



 Research Article

FACTORS AFFECTING THE PSYCHOLOGICAL ADAPTATION OF PRESCHOOL CHILDREN

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Tulyaganova Dilnozaxon Ravshanbekovna

Tashkent University Of Applied Sciences, Uzbekistan

ABSTRACT

Creating favorable conditions for the development of children in accordance with their age and individual characteristics, protecting and strengthening the physical and mental health of children, including their emotional state, providing psychological and pedagogical support to the family, and improving the skills of parents - before school It is one of the priority tasks defined by the state education standard. Studying the conditions of psychological development of preschool children is one of the problems that are always in the center of researchers. The article compares the psychological research conducted on this problem.

KEYWORDS

Preschool age, psychological age, metric age, development, ontogeny, early childhood crisis.

INTRODUCTION

The psychological characteristics of preschool children were thoroughly studied and considered from different angles. First of all, the main criteria of psychological health of a preschool child are considered. The amount of knowledge acquired in the education and training system is the main one, and the psychological health of the person is in

the second place. Family relationships play an important role in the development of a child's personality, and teacher-parent relationships are very important. With the correct arrangement of roles at home and in the general educational institution, the development of the child will be correct.

A preschool educational organization is an organization that serves to pass the stage when a child gets the first experience of communicating with other people and tries to find his place among them, learns to live in harmony with himself and others. Pedagogical literature mostly describes issues of adaptation to preschool education organizations during early childhood. Adaptation, first of all, is defined as a real pedagogical problem, the solution of which requires creating conditions that satisfy children's communication needs, providing good medical care to children, properly organizing the educational process, and being close to oneself, in which the family and the people are Cooperation based on the interaction and relations of the country is of great importance. In modern studies of Eastern and Western European scientists, maximum attention is paid to the problem of adapting children to the conditions of public education [1].

Admission to a preschool educational institution has been proven to be associated with significant negative emotional and psychological changes in a person that require correction of the target effect. The period of adaptation is a very strong test for a young child, because the stress reactions that occur as a result of adaptation can permanently disrupt the child's emotional state. It is necessary to constantly emphasize new approaches in opening topics such as the stages of development of communication between adults and children, the leading role of adults in the development of a child. The practical application of this knowledge in the context of adaptation, the

diagnostic technique of the adaptation profile, the analysis of modern materials on the problem revealed the need to urgently correct the organization of the adaptation period, taking into account the hierarchy of the child's needs [2].

RESEARCH METHODOLOGY

The results of modern research directly show the connection between psychological health disorders and academic success of children. A significant increase in anxiety is one of the mental health disorders that can later lead to a decrease in voluntary attention. Internal tension, its manifestation can lead to increased physical activity and defensive aggression, disruption of discipline. Fears cause constant tension, and as a result, reduced performance, increased fatigue are manifested in the form of so-called "stage fright" in preschool children. Verbal aggression triggers stereotypes of negative attention-seeking behavior.

It can be said that the most important period of human development related to the formation of the morphofunctional state is the "pre-school age" period, which ends with admission to a school. With the beginning of schooling, the child's body and mental abilities undergo significant changes. When a small child enters a preschool education organization, the problem of adapting the child to the conditions of the preschool education organization arises due to the limited adaptive capabilities of the child. The child develops a psychological disorder called "adjustment syndrome", which is the result of his

psychological unpreparedness to leave the family. Psychophysical development relationships are characteristic of early childhood. Any changes in his health affect the child's nervous system and psyche. Children in early childhood have a very unstable emotional state. Saying goodbye to relatives and any change in the child's usual lifestyle can cause fear and negative emotions. If a child is in a state of stress for a long time, it can lead to the development of neurosis and slow down the pace of psychophysical development [3].

The adaptation period and its further development depend on the readiness of the child in the family to visit the preschool educational institution. To ease the adjustment period of the child, the family needs professional help, in this role comes the kindergarten. Kindergarten should be "free" regarding all emerging issues of development and education. Successful adaptation depends on many factors - the state of human health, the development of communication skills, the characteristics of his nervous system, as well as the competent actions of parents and kindergarten staff [4].

