

PROBLEMS OF ADAPTATION OF CHILDREN OF PRIMARY SCHOOL AGE TO SCHOOL AND METHODS OF THEIR ELIMINATION

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Adaptation to school is the process of getting used to new school conditions that every first-grader experiences and understands in his life. First graders often come to school from kindergarten. Games, walks, quiet mode, daytime sleep, there was always a teacher next to him. Here, the current first graders were the oldest children! Everything is different at school: here - work in an intense mode and a new system of requirements. You need time and effort to adapt to them. The period of adaptation of the child to school lasts from 2-3 weeks to six months. It depends on many factors: the individual characteristics of the child, the type of educational institution, the level of complexity of the curriculum, the level of the child's readiness for school, etc. The help of relatives - mothers, fathers, grandparents is very important. • The first grader at school likes him, he goes there with pleasure, they talk about his successes and failures earnestly. At the same time, he understands that the main purpose of being at school is to teach, not to go on nature trips and not to watch hamsters in the living corner. • A first-grader is not very tired: he is active, cheerful, curious, rarely has a cold, sleeps well, almost never complains of pain in the stomach, head and throat. • A first-grader is very independent: he changes clothes for physical education without problems (he easily ties boots, fastens buttons), confidently walks around the school building (he can buy a roll in the kitchen, go to the toilet) and, if necessary, if so, he can turn to someone for help from adults. • He made classmates, you know their names. • He likes his teacher and the many teachers who teach extra subjects in the classroom. • To the question: "Perhaps it is better to go back to kindergarten?" he firmly answers: "No!" A child who comes to school for the first time is welcomed by a group of new children and adults. He needs to establish relationships with his peers and teachers, learn to meet the demands of school discipline, new obligations related to academic work. Experience shows that not all children are ready for this. Some first-graders, even with a high level of intellectual development, can barely cope with the burden imposed on them by schoolchildren. Psychologists say that social adaptation is very difficult for many first-graders, and especially for six-year-old children, because a person who obeys the school system, learns the norms of behavior at school, and knows school tasks has not yet been formed. The year that separates a six-year-old child from a seven-year-old child is very important for mental development, because during this period the child regulates his own behavior, based on social norms and requirements. Currently, a new type of mental activity is being formed - "I am a schoolboy". As mentioned above, the period of primary education is difficult enough for all children who go to school. In the first weeks and months of training, in response to the newly increased demands on the body of a first-grader, children may complain of fatigue, headaches, irritability, tiredness, sleep disorders. Children's appetite and body weight decrease. There are also psychological

difficulties, for example, a feeling of fear, a negative attitude towards studying, a negative attitude towards the teacher and one's own abilities and skills. The above changes in the body of a first-grader are associated with starting school, which some foreign scientists call "adjustment disease", "school shock", "school stress". Children can be divided into three groups according to the level of adaptation. The first group of children adapts in the first two months of school. These children relatively quickly join the community, study at school, make new friends. They are almost always in a good mood, calm, friendly, conscientious and fulfill all the requirements of the teacher without obvious tension. Sometimes they still have difficulties in communication with children or in the relationship with the teacher, because it is still difficult for them to fulfill all the requirements of the code of conduct. But by the end of October, the difficulties of such children will be overcome, the child will be fully assimilated with the new status of a student, new requirements and a new regime. The second group of children has a longer period of adaptation, the period of non-compliance of their behavior with school requirements is delayed. Children cannot accept the new situation of reading, teacher, communication with children. Such students can play in class, sort things with friends, respond to the teacher's comments, or react with tears and insults. As a rule, these children have difficulties in mastering the curriculum, only by the end of the first half of the year, the reactions of these children meet the requirements of the school and the teacher. The third group is children whose socio-psychological adaptation is associated with serious difficulties. They have a negative attitude, a sharp manifestation of NE, they learn the curriculum with great difficulty. Often, teachers complain about such children: they "interfere" in classroom work. What difficulties do parents and teachers face in the first years of teaching children, what are their main complaints? 1. Chronic deficiency. In practice, there are many cases where difficulties in adapting the child to school are related to the school life of the parents and the school activities of the child. This is, on the one hand, parents' fear of school, fear of their child getting sick at school. This is often said in the speech of parents: "If it were my wish, I would never send him to school." The child is afraid that he will get sick and catch a cold. On the other hand, it is very good from the child, high achievements and an active display of displeasure. Attitude of adults to children during primary education, their successes and failures "Good" is a child who learns successfully, knows a lot, solves problems easily. with learning tasks. Parents who did not expect this at the beginning of education are negative (verbally and informally). Under the influence of such evaluations, the child decreases self-confidence, anxiety increases, which leads to deterioration and disorganization of the activity, which leads to failure, failure causes, increases anxiety. moreover, it disrupts its operation. The child learns new material, deteriorates skills, and as a result, failures are identified, bad marks appear, which again causes displeasure of parents, etc. larger, this vicious cycle becomes increasingly difficult to break. Failure becomes chronic. 2. Avoidance of activity. This is when the child is sitting in class and at the same time absent, does not listen to questions, does not fulfill the duties of the teacher. This is not due to the fact that the child is more distracted by extraneous objects and activities. It is surrender to oneself, to the inner world, to imagination. This often happens with children who do not receive enough attention, love and care from parents, adults (often in broken families). 3. Negativist protest. This is typical for children who have a great need for the attention of others, adults. There will be complaints about the child's behavior, not about poor

reading. It violates the general rules of discipline. Adults are punished, but in a paradoxical way: the types of behavior that adults use to punish give encouragement to the child. The real penalty is the loss of focus.

