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TECHNOLOGIES FOR DEVELOPING SCHOOL ADAPTATION AND LEARNING MOTIVATION OF PRIMARY STUDENTS

Ilesova Damira Janibek kizi
Magistr's student of the International Nordik University

Abstract. The article scientifically analyzes the technology of adaptation of primary school students to school and the technologies of developing their adaptation skills to the learning process. Also, practical proposals and recommendations on the use of various pedagogical technologies in the adaptation of students to school are put forward.

Keywords: Primary school, motivation, technology, knowledge, creative knowledge, motivation, emotional adaptation, behavioral adaptation, cognitive adaptation.

Introduction. The transition to primary school is considered the most important "rite of passage" in a child's ontogenesis. This stage is the process of the child's transformation from a "playful being" to a "knowledge-seeking being," which requires a profound psychological transformation. The child's adaptation to this new ontological status is crucial not only for academic success, but also for his overall psychological health and personal development.

Modern neuropsychological studies show that in children aged 6-8 years, along with the activation of the prefrontal cortex, the emotional reactions of the limbic system increase. This creates a state of cognitive-emotional dissonance: the child's intellectual growth is accompanied by emotional instability. Therefore, adaptation to school should be understood not only as adaptation, but also as a process of acculturation.

Motivation is considered the catalytic force of this process, which is studied in the synthesis of psychodynamic, behavioral, cognitive and self-determination theories. Cooperative learning technologies find their place in this multidisciplinary approach, since they have the ability to influence all psychological layers of the child.

Relevance of the problem: in the 21st century, in the conditions of the "attention economy" and "information saturation", the motivation of primary school students is weakening to such an extent that it cannot be maintained by traditional methods. At the same time, the pandemic has increased the tendency of children to social distance and virtual communication, which further complicates physical integration into school.

Scientific novelty of the study: This study considers collaborative learning not only as a pedagogical methodology, but also as a psychocorrectional and rehabilitative intervention, seeking to experimentally prove its neuroplastic effects and psychosomatic consequences.

Literature analysis. In our republic, new state educational standards, the “National Curriculum”, textbooks, teaching and methodological manuals based on an integrative approach are being created to adapt the content of continuing education to the requirements of international assessment programs, to form basic and subject-specific competencies in students. The tasks of “forming healthy, strong and effective motivation for studying in students from an early age and developing the ability to choose a profession, independently plan professional growth, and master modern professions” set out in the Decree “On Approval of the Concept for the Development of the Public Education System of the Republic of Uzbekistan until 2030” serve to expand the opportunities for developing strategies for reforming the content of primary education based on best practices, stimulating the need and interest in learning in students from an early age, and fostering self-confidence [1].

The formation of students' learning motivation is considered one of the main problems of primary education. Its relevance is closely related to the task of updating the content of reading lessons, mastering methods of independent mastery of knowledge, and developing an active life position in students. After all, "Reading lessons, by their essence, goals and objectives, occupy a special place in the primary education system. All subject lessons cannot be imagined without reading activities. Because learning to understand the text, read in a rhythmic, correct and expressive way opens the way for them to acquire the knowledge, learning skills and qualifications that are intended for them to master according to the SES." Indeed, it is reading lessons that give impetus to a person's aspirations to understand, comprehend and perceive his identity, the mysteries of the world. In the formation of learning motivation of primary school students, the expansion of the planned materials in the reading curriculum in terms of subject and content as they move from grade to grade plays an important role. The genre diversity, poetic perfection, and correspondence of the texts selected for each topic to the level of knowledge and age characteristics of students are also noteworthy in this regard [2].

Interest can be situational, limited to individual “explosions” in emotionally attractive learning situations. Such interest fades when the student leaves this situation. As a result, interest requires constant stimulation from the outside and disappears without them. If interest is related to a specific topic and range of tasks, it is relatively stable. Stable interest is manifested in the student’s willingness to learn, despite unfavorable external conditions and obstacles. Perseverance is also manifested when a student has no choice but to learn [3].

