ADAPTATION OF THE CHILD TO THE PRESCHOOL INSTITUTION

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Abstract: The question of whether to send a child to a kindergarten or not to give rises to almost every family with small children. Some families are forced to do this, but they are reluctant to take this step due to the cramped economic situation, when all adults work and there is no one to leave the child at home with. Other families adhere to the point of view that the modern child should be in the environment of peers, acquire the social experience that will facilitate his transition to school. Finally, there are parents who highly appreciate the educational potential of a preschool institution and therefore consciously do not want to limit the upbringing of their own child to the family.

Introduction
Whatever the position of the family in relation to a preschool institution, the child's admission to it causes parents to experience, worry, fear for his health, well-being, relationships with the teacher, peers. These worries and anxieties are natural, since entering a kindergarten is a difficult period in the life of a preschooler, no matter how old he is, a kind of examination of his psyche and health.

Not only doctors, psychologists, teachers, but also parents are familiar with the concept of "adaptation". Its everyday definition sounds like this: "Adaptation of the body to changing conditions of existence." Consequently, changes in behavior, in mood, in the state of health of children, are explained by difficult adaptation, i.e. adapting to changing living conditions. Interest in the problem of adaptation (and with it an understanding of its social significance) arises in the late 1940s and early 1950s.

For the first time, N.M. Aksarina pointed out its importance in our country. The early research was based on a number of provisions that were reflected in pedagogical practice.

Numerous studies by domestic scientists (N.D. Vatutina, E. Solovieva, Lisina, etc.) have shown that the baby’s getting used to the new conditions of a preschool institution mainly depends on how the adults in the family were able to prepare the baby for this crucial period in his life.

Professor N.M. Aksarina, referring to this topic, gave an example. The gardener, going to replant a tree, prepares the site, carefully digs the tree, trying not to damage its root system, replants it along with the ground. Despite all his efforts, the tree in the new place is sick until it takes root. An increase in the age threshold for starting to attend a preschool institution (from 1.5
to 3 years), on the one hand, and an increase in the educational load in a preschool institution, on the other, make a problem the adaptation of the younger preschooler to the conditions of the kindergarten is especially relevant.

Adaptation is defined primarily as a medical and pedagogical problem, the solution of which requires the creation of conditions that meet the needs of children in communication, close interaction between the family and public education, good medical care for children and the correct organization of the educational process (N.M. Aksarina, A.I. Myshkis).

Considerable attention is paid to the problem of adapting children to the conditions of public education in modern studies of scientists from Western and Eastern Europe (K. Grosh, M. Seidel, A. Atanasova-Vukova, V. Manova-Tomova, E. Khabinakov). It has been proven that admission to a preschool institution is associated with significant adverse emotional and psychological changes in personality, because when a baby first comes to kindergarten, he finds himself in new conditions for him.

The daily regimen, the nature of nutrition, the temperature of the room, educational methods, the nature of communication, etc. are changing, so the problem of adaptation of the child to kindergarten is leading.

There are different approaches to the concept of adaptation. So Nemov R.S. in the dictionary-reference book "Psychology" reveals the concept of "adaptation" as a term that has several different meanings:

1. Gradual adaptation of the physiological processes occurring in the human sense organ to physical influences on them at a given time;
2. Adaptation of the psychology and behavior of a person as a person to the social conditions in which he is currently located.

Thus, psychological adaptation is the adaptation of the psychological properties, states and processes of a person to the conditions in which he is currently located. In the psychological dictionary edited by V.V. Davydov, A.V. Zaporozhets, the following concept of adaptation is given: this adaptation the structure and functions of the body, its organs and cells to environmental conditions. In the explanatory dictionary of S.I. Ozhegova, I.Yu. interprets the concept under consideration as follows: Adaptation is the process of development of adaptive reactions of the body in response to new conditions for it. The purpose of this process is to respond to fluctuations in various environmental factors. In physiology and medicine, the concept of adaptation refers to the process of addiction. According to T.K. Konchanina, adaptation is one of the stages of socialization that every person goes through in his life.

B.D. Parygina presents adaptation as an integral part of socialization, which is a multi-level process from a person's life, which includes prerequisites of a biological nature, as well as the entry of a person's adaptation to society.

