



Manifestations of Emotional Stress in Schoolchildren in the Process of Adaptation

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Annotation: The problem of difficulties in adapting to school is still one of the most urgent in modern primary education. It is known that it is the first-graders who are subject to new requirements associated with physical, mental and emotional overload. The inconsistency of these requirements with the capabilities of the child leads to the emergence of school maladaptation. In modern conditions, the priority tasks of the school are to create conditions for maintaining and strengthening the health of schoolchildren. The emotional well-being of children of primary school age is an important indicator of the effective socio-psychological and pedagogical adaptation of students in a general education organization. Harmonization of emotional well-being is an important condition in overcoming the difficulties of mastering the primary education program and successful psychosocial adaptation of first-graders at subsequent stages of age development.

Keywords: younger schoolchildren, adaptation, maladjustment, emotional well-being, emotional well-being.

Introduction. The problem of harmonizing the emotional well-being of younger schoolchildren is especially relevant, since it is at this age stage that the emotional sphere is especially susceptible, and the child experiences difficulties in adapting to new social and social conditions, physiological overload associated with changes in the daily routine and a long stay at school, as well as social changes. environment.

It is known that adaptation is a process of adapting a person to a new environment that dynamically changes the state of a person, characterized by the acceptance of new living conditions, new attitudes, norms, values of society, new interactions, contacts, social roles, etc. Adaptation is closely related to the development and formation of personality and the degree of socialization in society [1]. Adaptation is an integral part of socialization. The school, which includes various participants in educational relations, is a secondary institution of socialization and adaptation, since social adaptation at the secondary levels is largely determined by the level of individual interaction of the individual himself. At the same time, the non-linear nature of the process of school adaptation is noted, which is determined by the presence of critical periods in the learning process. Hence, the most important is the first grade - as the initial stage of school life, associated with the adoption of new social roles and statuses, as well as the rights and obligations associated with them [2].

Adaptation to school is the process of physical and psychological adaptation of the child to new social conditions within the framework of an educational institution and the transition to systematic schooling. The duration of the period depends on many factors and takes 3-6 months on average.

First grade is considered the most important year in a student's life. Proper adaptation has a positive effect on the learning process, motivates to acquire new knowledge, makes it easy to join a new team and make friends.



Getting used to school after kindergarten is difficult for almost everyone. At preschool age, the child did not require special discipline, classes were held in a playful way, there was time to run around and an hour was allotted for sleep and rest. In the first grade, the usual mode of life changes, and children have to adapt to the changed conditions. The child falls under the influence of factors that collectively affect his psyche:

- new daily routine;
- restrictions on outdoor games at school;
- the need to build relationships with classmates and the teacher;
- new surroundings and duties that are unusual for the child.

Adaptation to school is more difficult for children with individual characteristics of the nervous system. The risk group includes:

- Hyperactive kids. Their concentration of attention is reduced, due to the peculiarities of the psyche, they need to constantly move, and sitting through a whole lesson at the desk for them is a real feat. Such first-graders most often violate the order at school and the first months of study practically do not learn new material.
- Children with increased fatigue threshold. This may be due to individual personality traits or chronic diseases. Schoolchildren with increased fatigue cannot concentrate on completing tasks for a long time, which reduces their academic success.
- Gifted first-graders. Before entering school, these preschoolers already have a vast store of knowledge, and the first months at school can be simply boring for them. Because of this, they can indulge, not listen to teachers. It is these first-graders who are often recommended to switch to an individual training program, including remotely.

Problems of adaptation at school may be associated with the increased demands of parents. Do not expect the impossible from a child - addiction can take more than one month, and this is considered normal

It is known that emotions, performing an incentive function, affect the behavior, activities and lifestyle of a person. F.B. Berezin, V.I. Medvedev and other researchers note that the process of adaptation is often determined by emotions, since the orientation of the latter mobilizes the autonomic and contributes to the adequacy of the formation of the motor and behavioral components of adaptation.

In the process of adaptation of the individual to environmental conditions, the role of physical, psychological and emotional well-being is emphasized. It is noted that if an adult is able to independently control, based on his own feelings and feelings, the level of adaptation to environmental conditions, then adaptation and socialization in a familiar environment is the most favorable for a child. At the same time, at primary school age, adaptation difficulties are exacerbated not only by age characteristics, family and social conditions, but also by the lack of experience in interacting with adults and peers. The adaptation of primary school students depends on various factors: the structure and social status of the student's family, the level and characteristics of the organization of school education, and the characteristics of communication with classmates and teachers. All this has an impact on the adaptive capabilities of the younger student, shaping his personality.

Presentation of the main material of the article. The admission of a child to school is associated with the emergence of an "internal position of a schoolchild" - a personality neoplasm that determines



interest in school and a positive emotional attitude to learning. In cases where the actual needs of the child are not satisfied, the student may experience a stable state of emotional distress, which is expressed in unwillingness to attend school, fear of teachers and bad attitudes of peers. All this can contribute to the emergence of emotional dysfunctions, neuropsychic and somatic disorders and make it difficult for younger students to adapt. There is evidence that a modern child is more emotionally dependent on social conditions (parents, teachers, peers, relationships in the classroom).

Despite the fact that the features of the emotional development of children are considered both by domestic (Sh.A. Amonashvili, L.N. Mitina, A.O. Prokhorov, G.A. Suckerman, etc.) and foreign researchers (A. Maslow, K. Rogers, E. Erickson, etc.), there is insufficient knowledge of the phenomenology, composition, structure, specifics of emotional states, qualitative characteristics of subjective emotional experiences, and age dynamics, especially in conditions of early specialization in education.

The relationship between the features of the formation of the emotional sphere and self-esteem of younger students are the most important internal factors of psychological health and successful social adaptation of younger students.

We also note that the greatest specificity of affective regulation is expressed in maladjusted junior schoolchildren with behavioral problems. Such students are characterized by a decrease in the ability to achieve affectively significant goals through overcoming unexpected obstacles and the ability to actively purposefully explore the world. Consideration of the characteristics of the emotional well-being of younger schoolchildren with increased and high maladaptation is very important, since it allows us to understand the internal mechanisms of the emergence of psychological distress in such children.

Conclusions:

Most first-graders are adapted, such children are included in school life, have developed cognitive interests, effective contacts with teachers and peers.

Among younger schoolchildren with individual zones of discomfort, the number of boys prevails.

The number of students in the first grade with a positive attitude to the lessons is greater in the class with high progress, and with a neutral one - in the class with low progress.

In the high-performing class, the average indicator of the overall positive well-being of first-graders does not differ significantly from the indicator of the general emotional well-being of students in the low-performing class.

A significant number of first-graders with increased (serious) maladaptation note individual zones of emotional discomfort in the areas of "lesson" and "children in the class".

Among the first-graders with a high degree of maladaptation, there were no children with a general negative indicator of emotional well-being on the scales.

It is important to note that timely psychological and pedagogical diagnostics of the level of emotional well-being of younger students, targeted psychological and pedagogical assistance to students with individual zones of emotional discomfort, the use of comprehensive programs to preserve and harmonize the emotional health of younger students, especially first-graders, are important areas of work during their adaptation period. for school.



Literature

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