

**CONCEPTUAL MODELS AND STRATEGIES OF SOCIAL-PSYCHOLOGICAL ADAPTATION OF
PERSONALITY IN THE PRESCHOOL EDUCATION SYSTEM**

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Abstract

This article analyzes the individual psychological characteristics of preschool children and the issues of their socio-psychological adaptation to the educational environment. The study highlights mechanisms for mitigating crisis situations during the child's transition from the family environment to a social educational institution, as well as the biophysiological and psychological levels of adaptation and strategies of pedagogical cooperation. The system of measures presented in the article includes a set of scientific and practical recommendations that take into account the age and individual characteristics of children.

Keywords: Socio-psychological adaptation, biophysiological homeostasis, adaptive strategies, subject-oriented approach, cognitive development, pedagogical correction, emotional intelligence, socialization.

Introduction: Relevance of the Problem

In modern psychology and pedagogy, the formation of personality is directly dependent on the quality of a child's adaptation to the first social institution—the preschool education organization. Within the framework of the Law of the Republic of Uzbekistan “On Preschool Education and Upbringing” and the strategies for reforming continuous education, creating a safe psychological environment for the intellectual and emotional development of the child has been identified as a priority task.

Preschool age represents a critical developmental stage during which the foundation of the individual's “self-concept” is established. Therefore, a child's adaptation to the educational process should not be viewed merely as a process of adjustment, but rather as a complex phenomenon that determines their future social success. In contemporary psychology and pedagogy, the issue of personality formation is directly linked to the child's successful adaptation to the first social institution—the preschool education organization. In accordance with the Law of the Republic of Uzbekistan “On Preschool Education and Upbringing” and the Concept for the Development of the Preschool Education System up to 2030, creating a favorable psychological environment for the intellectual, moral-aesthetic, and physical development of children has been identified as a priority objective.

A child's transition from the family environment to the social environment represents the first significant crisis period in their life. The psychophysiological stress experienced during this stage forms the foundation for their subsequent learning activities and social relationships. Therefore, the scientific management of the adaptation process is of great relevance.

The object of the research is the socio-psychological activity of preschool children within the educational process. The subject of the research is the mechanisms of these children's adaptation to new social conditions and the methods for optimizing them.

Based on the studies of scholars such as N.N. Melnikova and G.A. Ball, the adaptive behaviors of preschool children can be classified into eight main strategies. These strategies determine the individuality of the child:

1. **Activity-Contact-Change:** The child actively explores the new environment, quickly establishes friendships with peers, and modifies their behavior to adapt to the surroundings. (The most optimal strategy).
2. **Passivity-Contact-Conformity:** The child lacks independence but unquestioningly follows group rules and norms.
3. **Avoidance Strategy:** The child avoids communication, withdraws into a corner, or prefers to play alone.

The identification of these strategies enables educators to select an individualized approach when working with each child.

Research Methodology

The scientific conclusions of the article were formulated based on the following set of methods:

Theoretical methods: Systematic analysis, comparative pedagogy, psychological modeling.

Empirical methods:

Observation: Daily monitoring of the child's emotional reactions during dressing, eating, and play activities.

Sociometry: Identifying "leaders" and "isolated" children within the group.

Projective tests: Assessing the child's internal anxiety through the drawing test "My Kindergarten."

Questionnaires: Surveys conducted with parents to study the child's family habits.

Innovative pedagogical methods: To facilitate a child's adaptation, traditional lessons alone are not sufficient. A modern approach requires the following:

Fairy tale therapy (Storytelling): Explaining to the child that the new environment is safe through stories such as "The little bear who went to kindergarten."

Sand therapy (Sandplay): The child expresses his/her inner fears through sand, which helps reduce psychological stress.

Psychogymnastics: Exercises for managing emotions and relaxing facial muscles.

The process of adaptation of preschool children to an educational institution is a complex psycho-pedagogical process. Scientific research shows that the success of this process depends approximately 50 percent on the attitudes and preparedness of parents. This is because the most important social environment for a child is the family, and the psychological climate, relationships, and level of readiness within it directly influence the child's ability to enter a new environment.

In this regard, the article proposes the establishment of a special "Adaptation School" project for parents. This project is aimed at providing parents with pedagogical and psychological knowledge and teaching them how to properly prepare their children for kindergarten. Within the framework of the "Adaptation School," it is advisable to carry out work in the following important areas:

- psychologically preparing the child for the kindergarten environment;
- forming only positive perceptions about kindergarten;
- introducing a daily routine at home that is similar to the kindergarten schedule;
- developing independence skills in the child (dressing, eating, self-care);
- establishing cooperation between parents and educators.

From a psychological perspective, children's adaptation processes do not occur in the same way and manifest at different levels depending on individual characteristics. Based on conducted research, the adaptation process is divided into three main levels:

Mild adaptation (10-15 days):

At this stage, the child's emotional state stabilizes relatively quickly. The child becomes accustomed to the new environment within a short period and begins interacting with the educator and peers. Sleep and appetite are almost not disrupted.

Moderate adaptation (15-30 days):

During this period, the child faces certain difficulties in adapting to the new environment. Emotional instability and frequent episodes of illness may be observed. However, gradually the child begins to engage in communication and adapts to the group.

Severe adaptation (more than 2 months):

This is the most complex stage, during which the child is unable to adapt to the new environment for a long time. Signs such as depressive states, excessive crying, aggressive behavior, and unwillingness to attend kindergarten may be observed. In such situations, corrective work by a psychologist and educator is absolutely necessary.

To effectively organize the adaptation process, it is essential to create a range of psycho-pedagogical conditions. First of all, a comfortable and safe psychological environment for children should be established in the preschool institution. The educator's kind, patient, and individual approach is a decisive factor in gaining the child's trust.

It is also recommended to gradually establish the child's daily routine during the adaptation period. In the initial days, the child should stay in kindergarten for a short time, and later the duration should be gradually increased. This approach reduces the child's stress level and facilitates adaptation to the new environment.

In pedagogical practice, play activity is considered one of the most effective tools of adaptation. Through play, the child more easily accepts the new environment, interacts with peers, and stabilizes their emotional state. Therefore, it is recommended to widely use didactic and free-play activities during the adaptation period.

In addition, it is important to regularly conduct psychological conversations, training sessions, and consultations with parents. Within the framework of the "Adaptation School," parents should be provided with practical recommendations about possible signs of stress in children, methods of overcoming them, and appropriate approaches.

In conclusion, the successful adaptation of children to preschool educational institutions requires a comprehensive approach. In this process, cooperation between parents, educators, and psychologists is an important factor. In particular, special training for parents can help facilitate the adaptation period and ensure the psychological well-being of children.

PRACTICAL RECOMMENDATIONS

The socio-psychological adaptation of preschool children is a dynamic and multifactorial process. Based on the scientific analysis presented in the article, the following conclusions have been formulated:

1. The adaptation process should not begin only when the child starts attending kindergarten, but rather 1-2 months earlier with family-based preparation.

2. It is necessary to improve educators' psychological competence and teach them approaches tailored to the child's temperament.
3. Establishing "psychological relaxation corners" in preschool institutions is considered an effective tool for reducing aggression and anxiety in children.

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