Thus, adaptation means adaptation, which determines the essence of the term "adaptation". The basis of this concept is the adaptation of the organism itself, as well as its functions, organs, cells to newer environmental conditions. It can be said that adaptation is aimed at maintaining the balance of the system, which includes human organs and his mental organization at the moment of changing the conditions of his life.

Adaptation is an active process that leads either to positive (adaptation, i.e. the totality of all beneficial changes in the body and mind) results, or negative (stress). At the same time, 2 main criteria for successful adaptation are distinguished: internal comfort (emotional satisfaction) and external adequacy of behavior (the ability to easily and accurately fulfill new requirements).
Adaptation as a process is a natural development of such human capabilities as addiction, occurring under various conditions and encountered on his life path, or, it can be specific conditions. Such conditions include admission to a preschool educational institution, transfer to school, etc. This allows a person to ensure his self-realization in natural conditions. For a child, these may be conditions that have a beneficial effect on his condition, for example, his family, preschool, school, etc.

In other words, adaptation is not only a process of adaptation, but also the creation of such conditions that are necessary for further development.

Thus, we can say that the adaptation of the child is his adaptation to the conditions of life, first in kindergarten, and then in society. At this stage, the child is trying to be the author of life, his abilities, independence, which is provided to the child at this stage of life, while this is now clearly monitored not only by parents, but also by educators. He develops the psychological properties and skills necessary for him to live in a particular environment of stay. In some children, adaptation proceeds quite quickly and easily, in others it is long and difficult. Research by K.L. Pechora (1998) showed that only 18.2% of children are ready to attend a preschool institution, 6% are not ready, and 75.8% are conditionally ready. It depends on many factors, including the nervous system, age, state of health, level of development, as well as the conditions of upbringing in the family. Unfortunately, this process is often difficult and painful. During the period of adaptation of the child to new living conditions, a kind of breakdown occurs, a reworking of previously formed dynamic stereotypes regarding a certain regime: laying down, feeding, and so on, as well as communication stereotypes. but also finds himself in a situation in which he is often required to behave differently. This can cause severe stress in the form of various negative reactions, crying and even serious illnesses.

For the formation of adaptive mechanisms, it is necessary, on the one hand, a combination of certain stereotypes that underlie behavioral reactions, and on the other hand, the richness of the child's life in the emotional, cognitive, social spheres, where the development of initiative and independence is especially important.

The question of how to prepare a child for admission to kindergarten worries many parents. But, unfortunately, it is mostly asked too late: when they are directly faced with adaptation difficulties or when there is very little time left before the child's first visit to kindergarten.

It is not uncommon for parents to meet with kindergarten staff only when they bring their child to the group for the first time. The preparation of a child in a family is sometimes limited to the words: “You will be fine there!” Parents do not always fully realize that when a child comes to a kindergarten, the child finds himself in other conditions that are significantly different from family ones. In a family, parents are permanent educators for the child. In kindergarten, educators replace one another, they can be different in character, requirements, in tone of communication. As a result of all this, the baby refuses to go to kindergarten. Parents are perplexed. It seems to them that they have prepared the child: they talked a lot about the kindergarten, watched with him how the children play on the site. And so, holding his hand in his mother's, he expresses a desire to go to kindergarten, and when they really bring him, he cries, does not want to be left without his mother. Sometimes this happens not on the first, but on the second or third day.

Parents, as a rule, blame the kindergarten, not assuming that the reason is their pedagogical ignorance, ignorance of how to properly prepare children for entering kindergarten, since stories about kindergarten and observing children are only the outer side of a child’s preparation. All of
the above negative phenomena are by no means inevitable companions of the adaptation period, which is experienced to some extent by every child upon entering a preschool institution. It is more correct to attribute them to the “costs” of family education, the unpreparedness of the child for this event. And as a result, some parents have doubts about the possibility and expediency of visiting a preschool institution for a child, especially when it comes to two or three years. adults (both families and some caregivers).

