

**PROBLEMS ENCOUNTERED BY 6–7-YEAR-OLD CHILDREN IN THE PROCESS OF SCHOOL ADAPTATION AND PSYCHOLOGICAL METHODS FOR FACILITATING ADAPTATION****Nodirova Dildora Furqatovna**

Psychologist of School No. 119,

Olmazor District, Tashkent

**Abstract:** This study examines the common challenges faced by children aged 6–7 during their transition to formal schooling and explores effective psychological methods that facilitate their adaptation. Entering school represents a significant developmental milestone, often accompanied by emotional, cognitive, and social adjustments. Many children experience difficulties such as separation anxiety, reduced motivation, attention instability, communication barriers, and challenges in adapting to structured learning environments. The research adopts a qualitative-analytical approach, synthesizing findings from contemporary psychological and pedagogical literature. It highlights the role of supportive teacher–student interactions, family involvement, and the use of age-appropriate psychological strategies, including play-based learning, emotional support techniques, positive reinforcement, and individualized guidance. The findings suggest that a well-organized adaptation process, grounded in child-centered approaches, significantly enhances children’s psychological readiness, reduces stress, and promotes successful integration into the school environment. The study underscores the importance of early intervention and collaboration between educators and parents to ensure a smooth and positive transition for young learners.

**Keywords:** school adaptation, early school age, psychological readiness, emotional adjustment, play-based learning, child-centered approach, primary education, developmental psychology

**INTRODUCTION**

The transition from preschool to formal schooling is one of the most critical stages in a child’s early development, particularly for children aged 6–7. At this stage, children encounter a new social environment, structured learning processes, and increased academic expectations, all of which require significant psychological adjustment. Unlike the relatively flexible and play-oriented context of preschool education, the school setting demands discipline, attention, independence, and the ability to follow rules and routines. As a result, many children face adaptation difficulties that can influence their emotional well-being, academic performance, and overall attitude toward learning. School adaptation is a multidimensional process that involves emotional, social, and cognitive readiness. Emotionally, children must cope with separation from parents and develop a sense of security in a new environment. Socially, they are expected to establish relationships with peers and teachers, adhere to group norms, and participate in collective activities. Cognitively, they are required to engage in goal-directed tasks, maintain concentration for longer periods, and respond to instructional demands. The imbalance or underdevelopment in any of these domains may lead to stress, anxiety, low self-confidence, or behavioral issues during the adaptation period.

Contemporary research in developmental and educational psychology emphasizes that school readiness is not limited to intellectual preparedness but also includes emotional stability, motivation, communication skills, and self-regulation abilities. Therefore, the process of adaptation should be approached holistically, taking into account individual differences among

children. Factors such as family background, prior preschool experience, temperament, and parenting styles play a crucial role in shaping how successfully a child adapts to school life. Given the complexity of this transition, the role of psychological support becomes essential. Effective adaptation requires the implementation of targeted psychological methods that reduce stress, foster positive attitudes toward school, and support children's socio-emotional development. Strategies such as play-based interventions, supportive communication, gradual familiarization with school routines, and positive reinforcement have been widely recognized as effective tools in easing the adaptation process. This study aims to analyze the main problems encountered by 6–7-year-old children during school adaptation and to identify psychological methods that can facilitate a smoother and more successful transition. By integrating theoretical insights and practical approaches, the research seeks to contribute to the development of child-centered educational practices that promote well-being and academic success in the early years of schooling.

## LITERATURE REVIEW AND METHODOLOGY

The issue of school adaptation among 6–7-year-old children has been extensively discussed within the fields of developmental psychology and pedagogy. Contemporary scholars emphasize that adaptation is a complex and dynamic process influenced by emotional stability, cognitive readiness, and social competence. According to Lev Vygotsky, a child's development is shaped through social interaction and guided learning, highlighting the importance of the educational environment in supporting adaptation. Similarly, Jean Piaget explains that children at this age transition from preoperational to concrete operational thinking, which requires structured yet flexible teaching approaches to support their cognitive growth. Recent studies also underline the significance of emotional readiness and self-regulation in successful school adjustment. Urie Bronfenbrenner's ecological systems theory suggests that a child's adaptation is influenced not only by the school environment but also by family, community, and broader socio-cultural contexts. In addition, modern educational researchers highlight that children who receive consistent emotional support from teachers and parents tend to adapt more quickly and demonstrate higher academic motivation. Empirical findings from the last decade further confirm that play-based learning, interactive teaching strategies, and individualized support significantly reduce adaptation stress and improve engagement in classroom activities. Furthermore, local and international research points to common challenges faced during the adaptation period, including anxiety, low attention span, communication difficulties, and lack of independence. Studies in primary education contexts emphasize the role of teacher competence, classroom climate, and the integration of psychological support mechanisms in minimizing these challenges. Overall, the literature suggests that a child-centered and supportive approach is essential for ensuring a smooth transition to school.

