

## PSYCHOLOGICAL AND PEDAGOGICAL CONDITIONS OF ADAPTATION OF FIRST-GRADE LEFT-HANDED STUDENTS TO STUDY IN A GENERAL SECONDARY SCHOOL

Maftunabegim Mukhammatovna Kurbanova  
Scientific supervisor: Rustam Kuldoshev  
Bukhara State Pedagogical Institute

**Abstract:** This work analyzes the issue of adaptation of first-grade left-handed students to a general secondary school from a psychological and pedagogical point of view. The individual characteristics of left-handed children, their peculiarities in the activity of the nervous system, perception, attention and coordination of movements are studied. Also, the difficulties that arise in their adaptation to the educational process and ways to overcome these problems are considered. The role of teachers and parents in the educational process, the creation of a favorable psychological environment, and the correct use of didactic tools are highlighted. Practical recommendations are given to facilitate the adaptation of left-handed students to writing, reading and other educational activities. The results of this study are of great importance for primary school teachers, psychologists and pedagogues, and will serve to improve the quality of education.

**Keywords:** left-handedness, adaptation, psychological development, pedagogical approach, primary education, educational process, individual approach, nervous system, teaching methodology, child psychology

**Introduction.** Today, taking into account the individual characteristics of each child in the education system is one of the pressing issues. Especially at the primary education stage, an in-depth study of the psychological and physiological aspects of students determines their future educational success. In this regard, the adaptation of left-handed students to school life is one of the issues that requires special attention.

Left-handedness is a person's tendency to work mainly with his left hand, which is associated with biological and neuropsychological factors. Scientific studies show that left-handed children are characterized by a more active right hemisphere of the brain. This has a specific effect on their thinking, imagination and creative abilities. However, the traditional education system is more adapted to right-handed children, which creates certain difficulties for left-handed students.

First grade is an important turning point in a child's life. During this period, the child enters a new social environment, masters a new type of activity - reading. It is in this process that the child's adaptation to school directly affects his psychological state, attitude to reading and further development. For left-handed children, this process can be even more complicated, because they encounter many inconveniences in the learning process.

For example, such aspects as the correct placement of a notebook during writing, holding a pen, and the direction of writing are difficult for left-handed children. In addition, desks, teaching aids, and even teaching methods in the classroom are often designed for right-handed

children. As a result, left-handed students feel uncomfortable, which can reduce their self-confidence.

From a psychological point of view, left-handed children are often sensitive, emotional, and creative. They are distinguished by an unusual approach to problems. At the same time, an incorrect pedagogical approach can negatively affect their mental state. In particular, forcibly teaching a child to write with his right hand harms his psyche, leads to stress, anxiety, and a decrease in interest in reading. Therefore, it is necessary to create favorable conditions for left-handed students in the modern education system. This will ensure not only their physical comfort, but also their psychological well-being. Teachers should be well aware of the characteristics of left-handed children and apply an individual approach to them. Cooperation with parents is also important in this process.

The relevance of this topic is that currently the principles of inclusive education are widely implemented. The main goal is to provide education taking into account the needs of each child. Left-handed students are one of the groups that require such attention.

The purpose of the study is to study the process of adaptation of first-grade left-handed students to school and to identify effective psychological and pedagogical conditions in this process.

The objectives of the study are:

- to study the psychological characteristics of left-handed students;
- to identify their problems in the process of adaptation to school;
- to develop effective pedagogical approaches;
- to provide recommendations for teachers and parents.

The scientific and practical significance of this work is that the recommendations presented in it can be useful for primary school teachers, psychologists and parents. It also serves to improve the educational process.

Left-handedness is one of the individual psychophysiological characteristics of a person, which is mainly manifested by the predominance of the left hand. This situation is associated with the complex neuropsychological structure of the human body, and is explained in particular by the functional asymmetry of the cerebral hemispheres. Scientific studies show that in left-handed people, the right hemisphere is often more active, which has a specific effect on their processes of perception, imagination and creative thinking. When studying left-handed students in the first grade, it is important to determine their psychological characteristics. Because it is during this period that the child begins to form a personality, adapt to educational activities and integrate into the social environment. The psychological characteristics observed in left-handed children determine how they adapt to the learning process. First of all, it is necessary to dwell on the perceptual characteristics of left-handed students. They are often prone to figurative thinking and perceive information better in a visual form. This allows them to achieve high results in drawing, fine arts, music and other creative activities. However, some difficulties may arise in tasks that require analytical and sequential thinking. Also, left-handed children have specific features of attention. Their attention can often be unstable, but they are quickly attracted to interesting and creative tasks. If the educational material is presented in an interesting way, left-handed students show high activity. Therefore, it is advisable for teachers to use various interactive methods in the lesson. Memory processes are also manifested in a specific way in left-