It is better to prepare your child for admission to kindergarten in advance. To do this, from the first days of a child's life, it is necessary to strengthen his health, accustom him to the daily routine, reasonably dress in accordance with the season and air temperature. In no case do not overheat, do not wrap, widely use natural factors such as water and fresh air to harden the body. Make it a rule in any weather (except for severe frosts and heavy rains) to walk with the child for several hours. Massage and gymnastics in the first year of life, later physical exercises, sufficient physical activity of the child - all this will help strengthen the health of the child, protect against colds, and reduce their likelihood during the adaptation period.

The position that the family will take during the period of preparing the child for kindergarten, in the first days of his stay there, is important. The formation of this position should be influenced by the head of the kindergarten, the psychologist, the medical staff and, of course, the educators of the group in which the child will go. By joint efforts, but with individual contacts, they must find out what worries and worries parents about the kindergarten, whether they have prejudices against the preschool institution, in connection with which they arose. Further tactics with the parents of a newborn child should be aimed at, if possible, removing their anxieties and worries, convincing that their child will be in good hands, the whole team of employees will take care of him - from the cook to the manager, but the main people for him become educators.

Directly preparing a child for admission to kindergarten should begin 1-2 months before admission to the group. The tasks of this stage are to form such stereotypes in the child's behavior that will help him painlessly enter new living conditions for him. First of all, it is necessary to bring the daily routine of the child at home into line with the regime of the preschool institution. There is enough time for this. Planned, gradually, you can bring the child to a clear implementation. When the baby comes to the group, he, like all children, will willingly sit at the table at the feeding hours determined by the regime, he will feel the need to rest during the sleeping hours of the whole group.

During the preparatory stage, you will need to pay attention to the diet, teach you to eat a variety of vegetable dishes, cottage cheese casseroles, fish soufflé, etc. In kindergarten, he will not refuse familiar food, he will not remain hungry.

For the well-being of the baby, such moments as the way of feeding, putting to bed are also significant.

Teachers will not be able to pay due attention to each of the newcomers who are used to eating through a nipple, sitting in the arms of an adult or falling asleep with motion sickness in their arms, in a stroller, etc. All this distracts the educator from the performance of his direct duties. Both the newcomers and all the children of the group suffer. Breaking stable stereotypes when feeding and putting to bed in a preschool institution leads to negative reactions of adapting children. Therefore, all corrections should be carried out at home, do it gradually, slowly, protecting the baby's nervous system from overwork. At the same time, it is necessary to pay attention to the formation of independence skills. A child who knows how to eat and undress in kindergarten will not feel helpless, dependent on adults, which will positively affect his well-
being. The ability to occupy himself with toys on his own will help him to escape from experiences, to smooth out the sharpness of negative emotions for some time. The independence of the child creates the prerequisites for a faster establishment of contacts with adults and peers.

You should talk about entering kindergarten with your child as a welcome, joyful event. If a child entering a kindergarten is already capable of verbal communication, parents should be advised to conduct conversations with him about entering a child care institution. In these conversations, it is necessary to emphasize that the parents still love the child, and he has already become big, has learned a lot, and will go (like adults) to "work", helping them.

The opportunity to attend kindergarten should be presented as something important and significant. In no case should you scare the kindergarten and show your anxiety and concern, and even more so threaten: “If you don’t obey, I will send you to kindergarten!” As soon as the family considers that all these tasks have been successfully solved and the baby is prepared for coming to a preschool institution, the next stage begins - the teacher who will directly educate the child in kindergarten is included in the work.

On the eve of the day when the baby first crosses the threshold of the group, the teacher visits him at home. The child is sensitive to the emotional mood of adults in the family, so the meeting should take place in a calm, friendly atmosphere. It is aimed at solving several problems. In a relaxed atmosphere, it is possible to introduce the caregiver to the baby. Parents tell in detail and frankly about their child: what he likes to eat and how he eats, how he falls asleep, who dresses him and how, where and how they walk with him, how they temper him, how they affectionately call him in the house, bring him up strictly or pamper him, with what he plays and whether he can play himself. The educator can then use all this information, taking into account the individual characteristics of the newcomer. And the child will benefit from it too. If he suddenly remembers his mother, the teacher will immediately be able to offer him his favorite toy, he knows the easiest way to distract him, to calm him down. Reliance on the familiar in a new environment helps the child to find peace, not to despair in unusual conditions for him.

Literature

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