

PROBLEMS OF ADAPTATION TO KINDERGARTEN

Rahimova Dilorom Mukhammedovna

Lecturer at Kokand State Pedagogical Institute

Rahimova Rovza Dzhakhongir Kizi

Student at Kokand State Pedagogical Institute

Abstract: *A child's adaptation to kindergarten is a complex and multi-stage process accompanied by significant changes in their life. It is their first experience of prolonged separation from their parents, the first encounter with a new environment, and the first time they must follow an established schedule and obey the rules set by adults.*

Keywords: *adaptation, preschool age, kindergarten, socialization, stress, emotional state, pedagogical support, separation from parents, discipline, child psychology.*

ПРОБЛЕМЫ АДАПТАЦИИ В ДЕТСКОМ САДУ

Рахимова Дилором Мухаммедовна

*преподаватель Кокандского государственного
педагогического института*

Рахимова Ровза Джахонгир Кизи

*студентка Кокандского государственного
педагогического института*

Аннотация: *Адаптация ребенка к детскому саду – сложный и многоэтапный процесс, сопровождающийся существенными изменениями в его жизни. Это их первый опыт длительной разлуки с родителями, первое знакомство с новой средой и первый раз, когда они должны следовать установленному распорядку дня и подчиняться правилам, установленным взрослыми.*

Ключевые слова: *адаптация, дошкольный возраст, детский сад, социализация, стресс, эмоциональное состояние, педагогическое сопровождение, отделение от родителей, дисциплина, детская психология.*

Introduction. Starting kindergarten is an important and significant stage in every child's life. During this period, a child encounters various difficulties due to drastic changes in their usual routine. They find themselves in a new social environment with unfamiliar children and adults, must follow a structured daily schedule, and adhere to new behavioral rules. For a child who has been in a familiar home environment and accustomed to individual attention from parents and close family members, this transition

can be stressful. Children react differently to the new environment: some adapt quickly, show curiosity about their surroundings, and strive to communicate with new friends, while others experience significant anxiety, become capricious, cry, or refuse to participate in group games and activities.

The duration of adaptation depends on many factors, including the child's age, temperament, upbringing style, and level of preparation for kindergarten. If the process is difficult, the child may experience prolonged emotional stress, which often affects their physical health, leading to frequent colds, decreased appetite, and sleep disturbances.

The role of parents and teachers during this period is crucial. They must create comfortable conditions for the child's gradual adjustment to the new routine, help them feel safe, and provide emotional support. This article explores the key adaptation challenges children face in kindergarten and suggests effective strategies for overcoming them.

1. Fear of Separation from Parents

One of the most common adaptation problems is fear of separation from parents. This is especially true for younger preschoolers (ages 2–3), who have a strong emotional attachment to their mother and father. Separation from close family members causes them to feel anxious, cry, and resist attending kindergarten. Some children physically cling to their parents, refusing to enter the classroom, displaying hysterical reactions, while others withdraw, become passive, and avoid interacting with those around them. Parents can ease their child's transition by preparing them in advance. It is helpful to introduce short separations beforehand, such as leaving the child with a grandparent, nanny, or other relatives for a few hours while explaining that their parents will always return. Speaking about kindergarten in a positive light—describing the interesting toys, fun activities, kind teachers, and new friends—can also help. It is crucial for parents to remain calm. If they show anxiety, worry excessively, prolong goodbyes, or express too much sympathy, the child will pick up on these emotions and become even more distressed. Short, confident farewells and a cheerful attitude from adults will help the child feel more secure and adjust more quickly to their new environment.

2. Emotional Stress and Anxiety

For many children, starting kindergarten is a highly stressful experience. Being in an unfamiliar environment with new people may make them feel unprotected, fearful, and nervous. This stress often manifests as crying, withdrawal from social interactions, sleep disturbances, appetite loss, increased irritability, or, conversely, excessive passivity. Stress can also lead to behavioral changes. Some children become more capricious, stubborn, or aggressive, while others become overly obedient or detached. Additionally, some children experience physiological reactions such as frequent colds, weakened immunity, digestive issues, irregular bowel movements, and headaches.

To reduce stress levels, teachers should foster a warm and welcoming atmosphere in the classroom, provide individual attention to each child, and help them feel safe. Parents can support their child by discussing their experiences, praising small achievements, and sharing their own childhood memories of kindergarten in a positive way.

3. Difficulties in Socialization and Communication

Not every child finds it easy to interact with peers. If a child had limited exposure to other children before kindergarten, the socialization process may take longer. Some children are shy, hesitant to make new friends, and avoid group activities, while others may act aggressively, struggle to share toys, or have difficulty following group rules. Parents can help by gradually introducing their child to social interactions before kindergarten. Organizing playdates, visiting playgrounds, attending child development centers, and inviting friends with children can provide valuable practice. Teachers should also gently guide children in learning social skills, demonstrate positive interaction models, and help resolve conflicts peacefully.

It is crucial for children to feel supported by adults. If they struggle with socialization, they should not be forced into group activities immediately. Over time, they will become accustomed to their new surroundings and start engaging with their peers naturally.