When it comes to the process of students' assimilation of knowledge, it can be noted that each of them demonstrates different levels of activity. Therefore, it is incorrect to view students from the point of view that they are slow to accept knowledge. This opinion confirms the validity of the following ideas of Ye.V. Korotaeva: “the lower level of cognition, in which the attitude to it changes based on the undeniable description of educational activity; situational activity as a transition from the lower to the more moderate stage; executive activity in the educational process; creativity, which allows the student to maximally reveal his subjective point of view”. In our opinion, it is appropriate to define the cognitive activity of primary school students, taking into account their age and individual characteristics, as a personal trait that is acquired, strengthened and developed in the process of organizing the cognitive process. As indicators of cognitive activity, it is possible to highlight such factors as moderation, enthusiasm, awareness of learning, creative manifestation, behavior in non-standard learning situations, and independence in solving educational tasks [4].

According to researcher Sh. Boltayeva, “The creative cognitive activity of primary school students embodies a personality trait characterized by stable motives for mastering new knowledge and a positive emotional orientation to the cognitive process, a desire to eliminate the usual methods of learning behavior in solving educational tasks, a search for non-standard methods and techniques for finding solutions to problems, determination in educational and cognitive activities, and the effectiveness of creative cognitive activities. An important psychological aspect of the formation of educational and cognitive motivation in primary school students is inextricably linked to the level of development of will. This level is manifested in different ways in students. In particular, the typical level of 6-7-year-old children is when they come to school, are able to control their behavior, are engaged in general activities, and are motivated to accept the requirements set by the teacher. In this process, along with acquiring knowledge, students also learn how to master them. also learns [5].

Result and discussion. Motivation - (from Latin moveo - I move, I move) is a general name for processes, methods, and tools that direct students to effective educational and learning

activities, to active mastering of the content of educational material. Figuratively speaking, both the teacher and the students hold the reins of motivation in their hands. From the point of view of teaching activities, we can talk about motivating education, and from the point of view of learning activities, we can talk about motivating educational and learning activities. Motivation is based on motives as a process of changing the mental state and attitudes of a person. A motive is understood as a specific reason, impulse that forces a person to perform a particular action. Adaptation can be defined as the process of adapting students to the expectations, procedures, and social processes of school life and education. Psychologically, this includes cognitive, emotional, and behavioral changes as students transition from a home-based environment to an institutional one, where they must conform to rules and routines.

Cognitive Adjustment. Cognitively, children entering elementary school are faced with new learning demands that require them to selectively focus on relevant information, remember instructions, and perform complex mental operations. Thus, successful cognitive adjustment involves developing appropriate learning strategies, problem-solving skills, and a general interest.

Emotional Adjustment. Emotional adjustment to school requires the ability to regulate emotions and express emotions appropriately. This process focuses on developing a positive attitude toward learning, managing classroom pressures, and developing relationships with teachers and peers.

Behavioral Adjustment. Behavioral adjustment involves conforming to school-related norms and expectations of behavior. This includes cooperation, respect for others, maintaining discipline in the classroom, and taking responsibility for one's actions. The role of parents and teachers. Parents and teachers play an important role in this adaptation process. Positive parent-child communication, emotional support, and a smooth transition to school can help. The nurturing and supportive actions of teachers can create a classroom environment that promotes students' self-confidence and engagement. The transition to primary school involves a multidimensional process that involves cognitive, emotional, and behavioral changes. Creating a supportive learning environment both at home and at school can facilitate this adaptation, creating the foundation for successful academic progress and overall development. We observe throughout our work that the psychological development of students is closely related to age characteristics. Mental processes and changes in the child's psyche, such as the level of attention and memory, thinking skills, vocabulary and speech development, etc., are related to psycho-psychological development. In our schools, educational work is carried out not only with providing children with knowledge, but also with developing all the abilities of children.

Dynamics of school adaptation indicators: During the 9-month intervention, a significant increase was observed in all indicators of school adaptation in the experimental group. Emotional adaptation increased from 60.8 to 82.3, cognitive adaptation from 56.4 to 79.2, social adaptation from 55.1 to 85.7, and motivational adaptation from 57.5 to 84.8. Social adaptation showed the highest dynamics (F=45.89). The growth rate slowed down between 6-9 months, but remained stable.

Structural changes in the structure of motivation: Intrinsic motivation increased from 38% to 67% in the experimental group, extrinsic motivation decreased from 45% to 28%, and amotivation decreased from 17% to 5%. In the control group, the changes were not significant. According to the results of the regression analysis, the increase in intrinsic motivation is most strongly associated with social adaptation, the decrease in extrinsic motivation is associated with cognitive adaptation, and the decrease in amotivation is associated with emotional adaptation.

