

DEZADAPTATION OF ELEMENTARY STUDENTS

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Abstract

This article analyzes scientific theoretical data on the problems of disadaptation of primary students. In this case, difficulties of adaptation of students to school at the age of Primary School: inability to adapt to the pace of school life, somatic weakness, mental retardation, a weak type of nervous system occur. Scientists put forward the assumption that the mechanism of school misalignment at different stages of age development is fundamentally different. Thus, in younger school children, the specificity of school misalignment is determined by the leading educational activity for this age, and forms of school adaptation are formed that are characteristic of the primary school age.

Keywords: It Occurs in primary school students, dezadaptation, adaptation, somatic weakness, mental retardation, a weak type of nervous system. forms of school adaptation, fear of school.

Difficulties in the education of children of primary school age are reflected in all personal, cognitive, motivational, emotional and volitional areas of the child's personality. These difficulties are interrelated. The elimination of one challenge also results in a reduction of the second challenge.

By the end of the primary school period, a slight decrease in positive attitude towards reading is visible. Interest in educational activities – rises in grades 1-2 and declines in grades 3-4. The decline in interest in educational activities is dominated by the teacher's statement of ready-made material and the masterwork of students' memorization, and the activity of students becomes imitative in nature. Students in grades 3-4 usually do not like retelling what is read, transcribing an exercise written on a board, memorizing rules and poems, and, on the contrary, love to independently solve examples and issues, observe natural phenomena, draw, make things out of plasticine and clay. In other words, students of primary school age are more interested in those jobs where Initiative and independence are possible. As one of the reasons for the decline in interest in studying at primary school age, V.A.Sukhomlinsky sees the high imposition of a low grade by the teacher, which is a decrease in the child's interest in reading and a decrease in confidence in their own capabilities. Also, children of this age perceive the assessment of their activities as an assessment of their personality. The low grade imposed by the teacher is "so I'm a bad boy. Teacher hates me" is accepted in the tribe. This has an effect on the child's learning and relationship with his mentor[1-5].

The difficulties of adaptation in primary school age are associated with:

- 1) neurophysiological causes;
- 2) insufficient development of cognitive processes;
- 3) low level of free and Independent Movement; 4) insufficient development of motivational areas;

- 4) shortcomings in Family Education, Family Relations;
- 5) deficiencies in school education and upbringing;
- 6) disadvantages in communication and relationship;
- 7) deviations in personality traits.

The fact that all elements of educational activity are formed in primary school students and can be carried out independently means that reading as a leading activity has completed its task. The educational activities of students of primary class age include the following in their composition:

- ✓ skills to independently find common ways of solutions to issues;
- ✓ find and master learning tasks to be able to distinguish;
- ✓ be able to adequately assess and control oneself and one's own activities;
- ✓ self-control in activities;
- ✓ being able to use the rules of logical thinking;
- ✓ being able to master and use different forms of generalization;
- ✓ being able to participate in team activities;
- ✓ to have a high level of independent creative activity.

But unfortunately in school practice, in most cases, the first priority is the problem of teaching children of primary school age to practical skills, reading, writing, counting skills.

In modern psychological literature, the misalignment of the school is explained as follows:

- didactogeny, when the learning process itself is recognized as a psycho-traumatic factor (N. G. Mysko).;
- the consequence of didascalogeny, that is, the emergence of disorders caused by teacher misconduct (N. A. Berezavin, Ya. L. Kolominsky, D. N. Isaev, I. N. Nevsky).
- the result of damage to the central nervous system (L. N. Vinokurov, V. V. Kovalyov).
- result of family imbalance (K. V. Bardeen, W. N. Petruboine, L. N. Petrunek, L. N. Taran et al.
- complex system of combinations of psychogenic factors and nosological patterns (G. A. Usurina, N. M. Jarikov, M. S. Loginova, M. A. Lebedev, V. E. Kagan).
- multilevel disorder associated with the social status of leading activities and development (E.V. Novikova et al.) [7].

In foreign literature, school adaptations are usually associated with phenomena such as fear of school (school phobia), school anxiety (school anxiety), school avoidance (school abandonment) (Klein, Phillips, Last, Francis, Swingen).

In our opinion, one of the most effective psychological methods for solving school adaptation problems is E. V. Presented by Novikova, it is necessary to take into account all factors and influences in their systemic unity, instead of unilaterally taking into account didactogenies and "load" heredity and didascalogenies and characteristics of the family environment. Thus, E. V. Novikova, based on her views. L.S. Vygotsky, I. I. Bojović, I. S.Slavina and others write about the age problem, the classification of forms of school malfunctions according to their connection with educational activities: "the cause of psychogenic disorders can be not errors in the educational activity of elementary students, but spontaneous errors in their emotions" [8; 26 b]. The author puts forward the assumption that at different stages of age development, the mechanism of school misalignment is fundamentally different.

Conclusions.

Thus, the specificity of school misalignment in younger school children is determined by the leading educational activity for this age and offers the following classification of school adaptation forms specific to primary school age:

1. Desadaptation due to insufficient assimilation of the necessary components of the subject side of educational activities. The reasons for this may be the inadequacy of the intellectual and psychomotor development of the child, the lack of support and understanding by parents and teachers. This form of adaptation is sharply experienced at school only when adults emphasize the incompetence of the child.
2. Deadaptation due to the inability to control their behavior. A low level of self-government makes it difficult to master the meaningful and social aspects of the activity. The reason for this can be improper upbringing in the family (lack of external norms, restrictions).
3. Deadaptation as a result of the inability to adapt to the pace of school life. This form is most often found in children with somatic weakness, a weak type of nervous system with mental retardation. The reasons for this can be improper upbringing in the family, neglect the individual characteristics of children by adults.

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