

Psychology and Pedagogical Analysis of Children Adaptation to School Education

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Abstract: In accordance with modern requirements to education and saving schoolchildren's health in the conditions of growing psycho-emotional and information loads the first year of education is extremely complex, critical, crisis period in the child's life because, it is transformed not only his place in the system of social relations but also his lifestyle. Careless games are replaced with daily classes which require intense mental work. Therefore, it is necessary to optimize the process of first-grader's adaptation as it is presented in our research.

Key words: Adaptation, psycho-emotional and informative pressure, crisis, leading activity, individual approach, difficulties and contradictions in development

INTRODUCTION

At the present stage of modernization of an education system the school is faced by an important problem of development of essentially new psychology and pedagogical approaches to training, providing the fullest adaptation of first graders to the new social environment and to create at them interest in knowledge acquisition.

The 1st year of training at school is extremely difficult, critical, crisis period because it is transformed not only his place in the system of social relations but also his lifestyle, increases psycho-emotional loading. Careless games are replaced with daily classes which require intense mental work, activation of attention, the concentrated work at lessons and rather motionless position of a body, retention of the correct working pose and for the child of 6-7 years this, so-called static loading is very difficult and unusual. Exactly in the first class there is formed the foundation of the relation of the child to school and education. For ensuring adequate and fastest adaptation, it is necessary to know and daily to consider features of a mental and physiological condition of children, inherent to them at the initial stage of training at school.

Wenger, Desyatnikova pointed to the importance of adaptation, they claim: "the social environment is main determinant of formation of skills of communication, behavior and activity because it gives to schoolchild the chance to assert himself, realize the requirements, interests and opportunities, to use the potential for own development". The child, who came for the 1st time to school, gets to qualitatively new society in which there are certain rules of relationship of children and adults,

there is a need to get into contacts with many contemporaries and teachers, who are very various in manifestations of the identity and habits. Nevertheless, it is necessary to learn to fulfill requirements of school discipline and to carry out the new duties connected with study. Experience proves, that not all children are ready to it. Some first graders, even with the high level of intellectual development, hardly endure this loading to which obliges school education. And in this regard at many first graders and especially the 6 years old children, social adaptation occupies a certain period, about a month, two or more. During this period it is especially important "soft", careful attitude to each child, creation of a constant situation of success of activity, democratic style of communication, an individual approach to each child. Reproaches, constant remarks "incorrectly", "you don't try", "you are inattentive" as a rule, reduce interest in schoolchildren and destroy the positive relation of the first grader to activity. As from the 1st days the school demands mobilization of intellectual and physical forces of the child, a lot of things depend on psychological readiness for training, existence of preliminary preparation and also on individual features of children, on a state of health of the child and level of his physiological development.

As it is known, the mobility of nervous processes increases at children by 6-7 years; it is noted bigger than at preschool children, balance of processes of excitement and inhibition. But excitement processes still dominate over inhibition processes and it is defined such characteristics of first graders as restlessness and strong emotional excitability and therefore children quickly are tired at performance of small movements (writing). Most of children feel high fatigue from school lessons because

it is necessary to sit much at vital need in the movement. Efficiency of the child sharply falls after 25-30 min after the beginning of a lesson and it can sharply decreased already at the 2nd lesson. It is necessary to consider that children strongly get tired at the raised emotional saturation of lessons.

As Yanitsky fairly notes: “lag in development of one of components of psychological readiness for school involves as a rule, lag of development of others that it is defined peculiar for each various of transition from the preschool childhood to primary school age” (Yanitsky, 1999).

DISCUSSION

It is necessary to develop children attention from the 1st days of school education as without formation of this mental function the process of knowledge is impossible. At a lesson the teacher draws attention of pupils to a training material with change of kinds of activity and use of game elements which are still so necessary for 1st graders and also physical exercises in the form of separate motive exercises. Vygotsky emphasized that exactly the game “is a source of development and creates new zones of the next development” (Vygotsky, 1984). The role of the teacher is extremely important in development of perception of a training material and he specially organizes activity of pupils, learns to reveal essential signs, properties of subjects and the phenomena. One of effective methods of development of perception is the comparison, relying on presentation and concrete vital examples. Thus, the perception becomes deeper, the quantity of mistakes decreases.

