Effectiveness of Psychological-Pedagogical Study of Adaptation of Elementary School Students to School

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Annotation. This article analyzes the effectiveness and results of psychological-pedagogical study of school adaptation of elementary school students.

Key words: adaptation, learning motivation, behavior, school anxiety, motivational component.

Today, determining the internal and external stimuli for the formation of adaptation of elementary school students to school and the development of positive behavioral skills in children towards school are gaining urgent importance. The global organization for the protection of children's rights and interests, UNICEF, noted that "...the future of any country directly depends on the well-being of children and their development opportunities", paying attention to the unique psychological approaches to the development of elementary school students, improving the organization of this process issues of socio-psychological formation of elementary school age children, freedom of thought, thinking and communication activity education remain urgent problems. In this regard, there is a need to conduct research aimed at ensuring the participation of teachers, psychologists, pedagogues and parents by shaping the social-psychological characteristics of the adaptation of elementary school students to school, and creating mechanisms that serve for the development of the child's personality. In recent years, in our republic, the necessary legal and normative foundations of the defined tasks related to the development of children covered by primary education into healthy and spiritually mature individuals have been created. "Implementation of large-scale reforms based on the idea that the new Uzbekistan begins at the school threshold, with the education system..." is defined as a priority, based on a new scientific approach based on a new scientific approach to study the socio-psychological features of school adaptation of primary school students, who are the future of the country. ample opportunities have been created to carry out research and find theoretical solutions. A child's educational activity, like all previous activities (subject, game), develops gradually through the experience of getting into it. Educational activity is the student's self-directed activity. The child learns not only knowledge, but also how to acquire this knowledge. According to the definition of A.N. Leontiev, the leading activity of the child is characterized by these three signs. First, it is an activity in the form of emergence of other, new types of activity and differentiation within it. Secondly, it is an activity in which private mental processes are formed or regenerated. Thirdly, the main changes in the child's personality observed at this age are activities that are most closely related. According to the concept of D.B. Elkonin and V.V. Davidov, educational activity is a combination of several components. Motivational component. The initial form of activity of living organisms is the state of objective need for something that is external to the organism and constitutes a necessary condition for its normal functioning. Cognitive needs develop with the child. They lead to the formation of goals, and goals are always conscious in nature. The formation
of learning motives is the most important task of primary education. The success of further education largely depends on the formation of such motives. The motivational component includes one or another attitude to study, acceptance of the educational task, desire or unwillingness to perform the teacher's duties. Six groups can be distinguished in the composition of motives that determine the attitude of first graders to school: social, cognitive, evaluative, positional, external learning. An actual educational motive, which is the realization of the need to acquire knowledge and develop one's abilities, is formed in the educational process. Children's motivations for coming to school are sometimes not related to the content of the educational activities they have to perform at school. Its formation is related to the content and methods of education. And, as a rule, the lack of cognitive motivation in first-graders makes it difficult to adapt to school. Educational task - only a part of information is a complex system of information about a well-defined event, object, process, which is not a specific task that the student performs in the classroom or at home. Problem-solving tools are diverse: material (tools, machines), materialized (texts, diagrams) and ideal (knowledge that appeals to a person). In oral form, ideal means are the main ones. The most important thing in the formation of educational activities is to overcome the orientation of the student to obtain the correct result in solving a specific task and to form an orientation to the correctness of using the learned general method of action.

