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**RELEVANCE OF ADAPTATION IN LIFELONG EDUCATION**

***Abstract.** In modern conditions, there is a tendency for the development of an active, independent, responsible personality and a desire to continue education. A special role in the fulfillment of this task is assigned to the preschool and primary level of education, because it is this period that largely determines both the further education of the child and the development of his personality. This article proposes effective ways, means and criteria for the adaptation of children to primary education.*

***Keywords:** adaptation, continuing education, educational and social requirements, psychosocial adaptation, criteria, personal readiness, social conditions.*

Preschool education is an integral part and the first link in a unified system of continuous education, where the foundations of the personality are being formed. The problem of early identification of risk factors that can cause maladjustment and school difficulties is one of the most urgent tasks of lifelong education. Diagnostics of these factors at the stage of preschool education will allow building a system of preschool education that covers all aspects of a child's development.

To adapt a child to school means to bring him to an understanding of the need to fulfill educational and social requirements, to assume the role of a student.

Naturally, such an adaptation takes place not only at the external, behavioral level, but also at the internal, personal level. As a result, the child develops certain attitudes, personal characteristics that make him a good student - obedient, diligent, able to plan his activities [2,7].

On the other hand, adaptation implies not only adaptation, but also the creation of conditions for subsequent development. Then it turns out that adapting a child is adapting him to development. In this case, the child feels himself to be the author of his life in a specific school environment, he has formed psychological properties and skills that allow him to meet the requirements and norms to the required extent. Also, he has formed the ability to develop in this environment, to realize his needs without conflicting with the environment. Hence the conclusion that the school and the child mutually adapt to each other [3;4]

Therefore, when adapting a child to school life, teachers must remember to create conditions for his subsequent full-fledged development.

Basically, the goal of preschool education is to develop five basic personal potentials: cognitive, communicative, aesthetic (artistic), value (moral) and physical. Modern preschool education implies the development of a “model” of a graduate, reflecting all the basic qualities, abilities and skills that should be imparted to a child in the process of preschool education.

It should be noted that the first year of study sometimes determines the entire subsequent school life of a child. The first months of schooling are challenging as the child gets used to the new lifestyle. That is why this period is called adaptation.

During this period, a child under the guidance of adults makes important steps in his development and how much he will be able to adapt to the educational process depends on many factors [1;6].

The main ones are the following:

- 1) the state of health and the level of physiological development of the child
- 2) psychological readiness for schooling
- 3) intellectual readiness, the formation of the child's prerequisites for mastering educational activities.
- 4) Personal readiness.

The success of the adaptation process is largely determined by the state of health and the level of physiological development of the child. The child's body must be functionally ready, i.e. the development of individual organs and systems must reach such a level as to adequately respond to the effects of the external environment.

A significant part of children have deviations in health, which reduces the adaptive potential of the child's body and can be the cause of all sorts of school difficulties. In some children, sleep and appetite are disturbed, the temperature rises, and chronic diseases become aggravated.

Of course, not all children adapt to school with similar deviations, but there are those who have this process very delayed. Observations of first-graders have shown that psychosocial adaptation can take place in different ways.

Practice shows that a significant part of children (60-65%) adapt during the first two to three months of schooling. Other children (about 35%) need more time to get used to the new school life. Until the end of the first half of the year, they may prefer playing activities to educational ones, they do not immediately agree to fulfill the teacher's requirements, they often find out relations with peers using inadequate methods (they fight, cry, be capricious). difficulties of painful and long-term adaptation until the end of the school year.[5]

Psychological readiness for school is understood, first of all, as the existence of educational motivation in a child, which allows him to adequately perceive and diligently perform educational tasks.

If a child shows a cognitive interest and wants to go to school in order to engage in actual learning activities, then we can conclude that he already has learning motivation. At the same time, it is important to find out if the baby really wants to learn, and not just go to school. Practice proves that half of the children entering school have not yet formed this position.

Of course, to study well, you need a sufficient level of intelligence. The child must be able to generalize. Speech development should allow the future first grader to freely express their thoughts, which is possible with the necessary vocabulary and the ability to correctly construct phrases.

The modern method of teaching reading is based on the sound analysis of a word, therefore, the ability to distinguish different sounds in a word by ear becomes fundamentally important for a future first grader. Non-recognition of phonemes leads to the fact that the child mispronounces words, and then spells them incorrectly. [5;6]

Analyzing the prerequisites for the successful mastering of educational activities, D.B. Elkonin and his staff identified the following criteria:

- the ability to listen carefully to the speaker and accurately perform tasks;
- the ability of children to consciously subordinate their actions to a rule that generally defines the mode of action;
- the ability to focus on a given system of requirements;
- the ability to independently perform the required task according to a visually perceived sample. [7,128]

Personal readiness is a certain level of arbitrary behavior, the formation of communication, self-esteem and motivation for learning. The beginning of schooling is a great stress for every child. Going to school makes big changes in his life. All children, along with overwhelming feelings of joy, pride or surprise about everything that happens at school, experience anxiety, confusion, and tension.

