



Psychological Aspects of Maladaptation of Younger Schoolchildren to School

Tursunbayev Sandjar Baxtiyarovich

Master of Tashkent region State Pedagogical Institute, Republic of Uzbekistan, Chirchik

Annotation: the phenomenon of school maladaptation is considered as a difficult life situation for first-graders and their parents. The main causes and manifestations of disadaptation are characterized. Coping behavior is considered as one of the ways to overcome school maladaptation.

Keywords: school adaptation, school maladaptation, difficult life situation, coping behavior, coping strategies.

Introduction.

The beginning of school is a new period in the life of a child, when his responsibilities grow, changes occur in his usual way of life and social environment. But the period of adaptation at school does not always go smoothly. Some children who find themselves in the new conditions of the school environment cannot fully adapt to them, which is manifested by cognitive, behavioral, emotional and psychosomatic disorders. Such children are characterized by fatigue, great anxiety, morbidity, negative attitude to learning, conflicts with peers. Their development is unfavorable due to anxiety and overstrains.

Material and methods.

At present, 15 to 40% of primary school students experience difficulties in the process of school adaptation, and there is a pronounced tendency towards a further increase in their number.

School adaptation is considered by us as a process of adapting a child to new social conditions and requirements, types of activities and the mode of life of schooling, and in most cases it is "spontaneous", in other words, children independently adapt to school and each other after a certain time. If this process does not occur, then we are talking about the process of school maladaptation.

In modern pedagogy, psychology and social pedagogy, the process of maladjustment has long been studied, it serves to describe various problems and difficulties that arise in children of different ages in connection with schooling, but there is no unambiguous interpretation that could act as a scientific concept yet.

The problem of school maladaptation should be considered one of the most acute pedagogical and social problems of our time. Recently, according to the observation of various scientists, there has been an increase in the percentage of maladjusted children in school compared to adapted ones (approximately 60% to 40%).

The concept of "school adaptation" has recently been used by psychologists to describe the problems and difficulties that children of different ages have in connection with schooling. With this concept, first of all, deviations in educational activities and difficulties in learning, conflicts with classmates are associated. In addition, the majority of domestic and foreign psychologists to manifestations of maladaptation include such phenomena as: aggression towards people and things, excessive mobility, constant fantasies, feelings of inferiority, stubbornness, inadequate fears, hypersensitivity, inability to focus on work, uncertainty in making a decision, irritability, frequent



emotional disturbances, high self-esteem, running away from school and home, deceit, marked solitude, self-talk. These deviations are not necessarily related to the mental or mental state of the child; these phenomena also occur in absolutely healthy children. After all, the initial stage of being at school is precisely the period of the child's socio-psychological adaptation to new conditions. The result of this process is a system of qualities, abilities and skills that ensure the success of a new type of activity - schooling.

If this does not happen, then inadequate mechanisms of the child's adaptation to the world around him begin to form, which inevitably entail such phenomena as behavioral disturbance, reduced academic performance, conflict relations with classmates and teachers, an increased level of anxiety and aggression. An indicator of the presence of school maladaptation is also various forms of school neuroses and other psychogenic diseases that occur during schooling (sucking fingers, biting nails, enuresis, facial tics, excessive sweating, trembling fingers).

One of the main reasons for maladaptation, especially in the lower grades, is related to the nature of family education. If a child comes to school from a prosperous family, where he does not experience any negative experiences, then such a child is not afraid of maladaptation. Another reason is that any difficulties in learning and behavior are recognized by children, first of all, through the teacher's attitude towards them. The negative attitude of the teacher to the student can provoke difficulties in adapting the child to school conditions. The process of adaptation is inextricably linked with the motivational component of the personality. Since the cognitive sphere in most children, even by the end of the first academic year, is still at a low level, during this period, the motivation of younger students is of paramount importance. A large place in the structure of the child's motives is occupied by the narrow-minded motives of well-being, prestige and the desire to get excellent grades. Broad social motives (duty, responsibility) are still absent. All this complicates the process of adaptation of the child to school. As a rule, the existing motivational needs of a primary school student are not always satisfied, and, without having a wide range of them, the child feels uncomfortable in the new conditions of schooling. In addition, the process of adaptation and motivation of the child during this period is closely related to the structure of interpersonal communication. Communication skills in younger students, as a rule, are also underdeveloped. There are children with reduced social activity, slow, prone to loneliness and reflection. There is also the opposite picture, when the child is restless, active, sociable. Here, the natural inclinations of temperament and the peculiarities of family upbringing, the presence or absence of brothers and sisters, the ability to apply family communication skills in a different social environment already play a role. With the usual organization of school life, the interpersonal relations of younger students are rather amorphous. Some children, trying to adapt to the environment, begin to use not entirely successful strategies of behavior in relations with their peers (sneaking at the teacher, sucking up to classmates, hooligans, behaving openly defiantly).

In addition, interpersonal relationships in elementary school are built on an emotional basis and have a clearly defined pair connection (that is, if Maksud is friends with Durdona, then neither Durdona nor Maksud will be friends with Oisha.) This phenomenon inevitably leads to complication and delaying the adaptation process, since it is known that the presence of many communication links greatly facilitates the process of entering a new environment.