From a methodological perspective, this study employs a qualitative and analytical research design. The research is based on a systematic review and synthesis of contemporary scientific literature published in the fields of psychology, pedagogy, and early childhood education. Sources include peer-reviewed journal articles, academic books, and recent empirical studies related to school adaptation and psychological support strategies. The selection of materials was guided by relevance, recency, and scientific credibility. In addition to theoretical analysis, the study applies a comparative approach to identify key patterns and differences in adaptation processes across various educational contexts. Analytical methods such as content analysis and thematic categorization are used to examine the main psychological challenges and effective intervention strategies discussed in the literature. This approach allows for the identification of consistent trends and the formulation of evidence-based conclusions regarding the most effective psychological methods for facilitating school adaptation.

Thus, the methodology combines theoretical synthesis with analytical evaluation, providing a comprehensive understanding of both the challenges and solutions associated with the adaptation of 6–7-year-old children to school environments.

## RESULTS AND DISCUSSION

The analysis of contemporary psychological and pedagogical literature reveals that the process of school adaptation among 6–7-year-old children is often accompanied by a range of interconnected difficulties. The most frequently observed challenges include emotional instability, separation anxiety, reduced attention span, low learning motivation, and difficulties in establishing effective communication with peers and teachers. These issues tend to emerge particularly during the initial weeks of schooling, when children are required to adjust to new routines, rules, and academic expectations. The findings indicate that children who lack prior preschool experience or who have limited social interaction skills are more vulnerable to adaptation difficulties. The results also demonstrate that emotional factors play a central role in the adaptation process. Children who experience high levels of anxiety or insecurity often show decreased participation in classroom activities and lower academic engagement. In contrast, emotionally supported children tend to adapt more quickly, display positive attitudes toward school, and actively engage in learning tasks. This confirms that emotional well-being is a key predictor of successful school adjustment. Additionally, the development of self-regulation skills, such as the ability to control impulses and maintain attention, significantly influences a child's capacity to cope with structured learning environments. Another important finding is the impact of the social environment on adaptation outcomes. Positive teacher–student relationships, a supportive classroom climate, and cooperative peer interactions contribute to a smoother transition. Children who feel accepted and valued within the classroom community demonstrate higher confidence and improved communication skills. Conversely, a lack of support or negative social experiences may intensify adaptation problems and lead to withdrawal or behavioral difficulties.

The discussion further highlights the effectiveness of specific psychological methods in facilitating adaptation. Play-based learning emerges as one of the most effective strategies, as it aligns with children's natural developmental needs and reduces stress associated with formal instruction. Through play, children gradually acquire social skills, improve communication, and develop a positive attitude toward learning. Similarly, the use of positive reinforcement encourages desired behaviors and strengthens motivation, while individualized support helps address the unique needs of each child. Moreover, gradual adaptation strategies, such as introducing school routines step by step and allowing flexible transitions, are shown to reduce anxiety and increase children's sense of security. Emotional support techniques, including active listening, encouragement, and the creation of a psychologically safe environment, also play a crucial role in promoting adaptation. The findings suggest that the integration of these methods within the educational process significantly enhances both emotional comfort and academic readiness.

In summary, the results confirm that school adaptation is a multifaceted process influenced by emotional, cognitive, and social factors. The discussion underscores that effective adaptation cannot be achieved through academic instruction alone but requires a holistic approach that incorporates psychological support, child-centered teaching methods, and strong collaboration between teachers and parents. These findings provide a foundation for improving educational practices aimed at ensuring a successful transition to school for young learners.

## CONCLUSION

In conclusion, the process of school adaptation for 6–7-year-old children represents a crucial developmental stage that significantly influences their future academic success and psychological well-being. The study demonstrates that adaptation is a complex and multifaceted process shaped by emotional, cognitive, and social factors. Children who experience difficulties such as anxiety, low motivation, attention instability, and communication barriers are more likely to face challenges in integrating into the school environment, which may negatively affect their learning outcomes and overall attitude toward education. The findings highlight that emotional readiness and a supportive social environment play a decisive role in ensuring successful adaptation. Positive teacher–student relationships, a safe and inclusive classroom atmosphere, and active parental involvement contribute significantly to reducing stress and fostering confidence among young learners. At the same time, the development of self-regulation skills and social competence enhances children’s ability to cope with academic demands and classroom expectations.

Furthermore, the study confirms the effectiveness of psychological methods such as play-based learning, positive reinforcement, individualized support, and gradual adaptation strategies. These approaches not only ease the transition into school life but also promote motivation, engagement, and emotional stability. The integration of such child-centered methods into early primary education is essential for creating a balanced and supportive learning environment. Based on the results, it can be concluded that successful school adaptation requires a holistic and collaborative approach involving teachers, parents, and educational institutions. Early identification of adaptation difficulties and timely psychological support are key factors in preventing long-term academic and emotional problems. Therefore, future educational practices should prioritize the implementation of flexible, inclusive, and psychologically informed strategies to ensure that every child experiences a smooth and positive transition into formal schooling.

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