What are the main reasons causing a child's difficulties in adapting to school.

1) Poor development of arbitrariness is one of the main reasons for poor performance in the first grade. As mentioned above, a junior student must be able to consciously subordinate his actions to a rule that generally defines the mode of action; to perceive the requirements of the teacher; listen carefully to him and accurately carry out the tasks offered orally.

A child must be confident enough in himself, in his strengths, in his abilities and abilities. In order for a younger student to be able to better adapt to the changed conditions of life, he needs to have a positive self-image. The formation of the "internal position of a schoolchild" helps a child facing difficulties to accept the "position of a schoolchild". [2,149]

One can speak about the formation of the "inner position of the student" only when the child really wants to learn, and not just go to school. Half of the children

entering school have not yet formed this position. The teacher should talk about why you need to learn, why the school has such rules, what will happen if no one will follow them.

A child, having become a student, is forced to obey the new rules of school life for him, which, in turn, leads to an increase in psychological stress. Numerous norms and rules associated both with the organization of school life itself and with the inclusion of a child in a new educational activity for him go against the child's desire and motivation. The child needs to adapt to these norms, and the success of such adaptation largely depends on the formation of the "student's internal position" and educational motivation.

3) Establishing contact with the teacher and with peers can be difficult for the child. It is in the sphere of communication between a child and an adult that significant changes occur by the end of preschool age. Usually, difficulties in communicating with peers arise in children who have not attended kindergarten. If these kids did not have enough experience of interacting with peers, then they expect a special attitude from classmates and teachers to which they are accustomed at home.

4) Excessive demands on the part of parents have a negative effect on the child's adaptation to school. A child's normal average success is perceived by the parents as a failure. Real achievements are not counted, they are rated low. As a result, anxiety grows in the younger schoolchild, the desire to achieve success, self-confidence decreases, and low self-esteem is formed, which is reinforced by the low assessment of others. Often, parents, trying to overcome difficulties, achieve the best (from their point of view) results, increase the load, arrange daily extra classes, force them to rewrite tasks several times, and over-control the child.

This leads to an even greater inhibition of development.

What should teachers-educators and parents pay main attention to when organizing a child's life, for a painless transition to school life?

Outstanding psychologist D.B. Elkonin noted: "Further education and the formation of the child's personality and intellectual abilities, determined by him, largely depend on how the child will be introduced into his first shear duties, how the whole system of school life will be mastered". [7,175]

Parents undoubtedly want everything to be safe for the child at the beginning of schooling: so that he gets used to the school rules, the new daily routine, has good emotional well-being, does not lose the desire to go to school every day, does not get sick and master the curriculum well.

It should be emphasized that among the parameters of readiness for school, the above-mentioned skills are not singled out as the most important skills to read, write, and count. Usually, parents focus on these skills of their baby, but they are not decisive in the process of preparing for the first grade.

Readiness for school should take place naturally during the normal development of a preschooler, when the child draws, sculpts, paints pictures, cuts and glues homemade products, makes appliqués, puts mosaic patterns and collects cubes from sample pictures, deals with various constructors, tries to play on toy instruments and, of course, he listens to stories and fairy tales that adults read to him. Reading should be an integral part of your child's every day. Also carry out role-playing, didactic and games by the rules. And all this happens naturally, without strain and special lessons, which is completely inadequate for the mental development of a preschooler.

Thus, the period of adaptation to school, associated with adaptation to its basic requirements, exists for all first-graders and depends on the individual characteristics of the child himself. For some, it lasts one month, while for others it lasts one quarter, for others it lasts for the entire first academic year.

It turns out that there are more important factors that are critical to successful learning. In its most widespread meaning, school adaptation is understood as the child's adaptation to a new system of social conditions, new relationships, requirements, types of activity, and a mode of life.

In order for the process of children's entry into school life to pass smoothly and painlessly, the teacher must:

a) introduce children to each other as soon as possible, help them see the positive sides in each of their new classmates, show that each child is valuable and interesting with something of his own: he knows how to do something special, is fond of something, there were some interesting events in his life, etc .;

b) begin immediately to form the class team, create a friendly atmosphere in the class, organize interaction between children;

c) give children the opportunity to express themselves, to assert themselves;

d) provide each child with a sphere of success, self-realization;

e) accustoming to the daily routine;

f) standardize the amount of homework and ask home only those tasks that the child can do on their own.

g) do not forget walks in the fresh air in the extended day group and

Organization of various games.

h) it is also necessary to constantly monitor the state of health of the child and change in his indicators under the influence of the teaching load. This is one of the main criteria characterizing the course of adaptation to systematic learning.

The objective criteria characterizing the success of adaptation of first-graders to schooling are as follows:

1) the adequacy of behavior;

2) the child's involvement in the life of the class;

3) the manifestation of the ability to self-control, to maintain order, to communication with peers and adults;

4) a tolerant, calm attitude to temporary failures;

5) the ability to find a constructive way out of difficult situations. [4;5]

These and other similar measures, with adequate nutrition, will contribute to the good adaptation of children to the conditions of school education.

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