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FEATURES OF THE PSYCHOLOGICAL AND PEDAGOGICAL ADAPTATION OF STUDENTS 1ST GRADE TO STUDY IN A COMPREHENSIVE SCHOOL

CARACTERÍSTICAS DE LA ADAPTACIÓN PSICOLÓGICA Y PEDAGÓGICA DE LOS ESTUDIANTES 1^{ER} GRADO PARA ESTUDIAR EN UNA ESCUELA INTEGRAL

Ainur Firuz Kyzy Alimuradova¹
E-mail: asil_zade@mail.ru
ORCID: <https://orcid.org/0000-0001-6444-8419>
¹ Institute of Education. Azerbaijan.

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ABSTRACT

The article examines the problem of adaptation of students to learning at the first stage in a general education institution. The author gives a definition of the concept of "adaptation to school", and describes the conditions that affect the success of this process. Particular attention is paid to the child's psychological readiness for learning, conducting targeted work with younger students and their legal representatives, as well as the continuity of preschool and primary education. The presented information is supplemented with statistical data and analysis of the specifics of adaptation to educational institutions of primary school students in some countries of the post-Soviet space.

Keywords: Adaptation, school, first grader, success, efficiency, education, readiness, family.

RESUMEN

El artículo examina el problema de la adaptación de los estudiantes al aprendizaje en la primera etapa en una institución de educación general. El autor da una definición del concepto de "adaptación a la escuela", y describe las condiciones que afectan el éxito de este proceso. Se presta especial atención a la preparación psicológica del niño para el aprendizaje, realizando un trabajo específico con los estudiantes más jóvenes y sus representantes legales, así como a la continuidad de la educación preescolar y primaria. La información presentada se complementa con datos estadísticos y análisis de los detalles de la adaptación a las instituciones educativas de los estudiantes de primaria en algunos países del espacio postsoviético.

Palabras clave: Adaptación, escuela, primer grado, éxito, eficiencia, educación, preparación, familia.

INTRODUCTION

To date, the problems of adaptation are widely studied by domestic scientists, in particular, in such areas as biology, psychology, pedagogy, sociology and others.

Considering adaptation from the point of view of pedagogical science, one should highlight its complexity and versatility, and therefore its structure, types and forms are described by different researchers in different ways.

Paying attention to terminology, it is worth noting that adaptation in the general sense is understood as the adaptation of an organism to something, or to certain conditions. Therefore, speaking of school adaptation, we mean the adaptation of a younger student to the learning situation in an educational institution.

The period of primary school age is determined by the most important circumstance in life - entering school. For the above age, certain patterns of psychological and physical development are characteristic. So, in children, there is an improvement in both cognitive processes: attention, memory, perception, and higher mental functions: counting, speech, reading, writing. This can enable the child to perform complex mental operations (Valiulina, 2017).

In primary school age, the mobility of nervous processes occurs. Arousal processes prevail, and this explains such characteristics of younger students as restlessness and emotional excitability. During this period, the child has serious contradictions: the motive "I want" - desires and the motive "must" - obligation. If the desires come from the child, then the motive "must" is usually initiated by adults. If some experiences remain poorly realized, they can turn into complexes, which are then observed in adults (Kocherenko, 2017).

In primary school age, there is an intensive development of the muscular system, an increase in its volume and strength, but this occurs only under the condition of sufficient physical exertion (Blagin, et al., 2011). Since the brain, together with the frontal lobes, is just being formed, the perception of the external environment and self-regulation in younger schoolchildren are imperfect.

Considering the issues of the student's success in adapting to school, the author in his article combined such research methods as work on government documents, observation and mathematical and statistical analysis

DEVELOPMENT

Thinking is also characterized by unformedness, due to which cause-and-effect relationships can be formed according to a distorted type, with the allocation of random

signs as determining ones, which determines the peculiarities of attention.