Every child who goes to a children's educational institution goes through a period of adaptation. Adapting children to the conditions of a preschool educational institution is getting used to qualitatively new conditions: communicating with unfamiliar children and adults, having a different agenda, fathering a number of parents, etc. Every child needs time to accept this situation. Adaptation takes place in different ways - usually it takes 2-3 weeks or more before

it is given to the child. The process requires an unusually large amount of emotional resources from the child, patience and understanding from teachers and parents. It is mandatory to adapt the child to the conditions of the preschool educational institution, because in this process the child socializes and learns according to the orders of nannies and educators, as well as having important information, becoming a member of the team in the future, and being viewed as a full participant in the socialization process [5].

ANALYSIS OF LITERATURE ON THE SUBJECT

During the period of adaptation of children to the organization of preschool education, children often show such unusual behavior that it scares parents. However, these traits are common to every beginner student and are caused by mental stress that gradually dissipates. The basis of the formation of a person's personality is the child's first relationships and the experience gained from them. Characteristic features of any preschool child are lack of communication and heightened emotions. In interpersonal communication, they have many facial expressions and expressions, which represent different emotional states of the child. Among peers, preschool children show joy, anger, sympathy, tenderness, and some situations can lead to serious conflicts and even fights. The most important feature of preschool children's communication is that it acquires an unregulated and non-standard appearance. When communicating with adults, children follow almost all norms of behavior, but when

communicating with peers, they use completely unexpected actions [6].

Children of this age are characterized by freedom, disobedience, and individuality. It is these characteristics of children's communication that remain until the end of preschool age. Another important distinguishing feature of preschool children's communication is the dominance of initiative-based actions over interpersonal behavioral skills. For a child coming to a new preschool education organization, his own statements, feelings and actions are now more important than the response of a peer. Often, this inconsistency in children's communication leads to conflicts and disagreements.

D. B. Elkonin identified and described four levels of game development for children aged 3-7 years.

1. Social roles are determined only by actions, moreover, these are repetitive operations without background and further development. They do not describe the relationship in any way.
2. Roles are defined by actions, but taking into account the division of functions. Added object manipulations. The logic of the game is determined by the sequence of actions in real life, the number of which is expanding.
3. Personal relationships come into play at this level. A complete image is created, the child lives in the role. Irrational actions of one of the participants are accompanied by displeasure of the other.

4. The rationality of the rules comes first. Roles are strictly defined and comprehensively describe relationships. The communication process is recreated in a strictly logical sequence, taking into account all the details. The functions of game characters are interrelated [7].

ANALYSIS AND RESULTS

There are special forms of communication with peers in preschool age. One of them is the emotional-practical form, in which the child wants to express himself and expects his peers to participate in his affairs. Each child involved in such communication wants to attract attention and at least get some kind of response from the player. A distinctive feature of communication for three-year-old children is an indifferent friendly attitude towards all peers. In early childhood, there is a need for respect and general recognition of the child, and it is often observed that interpersonal relationships are entered into through competition in communication [8]. Towards the end of the adaptation process of preschool age, children develop selective attachment to certain peers and the first signs of friendship appear. At this time, pupils do not notice the actions of their peers, but at the same time their presence increases the child's activity. In this regard, the child begins to experience the process of social adaptation by "criticizing his peers" in the preschool educational organization, directly observing and perceiving the adaptation and behavior of his peers.

CONCLUSIONS AND SUGGESTIONS

Preschool childhood covers a large part of a child's life. This age is a direct continuation of early age in the field of general sensitivity, which is carried out by the uncontrolled ontogenetic potential of development. During this period, living conditions are actively expanding: the borders of the family are expanding to the borders of the street, city and country. The child has a great desire to enter adult life, as well as actively participate in it, which is not yet available to him. He strives for independence. This contrast gives rise to role play - the independent activity of children who model the life of adults. Preschool age is a particularly important period in the educational process, because it is the age of the child's initial personal development. This period is characterized by complex relationships with peers, which greatly affects the formation of his personality. As a rule, the child's world is inextricably linked with other children. With age, relationships with peers become more and more important for him. Preschool childhood is sensitive for the development of the child's basic collectivistic qualities, as well as a human attitude towards the people around him. If these qualities are not formed in preschool age, the whole personality of the child may become defective, which will be very difficult to compensate later.

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