According to psychological research, the main content of school maladjustment is the state of emotional discomfort. As a rule, the factors causing this condition are the wrong pedagogical approach to the child, on the one hand, and the low social status and negative attitude of classmates, on the other. In turn, both of these factors lead to difficulties in relationships with the teacher and classmates, to unwillingness to obey school norms and rules, to a weakening of learning motivation. This chain of consequences continues with behavioral disturbance and school failure. Often in the



final, the mental stress of the child is found, leading to a violation in his mental development. Disadaptation of the child at school negatively affects his adaptation in other areas of life. Hence, there is a need for timely detection and possible correction of maladaptive manifestations of personality. There are many methods for determining the level of adaptation of the child, both projective and all kinds of tests and questionnaires. The difficulty in working with younger students during diagnosis lies in the fact that when answering questions, children usually write or say not what they really think, but what they think the teacher would like to hear from them. That is why it is preferable to use projective methods in working with younger schoolchildren (a drawing of a forest school, a drawing of a man in the rain, a House-Tree-Man, etc.), which are largely focused on diagnosing deep, unconscious states of the personality. The complexity of projective methods lies in their interpretation. It requires a great experience of a psychologist in working with this type of test in order to avoid a significant amount of subjectivity in evaluating the result. After the study and processing of the data obtained, the question arises of identifying the causes and correcting maladaptive manifestations.

If the form of manifestation of maladjustment is inability to adapt to the subject side of educational activity (difficulty in mastering abstract concepts, inability to operate with numbers, unwillingness to do homework, learning difficulties), then the reasons may be insufficient intellectual or mental development of the child, lack of help and attention from adults. Interviews with the child and parents are usually held as corrective measures. If the form of manifestation is the child's inability to arbitrarily control his behavior (restless, inattentive in class, hooligans at recess), then the reason for this is often the wrong upbringing in the family, the lack of rules and prohibitions. Correction is carried out in the form of work with the family and the teacher, in order to prevent incorrect forms of response to the child's behavior and develop a strategy for the necessary education, taking into account the characteristics of the student. The manifestation of disadaptation in the inability to withstand the pace of school life depends on the individual characteristics of the child. Correction is carried out by developing, together with parents and teachers, the optimal load regime for the student, taking into account his psychosomatic characteristics. School neurosis (fear of school, inability to separate oneself from the family and enter a new environment), as a form of maladaptation, is caused by parental overprotection. Correction in this case is carried out through group sessions with the child and family therapy. Timely identified maladjustment, allows you to avoid many problems. In particular, any of its factors poses a direct threat, primarily to the intellectual development of the child. The dependence of school performance on intelligence does not need proof. It is on the intellect at primary school age that the main burden falls, since a sufficiently high level of development of thinking, attention, memory, and speech is necessary for the successful mastery of educational activities. The stock of elementary knowledge acquired during preschool childhood serves as a prerequisite for the successful assimilation of the subjects studied at school. In this regard, even a slight impairment of intellectual functions makes it difficult for a child to learn at school.

Conclusion.

In the case of mental retardation, maladaptation is almost inevitable. Significant difficulties in adaptation are experienced by children with various neurodynamic disorders, most often manifested by hyperexcitability syndrome or the opposite phenomenon of psychomotor retardation. Therefore, a significant role in successful adaptation to school is also played by the personal, characterological characteristics of children, which were formed at the previous stages of development. The ability to communicate with other people, to possess the necessary communication skills are extremely necessary for a child entering school, since the learning situation is primarily of a collective nature. The lack of formation of such abilities or the presence of negative personal qualities gives rise to



typical communication problems of the child. These qualities are formed, first of all, in the process of family education. To adapt a child to school, first of all, successfully completed initial stages of family socialization are necessary.

With the rapidly changing pace of today's life, it is sometimes difficult for many adults to orient themselves correctly in the new harsh conditions; one can imagine what it is like for children to adapt to life in the 21st century.

References.

1. B. Mamurov. Scientific basis of the acmeological approach to the process of training and education. <http://pnap.ap.edu.pl/index.php/pnap/article/view/348>
2. Ma'murov, B., & Xamrayev, I. (2021, March). Professional-pedagogical training of university teachers in the context of education of adults. https://scholar.google.com/scholar?hl=ru&as_sdt=0,5&cluster=8267210249750400293
3. Маъмуров, Б. Б., & Хамраев, И. Т. (2020). Субъективные особенности ценностного отношения студенток к специальным тестам «Алпомиш» и «Барчиной». In Педагогическое образование: вызовы XXI века (pp. 417-421). <https://scholar.google.com/scholar?oi=bibs&hl=ru&cluster=1813447085392371526>
4. Ma'murov, B. B. (2019). Forming Future Teachers' Competence in Educational Process Design based on Acmeological Approach. Eastern European Scientific Journal, (1). https://scholar.google.com/citations?view_op=view_citation&hl=ru&user=_aXmRXUAAAAJ&cstart=20&pagesize=80&alert_preview_top_rm=2&citation_for_view=_aXmRXUAAAAJ:UebtZRa9Y70C
5. Мамуров, Б. (2019). Физическая активность и развитие интеллекта человека. Педагогическое образование и наука, (6), 132-134.