



LEVELS OF ADAPTATION OF FIRST-GRADERS TO SCHOOL

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Annotation. For every child who enters school, a new environment, requirements and learning processes begin. Especially for first-graders, this process is of great importance in psychological, pedagogical and social aspects. Adaptation to school is the initial stage of familiarization with a new system, rules and daily routine for children. Successful adaptation to school is important for the overall development, social and emotional well-being of the student. The main purpose of this article is to study the levels of adaptation of first-graders to school.

Keywords. School, adaptation levels, development, academic adaptation.

Goals and objectives

To achieve our goal, the following tasks were set:

1. Analysis of the process of adaptation of first-graders to school.
1. Study of the socio-psychological aspects of adaptation to school.
2. Determining the levels of adaptation of students to school.
3. Developing pedagogical recommendations to facilitate adaptation to school.

The concept of school adaptation

The process of adaptation to school means the adaptation of first-graders to changing life conditions. This process ensures the child's psychological, social and intellectual preparation for a new environment. A child studying at school joins a new group and team, works with new teachers, and forms new concepts about his social role. These changes affect the child's emotional state and can also affect his personal development.

Levels of adaptation of first-graders to school

The levels of adaptation to school depend on the various characteristics of students and how they adapt to the external environment. In general, the level of adaptation of students to school is based on the following factors:

1. Emotional adaptation. This means how the child feels about the new environment. If a first-grader feels calm and confident at school, he or she is likely to be successful in adapting to school. However, if the child is anxious, fearful, or emotionally uncomfortable, this process becomes more difficult.

2. Social adjustment. At school, the child enters his or her new society. The process of communicating with other students, finding a place in the group, and making friends determines the student's social adaptation. If the child can establish good relationships with others and make friends, he or she will easily adapt to school.

3. Academic adjustment. This refers to how the student adapts to the educational process. At school, children are required to master new knowledge and apply it in practice. In first grade, students begin to learn reading, writing, and mathematics, as well as develop independent work skills.

4. Physical adjustment. The physical condition of the child in a new school is also important. The new school routine, the duration of classes, and breaks affect the child's physical condition. If a child can easily adapt to these changes, he will successfully adapt to school.

Pedagogical approaches to school adaptation

There are several pedagogical approaches to facilitate the process of adaptation of first-graders to school:



1. Individual approach. Each child is unique, therefore, an individual approach is necessary in the process of adaptation to school. Teachers should take into account the needs, abilities and psychological state of each student.

2. More game and activity-based methods. Game and activity-based methods can be effective in facilitating students' adaptation to school. They help increase the child's interest and enthusiasm for the new world at school.

3. Emotional support from the teacher. The teacher should provide constant support to a child who has just arrived at school. This helps the child feel confident and facilitates his socio-emotional adaptation.

4. Cooperation with parents. Parents play an important role in the adaptation of students to school. Effective cooperation between teachers and parents helps to create favorable conditions for the child.

The characteristics of students in this process depend on the following factors:

1. Emotional and mental state. Some students adapt to school very easily and feel good in a new environment. Others experience anxiety, fear or stress. The level of emotional adaptation is crucial for the overall well-being and success of the child.

2. More play- and activity-based methods. Play- and activity-based methods can be effective in facilitating students' adaptation to school. They help increase the child's interest and enthusiasm for the new world of school.

3. Emotional support from the teacher. The teacher should provide constant support to a child who has just arrived at school. This helps the child feel confident and facilitates his socio-emotional adaptation.

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The characteristics of students in this process depend on the following factors:

1. Emotional and mental state. Some students adapt to school very easily and feel good in the new environment. Others experience anxiety, fear or stress. The level of emotional adjustment is crucial for a child's overall well-being and success.

2. Reading and academic skills. Students' knowledge and abilities in reading, writing, and mathematics also affect the level of adjustment to school. Students may have difficulty accepting new knowledge and engaging in the learning process.

3. Social skills. The student's place in the new school community, their relationships with peers, and how they feel socially are also important. Good social adjustment will help the student feel comfortable and increase their success in school.

4. Adjusting to the regime. The new school schedule and duration of classes can affect the child's physical and mental state. Adjusting to a new regime can be difficult, especially if the student has not been to school before.

Conclusion, The level of adaptation of first-graders to school depends on many factors, including emotional, social, academic, and physical conditions. Successful adaptation to school is important for the overall development of the student, and pedagogical approaches, individual approaches, and cooperation between teachers and parents are necessary to facilitate this process. Taking into account the needs and characteristics of the child during the adaptation to school process helps prepare him for his new life at school and ensures successful integration.

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