Attention is characterized by involuntary behavior. It is very difficult to keep attention on a certain object, especially on the learning object: the child is distracted by any external influence and can involuntarily concentrate on it, for example, on the birds outside the window. If attention is exploited, forcing the child to hold it for a long time, tendencies to exhaustion, fatigue, waste disposal, and aggressiveness may appear (Borisova & Zyabirova, 2014).

The visual-shaped type of memory implies a better memorization of visual modalities. If the structural analysis is underdeveloped, it is possible to successfully memorize the text without understanding its meaning. The level of thinking does not allow the formation of holistic images with all the ambiguity of the logical connections of the studied phenomena, therefore, memorization is mechanical, based on memorization or an emotional component. Because of this, the reproduction of memorized material is characterized by inaccuracies, errors, confusion, without the possibility of correction, it is not stored in memory for long (Voropaeva, 2014).

The medulla is anatomically fully mature by the age of 8-9, but functionally it develops much longer. This age in functional development is characterized by the onset of maturation of the frontal regions, thanks to which control, regulation and programming of activity is ensured, which ends by middle school age.

According to some scientists, it is the frontal regions that provide the psychological characteristics of a person, determine the characteristics of the functioning of the entire nervous system, the type of temperament, intellectual, emotional and personal characteristics (Russian Federation. Ministry of Education and Science, 2010). The emotional life of junior schoolchildren is characterized by spontaneity, brightness of manifestations in facial expressions, in movements, in the verbal component. Instead of regulating their emotions depending on the circumstances, children obey them, behave depending on their intensity, which, together with their character, often changes (Borisova & Zyabirova, 2014). In the absence of proper education, such behavior can become a stable character trait, accentuation or a prerequisite for the formation of psychopathology. Self-control and awareness of one's own emotions must be formed at this age, and it is the task of adults to teach this.

Children who are not capable of planning and forecasting do not show persistence in achieving results, their goals often replace each other. Therefore, according to researchers, it is necessary to educate children with

purposefulness, programming activities, support initiative, independence, and their own decisions (Kocherenko, 2017). The character of a child of primary school age is at the stage of formation, his features are mediated by age crises and often change.

In critical periods, a child can show selfishness, disobedience, capriciousness, negativism, rudeness, aggression. Some researchers associate these manifestations with improper upbringing, although this is not true, since all such symptoms are normal and portend radical changes in the child's personality and his entry into a new stage of development (Borisova & Zyabirova, 2014).

According to the observations of scientists, who entered the school can become extremely dependent on the assessments and opinions of the people around him. At school, the standardization of living conditions is taking place, as a result of which behavioral and emotional deviations become especially noticeable. This is poor self-control, over-excitability, increased sensitivity, misunderstanding of the rules and norms of adults. The student's dependence on the opinion of adults and on the

opinion of his peers is growing (Blaginina, et al., 2011) The beginning of the systematic education of a child at school puts forward many important tasks. How the child is ready for school will determine his educational success, entering the school life regime, psychological well-being, and the success of adaptation. It should be noted that there are several directions in which school adaptation takes place (Figure 1).

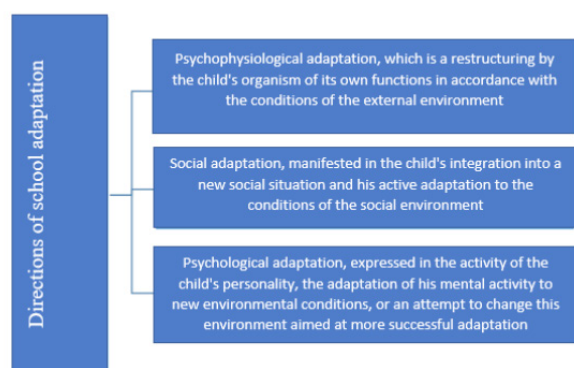


Figure 1. Directions of school adaptation.

Psychological readiness to learn at school is a multi-component concept. A number of parameters of a child's mental development can be identified that most significantly affect successful schooling (Figure 2).

