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**THE CONTENT OF PEDAGOGICAL ASSISTANCE IN THE PERIOD OF
ADAPTATION OF LEFT-HANDED FIRST-GRADERS TO SCHOOL,
ADAPTATION TO SCHOOL AND ITS FEATURES AMONG STUDENTS OF
THE FIRST YEAR OF STUDY**

This article provides guidance on how to identify problems in teaching left-handed primary school students to write and how to solve them. Using these assignments will help left-handed students identify and adapt quickly from the first days of school. By school adaptation, we mean the process of interaction between a left-handed child and a school, as a result of which the optimal correspondence of the forms of organization of the educational process, its content and technologies of teaching and upbringing to the characteristics, inclinations, interests, knowledge, abilities, and skills of the child is established.

Key words: Task, adaptation, school, left-handed, right hand hand, writing, learning.

В этой статье содержится руководство о том, как выявлять проблемы при обучении левшей младшей школе письму и как их решать. Использование этих заданий поможет учащимся-левшам идентифицировать себя и быстро адаптироваться с первых дней в школе. Под школьной адаптацией мы понимаем процесс взаимодействия ребенка-левиши со школой, в результате которого оптимальное соответствие форм организации учебного процесса, его содержания и технологий обучения и воспитания характеристикам, Установлены склонности, интересы, знания, умения и навыки ребенка.

Ключевые слова: задание, адаптация, школа, левша, правая рука, письмо, обучение.

Ushbu maqolada chapaqay boshlang'ich sinf o'quvchilariga yozishni o'rgatishdagi muammolarni aniqlash va ularni hal qilish bo'yicha ko'rsatmalar berilgan. Ushbu topshiriqlardan foydalanish chapaqay o'quvchilarga maktabning birinchi kunlaridanoq tezda aniqlash va moslashishga yordam beradi. Maktabga moslashish deganda biz chapaqay bola bilan maktabning o'zaro aloqadorlik jarayonini tushunamiz, buning natijasida ta'lim jarayonini tashkil etish shakllari, uning mazmuni va o'qitish va tarbiyalash texnologiyalarining xususiyatlariga optimal muvofiqligi, bolaning moyilligi, qiziqishlari, bilimlari, qobiliyatlari va ko'nikmalari aniqlanadi.

Kalit so'zlar: vazifa, moslashish, maktab, chapaqay, o'naqay, yozish, o'rganish.

“Adaptation” is an interdisciplinary concept considered by researchers from different fields of knowledge. The term “adaptation” comes from the Latin word adaptation - adaptation. Perhaps that is why many authors define it through translation and define it as an adaptation to environmental conditions, analysis of existing definitions of the concept of “adaptation” allows them to be grouped according to common features: definition through translation, which is essentially a tautology; definition of adaptation as a process, phenomenon, result, sign (system of signs).

Y.A. Urmantsev, in order to develop a system of teaching about adaptation and adaptogenesis within the framework of the general theory, analyzed the existing definitions of adaptation and highlighted their typical shortcomings:

tautology:

- 1) caused by this circumstance, the absence of indications of essential signs in them;*
- 2) their coverage, as a rule, of one or less often several adaptation classes out of many times the larger number of existing ones;*
- 3) lack of definition of adaptation in general;*
- 4) lack of methodological instructions on possible ways to study it. Accepting and supporting the general definition of adaptation given by Y.A. Urmantsev as a system of features consistent or consistent with the characteristics of an object and its habitat, capable of realizing its goals in this environment, created and created in response to the actual and possible actions of factors, we will nevertheless introduce some clarifications.*

In the course of our research, we study the educational adaptation of left-handed students in the first years of schooling, which is associated with generic relations with social adaptation. Social adaptation, as an adaptation in general, is the dialectical unity of the individual and the environment in the realization of his goal, the unity of man, and the social environment. On the one hand, a person's own nature is being formed, on the other, a change in this environment. Characterizing social adaptation, it should be noted that there is a continuity between biological and social mechanisms. L.S Vygotsky wrote that the biological through social

factors is melted into the social; biological, organic - into personal; “natural”, “absolute”, unconditional - into conditional. This is the proper material of psychology, thereby emphasizing the connection between the biological and the social.

