

## **PSYCHOLOGISCHE ASPEKTE DER ANPASSUNG VON KINDERN AN DIE VORSCHULE ERZIEHENDE UMGEBUNG**

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**Zusammenfassung:** Dieser Artikel diskutiert die psychologischen Aspekte der Anpassung von Kindern an das Umfeld der Vorschulerziehung und beschreibt detailliert die verschiedenen Veränderungen, die bei der Anpassung des Kindes an das neue soziale Umfeld stattfinden: psychologische, biologische, psychophysiologische, soziale Beziehungen.

**Schlüsselwörter:** Anpassung, biologische Anpassung, psychologische Anpassung, Gruppe, Verhalten, Stress, Fehlanpassung, Launenhaftigkeit.

## **PSYCHOLOGICAL ASPECTS OF ADAPTATION OF CHILDREN TO THE PRESCHOOL EDUCATIONAL ENVIRONMENT**

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**Abstract:** This article discusses the psychological aspects of adapting children to the environment of preschool education and describes in detail the various changes that take place in the adaptation of the child to the new social environment: psychological, biological, psychophysiological, social relations .

**Keywords:** adaptation, biological adaptation, psychological adaptation, group, behavior, stress, maladaptation, whimsy.

**INTRODUCTION:** With the admission of preschool children to the preschool organization, many changes begin to take place in his life. That is, a strict daily routine, the absence of parents from morning to night, the requirements of a new environment, constant contact with peers, and changes all affect the child differently depending on individual characteristics. Sometimes this causes stressful situations in children. Conditions that can be observed in the child: irritability, fear, refusal to eat, often lead to illness. These difficulties are caused by the child's transition from the usual family environment in which he or she learns to the environment of the preschool institution.

Adaptation of preschool children to new conditions is a process of active interaction of the organism with the environment. Like all living organisms, man adapts to certain climatic and geographical conditions. This is called biological adaptation. However, unlike animals, humans must also have the ability to adapt to social conditions. Because in any social environment, a person has social roles in different parts of society. This means that human beings are "capable of social adaptation in addition to biological" [1].

The process of social adaptation of preschool children is accompanied by changes in their social status, the admission of the child to a preschool organization.

A child's good adaptation to a preschool organization not only makes it easier to adapt to school, but also makes it easier to adapt to an environment that is rich in open and dramatic changes in society. This creates favorable conditions for the development of the child as a person. The essence of the process of adaptation is to ensure the development of the individual.

The process of adaptation of a preschool child to a new social environment can be studied in three stages:

- A period of acute or maladaptation in which there is more or less a disproportion between the demands of new subgroups, along with normal behavioral stereotypes. At this time, along with mental adaptation in the child, there are a number of changes in relationships with adults and peers, speech activity, play activities, especially the activity of the nervous system;

- During the period of "adaptation" or adaptation, the child actively masters the environment and begins to form behaviors appropriate to the situation. By this time, the changes in the activity of various processes in the child's body gradually decrease. This does not happen synchronously. First of all, the child understands the current situation, which (occurs in 10-15 days) [2]. However, the child's sleep and emotional disturbances last a relatively long time. In addition, adaptation to play and speech activities is slower and takes 40-60 days;

- In the third stage, the above observed and obtained data are analyzed and the period of compensation or adaptation to existing social groups is assessed;

The adaptation of the child's body to new conditions and new types of activities is also a challenge, and the successes achieved have a positive effect on the child's adaptation to the preschool organization.

How do children develop adaptive skills? The birth and survival of a child is a shining example of biological adaptation. Adaptation to the external environment requires a radical reconstruction of all major body systems - intrauterine (fertilization) - blood circulation, respiration, digestion. From the time a child is born, these systems must undergo a functional reconstruction. That is, for these adaptation mechanisms, the unborn child must have a natural level of preparation. A baby born healthy in time will have this level of preparation. This allows the child to adapt more quickly to the external environment. Like other functional systems, the system of adaptive mechanisms continues its maturation and improvement over several years of postpartum ontogeny. Within the above systems, after birth, the child develops the ability to adapt socially as he or she assimilates the social environment around him or her. This process goes hand in hand with the formation of the entire system of higher nervous activity. However, in the child, these complex changes occur simultaneously, causing him a number of stressful situations.

Thus, one of the problems of preschool education organization is to implement a competent approach to the problem of adaptation of children in order to overcome stressful situations in the child. The main task of preschool educators and parents is to help the child to adapt to kindergarten life as much as possible. This requires preparation in the family as well. Behavior that arises from a child's behavior

determines whether he or she will make a coordinated adaptation at home and in kindergarten.

Often the reason for the child's whims is that his activities are poorly organized: if his physical activity is not satisfied, the child will not get enough of his activity. At the same time, he experiences a sense of dissatisfaction with communication with adults and causes future whims. Behavioral disorders in children, as well as the failure to meet their organic needs in a timely manner;

- discomfort in clothing;
- the child does not eat on time;
- can occur as a result of insomnia or, conversely, forced to sleep.