handed students. They often have a figurative and emotional memory and tend to remember information through images. At the same time, mechanical memorization may be more difficult for them. This requires the use of various visual aids in the educational process. The emotional state of left-handed children also deserves special attention. They are often sensitive, impressionable and easily excited. This feature, on the one hand, develops their creative abilities, but on the other hand, increases their susceptibility to stress and anxiety. Especially when they first enter school, they may feel uncomfortable. Therefore, teachers and parents need to support them. Left-handed students also have their own characteristics in the system of interpersonal relationships. They can sometimes be shy or insecure. This situation often occurs as a result of the wrong attitude of those around them. If a child perceives his difference from others as a negative aspect, then low self-esteem may form. Therefore, educators should pay special attention to the development of a positive “I” concept in such children. If we consider the factors influencing the formation of left-handedness, they can be divided into biological and social factors. Among biological factors, genetic predisposition plays an important role. Studies show that if one of the parents is left-handed, the likelihood of this trait being observed in the child also increases. In addition, factors during fetal development are also important.

Social factors depend on the environment in which the child grows up. The upbringing style in the family, the attitude of the parents, and the pedagogical approaches at school have a significant impact on the development of a left-handed child. If a child is criticized for his left-handedness or is forcibly taught to work with his right hand, this negatively affects his psychological state. In particular, forced retraining (i.e., transferring from the left hand to the right hand) can have very negative consequences. In such cases, children may experience speech disorders, difficulties with writing, nervousness, and even neurotic states. Therefore, modern pedagogy and psychology categorically reject such an approach.

The adaptation of the environment plays an important role in the development of left-handed students. If the educational environment is adapted to their needs, they can fully demonstrate their abilities. For example, factors such as the correct placement of a notebook, the use of special pens, and the correct choice of a sitting position are important in the writing process. The teacher’s personal approach also plays a big role. If the teacher understands the characteristics of a left-handed student and uses appropriate methods for him, this will increase the child’s interest in learning. Otherwise, he may become discouraged from learning.

Left-handed children often have a high level of creative abilities. They have the ability to think in new ways and find unusual solutions to problems. Therefore, it is important to support these characteristics. The widespread use of creative tasks in the educational process is effective in this regard. The psychological characteristics of left-handed students directly affect their success in the educational process. Their development can be effectively ensured by taking into account their individual characteristics, creating a favorable psychological environment, and using modern pedagogical methods.

Entering first grade is an important and responsible period in the life of every child. This process is characterized not only by the child’s beginning of learning activities, but also by his entry into a new social environment. Therefore, the process of adaptation to school is considered a complex psychological and pedagogical phenomenon. For left-handed students, this process has its own characteristics and may be accompanied by additional difficulties. Adaptation is

understood as the child's gradual adaptation to a new environment, new requirements and a new type of activity. For a first-grader, this means following the lesson schedule, fulfilling the teacher's requirements, working in a team and forming independent activities. In left-handed children, this process manifests itself in a unique way due to certain psychophysiological characteristics. First of all, motor activity plays an important role in the adaptation of left-handed students to the school environment. The writing process is one of the main components of primary education, and it is this activity that constitutes one of the greatest difficulties for left-handed children. Curriculums, notebook lines, and writing directions designed for right-handed writing can be uncomfortable for left-handed children. As a result, they may slow down when writing, form letters incorrectly, or get tired quickly.

The seating arrangement at the desk is also an important factor. If a left-handed child sits next to a right-handed student, their hands may collide. This distracts the child and reduces their learning efficiency. Therefore, the teacher should pay attention to the correct placement of such students. Psychological factors are also of great importance in the process of adaptation to school. Left-handed children often feel that they are different from others. If this difference is not perceived positively, the child may develop a sense of insecurity, shyness, and even fear. This is especially exacerbated by teasing from classmates or the teacher's negative attitude.

The role of the teacher in the adaptation process is extremely important. The teacher acts not only as a provider of knowledge, but also as a psychological support person. If the teacher takes into account the characteristics of left-handed students and approaches them individually, this will help the child adapt to school quickly and easily. On the contrary, inattention or incorrect requirements complicate the adaptation process. Didactic factors are also important in the adaptation of left-handed students to educational activities. The method of explaining lesson materials, the use of visual aids, and the use of interactive methods have a positive effect on the perception of knowledge by these children. Visual and practical exercises are especially effective for left-handed students. Another important aspect of the adaptation process is the emotional state. First-graders are often excited by the new environment, and in some cases they may even be afraid. In left-handed children, these feelings are likely to be even stronger. Therefore, it is necessary to approach them with kindness, patience, and understanding. The role of parents is also important in this process. If parents support the child and increase his self-confidence, this will facilitate adaptation to school. On the contrary, forcing, criticizing or comparing the child with others will negatively affect his psychological state. The main problems encountered in the adaptation process of left-handed children include: difficulties in writing, rapid distraction, lack of self-confidence, problems in communicating with peers, and rapid fatigue. An integrated approach is necessary to eliminate these problems.

