

THE ROLE OF THE INTEGRATIVE APPROACH IN THE ADAPTATION OF FIRST GRADE STUDENTS TO THE SCHOOL EDUCATIONAL ENVIRONMENT

Jumanova Ozoda Eshpulat kizi

PhD Candidate, National Institute of Educational Pedagogy named after Kori Niyoziy

ABSTRACT

The aim of this article is to analyze the importance of the integrative approach in the adaptation of first grade students to school, along with its theoretical and practical foundations.

Keywords: School, integration, indicators, stages, processes.

INTRODUCTION

The adaptation process to school for first grade students holds great importance. This period is a crucial stage for the psychological, social, and academic development of the child, and successful transition ensures stable growth in future education. Entering school introduces new rules, a new social environment, administrative procedures, and new goals. Therefore, the approaches applied in the adaptation process must serve to maintain the child's psychological stability, interest in learning, and social balance.

Today, the integrative approach, which ensures both individual and overall development in education, is considered effective. This approach aims to strengthen interdisciplinary connections, harmoniously develop various aspects of students, and facilitate their adaptation to school.

School adaptation is the process through which children adjust to the new educational environment, its rules, and demands. From a psychological perspective, this process involves the child's assumption of a new social role, self-regulation, and effective communication with others.

According to Lev Vygotsky's (1978) theory of social development, a child's development occurs through interaction with their social environment. Therefore, not only individual but also social factors are significant in school adaptation.

Concept of the Integrative Approach

The integrative approach is a methodological principle aimed at harmonizing various subjects, methods, and developmental areas in the educational process. This approach helps develop students' knowledge, skills, and abilities simultaneously.

Saburov (2023) defines the integrative approach as a key methodology in primary education that ensures the comprehensive personal and social development of students. This approach considers interdisciplinary connections, students' interests, emotional, and social conditions.

Psychological Aspects of Integration

The adaptation of first grade students to school is often manifested by emotional uncertainty, insomnia, and feelings of loneliness. Psychological support and integration play a critical role in this process.

The integration of psychological assistance involves school psychologists, teachers, and parents supporting students, boosting their self-confidence, and reducing stress.

Observations and surveys revealed the effectiveness of the integrative approach in the adaptation of first grade students to school, as follows:

- **Academic Indicators:** In lessons conducted with an integrative approach, students' activity in acquiring knowledge and their level of understanding increased. For example, when lessons were organized with interdisciplinary connections, students better comprehended new topics.
- **Emotional State:** In integrative lessons, students felt more confident, and their levels of fear and anxiety decreased.
- **Social Adaptation:** Students began to communicate better with classmates and actively participated in group activities.
- **Teachers' Opinions:** 85% of teachers emphasized that the integrative approach helps students adapt to the school environment.

For example, integrating natural sciences with art lessons increased students' interest and enabled them to apply the subject practically.

DISCUSSION

The effectiveness of the integrative approach lies in its coverage of all main developmental areas of first grade students (academic, social, emotional). This leads to quick and effective adaptation to the school environment.

Psychologically, the child's feeling of confidence and establishing relationships in the new environment form the foundation for success in education (Vygotsky, 1978). The integrative approach provides multidimensional support to students considering these aspects.

In Uzbekistan's education system, expanding the integrative approach, enhancing teachers' qualifications, and strengthening methodological resources are necessary. This will improve the quality of primary education.

CONCLUSION

The adaptation process for children entering school for the first time is complex and multifaceted. Research findings show that the integrative approach ensures effective development of students in psychological, social, and academic areas.

Therefore, applying the integrative approach in primary education and developing related methodological manuals is important. In the future, this approach will be a key factor in improving the quality of school education.

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