L.S. Vygotsky also noted that intensive development of thinking is very characteristically for children of this age. With entering school, it is formed the new social situation of development, directed by the teacher. The thinking becomes the dominating function of development at primary school age. It is completed the transition from visual and figurative to verbal and logical thinking which was formed at preschool age. The necessity of representational thought is become to minimal in educational activity. The thinking of concrete categories conducts to high-quality reorganization of perception and memory, their transformation into adjustable, free processes, there is a transition to a stage of formal operations which are connected with a certain level of development of abilities of children and existence of preparation them to school during the preschool period. Memory develops in two directions under the influence of training: it is strengthened the role and specific weight of verbal, semantic memorizing

(in comparison with visual and figurative). Thus, it is necessary to consider that the child who is insufficiently prepared for school training still badly speak and for him it is easier to learn by heart, than to reproduce the text by the own words. First graders aren't able to organize semantic memorizing yet: to break up the material into semantic groups to mark out basic points for memorizing, to make the logical plan of the text. Boys and girls of primary school age have some distinctions in memorizing. Girls are able to force themselves, to adjust on memorizing, their any mechanical memory is better, than at boys. Boys are more successful in mastering ways of memorizing, therefore in some cases their mediated memory is more effective, than at girls.

The high sensitivity of this age period defines great potential opportunities for versatile development of the child. However, lessons at school and also telecast hobby of many first graders, sometimes music, a foreign language lead to the situation where physical activity of the child becomes twice less than it was before entering into the school. Necessity in exercises remains big.

According to the theory of Vygotsky, specifics of development of primary school children consist that the purposes of activity are set to children mainly by the adults. Teachers and parents define for a child what he can do or not, what tasks to carry out, what rules to follow. Even among those schoolchildren who willingly ready to execute an order of the adult, frequently there are cases when children don't cope with tasks as they didn't understand an essence, quickly lost initial interest to the task or simply forgot to do it in time. Character of the primary schoolchild is impulsive and the will is insufficiently developed therefore, the 7 years schoolchild isn't able to pursue the planned aim for a long time, persistently to overcome difficulties. The capriciousness and obstinacy are explained by shortcomings of family education: the child got used that all his desires and requirements were satisfied. Capriciousness and obstinacy, it is a peculiar form of a protest of the child against those demands which are made by school, against the necessity to sacrifice of “their wish” to what “is necessary”.

From the 1st days of study it is necessary to form diligence, discipline and accuracy at children. Little by little it is developed ability to strong-willed regulation of the behavior, ability to restrain and control the acts, not to give in to direct impulses. Interest to the process of educational activity is formed at the first grader (1st graders with enthusiasm and diligence can do something that they never need in their life, for example, to copy Japanese hieroglyphs). Then, interest in result of the work is formed: for the 1st time the boy independently

read a sign on the street and was very glad. At 1st graders after emergence of interest in results of educational work, an interest in the content of educational activity, requirement to acquire knowledge are formed. Formation of interest in the content of educational activity to acquisition of knowledge is connected with feelings of fulfilment of schoolchildren achievements. And this feeling stimulates approval of the teacher, adult. Also it is formed schoolchild self-assessment on the basis of results of study at the beginning of training. The discontent of themselves generates uneasiness at children of this age, and it is extended not only on communication with schoolmates but also on educational activity. Some children can have a fear of punishment or deprivation something (for example, opportunities to play) which Ovcharova characterizes as “emotionally pointed feeling of the forthcoming threat”(Ovcharova, 1996) and it, in turn, will form even more negativism in relation to study. On the emotional condition of the child can be influenced his relations with companions that often depends on their progress in study and the relations with teachers. The psychological nature of children’s fears and dynamics of their formation were deeply analysed in work.

A.M. Prikhozhan in which it is indicated the need of work with parents of such children, their psychological education and there are revealed ways of removal of emotional discomfort, uneasiness and fears at children (Prikhozhan, 2000).