The problem of social adaptation was studied by many scientists (G.A. Ball; V.B. Orlov; E. Erickson). With a broad interpretation (J. Piaget, G. Ball), adaptation is understood as a unity of oppositely directed processes of accommodation and assimilation. Moreover, the accommodation provides a modification of the functioning of an organism or a subject in accordance with the properties of the environment, which are processed according to the structure of the organism or the behavior pattern of the subject. The processes of accommodation and assimilation are closely related, but in specific cases, one of them can play a leading role.

G.A. Ball emphasizes that in the study of adaptation, it is necessary to take into account the multi-layered components of the “individual – environment” system since the same events in the objective manifestation can be interpreted differently. The subject’s realization of his goals can be viewed as a specific type of assimilation, that is, as an adaptation process that ensures the subject’s balance with the environment. Acceptance and solution by a person of tasks proposed to her from the outside can be interpreted as a manifestation of accommodation, that is, adaptation to the environment. But if a task is accepted by an individual, has become his task, then actions aimed at solving it appears as a manifestation of assimilation. G.A. Ball notes that if we are talking about accommodation, that is, adaptation is considered in a narrow sense, then it is possible to use the expression “adaptation to the environment”, but when adaptation is characterized in a broad sense, the term “adaptation in the environment” should be used.

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In the formation of the personality of a child of primary school age, a special role is played by the new situation associated with entering school. The stage of adaptation to the educational team is specific for primary school age and largely determines the dynamics of the formation of his personality.

We consider the adaptation of a student as a process, on the one hand, of actively assimilating the external environment (learning and upbringing conditions in primary grades) in order to adapt to his individual capabilities, on the other hand, as a process of “adjusting” the educational environment of the school to the characteristics of the student.

Social and mental adaptations are closely interrelated. Mental adaptation is defined as the process of establishing the correspondence of mental properties, states, and processes of the personality (during its activity) and the environment.

As A.V.Morozov emphasizes, this process “allows an individual to satisfy urgent needs and realize significant goals associated with them, while ensuring that the maximum human activity, his behavior, and the requirements of the environment are met”.

Many researchers note that adaptation does not occur immediately, but gradually, passing through certain stages.

It takes time for realignments and changes to be carried out at all levels in each of the interacting parties. Each stage of adaptation can manifest itself in a different time interval. Rapidly emerging short-term adaptation reactions are provided by evolutionary-deterministic adaptations.

There are no ready-made mechanisms for the implementation of long-term adaptation; they are gradually formed on the basis of deterministic prerequisites. In the conditions of schooling, adaptation processes occur not only at the physiological, but also at the socio-psychological levels.

From the very first days, the school sets before the child a number of tasks that are not directly related to his previous experience but require the maximum mobilization of intellectual and physical strength. The child is influenced by a whole complex of new factors: the classroom, the teacher’s personality, changes in the regime and content of life, unusually prolonged limitation of physical activity, etc.

Among them are those that the school cannot eliminate: the initial level of the child’s health and development at the beginning of education, which is largely determined by the factors of biological and social history, the level of training of adaptive capabilities in the social plane, etc. However, it is possible to regulate factors such as optimal age the beginning of the education of each child, sanitary and hygienic and material-technical conditions of training, working hours in the classroom and in the extended day group, the situation in the family, the value of the total study load, the degree of inter-involvement of the participants in the learning process (M.M. Bezrukikh, S.P. Efimova, etc.). The direct responsibilities of the school include the elimination of such unfavorable factors as the use of stressful tactics by teachers, the intensification of the educational process, the discrepancy between teaching technologies and the age and functional capabilities of the student, etc.

By school adaptation, we mean the process of interaction between a left-handed child and a school, as a result of which the optimal correspondence of the forms of organization of the educational process, its content and technologies of teaching and upbringing to the characteristics, inclinations, interests, knowledge, abilities, and skills of the child is established.