Therefore, it is necessary to set the agenda correctly, to take care of it with hygienic care, to carry out all the processes in a methodologically correct way, to sleep, eat, toilet, children's independent activities (in the game). , timely organization of classes, the implementation of the correct educational approach with them is the basis for easy adaptation to the new social environment and the active formation of the child.

Children with physical disabilities find it relatively difficult to adapt to new circumstances. They often suffer from various diseases. At the same time, a child experiencing a state of maladaptation may not cry or express negative appearances, but he or she may lose weight, not play, or become depressed.

Children with certain nervous system problems require special attention from their parents and caregivers. Such vulnerable children experience any changes in the social environment with pain in a state of maladaptation. In the face of any small event, their emotional state is disrupted, even though they do not express their feelings in their emotions. They are afraid of everything and the process of adaptation is very difficult. In their movements in various activities and in their movements with objects, they move insecurely and slowly. It will be necessary to gradually introduce such children to the preschool, and to involve close family members in the process. By encouraging them, educators and parents can help build their self-confidence and at the same time facilitate the adaptation process.

Neglect of the child's nervous system by the educator and parents during the period of adaptation to the preschool organization can lead to various complications in his future activities. For example; and for children who are insecure and out of touch, being rude can make them cry, like not wanting to go to kindergarten. The loud and rude tone of the treatment can easily lead to excessive excitement and disobedience in children with nervous system disorders [3].

In different situations, especially during the adaptation period, some children may behave differently. Even a calm and polite child, when he says goodbye to his loved ones, starts crying and asks if he wants to go home, it will not be easy for a newcomer to get used to the preschool.

Under the influence of established procedures, the child's behavior also becomes individual. If she can't eat on her own, then she waits for her tutor to feed her, and she may even refuse to eat. If she doesn't know how to wash her hands in a

new environment, she will immediately start crying. She cries even if she doesn't know where to get the toy. Can't get used to sleeping after lunch, etc. Therefore, it is very important to know the habits of the child, to take them into account in character.

Not knowing the child's habits makes the educator's job very difficult. Its pedagogical effects are very important. A child experiencing maladaptation may not achieve the desired result without being in the center of his or her attention. It is difficult for every newly adopted child to become immediately acquainted with all the habits and skills, and at the same time the children do not manifest themselves in any new conditions. The educator must remember that a young child with the necessary skills cannot always transfer them to a new environment, he needs the help of adults.

At home, the child learns not only to be calm, but also to be calm and demanding. However, the harsh tone of the educator or nurse can lead to fear. Conversely, a child who has learned to read aloud will no longer follow the educator's calm instructions.

Methods although the agenda for children of different ages recommended in the curriculum of preschool education is scientifically based, it is necessary to change the daily routine, taking into account the age characteristics of individual children.

As mentioned above, the individual characteristics of children in the field of communication are of particular importance during the period of adaptation. There are children who enter the environment of a new educational institution in a reliable and appropriate way: if they want to know something, they can easily turn to the educator, the nurse. There are also children who are afraid to communicate and can turn their faces to the wall to avoid seeing strangers trying to communicate with them.

The child's experience of interacting with others before coming to preschool allows him or her to adapt to the new social environment. Therefore, knowing the content of a child's communication needs helps to determine its pedagogical impact during the period of adaptation. It is a very good approach for parents to allow unlimited communication from the first years of a child's life.

At the same time, following the rules of hygiene, it is advisable to expand the scope of the child's social environment: For example, you can allow the child to hold the new person in his arms for a while or even leave them alone.

The caregiver should make contact with the child on the first day. But if the child does not have the experience of communicating with strangers, he will react negatively to all the actions of the educator: he cries, tries to get out of hand, tries to walk away and does not approach the educator. It takes more time for the child to get used to the organization, to stop being afraid of the educator. The state of nervousness in the child, the tears that prevent him from correctly and quickly perceiving the curious, kind attitude of the educator.

If the child has severe maladaptation, it is recommended that the mother be allowed to join the group. Because of the presence of the mother, the child calms down, the fear in his psyche disappears. Then the child becomes interested in toys.

The mother should tell the child to ask the caregiver for a toy and to feed it. The educator confirms this with his actions: he treats the child with kindness, gives him a toy, puts him in school, shows him interesting things in the group [4].

A number of factors are taken into account when admitting a child to a preschool organization;

- The age of the child
- state of health
- The formation and level of communication experience
- Emotional connection with parents

Children in the period of adaptation vary in their behavioral characteristics and social experience. Looks carefully at the environment, finds and holds something independently. Some do such actions with less confidence, but are less anxious. They follow the tutor closely and follow his instructions. Children with this behavior also enter the group cheerfully, saying goodbye to their relatives who brought them to kindergarten. For example, a child says goodbye to his mother, looks her in the eye and asks, "Do you love me?" When he gets an answer, he goes to the group. He approaches the tutor, looks her in the eye, but does not dare to ask a question. Through the educator gently stroking the child's head, smiling, paying attention, the child begins to feel comfortable and free. He constantly follows his tutor, imitating his actions. A child's behavior indicates that he or she interacts with adults and expects kindness and attention from them. And this need must be met by the educator.