For a child deprived of parental affection, love, understanding, and acceptance, attention in any form is an absolute value. 4. Verbalism. Children developing this type are characterized by a high level of speech development and a delay in thinking. Verbalism is formed in preschool age and is mainly related to the developmental characteristics of cognitive processes. Many parents consider speech to be an important indicator of mental development and spend a lot of effort (poems, fairy tales, etc.) so that the child learns to speak fluently and fluently. The same types of activities that make the main contribution to mental development (development of abstract, logical and practical thinking - these are role-playing games, drawings, design). Thinking, especially figuratively, lags behind. A lively speech, clear answers to questions attract the attention of adults who value the child very much. Verbalism, as a rule, is associated with high self-esteem of the child and overestimation of his abilities by adults. By starting school, the child will not be able to solve problems, some activities that require imaginative thinking will lead to difficulties. Not understanding the reason for this, parents tend to two extremes: 1) blame the teacher, 2) blame the child (increasing demands, forcing them to do more, showing displeasure with the child), which in turn Uncertainty, anxiety, irregular activity, fear of school and parents lead to their incompetence, weakness and later chronic deficiency. It is necessary: pay more attention to the development of imaginative thinking: drawings, design, modeling, application, mosaic. The main tactic: to maintain the flow of speech and stimulate production activity. 5. The child is lazy "- these are very frequent complaints. Anything can be behind it. 1) the need for cognitive motives decreases, 2) motivation to avoid failure, failure ("and I won't do it; I can't succeed, I don't know how"), that is, the child refuses something because he is not sure of success and his work knows what a bad sign. they will not be praised, but once again accused of incompetence. 3) a general decrease in activity rates associated with temperament characteristics. The child works conscientiously, but slowly, and to the parents he says "NO EYES", they begin to push him, get angry, show their displeasure, and the child at this time feels that he is not needed, that he is bad . Anxiety arises, this is a disruption of activity. 4) High anxiety, as a global problem of self-doubt, is sometimes viewed by parents as laziness. The child does not write a phrase, for example, because I do not know exactly how and what to write. He begins to commit shirk from any action, if he is not sure that he is doing it right, well, because he already knows that his parents love him, if he does everything well and if not if he doesn't get the "part" of love he needs. If the child does only what pleases him, laziness in the true sense is less common. This is a violation. How to help your child adjust to school? The most important result of such support is the restoration of the child's positive attitude to life, including daily school activities, to all people involved in the educational process (the child's teacher's parents). Education brings joy to children, or at least does not cause negative experiences related to low love, insufficient self-awareness, then school is not a problem. A child who starts studying at school needs spiritual and emotional support. Not only should he be praised (and less praised, but no praise at all), but he should be praised when he does something. But: 1) in no case compare his average results with the standard, that is, with the requirements of the school curriculum, with the achievements of other, more successful

students. It is better to never compare a child with other children at all (remember your childhood). 2) You can compare the child with him and praise only one thing: improving his results. If yesterday in homework he made 3 mistakes, today - 2, it should be noted as a real success, it should be sincere and not appreciated by parents. It should be noted that as he learns to do something well, he gradually learns everything. Parents should patiently wait for success. In schoolwork, the circle of anxiety often closes. The school should remain an area of gentle assessment for a long time.

The main reward - This child is calm, balanced, good in those moments when he does something, kind, open, confidential communication. (Praise his activity, work, and not the child himself, he still does not believe). I like your picture. I'm happy with how you handled your constructor, etc.). 1. The child should find an area where he can express himself (clubs, dances, sports, painting, art studios, etc.). Medical recommendations: Classes for students over 6.5 years old only in the first shift, before 8 a.m., in a five-day school week, according to the step mode (in the first quarter - three lessons of 35 minutes, in the second quarter - four) will be held. lesson 35 minutes). To create such a regime, it is recommended to place the first grades in a separate educational department. The schedule of many schools does not allow this, in which case teachers have to devote the last 10 minutes of the lesson to quiet games, drawing, watching interesting cartoons. Starting from the second half of the year, lessons from 45 minutes to four times are not allowed. After the second or third lesson, a dynamic lesson should be organized daily for at least 40 minutes in the air under the supervision of a teacher or, if the weather is unfavorable, during a break. Teaching should be done throughout the year without grading and homework for the first six months. On Wednesday, a light day should be included in the lesson schedule (with topics that are difficult to study or with a dynamic component). An additional week of vacation is required in the middle of the third quarter. In order to facilitate adaptation, it is important for first graders to follow the norms of physical activity. To do this, they should be organized at school: gymnastics before class, physical education during classes, open games during breaks, dynamic break - daily, physical education training - at least twice a week, as well as extracurricular sports. Parents are advised to walk with their child every day after school and before going to bed. Of course, in order to facilitate the adaptation of first graders, it is necessary to organize them reasonable day. If possible, experts advise not to immediately send a first-grader to an extended day group for the whole day, it is very good for the child to be completely or partially free from "extension" for at least one or two days in the first quarter. First graders can study in sections and clubs (mainly physical education and aesthetic classes are recommended): two clubs of less than 6 hours per week are not recommended. It is recommended to start homework before 16:00. In the children's day regime, time should be allocated for rest after lunch, for children who do not attend the extended day group. The duration of night sleep of first-graders should be at least 9.5 hours, and computer games and television viewing should not exceed 1 hour per day. The first grade of school is one of the most difficult periods in a child's life. The influence of the cool community on the child at school entry, the personality of the teacher, the change of regime and the unusual restriction of physical activity and the emergence of new obligations. Adapting to school, the child's body is mobilized. But it should be remembered that the level and pace of adaptation is individual, so each child needs help and patience from all the adults around.

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