4. Challenges in Adapting to a New Daily Routine

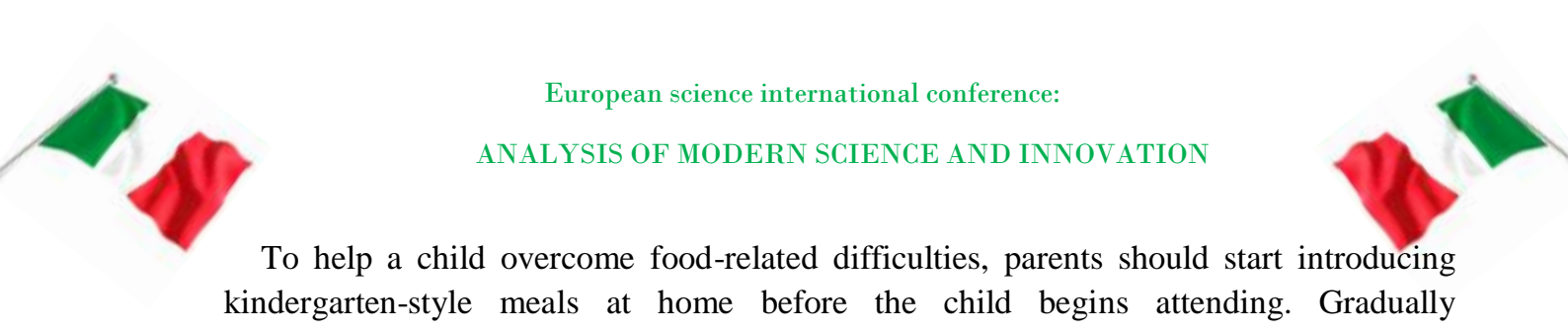
Kindergarten follows a structured schedule, including set times for waking up, eating, lessons, playtime, outdoor activities, lunch, and naptime. For children accustomed to a more flexible home routine, this adjustment can be difficult.

To ease the transition, parents should gradually introduce a schedule similar to the kindergarten routine before the child starts attending. Adjusting wake-up times, meal schedules, and nap times in advance can help. Explaining the benefits of a structured routine—such as feeling more energetic and having more fun during playtime—can also encourage cooperation.

Teachers should be patient and avoid forcing children to comply with all rules immediately, allowing them to adapt at their own pace.

5. Refusal to Eat in Kindergarten

One of the common adaptation difficulties for preschoolers is refusing to eat in kindergarten. Many children are accustomed to home-cooked meals prepared according to their tastes and preferences. When they encounter unfamiliar dishes in kindergarten, they may refuse to eat, show reluctance to try new foods, or demand only specific meals they are used to. This issue is often exacerbated by stress, as emotional discomfort can significantly reduce appetite. Some children may associate eating with security and comfort, making it difficult for them to accept a new environment where food is served differently and by unfamiliar adults.



To help a child overcome food-related difficulties, parents should start introducing kindergarten-style meals at home before the child begins attending. Gradually incorporating similar dishes into their daily diet will make the transition smoother. Additionally, positive discussions about food, emphasizing its benefits and importance for growth and energy, can encourage children to try new meals. Parents should also avoid pressuring the child to eat everything on their plate, as this can create negative associations with mealtime.

Kindergarten teachers play a crucial role in fostering a positive attitude toward eating. They can make mealtimes more enjoyable by using encouragement, creating a friendly atmosphere, and allowing children to observe peers who eat willingly. Group meals often motivate children to try new foods, as they see their friends enjoying them. Furthermore, engaging children in conversations about nutrition and the benefits of different foods can increase their interest in eating. It is also essential to consider individual dietary preferences and potential allergies. If a child has specific food aversions, caregivers should communicate with parents to find suitable alternatives. Over time, with patience and support, most children learn to accept and even enjoy kindergarten meals, making this aspect of adaptation significantly easier.

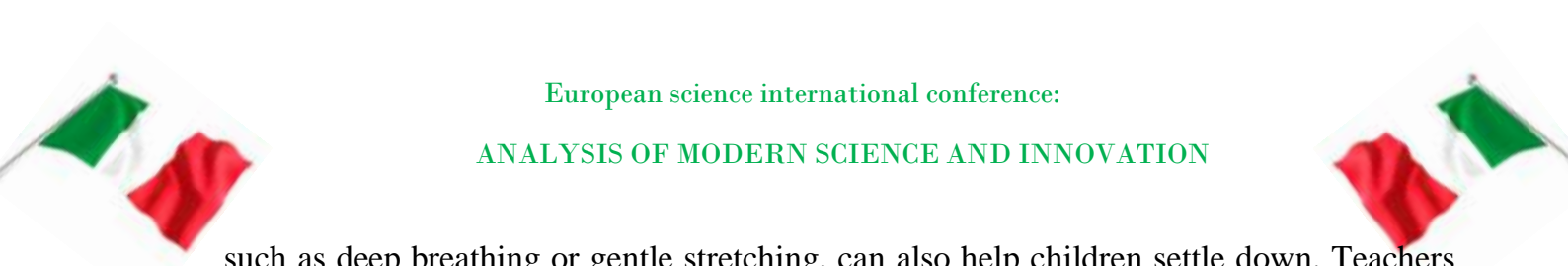
6. Difficulties with Naptime in Kindergarten

Many children experience challenges with naptime in kindergarten, as it differs from their sleep routine at home. Some children are used to falling asleep with a parent nearby, while others may not take daytime naps at all. The unfamiliar environment, noise from other children, or feelings of anxiety can make it difficult for them to relax and fall asleep. As a result, children may resist lying down, feel restless, or disrupt the sleep of others in the group.