Some children are able to adapt to the new environment of the group. But they don't always follow the educator, and if they need something, they approach it calmly and confidently. Only in the first days can one observe a state of slight confusion, anxiety, and worry in their behavior.

In the first group - children need to communicate with their loved ones, just waiting for their attention, affection and information about the environment.

In the second group - the need for children to communicate not only with their relatives, but also with other adults, to work with them and learn from them about the environment is already formed.

In the third group - children who feel the need for active independent action.

If, before going to kindergarten, the child was always in the care of his mother or grandmother, when he is taken to kindergarten in the morning, he will hardly say goodbye to his relatives. All day long she waits for her loved ones to come, cries, refuses any offer from the tutor, doesn't want to play with the kids. He does not want to eat, he also refuses to lie down and sleep, and this will be repeated in the following days.

**CONCLUSIONS:** Most children cry when they enter an institution, which is conditionally the first group (only for those who communicate with their loved ones).

They are very worried about saying goodbye to their loved ones because they do not have the experience to communicate with others, they are not ready to communicate with them.

Accordingly, the narrower the social circle in the family, the longer the child's adaptation to kindergarten will take.

The second group may include conditionally prepared children. Before coming to kindergarten, they had the experience of interacting with family members at home. That is, except for their family members; because distant relatives have experience communicating with their neighbors. When they come to the group, they constantly observe the educator, imitate his actions, and ask various questions [6]. When the caregiver is nearby, the child feels calm, but he is afraid of children, so he keeps distance from them. Such children, if left unattended by the educator, prolong the child's adaptation process.

In the third group of children, unlike others, active independent movements and the ability to communicate with adults are clearly visible.

This group, the children come to the group calmly from the first days, choose the toys themselves and start playing with them. However, now that he is reprimanded for his ungarbiyachi or enagabu movement, he will change his actions quickly and negatively.

Therefore, if the content of the educator's communication with the child meets the child's need for communication, this communication will be formed successfully. The child easily adapts to the conditions in kindergarten. Difficulties in the adaptation process arise when the child is misunderstood. The educator should try to engage him in communication, taking into account his interests and desires.

The educator needs to know that in the process of adapting to the institution, the content of the child's need for communication rises to a qualitatively new level. Children conditionally assigned to the first group, under favorable conditions, can quickly reach the level of communication typical of the children of the second and even the third group, and so on.

As a child adjusts to kindergarten, his or her communication skills will improve. During the period of adaptation, the change in the content of the need for communication occurs mainly in three stages:

Stage I - the need to communicate with loved ones, to get love, attention and information about the environment;

Phase II - the need to communicate with adults as a collaboration and the need to learn new information about the environment;

Stage III is the need to communicate with adults on cognitive topics and active independent action.

So the children of the first group have to go through the above three stages. Their need for kindness, attention, in the first stage, is difficult to satisfy. Therefore, the adaptation process of such children takes a relatively long time (from 20 days to 2-3 months) [7].

The task of the educator is to create as many conditions as possible for the child to move to the second stage of adaptation.

The transition to the second stage will further increase the need to collaborate with adults and learn about the environment from them. The duration of this phase also depends on how fully and timely this need is met.

For children in the first group, the third stage of adaptation is marked by an increase in the initiative nature of communication. The child constantly appeals to adults, independently chooses toys and plays with them. At this point, the child's period of adaptation to the conditions of the preschool organization is over.

The second group of children will have to go through two stages of adaptation (7 days to 10-20 days). From the first day, they feel the need for active independent action and communication with adults on a variety of topics.

If the communication of a newcomer to the institution is not organized properly, but the play activity is insufficient, his adaptation will not only be delayed, but also become more difficult. Therefore, the educator needs to know the character traits of children, at what stage of their adaptation. It also depends on how well the educator identifies the behavior that determines the child's needs and creates the necessary conditions to help meet the need. If the educator does not take into account what needs determine the child's behavior, its pedagogical effects will be random.

Unfortunately, sometimes educators do not pay attention to the organization of communication with children. Educators can teach a child to play, to work, but rarely do they teach communication. As mentioned, communication activities have a unique content and development. However, it is not the age of the child but the development of communication forms that is crucial in the adaptation process. Thus, children in the first group, regardless of age, in the first stage of adaptation, need emotional communication. In the second stage, they need effective communication.

It is important that parents believe that the caregiver is treating the child well; felt the skill of the educator in matters of education; but most importantly, they value his personal qualities (caring, attention to people, kindness). In the family, the child's parent is a permanent caregiver. In kindergarten, educators take turns, they can be different in character, requirements and tone of communication. This process further develops children's worldview [8].

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