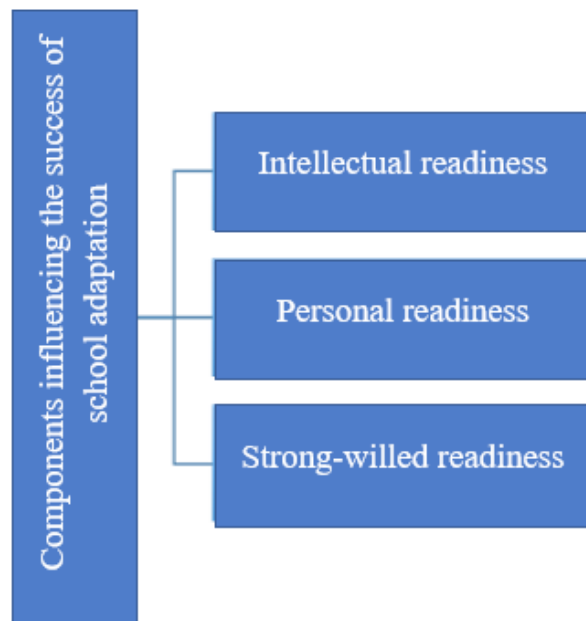


Figure 2. Components influencing the success of the adaptation of a primary school student to learning in an educational institution.

Intellectual readiness is also involved in determining the success of a student's learning. The formation of a child's readiness for school presupposes the adoption of a new "social position" (Bozhovich) - the position of a school-child. The child acquires a set of rights and responsibilities, therefore, occupies a different position in society compared to preschoolers (Blaginina, et al., 2011).

The degree of interest in learning by the student himself determines the personal readiness for school. An important component of personal readiness for school is the inner position of the student, since he acquires a new system of needs, which presupposes a connection with the child's aspiration to be a school student, to perform new, socially significant activities. The desire to learn appears over time; at first, children are attracted by the external attributes of learning, such as briefcases, bright pens, a new environment, and getting grades. A child, even if he has a high level of intelligence, will experience difficulties during his studies if he is not ready for the social position of the student.

Volitional readiness is closely related to the level of development of the ability that allows you to exercise control over actions with the help of willpower. Volitional ability is reflected in the ability to understand and accurately follow the instructions of an adult, use a model, act in accordance with the rule, focus and hold attention for a long time on a certain activity. The basic elements of volitional action

finish forming by the age of six. By this time, the child is able to set goals, outline and execute an action plan, and make decisions. In the case of overcoming an obstacle, the child shows a certain effort and evaluates the result of the action. These components are formed as basic, but are still undeveloped. The goal can be highlighted by the child, but it is not fully conscious and stable.

The problem of adaptation to an educational institution is of particular scientific interest both in our country and in the neighboring countries of the post-Soviet space. Preventive measures are being implemented locally for first grade students and their legal representatives. However, it should be noted that data on the level of adaptation of first grade students for the last academic year was not provided.

In the Republic of Belarus, in the 2020/2021 academic year, 114 thousand junior schoolchildren went to the first grade, which is 92% of the total number of children aged 6-7 years (Belarus. Ministry of Education, 2017)

Based on the results of the analysis of statistical data for the 2019/2020 academic year, it can be summarized that 14% of first-graders experience serious difficulties in adapting to an educational institution in Belarus, for these students the adaptation process can last up to a year. Approximately 50-60% of the total number of first-graders get used to school within 2-3 months. For 30% of first-graders, this process can take 5-6 months (Belarus. Ministry of Education, 2017). To control the level of adaptation of first-graders to an educational institution, Belarusian schools are obliged to carry out appropriate diagnostics twice. At the same time, specialists of the Social Psychological and Pedagogical Service (SPPS) carry out

group and individual work aimed at improving the adaptation process of first grade students.