Changes in biometric indicators: In the experimental group, cortisol levels decreased from 10.1 to 7.2 (-28.7%), HRV increased from 998 to 1423 (+42.6%), and EDA decreased from

3.4 to 2.3 (-32.4%). This indicates a decrease in the stress level of children in the experimental group, an improvement in psychophysiological balance, and a decrease in emotional reactivity.

Key themes from student interviews: Positive changes: "I now go to school with joy", "It is interesting to work with my friends", "Even if I make a mistake, my friends do not laugh". Difficulties: "Sometimes my groupmate stops working", "I finish faster, others are slower".

Teachers' observations: Observed changes: "A spirit of cooperation, not competition, has been formed among students", "Helping without asking has become the norm", "The psychological climate in the classroom has improved significantly". Difficulties: "It is very difficult to plan time", "It is difficult to assess the contribution of each child", "Some parents do not trust the new method".

Parents' opinions: Positive assessments: "My child has started talking more about school", "He prefers to do his homework with his friends", "His attitude towards studying has changed positively". Concerns: "The child is learning to work in a group, but is his ability to work alone weakening?", "Are strong children obliged to help the weak?".

The following recommendations are important for motivating and developing students:

Early Stage (1-2 months): Small groups (working in pairs of 2-3 people), simple tasks (tasks with clear instructions), short duration (10-15 minute collaborative sessions).

Intermediate Stage (3-6 months): Larger groups (teams of 4-5 people), more complex tasks (projects, research), longer duration (20-30 minute activities).

Advanced Stage (7-9 months): Self-directed groups (students lead themselves), integrated projects (work that covers several subjects), long-term activities (projects that last several weeks).

Specific Strategies: "Thinking Aloud Pair Problem Solving" (solving a problem out loud in pairs), "Reciprocal Teaching" (teaching each other), "Send-A-Problem" (sharing problems between groups).

Organizational and technical support: Re-equipment of classrooms (mobile furniture, places for group work), technological equipment (interactive boards, tablets, Wi-Fi), methodological center (bank of materials for cooperation).

Personnel policy: Professional development program (16 hours of training per quarter), mentoring system (experienced teachers help new ones), scientific and methodological seminars (monthly discussion of research results).

Motivational system: Incentives for teachers (awards, benefits, opportunities for professional development), incentives for students (awards for cooperation, team diplomas), incentives for parents (certificates for active parents).

Textbooks and study guides: Integrated assignments (tasks for collaboration in each lesson), multi-level materials (for students of different abilities), reflection sections (self-assessment after each activity).

Digital resources: Virtual collaboration platforms (Google Classroom, Microsoft Teams), interactive applications (Kahoot, Quizizz, Padlet), simulation programs (virtual classrooms, role-playing games).

Assessment system: Authentic assessment (assessment based on real activities), multi-dimensional assessment (teacher, teammates, self-assessment), formative assessment (continuous monitoring of the process).

Encourage collaboration at home: Family projects (tasks that can be done together), homework with friends (allowing the child to work with friends at home), cooperative games (family game nights).

Psychological support: Listening to feedback (encouraging the child to talk about their school experience), celebrating successes (recognizing even small victories), helping with difficulties (helping the child find a solution if they encounter difficulties).

Communication strategies: Open-ended questions ("What was the most interesting thing in class today?"), active listening (respecting the child's feelings), positive feedback (providing support and guidance rather than criticism).

Conclusion. The results of the study clearly showed that collaborative learning technologies are highly effective in improving the adaptation of primary school students to school and developing their motivation for learning. These technologies have a complex effect by meeting the child's psychological needs, accelerating social integration, strengthening intrinsic motivation, and facilitating cognitive adaptation.

Nevertheless, a systematic approach is necessary for the widespread introduction of these technologies: improving the methodological training of teachers, adapting school infrastructure to modern requirements, adapting curricula, and improving scientific and methodological support.

Collaborative teaching is not only a pedagogical technology that increases learning efficiency, but also an important factor in the personal development, psychological well-being, and successful adaptation of the child to school. In the formation of a modern education system, the study, mastery, and widespread implementation of these technologies should be one of the priority areas in educating the future generation.

The wise saying "To educate a child is to educate the whole society" fully expresses the meaning of collaborative teaching. If each child is brought up in school not only as a possessor of individual knowledge, but also in the spirit of a culture of cooperation, mutual respect, and team spirit, we can build a harmonious, creative, and responsible society of the future.

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