



FORMING ADAPTIVE SKILLS OF PRESCHOOL CHILDREN

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Abstract:

The article deals with the formation of adaptive skills of preschoolers. The content of the concept of "adaptation" is revealed. The development of abilities in preschool children is justified.

Key words: child, educator, preschooler, preschool education system, ability, adaptation, personality, knowledge.

Introduction

The characteristic of the formation of adequate relations of the organism with the external environment is called adaptation. Also, adaptation is the ability to change the activity of the organism depending on the needs of the external environment.

All living things have mechanisms that ensure constant adaptation to the changing environment. This ability occurs on the basis of homeostasis. However, the ability to anticipate and adapt to such changes in the environment is unique to humans. This high adaptive ability of a person is not innate, but develops as a result of a person's constant contact with the environment. Forms of human habituation reactions should be defined as social adaptation. Unlike other living creatures, a person should be able to adapt to changes in the social environment and develop behavioral reactions for these situations. Social factors play a decisive role in human adaptation mechanisms.

Scientific and technical development, acceleration of urbanization, active exploitation of nature and space, expansion of communication means and computerization, processes of interstate integration make it important to form the ability of a person to quickly adapt to changing environmental conditions. This ability is becoming a more crucial component of personal development. Human birth is the first test of adaptation. A newborn baby also has habituation mechanisms. However, as a result of active interactions with the environment during infancy, some complex functions arise in the activity of the higher nervous system. Collecting information in the brain and processing it allows the child to master the social experience of the social environment through educational influence. In recent years, interest in social adaptation during infancy has increased significantly.

The problem of social adaptation is important for all children being brought up in educational institutions. Currently, increasing the child's opportunities to get used to it, expanding his social contacts, is extremely important for the formation of the child's personality. The development of a child's personality depends on the variety of his connections.

Therefore, the comprehensive development of the child causes the comprehensive development of his relationships. Therefore, the early formation of social relations has a positive effect on education.



The ability of social adaptation is formed in postnatal ontogeny depending on the development of higher nervous activity. This process is especially rapid in the first three years of life. Information about communication and norms in a new social environment is important for a person's social adaptation. Getting used to new social requirements also causes a number of mental and emotional difficulties. A child learns social adaptation based on his own experience in the process of education. Forming the ability of social adaptation expands the possibility of adaptation. At the same time, crisis situations arise in the child's ability to adapt. These opportunities depend on the development of relationships with others, information processing in the child's brain.

Forms of behavior formed in a child as conditions of a specific microsocial environment are considered a physiological state of social adaptation. When these conditions change, for example, when entering a children's organization, a change in behavior is also required. At different age periods, this creates different levels of difficulty.

The main feature of children's adaptation in educational organizations is the difference between the child's relationship with his parents and his peers. When the child gets used to the team of the children's organization, there is no mention of the breakdown of the relationship with the parents formed during the time the child spent at home, in the family. This implies the formation of new relationships with close people that are not individual and family in nature. The demands placed on the child from the moment he gets acquainted with the new environmental conditions are undoubtedly a difficult issue at one level or another. The level of complexity depends on the individual characteristics of the child. Only in some cases does the level of complexity exceed the capabilities of the child. Therefore, it is necessary to look for ways to help the child to overcome these difficulties, because at the same time, the expansion of his social relations also takes place.

Features of adaptation of preschool children to the conditions of children's organizations. Admission to kindergarten in the first third year of life requires the child to change the behavior stereotype that has been formed up to that point. Social pedagogues need to provide assistance in improving the work of educational organizations and participate in the comfortable organization of children's life in order to eliminate any unpleasant events related to the child's health and overall development. Characteristics of children of this age: functional incompleteness of all systems of the body and extremely fast pace of their development; interdependence of physical and mental development; the role of adults in the first years of a baby's life.

A child does not have innate behavior patterns, and while developing in a social environment, he has three main components: acquires territory (objects, means of their use), time (daily routine) and forms of behavior.

So, from the moment a child is born, his activity is regulated within the "child-adult" relationship. A characteristic feature of young children's behavior is high emotionality. The emotional state of the child depends on the level of his development and upbringing. Disruption of the environment and the usual way of life primarily leads to a disturbance of the emotional state.

Play is the main and unique form of child activity. This is the need of a growing child's organism to gather information about nature and environmental objects, to imitate adults, and to act actively. A



game is a type of activity that forms a child's interaction with the environment. Also, games do not impose requirements that the child cannot fulfill. It follows that the game as a form of organization of the child's life, culture and activities is a condition for the child to get used to a new environment.

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