It is possible to avoid these difficulties if to consider possibilities of children without overstraining their big academic loads, giving them the chance to play and through game to follow certain rules. According to Zakharov “uneasiness isn’t a steady trait of character and is rather reversible at carrying out the relevant psychology and pedagogical activities” (Zakharov, 1993).

Thus, the beginning of school training means transition from game activity to educational as leading activity of primary school age, it is the crisis period of development in which the main mental new growths are formed. Thus, it is also very important psychophysiological adaptation which assumes “formation of adequate compliance between mental and physiological characteristics of the person” (Bezrukikh and Yefimova, 2004).

Formation of motivation at schoolchildren has a big importance. It is: informative motives, it means an aspiration to become proficient in ways of independent acquisition of knowledge and the social motives, connected with aspiration to get approval of the senior companions to achieve success, prestige and avoiding of failures. Children try to avoid a bad mark and those

consequences which are carried the low mark and it is discontent of the teacher, sanctions of parents (they will abuse will forbid to walk, watch TV, etc.). In some cases the school child is had heavy feelings and school disadaptation from underestimation of activity. The systematic failures and low marks reduce their self-confidence in the opportunities at slowly progressing and extremely weak pupils.

The situation of new conditions is disturbing in a certain degree. The child endures emotional discomfort, first of all because of uncertainty of notions of features and conditions of training, about importance and standards of behavior in educational collective. This state can be characterized as a condition of internal tension and uneasiness which often lead to school deadadaptation, when the child becomes undisciplined, inattentive, irresponsible, behind in study, quickly gets tired and as a result he doesn’t want to go to school. Most often it is the weakened children with these or those disturbance of development (and unfortunately, it is become more and more such pupils from year to year).

Aleksandrovsky (2004), characterizing mental deadadaptation of the schoolchild as “breakage” in mechanisms of the mental adaptation at an emotional stress is specified on Acomplex of the signs, testifying to discrepancy of the social and psychological and psychophysiological status of the child to requirements of a situation of school training “whereby education becomes difficult”.

The analysis and assessment of adaptation of pupils to academic loads in specific ecological, social conditions are actual. Studying of features of adaptation to educational process in modern conditions of increase of information loadings and qualities of training has great theoretical and practical value.

Full development of the personality assumes formation of feeling of competence which Eriksson considers the main new growth of this age. Educational activity is principal activity for the primary schoolchild and if the child doesn’t feel competent in it, his personal development will be distorted.

Therefore, adaptation to school, it is multidimensional process. Its components are physiological adaptation (physiological reorganization of a rhythm of activity) and social and psychological adaptation (to teachers and their requirements to schoolmates). From success of adaptation to school depends on efficiency of educational activity and also preservation of physical and mental health of pupils. The Kazakh authors who developed the special remedial program for development of first graders, recommended:

“activities with group of the children, feeling difficulties in training are directed on the development of social and communicative skills, developments of cognitive abilities and skills, methods of educational activity, randomness of mental activity and also formation of resistant motivation” (Sheryazdanova and Ermekbayeva, 2006).

At considerable part of children (20-30% according to different data) at entering to school “some partial lags in development of mental informative processes come to light and it isn’t allow them to master the school program and consequently, it is conducted to permanent school deadadaptation and the subsequent violation of process of socialization” (Puzanov, 1998).

The children, having shortcomings of development as a rule, come to school badly prepared for educational activity. They have no interest in the education, the attention is reduced, they easily distract, quickly are tired. It demands wider variety of the methods of work, causing interest in the education: it is first of all, use of informative games, creation of entertaining situations, etc. (Vodovatov, 2008).

L.P. Frolova notes that “primary schoolchildren meet difficulties in the process of educational activity, having different by the nature and the maintenance which were caused as pedagogical conditions, features of teaching and educational process, external conditions and factors, human relations and the internal reasons which are inherent in the subject of educational activity. It is possible an appearance of intra personal contradictions which are caused by a number of factors at 1st graders in connection with difficulties in education: educational activity, intellectual opportunities, individual and character features of the personality”. According to her opinion: “decrease in emotional intensity at children raises their intellectual opportunities” (Frolova, 2003) and as a result of discomfort and overstrain at school at part of children can be affected sleep, appetite and also can be aggravated chronic diseases.