One of the primary reasons for naptime resistance is the change in routine. At home, children often have flexible sleep schedules, and adjusting to a structured nap period in kindergarten can be difficult. Additionally, children with high energy levels or strong emotional reactions to new situations may find it particularly challenging to settle down. Some children experience separation anxiety, making it harder for them to relax in a new setting. To ease this transition, parents should gradually introduce a more structured nap schedule at home before the child starts kindergarten. Encouraging quiet time with calming activities like reading a book or listening to soft music can help signal the body that it is time to rest. Allowing the child to bring a familiar object, such as a favorite stuffed toy or blanket, can provide comfort and make the kindergarten nap environment feel more familiar.

Kindergarten teachers can also create a soothing atmosphere to help children feel secure during naptime. Using soft lighting, playing gentle background music, or reading a short story before sleep can create a calming routine. Encouraging relaxation techniques,





such as deep breathing or gentle stretching, can also help children settle down. Teachers should be patient with children who struggle with naptime and provide reassurance rather than force sleep. In some cases, children who do not sleep may be allowed to rest quietly instead of being required to fall asleep. Providing a quiet activity, such as looking at picture books or listening to an audiobook through headphones, can help children relax without disrupting others. Over time, as they become more accustomed to the kindergarten routine, many children begin to adapt and fall asleep more easily, making the transition smoother for both children and caregivers.

7. Increased Susceptibility to Illness

During the adaptation period, many children frequently get sick. This is due to a combination of factors, including emotional stress, changes in routine, and exposure to new microbes in a group setting. A weakened immune system due to nervous tension makes children more vulnerable to colds and viral infections. To strengthen a child's immunity, parents should ensure they have a balanced diet, get enough sleep, and spend time outdoors. Gradual hardening techniques, such as cool water rinses and contrast showers, can also be helpful. In addition, if a child is sick, it is best to allow them to recover fully at home before returning to kindergarten. This prevents complications and reduces the risk of reinfection.

8. Role of Teachers in the Adaptation Process

The teacher plays a crucial role in how well a child adapts to kindergarten. A caring, patient, and attentive educator helps children feel safe, reducing stress and anxiety.

Teachers can support children by:

- Creating a welcoming and warm atmosphere in the group.
- Encouraging individual communication with each child to build trust.
- Using playful and engaging methods to introduce children to the daily routine.
- Being understanding of emotional difficulties and offering comfort when needed.
- Collaborating with parents to ensure a smooth adaptation process.

When teachers establish positive relationships with both children and parents, the transition to kindergarten becomes much easier.

Conclusion

A child's adaptation to kindergarten is a natural but complex process that requires support from both parents and teachers. The first few weeks can be challenging, as children experience emotional stress, separation anxiety, difficulties in socialization, and changes in routine. However, with the right approach—gradual preparation, emotional support, and a caring kindergarten environment—adaptation can be much smoother. Every child is unique, and their adjustment period will vary. Some children adapt quickly, while others need more time and patience. The most important thing is to create an atmosphere of trust, warmth, and security so that kindergarten becomes a

positive and enriching experience. By working together, parents and educators can help children overcome adaptation challenges and make their first steps into the world of education joyful and successful.

REFERENCES:

1. **Proceedings of the International Scientific and Practical Conference** “*International Experience and Modern Approaches in Preschool Education*”, Rahimova D.M., *The Influence of the Natural Environment on the Development of Preschool Children*, p. 246, 2024.
2. **Proceedings of the National Scientific and Practical Conference** “*Psychological Services in Preschool Education: Problems and Solutions*”, Rahimova D.M., *The Development of Empathy in Preschool Children*, pp. 136-137, 2024.
3. **Proceedings of the National Scientific and Practical Conference** “*Psychological Services in Preschool Education: Problems and Solutions*”, Rahimova D.M., *Psychological Characteristics of Left-Handed Preschool Children*, pp. 147-148, 2024.
4. **Proceedings of the National Scientific and Practical Conference** “*Psychological Services in Preschool Education: Problems and Solutions*”, Rahimova D.M., *Psychological Correction of Aggressive Behavior in Preschool Children*, pp. 144-145, 2024.
5. **Proceedings of the National Scientific and Practical Conference** “*Psychological Services in Preschool Education: Problems and Solutions*”, Rahimova D.M., *The Role of Creative Activities in the Psychological Development of Children*, pp. 140-141, 2024.
6. **Vinogradova E.A.** *Psychological Support for Preschoolers*. – Yekaterinburg: Ural-Press, 2019.