The role of the school psychologist is also emphasized here. The psychologist can identify the individual characteristics of left-handed students and develop appropriate recommendations for them. He should also work in collaboration with teachers and parents. To facilitate the adaptation process, it is important to create the following conditions:

- providing a favorable psychological environment in the classroom;
- applying an individual approach to students;
- adapting teaching aids;
- improving teaching methods;

strengthen cooperation with parents.

The adaptation of left-handed students is associated not only with problems, but also with opportunities. Their creative thinking, imagination and unconventional approach can be a great advantage in the educational process. If these features are properly directed, they can achieve high results.

The adaptation of first-graders with left-handed students to school is a complex but manageable process. This process can be effectively organized through a properly organized pedagogical and psychological approach. The most important thing is to respect and support the individual characteristics of each child.

Taking into account the individual characteristics of each student in the process of primary education is one of the important pedagogical principles. This approach is especially relevant when working with left-handed students. Because their psychological and physiological characteristics may not fully correspond to the traditional education system. Therefore, it is necessary to create special pedagogical conditions and use effective methods when working with them.

First of all, it is necessary to pay attention to the issue of adapting the educational environment. The organization of the classroom should be convenient for left-handed students. In particular, it is important to choose the right place for them to sit at the desk. By placing a left-handed student on the left side, it is prevented that his hand collides with the hand of another student. This allows the student to work freely.

A special approach is also required when organizing the writing process. Left-handed students are recommended to tilt the notebook slightly to the right. It is important to hold the pen correctly, perform hand movements freely, and avoid excessive strain while writing. The teacher should regularly monitor this process and provide assistance if necessary. The suitability of educational tools is also an important factor. Currently, there are pens, scissors, and other tools specially designed for left-handed students. Using these tools makes the student's work easier and increases their efficiency. At the same time, it also helps the child feel comfortable. The methods used in the pedagogical process should also be appropriate for the needs of left-handed students. In addition to traditional explanatory methods, it is recommended to widely use interactive and practical methods. For example, group work, role-playing games, problem situations, and creative tasks increase the activity of left-handed students. The use of visual materials is also effective. Since left-handed students often have a figurative mindset, they better absorb information presented through pictures, diagrams, tables and videos. Therefore, it is advisable to widely use visual aids in the lesson.

An individual approach is a key component of pedagogical activity. It is necessary to identify the specific characteristics of each left-handed student and organize the educational process accordingly. In this process, the teacher should take into account the interests, abilities and psychological state of the child. The assessment system should also be flexible. It is important to assess left-handed students fairly, taking into account their writing speed or difficulties in writing letters. Otherwise, the child may feel unsuccessful and lose interest in studying. Psychological support is also of great importance when working with left-handed students. The teacher should strengthen the child's self-confidence, encourage him and recognize his successes. This increases the child's positive motivation.

Cooperation with parents is an important part of the pedagogical process. The teacher should explain to parents that left-handedness is a natural condition, teach the child not to force him and to support him. It is important to create conditions for the child to work comfortably even at home.

Cooperation with a school psychologist also gives effective results. The psychologist can identify the individual characteristics of the child and organize appropriate developmental activities for him. This ensures the child's psychological stability. The development of the creative abilities of left-handed students is also one of the important areas of pedagogical activity. They often achieve high results in art, music and other creative fields. Therefore, it is necessary to support and develop these abilities.

The following can be included in the pedagogical conditions:

- creating a comfortable and adapted learning environment;
- ensuring an individual approach;
- using modern and interactive methods;
- organizing psychological support;
- establishing effective cooperation with parents.

The following can be noted as effective methods: differentiated learning, cooperative learning, problem-based learning, project-based learning, and game technologies. These methods increase the activity of students and allow them to take into account their individual characteristics. Proper organization of pedagogical conditions and the use of effective methods when working with left-handed students ensure their success in the educational process. The most important thing is an individual approach to each student, respect for his characteristics, and the creation of the necessary opportunities for his development.

