



ESSENCE AND CONTENT OF THE PROCESS OF ADAPTATION OF CHILDREN IN PRESCHOOL EDUCATIONAL INSTITUTIONS

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Annotation: *The article examines the functionality of the system of adaptive mechanisms, defines several factors of adaptive mechanisms. Also, the essence and content of the process of adaptation of children in preschool educational institutions has been studied.*

Key words: *adaptation, adaptation of children, addiction process, Social adaptation.*

Adaptation is the process of actively adapting an individual or group to a changing social environment. Adaptation - in a broad sense - adaptation to environmental conditions.

Social adaptation is the process of adapting an individual to the conditions of the social environment.

In the pedagogical encyclopedia, social adaptation is defined as the adaptation of a person to the conditions of a new social environment; one of the socio-psychological mechanisms of personality socialization.

Social adaptation belongs to the category of interdisciplinary scientific concepts. A great contribution to the study of the problem of personality adaptation was made by domestic psychologists: M. R. Bityanova, Ya. L. Kolominsky, A. A. Nayachadzhan, A. V. Petrovsky, N. D. Vatutina, T. V. foreign psychology, A. Maslow, G. Selye, K. Rogers, Z. Freud, T. Shibutani, H. Hartman and others dealt with adaptation issues.

N. D. Vatutina considers the optimization of conditions for the successful adaptation of children in kindergarten, reveals the characteristics of children's behavior and, accordingly, methods of pedagogical influence on them during this period, the requirements for preparing children in the family for kindergarten.

T.V. Kostyak considers the features of the psychological adaptation of young children to kindergarten, as well as the factors of the psychological well-being of the child and the main patterns of his mental development in preschool age. The term "adaptation" is used in medicine, natural science, psychology, pedagogy and covers a wide range of phenomena.

Adaptation is considered in science in the process of evolution of phylogenesis and ontogenesis in the following aspects:

- G. Selye, N. Vasiliev were engaged in adaptation at the genetic level;
- adaptation at the emotional level was considered by V. M. Banshchikov, V. P. Naznacheev;
- adaptation at the level of intellect, i.e. at the level of brain infrastructures, was studied by R. Nemov, O. Rotanova.

Adaptation (adaptation) is the process of active interaction of the organism with the environment. Both animals and humans adapt to a particular habitat: fish to water, birds to air, humans to existence in certain climatic and geographical conditions. This is biological adaptation. But, unlike animals, a person must have the ability to adapt to social conditions, since any social environment requires adequate forms of behavior from him (work, rest, family, etc., that is, in addition to biological, a person is capable of social adaptation.

Social adaptation is considered as one of the stages of human socialization - the process of mastering the system of knowledge, norms of values, attitudes, patterns of behavior cultivated by specific societies, social community. Researchers determine the nature of relationships and interaction with a socially significant environment, the state of the environment, the individual experience of the subject and the sociocultural environment of development as factors of beneficial socialization.

Childhood, as a special cultural reality, is important from the point of view of social status because it is during this period that the main stage of human socialization falls - the period of laying the basis of personality, the foundations of human culture. On the other hand, the permanent process of socialization at preschool age is characterized by a certain social immaturity of the child (lack of formation of stable social attitudes, a sufficient amount of social experience, etc., which complicates the process of his social adaptation, does not allow the child to be effective in all problem situations. Based on the research of L. Ya. Olifirenko, T. I. Shulgi, I. F. Dementieva can highlight the specifics of the socialization of children:

- unlike adults who change their behavior, children correct their basic value orientations, which are fixed at the level of emotional-value relations in the process of entering society;
- adults are able to evaluate social norms, they are critical of them, while children learn them as prescribed regulators of behavior;
- the socialization of children is based on the obedience to adults, the implementation of certain rules and requirements;
- the socialization of adults is focused on mastering certain skills; in children, the leading role belongs to the motivation of behavior.

In this sense, the way out of this situation is the organization of comprehensive support for the social adaptation of the child, including within the framework of preschool institutions. The main role in this process is assigned to specially organized social and pedagogical activities to provide assistance and support aimed at the favorable socialization of the child.

The social adaptation of a child in a new situation of development has two sides:

1. Mastering new content that regulates the activity of the child in a certain area of relationships, and the appropriate technologies for its implementation in activities and communication.
2. Inclusion in a certain child-adult community as the assignment of social roles and ways of socially acceptable behavior.