In Ukraine at the moment there are registered 417.7 thousand junior schoolchildren who begin their studies in the first grade in the 2020/2021 academic year (Ukraine. Ministry of Education, 2018) In Ukrainian schools, compulsory diagnostics of the level of adaptation of first-graders to education in a general education school is also carried out. The Ministry of Education and Science of Ukraine is developing binding guidelines designed to facilitate the adaptation period of first graders. The first month of schooling is divided into 4 thematic weeks, which should help the younger student get acquainted with the educational institution, and also feel like a student and a citizen of his country.

In the 2020/2021 academic year, 396 thousand first-graders will begin their studies in Kazakhstan (Prime Minister of the Republic of Kazakhstan, 2016). It should be noted that Kazakhstan is one of the few countries in which students entering the first grade will study remotely. For these students, the process of adaptation to learning will occur in a different way, since the factor of visiting the educational institution itself will be excluded, but the mode and schedule will correspond to generally accepted ones. Therefore, we will be able to talk about what difficulties may arise during the adaptation process only after a certain time.

To date, in the Russian Federation in the 2020/2021 academic year, more than two million first-graders began their studies [12]. Considering the statistical data on first grade students who experience difficulties in adapting to an educational institution, we can identify approximately the same pattern as in the Republic of Belarus (Table 1).

Table 1. Data on the level of adaptation of first-graders in the 2020/2021 academic year.

High level of adaptation to school (1-3 months)	Average adaptation level (4-6 months)	Low level of adaptation (up to 1 year)
fifteen%	60%	25%

Returning to the problem of adaptation to learning in an educational institution, it is worth noting ways to minimize the negative manifestations of this process. To do this, let us turn to the most effective ways of working with students experiencing difficulties in such adaptation. And in this the organization of the teacher's work is of great importance. A teacher is a thinker who feels the fullness of the sacred responsibility entrusted to him for the fate of a trusted and entrusted Person, for his spiritual, intellectual and physical health. This is also a research scientist who scrupulously studies the features of a variety of pedagogical activities in a variety of teaching and educational situations. They are well aware of the need to transfer existing workers in the sphere of public education to the "human resource" rails in Azerbaijan

Psychological and pedagogical work with children experiencing difficulties in adapting to school should include a number of the following interrelated and at the same time mutually complementary types of activities (Tikhonenko, 2015).

- Organization of pedagogical support.
- Organization of psychological support for individual development.
- Provision of social assistance.
- Teaching junior schoolchildren skills that are significant for the development of social competence, for example, such as the ability to communicate, resolve conflicts, cope with stress, overcome obstacles, work in a team;
- Interaction with the family of the first grader (his legal representatives).

Let us dwell in more detail on this type of work to overcome the difficulties caused by adaptation to an educational institution, as specially organized work with the family of a younger student.

The family is a special socio-cultural environment and space for the socialization of the child's personality. A good family should not be a passive object of influence on a child, but an active subject in the formation of his unique personality. The state defines the family as the most important institution of society, the basis and support of the state and school, defines parents as full participants in the educational process

A modern school and a teacher must organize such interaction between school and family, which would have the maximum educational potential. If a primary school teacher from the very beginning instills in parents a desire to participate in all spheres of their child's school life, then such interaction will last until the end of education in an educational institution. Such interaction is especially important at the stage of the child's initial adaptation to school.

The issue of interaction between the family and the school requires detailed consideration, because due to the difficult economic situation in the country, many families simply do not have time to fully interact with the school, since the parents are constantly busy at work. And sometimes such interaction is impossible or unproductive due to the low level of education and upbringing of parents, the state of an incomplete family or the presence of dysfunctional parents. In the practice of modern educational institutions, according to regulatory documents, priority areas of interaction between school and family can be identified (Russian Federation. Ministry of Education and Science, 2010):

- A clear system of work on the study of families.
- Extended psychological and pedagogical education of parents.

