



AGE CHARACTERISTICS OF PRIMARY STUDENTS AND ADAPTATION TO DIGITAL MEDIA

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Abstract

This article analyzes the age characteristics of primary school students and their adaptation to digital tools. The paper discusses how age characteristics impact the learning process and provides scientific recommendations on optimizing students' adaptation to digital technologies. The research utilizes methods such as observation, surveys, and psychological tests to assess the students' level of adaptation to digital tools. The results indicate the importance of considering age characteristics in the educational process and developing pedagogical approaches to enhance students' adaptation to digital technologies.

Keywords: Primary school, age characteristics, digital technologies, education, adaptation, pedagogy, cognitive development.

Introduction

BOSHLANG‘ICH SINF O‘QUVCHILARINING YOSH XUSUSIYATLARI VA RAQAMLI VOSITALARGA MOSLASHUVI

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Annotatsiya:

Ushbu maqolada boshlang'ich sinf o'quvchilarining yosh xususiyatlari va raqamli vositalarga moslashuv jarayoni tahlil qilinadi. Maqolada yosh xususiyatlarining ta'lim jarayoniga ta'siri va o'quvchilarning raqamli vositalarga moslashuvini optimallashtirish bo'yicha ilmiy tavsiyalar beriladi. Tadqiqotda o'quvchilarning yosh xususiyatlari, ularning raqamli texnologiyalarni qabul qilish darajasi, o'qituvchilarning rolini aniqlash uchun kuzatish, so'rovnomalar va psixologik testlar ishlatilgan. Natijalar o'quvchilarning raqamli vositalarga qiziqishi va ularga moslashuvini yaxshilash bo'yicha pedagogik yondashuvlarni ishlab chiqish zarurligini ko'rsatadi.

Kalit so'zlar: boshlang'ich sinf, yosh xususiyatlari, raqamli texnologiyalar, ta'lim, moslashuv, pedagogika, kognitiv rivojlanish.

Аннотация:

В данной статье рассматриваются возрастные особенности учеников начальных классов и их адаптация к цифровым технологиям. Анализируется влияние возрастных характеристик на образовательный процесс, а также разрабатываются научные рекомендации по оптимизации процесса адаптации учащихся к цифровым средствам обучения. В исследовании использовались методы наблюдения, анкеты и психологические тесты для определения степени восприятия цифровых технологий учащимися. Результаты исследования подчеркивают важность учета возрастных характеристик и разработки педагогических подходов для улучшения адаптации учеников к цифровым средствам обучения.

Ключевые слова: начальные классы, возрастные особенности, цифровые технологии, образование, адаптация, педагогика, когнитивное развитие.

1. Introduction

Digital tools for primary school students, namely computers, interactive learning platforms, mobile applications and other digital technologies, have become an integral part of the current education system. These technologies not only make the learning process interactive and interesting, but also have a significant impact on the cognitive and psychological development of students. The age

characteristics of primary school students are one of the main factors affecting their acceptance of new technologies. This article analyzes the age characteristics of primary school students and the process of adaptation to digital tools.

The goal is to develop scientific ideas and proposals on how age characteristics affect the educational process and the process of adopting digital tools, and how to optimize students' adaptation to these tools.

Scientific innovation. Depending on their age, students have different levels of acceptance of digital technologies. This study examines the impact of age characteristics on the educational process, interaction with digital tools, and students' adaptation to digital tools. Using the results obtained in this study, methods for the effective use of digital technologies for primary school students are proposed.

Research methods. The main methods used in the study are observation, questionnaires, and psychological tests. Data on the age characteristics of students and the level of adaptation to digital technologies are collected based on questionnaires from students and teachers. The methodological basis of the study is the analysis of the relationship between age characteristics and adaptation to digital tools.

2. Theoretical foundations (Literature Review)

Age characteristics of primary school students. Primary school students are between the ages of 6-11, and during this period, the cognitive, emotional, and social development of students is very important. Students' thinking skills, sense of self, and interaction with the environment are also age-dependent. Students at this age primarily learn from what is around them and may have a low level of self-awareness. It is also important to provide ongoing motivation and inspiration for elementary school students to develop basic skills such as reading and writing. Taking age into account also significantly improves students' adaptation to digital tools.

Digital technologies and education. Digital technologies allow the learning process in education to be more interactive. Computers, tablets, interactive whiteboards and mobile applications provide students with the opportunity to study educational materials in various ways. With the help of digital tools, students can quickly and effectively test their knowledge, which increases their interest in learning. At the same time, digital tools support the cognitive



development of students, as they help in the development of analytical thinking, problem solving and creative approaches. However, in order to ensure the effectiveness of digital tools in learning and education, it is important to develop age-appropriate approaches for students.

3. Methodology

The following methods are used in the study to determine the age characteristics of students and the process of adaptation to digital tools:

The use of the observation method allows students to study the process of using digital tools during the lesson in a realistic and lively way. This method allows you to observe how students behave when working with technology, their level of interest in technology, and how they respond to new tools. During the observations, changes in student interactions, reading and writing skills, and acceptance of technology are also analyzed.

