

DEVELOPMENT OF SOCIAL ADAPTATION OF STUDENTS IN CHILDREN

Inomova Maxliyo
Teacher of JSPU

Abstract:

In preschool education, a child is prepared for a comprehensive school. Among them, the development of children's speech is one of the most important. It is important for them to be able to speak freely and fully express their thoughts.

Keywords. education, toys, fiction, preparation, early childhood education, storytelling.

Introduction

The content of improving the professional training of students for the formation of social adaptation in children is developed in harmony with the content of educational and educational activities of the preschool educational organization. They arise from the General Laws of students on the conditions of social life and the decisive importance of upbringing in the formation of the human personality in the development of the content of improving their professional training for the formation of social adaptation in children.

One such law is that even if a child comes to the world with certain innate abilities, these abilities create a certain natural ground for his spiritual development, not strictly determining both his character and the level of development. Each mentally healthy child has hidden opportunities, and the problem there is in creating favorable conditions for their occurrence and implementation.

An important condition for full-fledged mental development is in the timely and correct assimilation of speech by the child. The content of the program for teaching the mother tongue in a preschool educational institution is aimed at forming in children a simple understanding of speech generalizations, language and speech phenomena, interest in various aspects of speech activity, control of their own speech, which acquires a creative character in the process of developing a child's speech.

Fostering interest in the wealth of language to form social adaptation, developing the ability to use colorful means of expression in one's speech children's speech can be transformed into an impressive, sincere and lively speech. In this direction, circles are developed in preschool educational organizations, the purpose of which is to activate verbal creativity, which is an important indicator of the development of a child's speech.

In children with problems in social adaptation, the so-called socio-pedagogical functions will not be sufficiently formed. It is noted that the reserve of general awareness, knowledge and imagination about the environment is insufficient. Visual-practical thinking, spatial orientation, and verbal-logical thinking are also underdeveloped. In older preschool children with problems in social adaptation, there is a specificity of the sphere of personality, this feature is expressed



in the fact that they cannot correctly assess their capabilities, their degree of claim to something is very variable and to a large extent depends on the successful (unsuccessful) completion of the previous task. In this category of children, willpower management and volatility in general, when compared with their normally developing peers, stand at a very low stage of development.

In preschool children with problems in social adaptation, an insufficient level of the formation of communication and cooperation is observed. Children do not know how to contact with a request, ask questions during clarification. They better understand the guidelines aimed not at gaining knowledge, but at visual activity. And in training, their speech will be aimed only at older people. Children's game types are limited, often these will be games on household topics. At a low level of development, children prefer to play individually.

Features of the development of speech of preschool children with problems in social adaptation, or rather, its simplicity, ungraded vocabulary, insufficient vocabulary of its vocabulary consisting of verbs in comparison with other word categories, specificity of its connected speech (morphological, syntactic, logical-syntactic, in the features of the structure order) are manifested in varying degrees of expressiveness and clearly hinder full-fledged communication. Impaired communication activity is seen in the reduced need for communication, in the lack of information of forms of communication (dialogical and monological), in the characteristics of behavior (disinterest in communication, poor understanding of the communication situation, negativism). Difficulties in speech and communication adversely affect the establishment and maintenance of communication with peers during play, the formation of the game as an activity.

Social adaptation is also of great importance: for the formation of an individual, it occupies an important place, since it satisfies the child's needs for equal relationships, co-existence and harmony, and also allows him to have a partner in plot-role Games. In preschool age, all this gives way to the performance of certain and generalized roles of adults, the assimilation of norms of behavior and communication, that is, it contributes to the formation of all aspects of the personality.

In children with problems in social adaptation, who cannot communicate well with peers, poor adaptability to conditions with loved ones is noted, norms of communication, social andases are mastered with difficulty, there is a lack of formation of social emotions.

Some characteristics can be distinguished that are common in the behavior of older preschool children who have problems with social adaptation, who do not adapt to communication with peers:

1. Refusal to enter into interpersonal and group Turkic relationships with children.
2. Avoiding direct contact with peers, showing anxiety, symptoms of autism in behavior, all this can be the use of mental protection by the child.

O.Ye. Gribova [1] separates some of the causes of difficulties that occur during communication in children. First, it is a characteristic flaw of the language base. In this category of children, there is an insufficient ability to speak: the imperfection of speech-thinking processes. Imperfection is either manifested at the same time at all structural levels of the language (in vocabulary, grammar, phonetics, phonology), or manifested in a selective way, for example, at



the phonetic-phonemic or grammatical level. This is expressed in the fact that different language units (phonemes, lexemes, grammatical forms and structures) cannot absorb the entire variety of rules of Use, and it makes it much more difficult to create personal speech. Thus, language ignorance is considered a primary defect in relation to impaired communication skills. Secondly, the inadequate and uneven formation of speech-thinking activity in older preschool children leads to a low level of striving for communication, that is, the formation or disruption of the goals of communication activity. Thirdly, excessive limitations of vocabulary wealth in children are perceived as one of the main factors that hinder their speech communication.