- Creation of a system of mass events in which parents can take an active part.
- Identification and use in practice of the positive experience of family education
- The use of various forms of cooperation with parents, their involvement in joint creative, socially significant activities with children, aimed at increasing their authority.
- The existence of associations of parents within the school, for the implementation of more productive interaction between school and family.

When solving problems in these areas, attention should be paid to the direct process of transferring information from family to school and vice versa. Here it is necessary to use personal meetings, conversations, SMS mailings, communication through an electronic journal. Parents should have clear and clear information on all issues of interest. At the same time, the principal, teachers and class teacher must exclude strictly professional vocabulary and definitions in order to be sure that the information reaches the recipient.

Akhmedov (2007), wrote: *“research carried out in the world has shown that among the factors influencing the quality of education, the first place is taken by the family, the second - by the environment (peers), the third - by information, and only the last, by the way - by the school. But, unfortunately, this reality is not perceived by society unambiguously, and all responsibility rests with the school and the teacher. And the school and teachers, in turn, again and again by hook or by crook try to shift their direct professional responsibilities onto the shoulders of the state”* (pp. 81-82)

The interaction of the family and the school can be represented as a complex process of the mutual influence of these social institutions on each other with the aim of raising a child throughout the years of schooling. Indeed, for the success of upbringing, and, consequently, socialization, it is necessary that everyone who is involved in its implementation equally understands their tasks and act in the same direction, mutually complementing and helping each other. The quality of interaction between the family and the school, in particular in the context of the stated problem, is largely due to the principles underlying its implementation. In our opinion, the leading place among such principles is given to the personality-oriented and dialogical approaches, the leading ideas of psychological hermeneutics. From this point of view, the study and description of this process.

For the successful adaptation of a child to the school process, the interaction between school and family is of

paramount importance. The forms of interaction with parents vary depending on the pedagogical tasks requiring the solution and are based on maintaining and developing the parents' interest in active cooperation with teachers. Constantly used forms of interaction with the family in modern schools are: parent meetings (the most extensive topics from the fate of an individual student to global problems of our time); lectures for parents from leading school specialists or invited specialists in education, training, student safety; conferences for parents (everyone can speak); "Round tables" in the classroom and with parallel classes, pedagogical readings for parents on education issues (more often on the basis of school libraries); personal conversations and consultations with the aim of helping parents individually; consultations of a psychologist and social educator; parenting days of "open lessons"; family sports activities; business games for parents; special family and school days; questioning and diagnostics of parents' requirements and proposals (Guseva, 2015).

Schools are actively using various pedagogical technologies for interaction between the family and the school in the framework of student-centered learning, such as collaborative learning, multilevel learning, project activities. Project activities have long been successfully implemented in a number of schools. At the stage of a child's adaptation to schooling, this will be one of the most effective ways of school-parent interaction. Parents are actively involved in the design process, show initiative, cooperate with the class teacher and with their own child in this interaction. So the family will not be a passive object of influence, but an active subject of personality formation, where the school acts as a partner of the family in upbringing, and project activities are precisely focused on the joint work of parents, children and the school

At the end we can summarize all of the above and summarize that the overwhelming majority of children aged 6-7 start their education at school. At the same time, education in primary school can be fraught with difficulties in adapting to an educational institution. This problem is typical both for our country and for the countries of the post-Soviet space. It is due to both the psychological and pedagogical characteristics and the specifics of the physiological development of children of primary school age, and the changing conditions in which even yesterday's preschooler falls.

CONCLUSIONS

The beginning of the systematic education of a child at school puts forward many important tasks. How the child is ready for school will determine his educational success,

entering the school life regime, psychological well-being, and the success of adaptation. The interaction of the school and the family is a very important link at all stages of the educational educational process. Family and school are two educational institutions of society, without the active interaction of which a full-fledged process of raising a young person is impossible, especially if the child is experiencing difficulties in the process of adapting to school education. The organization and conduct of systematic and purposeful work of the family and school to improve the process of adaptation of primary schoolchildren to education in a general education school will help to practically eliminate its negative consequences.

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