Questionnaires from students and teachers are one of the main research tools. This method allows you to study students' attitudes towards digital tools, difficulties and opportunities in working with them. Questionnaires are used to determine students' interest in digital tools and their level of use. The following questions are included in the questionnaires:

- o Do you like using digital technologies?
- o What difficulties do you encounter when working on a computer or tablet?
- o Is it easy or difficult to learn new technologies?
- o What methods do your teachers use to teach technologies?

Psychological tests play an important role in analyzing students' adaptation to digital tools. These tests can be used to measure the emotional state and cognitive abilities of students in learning technologies. Psychological tests are an effective method for determining the stresses that students face in learning technologies, their enthusiasm for new technologies, and their attitude to them.

The study studies the process of students' adaptation to digital tools through experimentation by applying different pedagogical approaches to them. This method attempts to determine what effectiveness can be achieved in using digital technologies, taking into account the characteristics of students of different ages and pedagogical methods. The experiment applies different approaches to students and analyzes which technological tools they best master.

The research methods are based on the following methodological approaches:



The cognitive approach is aimed at studying the process of students' learning, how they perceive and process information. With the help of this approach, age characteristics and cognitive abilities in the process of learning digital tools are analyzed. How students perceive technologies, their development in reading and writing, and how they master new technologies are studied through the cognitive approach.

The pedagogical adaptation approach studies how students perceive and adapt to new technologies in the educational process. This approach allows the development of pedagogical methods appropriate to age characteristics. To improve the process of students' adaptation to digital tools, special methods and trainings are developed for teachers.

The object of research is primary school students and digital tools used in the process of teaching them. The main object of research is the level of students' acceptance of technologies and their adaptation to them. These tools can be computers, tablets, interactive educational platforms, and mobile applications.

The subject of the study is primary school students, teachers and their interaction in the process of using digital tools. The study considers primary school students as the main subjects in studying the age characteristics and the process of adaptation to digital tools. The pedagogical methods of teachers and the role of students in mastering technologies are also important aspects of the study.

4. Results and discussions

The study analyzed the age characteristics of primary school students and the process of adaptation to digital tools. The results made it possible to identify differences in the acceptance of digital technologies by age and pedagogical approaches to optimize this process.

Primary school students have their own characteristics in terms of age. Depending on their age and developmental stage, their attitude to education and the level of acceptance of technologies also change. The results of the study show that at a young age (6-7 years), primary school students show greater interest in digital tools, but there are some difficulties in their effective and complete adoption of technologies.

As they grow older, students' interest in digital tools decreases and they become more cautious about mastering technologies. This, in turn, is associated with the



developmental stage of age and significantly affects the success of adopting technologies.

The level of adaptation of students to digital tools also plays an important role in the study. There are significant differences among students in working with digital tools. While other students had difficulties in mastering technologies, some mastered these tools much faster and more effectively.

The survey results showed that the majority of students face some difficulties in working with digital tools. These difficulties are mainly due to a lack of full understanding of the technologies, technical failures, or low adaptation to the teachers' methods of using digital tools. In order for students to use these tools effectively, it is necessary for teachers to develop new pedagogical approaches.

The role of teachers in using digital tools was also highlighted in the study. In addition to using traditional methods, teachers should use new approaches when teaching students digital technologies. In this regard, it is important to choose pedagogical methods appropriate to the age of students and motivate them. According to the study results, teachers' experience and approaches in using digital tools directly affect how students accept technologies.

When analyzing the study results, it is necessary to deeply study the relationship between age characteristics and the process of adopting digital technologies. The study showed different reactions of students to technology, the difficulties that arise in this process and the level of adaptation of students. The results of the study led to the following important conclusions:

Taking into account the relationship between the age characteristics of students and the process of adopting digital technologies, teachers need to choose an age-appropriate approach to working with digital tools for each student. Although the study found that younger students (6-7 years old) expressed more interest in technologies, their effective use of technologies is still limited. Older students (8-11 years old) are more cautious about technologies and need more help from teachers in adapting to them.

Although the study found that students' attitudes towards digital tools are mostly positive, some difficulties were also observed. The process of learning and adapting to technologies sometimes causes difficulties for students. These difficulties are mainly related to technical failures, incorrect pedagogical methods used by teachers, and different levels of students' mastery of technologies. To overcome these problems, teachers need to continuously support students in the

process of learning digital tools and apply new pedagogical approaches. The study provides several recommendations for teachers. In order to effectively use digital technologies in primary school, teachers need to regularly update their knowledge of digital tools, take into account age characteristics, and develop individual approaches to students. Teachers also need to use digital tools in different ways in lessons, in accordance with the interests and needs of students. This will help increase students' motivation and effectively use digital tools.

Adapting pedagogical approaches to age characteristics improves the process of adaptation to digital tools. To help students learn digital technologies, teachers can use various interactive and visual materials. These methods increase the level of students' mastery of technologies and further enhance their interest in the educational process.

6. Conclusion

Analysis of the age characteristics of students and the process of adaptation to digital tools showed the need to develop adapted approaches for students. The use of digital tools, taking into account age characteristics, helps to make the process of acquiring knowledge more effective for students.

It is necessary to adapt pedagogical approaches to age characteristics. In order to effectively use digital technologies in primary school, teachers need to be constantly trained and supported. Individual approaches should be developed for students' adaptation to digital tools.

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