During the period of adaptation to the conditions of the kindergarten, regression is often noted in the entire development of the child: in his speech, skills, changes, and play activities. Adaptation is usually difficult, with a lot of negative changes in the child's body (at all levels and in all systems, which is manifested in the child's behavior. Due to the lack of adaptation mechanisms, the functioning of the body's functional systems in an unfavorable mode, the child develops a stress reaction, depending on whether which system is most interested in it.

The nature of the adaptation process at any age depends on the biosocial anamnesis, which is a set of information about the characteristics of individual ontogenesis in the perinatal period and at the age of up to 3 years. Features of the anamnesis affect throughout a person's life. The very birth of a person is a vivid manifestation of the biological adaptation of the body. The transition from the conditions of

intrauterine existence to extrauterine requires a radical restructuring in the activity of all major systems: blood circulation, respiration, digestion. By the time of birth, these systems should be able to carry out a functional restructuring, i.e., an appropriate innate level of readiness of all adaptive mechanisms should be formed.

The functionality of the system of adaptive mechanisms is determined by the following factors:

- the state of health and the level of development of the child (functional active system). A healthy, well-developed child has a high functional activity of all body systems, including the system of adaptive mechanisms. It makes it easier to deal with any difficulties.

- risk factors of biological and social history. Biological factors include toxicosis and diseases of the mother during pregnancy, complications during childbirth, diseases of the newborn in the first three months, the incidence rate before visiting the institution (the first three factors determine the oxygen supply of the brain of the fetus and newborn, the subsequent ones affect the somatic state of the child, as a result of which there may be a violation of the functional activity of the systems and an increase in the severity of adaptations). Factors of a social nature - violations of the mode of life, an increase in neuropsychological stress can lead to chronic overwork and a delay in the mental development of the child. As a result, the skills and personal qualities of the child are not formed, there are violations in the course of the formation of social needs that correspond to the normative age development.

- age-related features of the emergence and consolidation of various forms of social behavior, which determine the nature of the child's reactions to the novelty and the complication of the developmental situation. Being born, the baby enters the environment, transformed for him by adults. As a result of the influence of adults and his own activity, he also develops appropriate behavioral reactions that are adequate to the environment created for him. Getting into a preschool institution for a long time, where there are no adults, the child feels uncomfortable, hence the difficulty of getting used to new conditions.

- to improve the system of adaptive mechanisms, the level of adaptive capabilities of the organism in the restructuring of behavioral forms, depending on changing social conditions, matters. This quality is not formed on its own - it requires a certain training, which becomes more difficult with age, but you should not exceed the age capabilities of the baby.

- an important factor influencing the nature of the child's behavior in the process of addiction is the personality of the educator himself, who must love children, be attentive, responsive to each child, be able to attract his attention. The teacher must be able to observe and analyze the level of development of children and take it into account when organizing pedagogical influences, must be able to control the behavior of children in a difficult period for them to get used to the conditions of a children's institution.

- social maturity, including the possibility of social adaptation, characterizes the process of restructuring the forms of a child's behavior in changing social conditions (the adaptive capabilities of the body develop in parallel with the development of the child's psyche). The child should not go into a state of stress in some unusual social situations. This skill is formed in parallel with the development of the psyche.

There are reasons for stress overload in preschool educational institutions:

- a long stay in a large team of children, some of which may be unpleasant for the child;
- strict disciplinary rules, for non-compliance with which there is a punishment;
- simultaneous communication with several adults who may be unpleasant to him.