The adaptation of first-graders with left-handers to studying in a general secondary school is a complex and multifaceted process, requiring a combination of psychological and pedagogical conditions. Left-handed children - that is, students who use their left hand more actively - often encounter certain difficulties when entering a right-handed education system. Therefore, a special approach is needed for their successful adaptation to school life. First of all, it is important to consider psychological aspects. For a first-grader, entering school is a great stress in itself. A new environment, new requirements, discipline and social relationships evoke various emotional experiences in the child. In left-handed children, this process can be even more complicated, since they are more likely to feel different from others. If there is an incorrect approach by the teacher or parents, for example, forcibly teaching a child to write with his right hand, this can reduce his self-confidence and even cause the emergence of neurotic states.

Therefore, the first important psychological condition is the acceptance and respect of the individual characteristics of the child. The child should feel that left-handedness is not a defect, but a natural condition. The teacher should create a warm psychological atmosphere in the classroom and ensure conditions where all students are equally accepted. This will facilitate the child's adaptation and increase his social activity.

The second important aspect is the pedagogical approach. In general secondary schools, the educational process is mainly organized for right-handed children. For example, the location of notebooks, the structure of desks, and instructions on writing techniques often cause

discomfort for left-handed children. Therefore, the teacher should use a differential approach in the lesson process.

When teaching left-handed students, it is necessary to pay attention to the following pedagogical conditions: firstly, the correct organization of the child's sitting position. For example, it is advisable for him to sit on the left side of the desk so that he can write freely with his left hand. This will prevent the hands from clashing during the writing process. Secondly, the suitability of writing instruments - pens, pencils and notebooks - should be convenient for left-handed children. Thirdly, special methodological methods should be used when teaching writing, that is, the directions of writing letters and hand movements should be explained taking into account left-handedness. In addition, the teacher must be patient and take into account the child's pace of development. Left-handed students may sometimes be slower in mastering writing, but this does not mean that they have low mental potential. On the contrary, many studies show that left-handed people have a strong development of creative thinking, imagination and unconventional approaches. Therefore, it is important for the teacher to support the child's strengths. The role of parents is also of great importance in this process. They should accept their child's left-handedness correctly and not try to change it. It is important to create a comfortable environment for the child at home, support in preparing lessons, and encourage his successes. Cooperation between parents and teachers significantly facilitates the child's adaptation process. In conclusion, the adaptation of first-graders with left-handedness to school largely depends on the psychological and pedagogical conditions created for them. If this process is organized correctly, the child will feel free, his interest in studying will increase, and he will develop successfully. The most important thing is not to forget that each child is unique and to ensure an individual approach to him.

### References

1. Azimov Y.Y., Qo'ldoshev R.A. Husnixatga o'rgatishning amaliy asoslari. – Toshkent: Turon Zamin Ziyo, 2017.
2. Safarova R., Inoyatova M., Shokirova M., Shermamatova L. Alifbe. – Toshkent: Ma'naviyat, 2018.
3. Qo'ldoshev R.A. Chapaqay bolalarni maktabga qanday tayyorlash kerak? // Pedagogik mahorat. – Buxoro, 2020.
4. Qo'ldoshev R.A. Birinchi sinf chapaqay o'quvchilarining maktabga moslashishi va pedagogik yordam mazmuni. – 2020.
5. Qo'ldoshev R.A. Left-handed children and the learning process // EPRA International Journal of Research and Development. – 2020.
6. Qo'ldoshev R.A. Psychological aspects of left-handedness: concept, causes and peculiarities // Psychology and Education Journal. – 2021.
7. Qo'ldoshev R.A., Jumayeva H.G. Forming writing skills in left-handed students // Middle European Scientific Bulletin. – 2021.
8. Avezmurodovich O.R. Difficulties in learning to write and read left-handed children // European Journal of Research and Reflection in Educational Sciences. – 2020.
9. Bezrukikh M.M. Left-handed child at school and at home. – Moscow: Ventana-Graf, 2008.

10. Bezrukikh M.M., Efimova S.P., Kruglov B.V. Why is it difficult to learn? – Moscow: Family and School, 1995.
11. Beridze A.D., Sokolova E.N. Teaching writing to left-handed children // Nachalnaya shkola. – 2004.
12. Qoʻldoshev R.A. Boshlangʻich sinf chapaqay oʻquvchilarini yozuvga oʻrgatishning metodik asoslari (PhD dissertatsiya). – Termiz, 2021.
13. Gordon N. Left-handedness and learning // Developmental Medicine & Child Neurology. – 1986.
14. Azimov Y.Y., Hamroyev A. Husnixat va uni oʻqitish usullari. – Buxoro, 2003.
15. Boltayeva S.I. Chapaqay bolalarda taʼlim-tarbiya berishda bosh miya yarim sharlari assimetriyasi // Journal of New Century Innovations. – 2025.