Cognitive component. Action is the basic unit of activity analysis, which is a goal-oriented process. Through educational activities, students multiply and assimilate examples of general methods of solving problems and general methods of determining the conditions of their application. A goal is a description of the desired result, that is, the result that should be achieved during the performance of actions. An operation is a way of performing actions. Some operations appear through adaptation, adjustment, and direct imitation, they do not and cannot happen, others arise from actions by automating them, are on the edge of consciousness, and can be acutely aware. Conscious goal-directed action in learning, repeated many times, combined with other more complex actions, gradually becomes the object of conscious control of the learner, which becomes a way of performing a more complex action. Evaluation component. The presence of this component in any activity is related to the fact that each action is voluntary, regulated when there is control and evaluation. This aspect of its activity is classified as follows. 1) the internal mechanism of internal external transition, that is, the teacher's control and evaluation actions to self-control and student self-evaluation actions; 2) in the structure of activity, the subject includes the process of forming self-evaluation, activity as a feature of the subject. The control function is to monitor the correctness and completeness of the implementation of educational actions; the meaning of assessment is to determine how completely a certain method of action has been mastered, in turn, assessment is related to the performance of a specific educational task and educational activities in general. Formation of educational activities is carried out in cooperation with the teacher. A child who comes to school does not know how to read. First, the teacher does all the work: sets the task, demonstrates examples of learning activities, monitors the progress of each activity, and evaluates each student's completion of the learning task. Only gradually, the teacher includes the student in the educational activity for independent implementation of its individual elements. In this sense, first of all, the subject of educational activity is a teacher who teaches the ability to learn the main thing. In the context of educational activities, it is necessary to make the child understand that this is a completely different activity than a game, and make real, serious demands on him, so that he learns to change himself, not symbolically. Children should learn to distinguish between play and educational tasks, understand that the educational task, unlike the game, is mandatory, regardless of whether the child wants to do it or not. The
According to D. B. Elkonin, the first characteristic between the organization of educational activities and game activities is that in the social sense, in the form of implementation, it is at the same time individual, that is, the knowledge, skills, methods of action acquired during educational activities. Therefore, there is always a danger of turning educational activity into an individualistic activity, in which the social meaning of the activity is lost. In order to prevent this, it is necessary that the knowledge, skills and abilities acquired in the course of educational work are used in socially useful work and related to the life of the class community. The second feature is the mandatory implementation of a set of rules that are the same for everyone, reflecting the student's ability to control his behavior during his stay at school. For the first time in school, the rules are related to the new position of the student and the fulfillment of this new role. In this game, the rules are very similar to the following. If a child follows the rules well at school and in the classroom, he will first appear as a good student in his eyes. The fourth feature is that during the transition to school, the child has to radically change the entire system of relations with the adults who are educating him. Also, the system of relations will be instrumental, that is, it is necessary to master special tools for the communication of the teacher with the students and the students with the teacher. First of all, it refers to the ability to correctly perceive the patterns of actions shown by the teacher during the explanation and to be able to adequately interpret the teacher's evaluations of the actions performed by the students and their results. Such skills are taught by the teacher. The basic need for the formation of educational activities is the need for theoretical knowledge. A high level of development of educational activities of schoolchildren is formed through the ability to develop specific practical tasks theoretically and practically. Control and self-control in educational activities are favorable conditions for the formation of children's ability to plan and perform internal actions (Internalization), and to regulate them voluntarily. Interiorization is a transition, as a result of which the processes of interaction with external, material things become processes that take place externally, on the mental plane, on the plane of consciousness. At the same time, they undergo a kind of transformation - they are generalized, written, reduced and, most importantly, they become capable of further development that exceeds the limits of external activity. The process of internalization does not consist in the transfer of external activity to the internal "plane of consciousness"; this is the process by which the inner plane is formed. The ultimate goal of educational activity is the student's conscious educational activity, which he builds in accordance with the objective laws specific to him. The educational activity initially organized by adults should become the student's independent activity, in which he formulates the educational task, implements educational actions and control actions, and evaluates. Children who enter school have a very general idea of the goals of learning and accept close, specific goals set by the teacher. In addition, these goals are limited by the conditions of a specific educational task. Educational tasks accepted by students are the most important condition for successful mastering of general methods of educational activities and formation of educational activities. Students' acceptance of a learning task includes two aspects: the desire to complete the task (personal aspect) and the understanding of the task (cognitive aspect). A child's activity takes the form of educational activity only when it becomes a conscious goal of learning activities, when he begins to realize that he performs certain actions to learn new things. The main distinguishing feature of learning activities is that students accept the learning task and their efforts are focused on ways to solve it. To determine the ability to accept the task, the teacher should pay attention to the development of learning motives (acceptance of the task) and thinking skills: the ability to
The initial indicator of the lack of formation of elements and skills of educational activity is slow progress, which significantly complicates the child’s mastering of the school curriculum in primary grades. This group is characterized by weak self-organization in the educational process, which consists in the absence of established methods and methods of educational work. N.A. Menchinskaya directly connects low learning ability with the low activity of a person, which manifests itself not only in education, but also in any mental activity. Lack of cognitive activity leads to a decrease in mental functions (memory, attention) in the absence of any pathology. In turn, the decrease in the tone of cognitive activity is inextricably linked with the motivational sphere of students. N.I. Murachkovskii defines three types of students based on the quality of mental activity, attitude to reading, student's position. Children of the first type are characterized by low academic performance. Poor development of thinking processes causes serious difficulties in mastering educational material. They are characterized by a lack of cognitive interests. At the same time, they maintain the position of the student and form a positive moral character. A sufficiently high quality of mental activity for schoolchildren of the second type is characterized by a negative attitude to learning. The general orientation of these students is not related to teaching. A poor quality of mental activity and a careless attitude to learning with a partial or complete loss of the student's position are characteristic of the third type of schoolchildren. These students lack criticality when completing educational tasks, they face difficulties in mastering the educational material. An important feature of the educational activity is that the child works with scientific concepts under the guidance of the teacher, but at the same time he does not make any changes to the system of scientific concepts. The result of the educational activity in which the development of scientific concepts takes place is, first of all, the change of the student himself - as a subject performing these activities. In addition to observing the child in the classroom, we conducted interviews with parents on preparation of homework and study of the products of student activities for the convenience of the teacher's analysis of educational activities. At the initial stage of our research, M.R. We used the methodology "Study of learning motivation of students" developed by Ginzburg and modified by us. This methodology made it possible to identify various motives that motivate elementary school students to study and learn at school. The following motives are characteristic for seven-year-old children:

- self-awareness educational motive.
- A broad social motive based on an understanding of the social need for reading. - "positional" motive associated with the desire to take a new position in relations with others.
- "external" motives for learning, for example, obedience to the requirements of adults, etc.
- the motive of the game, which is not sufficiently transferred to the field of education. - Motivation to get high scores.

28% very high level of motivation; 38% high level of motivation; 14% medium level of motivation; 10% decreased level of motivation; A low motivation level of 10% was observed. However, not all of these motives are considered sufficient for schooling. The methodology allows us to identify those who are the leaders in determining the desire of children to go to school. Analyzing the obtained results, we can see that children rely primarily on social and positional motives. The second place in terms of importance was taken by educational and evaluation motives. Children who rely on these motives go to school to learn and enjoy reading or to hear praise from teachers and parents. Some children made their choices in favor of the game motive, they like going to school. Because they like to meet new people, communicate, play and have fun.
with their peers. 10% of children answered the questions and chose an external motive. These children showed themselves as passive, uninitiative, closed. The methodology of our next research is "Study of the internal position of the student" proposed by N.I. Gutkina. It is aimed at clarifying the internal position of the student, which refers to the level of cognitive and learning motivation development, the development of cognitive needs and personal qualities, and the identification of personal characteristics that prevent successful study at school. This methodology allows us to monitor the child's understanding of the purpose and necessity of education, as well as how he perceives the educational process. 43.2% of the test takers have an internal attitude that children want to go to school and like to study. He knows the purpose, importance and necessity of studying. Shows curiosity. The leading activity is reading. In 48.3% of students, children with an average internal attitude like to go to school, but they do not understand the purpose and importance of learning, and the enthusiasm for learning is replaced by the attitude "I have to study". 8.5% of students do not have an internal position - the child does not know the goals and importance of learning, knows the school only from the outside. The child comes to school to play and communicate with children. The child is not attracted to educational activities, the leading activity is play. The results show that it is necessary to create an environment of emotional relationships based on mutual understanding, support and mutual respect with classmates in primary classes. This is not for nothing, because as a result of strengthening the skills of understanding, analyzing and expressing thoughts, students develop cognitive components of mastering educational materials. A necessary condition for the implementation of psychological and pedagogical support for first-grade students in the adaptation phase is the systematic monitoring of the child's condition in the new community and the dynamics of his mental development during school education; by building the educational process at school on the basis of flexible schemes, developing the personality of students and creating socio-psychological opportunities for their successful learning. In conclusion, we must say that the adaptation of elementary school students to school life is the key to the success of the child's education and personal well-being. The period of getting used to school requires special organization of the life and activities of schoolchildren.

Reference