Children with problems in social adaptation have serious difficulties in organizing their speech behavior, these difficulties negatively affect communication with those around them and, above all, with peers. A study of interpersonal relationships in a group of older preschool children with problems in social adaptation showed that even though the socio-mental laws that are common to normative children and their peers with speech impairments apply, manifested in the structural structure of groups, the interpersonal relationships of children with problems in social adaptation are influenced to a greater extent by how

Another obstacle to social adaptation as well as the communication of children with speech disorders is not the defect itself, but how the child perceives it, how he evaluates it (O.S. Orlova[2]). At the same time, the assessment of the defect or the degree of thinking about it does not always coincide with its weight level. For example, children with less pronounced speech disorders may suffer from serious anxiety and assess the defect in themselves in a way that does not correspond to its severity, and, conversely, children with severe speech impairments sometimes hardly feel it either. The degree of thinking about a defect in oneself is influenced by many factors, for example, family-household conditions of a child's life, such as the assessment that people around him give to a speech defect. Excessive thinking about one's own defect leads to the emergence of humanity, negativism, insecurity, which is reflected in communication with those around them.

In our opinion, in preschool age, social adaptation in children is focused on:

1. Raising a culture of perception of adults and children in a child.
2. Develop social emotions and aspirations that help build interpersonal relationships.
3. To educate morally valuable ways of communicating.
4. The development of self-perception.
5. Raising self-esteem in a child.
6. Development of speech and colloquial communication (assistance in joint play and training in helping children to establish dialogical communication, differentiated use of various means of communication taking into account a particular situation, Support interest in storytelling, improve the expressiveness of speech, promote the assimilation of difficult cases in word change, the structure of sentences being used, develop phonematic perception, pronunciation and intonation aspects of speech).



REFERENCES

1. Грибова О.Е. Технология организации логопедического обследования. 2014, с. 80.
2. Орлова Т.В. Перспективное планирование развитием школы /М.: Сентябрь, 2000. - 144 с.
3. Дошкольное учреждение и семья - единое пространство детского развития: Методическое руководство для работников дошкольных образовательных учреждений / Т.Н. Доронова, Е.В. Соловьева, А.Е. Жилкина, СИ. Мухина. - М.: ЛИНКА-ПРЕСС, 2001. - 224 с.
4. Бакоев, М. Т., Исмаилова, Г. С., Ташпулатова, Л. М., & Джураева, Р. А. (2022). Внедрение принципов эффективного государственного управления в интересах устойчивого развития в Узбекистане. *Право и управление. XXI век*, 17(4), 3-19.
5. Dilshod og, T. I., & Maratovna, T. L. (2023). DAVLAT IQTISODIYOTINI YANGI BOSQICHGA ERISHISHIDA "ISLOM BANK" INING AHAMIYATI. *Новости образования: исследование в XXI веке*, 1(7), 13-17.
6. Асадова, Г. А. (2021). Обоснование комплекса мер по преодолению бесплодия у женщин с использованием методов вспомогательных репродуктивных технологий. *Интернаука*, (24-1), 44-45.
- 7 Асадова, Г. А. (2021). Актуальные проблемы бесплодия у женщин. In *Recent Scientific Investigation* (pp. 15-19).
8. Расулова, Н. Ф., & Асадова, Г. А. (2023). ИЗУЧЕНИЕ ОСОБЕННОСТИ ЗДОРОВЬЕСОХРАНЯЮЩЕГО ПОВЕДЕНИЯ И САМООЦЕНКА ЗДОРОВЬЯ СТУДЕНТОВ. *Science and innovation*, 2(Special Issue 8), 978-980.
9. Назарова, С. К., Эшдавлатов, Б. М., Асадова, Г. А., & Искандарова, В. В. (2021). Экстрагенитальные заболевания беременных. *Журнал ВАК Новый день в медицине*, 3(35), 176-182.
10. Якубова, А. Б., & Палванова, У. Б. Проблемы здоровья связанные с экологией среди населения Приаралья макола Научно-медицинский журнал "Авиценна" Выпуск № 13. *Кемерово 2017г*, 12-15.
11. Азада, Б. Я., & Умида, Б. П. (2017). ПРОБЛЕМЫ ЗДОРОВЬЯ СВЯЗАННЫЕ С ЭКОЛОГИЕЙ СРЕДИ НАСЕЛЕНИЯ ПРАРАЛЬЯ. *Авиценна*, (13), 12-14.
12. Якубова, А. Б. (2017). Особенности лечения больных хроническим гепатитом среди населения Южного Приаралья. In *Молодые ученые-медицине, Материалы XVI научной конференции молодых ученых и специалистов* (pp. 298-301).
13. Vatirovna, Y. A., Bahramovna, P. U., Bahramovna, P. S., & Ogli, I. A. U. (2019). Effective treatment of patients with chronic hepatitis, who live in ecologically unfavorable South zone of Aral Sea region. *Наука, образование и культура*, (2 (36)), 50-52.
14. Malikov, N. M. (2022). Systemic inflammatory response syndrome score may indicate increased risk of major amputation in patients with diabetic foot ulcer.
15. КАСИМОВ, У., ОХУНОВ, А., МОМИНОВ, А., МАЛИКОВ, Н., АБДУРАХМАНОВ, Ф., & ЖХ, О. (2023). FARGALS IN THE TREATMENT OF NECROTIC INFECTIONS OF SOFT TISSUES ON THE BACKGROUND OF DIABETES MELLITUS.

16. Yusufjanovich, E. U., Tashgarkanovich, M. A., & Muzaffarovich, M. N. (2023). ASSESSMENT OF THE MORPHOLOGY OF THE PANCREAS IN DIABETIC COMPLICATIONS. *Conferencea*, 25-31.

17. Эргашев, У. Ю., Моминов, А. Т., & Маликов, Н. М. (2022). ДР Якубов Нарушение целостности стопы у пациентов с сахарным диабетом (обзор литературы). *Journal of new century innovations*.