CONCLUSION

In our research, conducted on the basis of Secondary School-Gymnasium No. 19 of Taldykorgan City on the third month of training, there were used methods of observation and the following techniques: “measurement of Taylor level adaptation” (adapted by Nemchinov), “the test for an assessment of motivation level to training at school” (Luskanova) and “questionnaire for the teacher” (Kovalyova). Among first graders as a result of the conducted researches it was revealed that 36.5% of pupils had the average level of adaptation (lessons didn’t cause

neither negative experiences, nor a particular interest in these children); 41.4% there was a low level (the negative or indifferent relation to school) and deadadaptation signs (unwillingness to go to school; difficulties in mastering of material; the unstable relations with schoolmates and teachers) were observed at 22.1% of pupils.

It was noted that children were very noisy, loud (17.2%), distracted during lessons (12.1%) or were capricious (5.4%) at insufficient insistence from the teacher. Others became very constrained, shy, tried to keep imperceptibly (23%); didn’t listen when adults addressed to them (19%); cried at any failure and remarks (6.3%).

The special attention is required to children of “group of risk”: they are children with a syndrome of deficiency of attention, excessively active and fussy, i.e., hyperactive. So, in the studied class there were 18.3% of hyperactive boys and 6.8% of girls. At these children were observed violations of the emotional and strong-willed sphere: aggression, emotional vigilance; 3.4% were made by left-handed children to whom was inherent a bad handwriting, they couldn’t write a line and they had the mistakes at determining: “right” and “left” they had the lapses and exchanges of letters at the writing and also emotional instability, sensitivity, uneasiness, they had reduce working capacity. These children were timid, disturbing, vulnerable.

As not all children are capable to cope successfully with problems of the adaptation period, they needed to be helped from the psychologist, teachers and parents. On the basis of the psychology and pedagogical analysis of process of adaptation of first graders there were made the recommendations which were allowed to accelerate process of their adaptation to school training.

In work with hyperactive children it was offered to ignore their defiant acts and to pay attention only to good acts to provide them a motor discharge. It is recommended for adaptation of the left-handed children: to place them at a window and it must be at the left of the school desk; to demand a right inclined turn in exercise book and don’t insist on the continuous writing.

Adaptation process can be considered positively complete only when there is happened the likening of behavior of the schoolchild in compliance to behavior model of the most of group, i.e., “transformation of his former views, attitudes, orientations according to a new situation, essential change in behavior models” (Kaznacheev, 2000) were carried out; that was reached at most of children.

It is necessary to carry in group of risk the children with a syndrome of deficiency of attention (hyperactive)

as their excessive activity, fussiness, don't give them possibility to concentrate attention on educational process. This factor meets much more often at boys (37%) than at girls (18%). In our opinion, at a hyperactivity of children it is necessary to ignore defiant acts of children and to turn attention to their good acts to provide them possibility of a timely motor discharge.

It is possible to conclude that exactly social adaptation of children of primary school to conditions of the school environment helps to create system of their relations with contemporaries and adults educational basic which in an essential measure defines success of training, efficiency of style of communication with pupils and adults, possibility of personal self-realization at primary school.

During the adaptation period, it is necessary to create conditions for ensuring emotional comfort, feeling of safety at first graders at entry into school life. The benevolent atmosphere in a class is the most necessary condition for development in children of self-confidence. There is necessary the moral and emotional support to the child (it is necessary to abuse less; it is necessary not to just praise much more but to do it when he does something) and it is necessary never to compare his mediocre results with achievements of others.

The teacher needs to organize such interaction between children which will promote group unity of a class and formation of skills of educational cooperation as the most important element of successful socialization of first graders that will promote creation of the comfortable and favorable conditions of teaching and educational process, promoting successful and fast adaptation of 1st graders. Successful adaptation of the child to school life is guarantee of his success and personal prosperity.

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