand, can completely withdraw into themselves, immersed in their own world. In the psychological-pedagogical literature, various reasons for maladjustment (or adjustment problems) of the first grader have been identified.

In short, it can be learned from the researches of scientists that the role of parents and teachers is incomparable in the adaptation of primary school students to educational activities.

List of used literature

1. ZJ Axmedova [Positive aspects of the communicative psychological effect of social networks on the individual](#) Asian Journal of Research in Social Sciences and ..., 2022
2. З.Ж Ахмедова Педагогико-психологические особенности адаптации младших школьников к учебной деятельности Вестник интегративной психологии 2023 выпуск 29
3. З.Ж Ахмедова [Трудности социальная адаптация студентов в вузе](#) Science and Education, 2022
4. A.Z.Djamilovna [STUDY OF THE FORMATION OF CRIME MOTIVATION IN ADOLESCENTS AS A PROBLEM OF PSYCHOLOGICAL RESEARCH](#), I.H.Bakhtiyorovna - ResearchJet Journal of Analysis and Inventions, 2022