The result of this interaction is the enrichment of the child’s experience and the acquisition by the school of the ability to quickly respond to the individual characteristics and educational capabilities of the student, adequately changing the educational process. Adaptation is a movement towards each other: on the one hand, the student to the school, his adaptation to the educational process, the requirements of educational programs for teachers, etc., on the other hand, the school represented by the teacher - to the child, to his characteristics, his personality.

The most difficult period of a child’s adaptation to school is the first 6-8 weeks of schooling. As noted by M.M. Armless, almost all children, regardless of their hands, during this period are observed motor excitement or, conversely, lethargy, lethargy, complaints of fatigue, loss of appetite. Children find it difficult to get involved in work, are quickly distracted, and often complain of fatigue and headaches.

This period is easiest for healthy, well-prepared children for school. Among those who are hard to adapt, as a rule, children from disadvantaged during periods of the newborn TM, underwent a traumatic head injury, and often seriously ill, suffering from various chronic diseases, especially those children who have the disorder neuro-psychic sphere. General weakness of the child, any disease, both acute and chronic, delayed functional maturation and other risk factors, worsening the state of the central nervous system, reducing working capacity, create the basis for increasing fatigue and the occurrence of school difficulties.

At the first stage of adaptation, a left-handed first grader may not have any specific difficulties in writing, reading, and counting. But he can get tired, some complaints appear. It is necessary to figure out what the matter is. Perhaps fatigue comes due to a fast pace or volume of work, and irrationally designed routine at school, and at home.

The next period, short in duration, is a period of relatively stable working capacity, and then a period of increasing fatigue and reduced working capacity begins, which falls at the end of the second quarter - a period from about December 15. Many left-handed children, who did not even have serious school problems at the beginning of the year, have a sharp decrease in mental performance. They cease to cope with those tasks that were not difficult for them before; teachers and parents note the inattention, distraction of children,

the deterioration of their mental states, expressed in tears, whims, stubbornness, poor sleep, appetite, and sudden mood swings.

Holidays relieve the growing tension and fatigue until about mid-February if the child is well-rested. February is the most difficult month of the first year of study. By this time, fatigue is already accumulating, children move little, they are not much in the air, the lack of vitamins and ultraviolet radiation effects, training loads, the pace and intensity of educational activity increase sharply, which is accompanied by a deterioration in the general condition, decreased performance, difficulty concentrating, and rapid exhaustion. Often there are obsessive movements, deterioration of mood, tears, and aggression because of a trifle, or, conversely, apathy, lethargy, unwillingness to do anything.

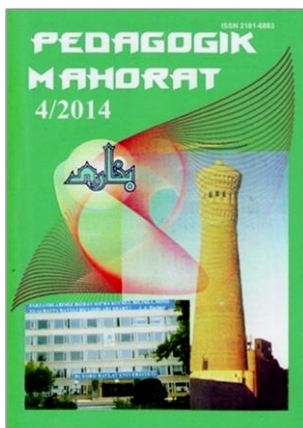
Many school problems can be associated with high functional stress and fatigue arising from severe overload. Therefore, first of all, it is necessary to remove the overload, voltage. Overloads have a negative effect not only on performance but, if they are constant, on development and health.

It is possible to speak of the end of the adaptation period in left-handed first-graders only in the fourth quarter because the adaptation of first-graders is not limited to the first 3-5 weeks of training or the first quarter, as some authors believe (A.G. Khripkova, M.V. Antropova). Usually, the adaptation period for first-grade students lasts seven to eight months. We emphasize that we mean its relative completeness since the adaptation process is never complete since the "organism-environment" system is in a state of dynamic disequilibrium.

Upon entering school, the child's past experience turns out to be insufficient for life and work in the new conditions. There is a need to change yourself in accordance with the requirements of these conditions, or the environment, or both together. A similar situation occurs for everyone first grader, but it is especially acutely felt by a left-handed child who has come to school for the first time, where everything is focused on right-handed children - teaching aids, methods, school supplies, etc. It is the teacher's responsibility to assist in adapting to new conditions for a left-handed student.

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