During preschool childhood, the social adaptation of the child is manifested in his relationships with adults and peers. The emotional profile (portrait) of the child is characterized by the peculiarities of his behavior and emotional manifestations: negative emotions are the most important component of the child's inner life. They manifest themselves in a spectrum of subtle affective reactions up to the state of

depression. Behavior can be characterized as affective, with a wave-like change in the child's activity (apathy - excessive mobility);

fear as an emotional state accompanies the manifestation of negative emotions, is a trigger mechanism for the child's stress reactions;

anger, as a rule, manifests itself against a background of stress and can occur for no apparent reason;

positive emotions act as a counterbalance to negative reactions, the predominance of a stable type of positive emotional reactions of the child during the adaptation period is an indicator of favorable adaptation;

sociability of the child largely determines the successful outcome of adaptation. In the early days, children are most often closed (non-contact, then a situation of compromise contact sets in. Establishing communications is one of the priority areas of work for specialists in the process of social adaptation of a child;

The cognitive activity of the child, as a rule, fades away against the background of a stressful reaction in a situation of a new environment. The development of cognitive activity is one of the conditions for reducing stress;

social skills of the child: under the influence of neuropsychic stress, self-service skills fade away, the maintenance and cultivation of which helps to overcome the difficulties of the child in the process of adapting to new conditions;

speech, motor activity of the child decreases against the background of a stressful situation. Motor reactions rarely remain within the normal range: either lethargy is observed;

sleep and appetite disorders accompany the adaptation process. Their normalization indicates the restoration of the main functional systems of the child's body.

Starting from the end of the first year of life and throughout the entire preschool age, social adaptation is manifested primarily in the relationship of the child with adult peers. The norm of the level of socialization of the baby at the end of the first year is positive emotional communication with all the close people around him. In the second year of life, this level is the desire of the child to communicate not only with relatives, but with other adults. In the third year, children gradually develop the ability to communicate with both adults and peers.

Researchers distinguish three periods of the child's getting used to new social conditions.

- acute (disadaptation); more or less pronounced mismatch between the habitual behavioral stereotypes and the requirements of the new microsocial environment. During this period, there are significant changes in the relationship of the child with adults, peers, in speech activity, play, the functioning of the nervous system;

- subacute (adaptation); the child actively masters the new environment, develops appropriate forms of behavior. There is a gradual decrease in changes in the activity of different systems, their functioning is stabilizing. Appetite normalizes (within 10-15 days, gaming activity and speech activity develop (within 40-60 days);

- compensation for adaptation to certain social conditions. During this period, they normalize and reach their initial level, and sometimes exceed its recorded indicators of the child's adaptation process.

The nature and characteristics of the first two described periods allow us to classify the process of adaptation according to the degree of severity (mild, moderate, severe). In preschool children, the severity of adaptation is manifested in the timing of normalization of behavior, the frequency and duration of acute diseases, the manifestation of neurotic reactions caused by the situation of inclusion in a new social environment.

Easy adaptation (for young children within a month, preschool - 10-15 days):

temporary sleep disturbance (normalizes within 7-10 days, appetite (normal after 10 days); inadequate emotional reactions (whims, isolation, aggression, depression, etc., changes in speech orientation and game activity return to normal in 20-30 days; the nature of relationships with adults and motor activity practically do not change; functional disorders are practically not expressed (I normalize in 2-4 weeks, no diseases occur, the main symptoms disappear within a month).

If this stage stretches up to 30-40 days, then this is an average adaptation typical for children under 1.5 years old. In older children, in case of poor health, instability of the nervous system, errors in family education, all disorders are more pronounced and longer: sleep and appetite are restored within 20-40 days, orienting activity (20 days, speech activity (30-40 days, emotional state (30 days, motor activity undergoing significant changes, return to normal in 30-35 days. Interaction with adults and peers is not disturbed.

Severe adaptation (from 2 to 6 months) is accompanied by a gross violation of all manifestations and reactions of the child. This type of adaptation is observed in 8-9% of children: it is characterized by a decrease in appetite (sometimes vomiting occurs during feeding, sleep disturbance, the child often avoids contact with peers, tries to retire, there are manifestations of aggression, a depressed state for a long time (the child cries, is passive, sometimes there is a wave-like change of mood). Usually, visible changes occur in speech and motor activity, a temporary delay in mental development is possible. With severe adaptation, as a rule, children fall ill within the first ten days and continue to get sick again during the entire time of getting used to the peer group .

There are several directions in organizing the optimal mode of adaptation of the child to kindergarten. The basic and most effective direction is formed in the process of interaction between the preschool educational institution and the family. It is in close cooperation with the family that it is possible to create the necessary conditions for the favorable development of the child.

Thus, during the period of preschool childhood, the social adaptation of the child is manifested in his relationships with adults and peers. Adults should come to help the child in getting used to new social conditions and provide it correctly.

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