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ASPECTS OF ACTIVITIES OF TEACHERS IN THE PERIOD OF ADAPTATION OF FIRST GRADE STUDENTS TO THE CONDITIONS OF TRAINING IN THE NEW UKRAINIAN SCHOOL

Bartienieva I. O.

*Candidate of Pedagogical Sciences, Associate Professor,
Senior Lecturer at the Department of Pedagogy, South Ukrainian National Pedagogical
University named after K. D. Ushynsky,
Odesa, Ukraine*

Nozdrova O. P.

*Candidate of Pedagogical Sciences, Associate Professor,
Senior Lecturer at the Department of Pedagogy, South Ukrainian National Pedagogical
University named after K. D. Ushynsky,
Odesa, Ukraine*

Going to school makes a big difference in a child's life. The period of adaptation to school is very difficult for first-graders. They master a new social role of the student, a new type of activity – educational, the social environment changes – classmates, teachers, school as a social group appear, their way of life changes.

Adaptation is not only an adaptation to successful functioning in a given environment, but also the ability for further psychological, personal, and social development [2].

The purpose of psychological and pedagogical support during this period is to create pedagogical and socio-psychological conditions that allow the child to successfully function and develop in the pedagogical environment.

In order to help the child feel comfortable at school, to release his intellectual, personal, physical resources for successful learning and full development, it is necessary:

1. To identify the features of the psychological and pedagogical status of each schoolchildren with the aim of timely prevention and effective

solution of problems that arises in them in the process of learning and communication.

2. Create a system of psychological and pedagogical support for all first-graders during their adaptation period, allowing them not only to adapt to school requirements, but to develop and improve in various areas of communication and activity.

3. Create special pedagogical and socio-psychological conditions that allow for developmental, correctional and formative work with children experiencing various psychological and pedagogical difficulties.

The system of psychological and pedagogical support for the adaptation of first graders to school included the following stages: organizing the work of the "School of the Future First Grader" with preschoolers; diagnosing the readiness of preschoolers to study at school; individual consultations and meetings with parents of future first-graders; accompaniment of first-graders at the stage of primary adaptation to school; tracking the results of monitoring the adaptation of younger students.

Psychological and pedagogical work with schoolchildren with elevated or high levels of anxiety was carried out during the second half of the 1st grade.

Purpose: to identify and eliminate those moments in the educational process, the style of communication with children that can provoke various school difficulties.

1. Organized group psycho-correctional work with schoolchildren experiencing difficulties in learning, behavior and communication with teachers and peers. When monitoring mental health, we tracked the most significant signs that affect behavioral deviations: aggressiveness; self-esteem; anxiety.

2. Educated and advised teachers on teaching and communication with individual students.

3. Appointed individual and group counseling and education of parents based on the results of monitoring the adaptation of first-graders.

The activity of the teaching staff of the school in this direction was based on the principles [1]:

- psychological comfort (creation of a special subject-developing environment that provides emotionally comfortable conditions for the educational process);

- activities (the possibility of independent discovery, performing actions aimed at studying objects and phenomena; development of fine motor skills of the hand);

- creativity (the ability to gain experience of their own creative activity);

- continuity (preschool propaedeutic base);

– visibility (according to the age-related psychophysical characteristics of children).

The main goal of this activity is to create a general favorable background for the development of children: physical, intellectual, emotional. In accordance with this goal and the previously stated principles, the activities of the teaching staff in organizing a favorable adaptive environment were aimed at:

- 1) maximum provision of physical activity of children at school;
- 2) the creation at school of a developing subject environment, which, in fact, is a continuation of the one to which children are accustomed to in kindergarten and which is distinguished by brightness, colorfulness, visibility, the inclusion of game and fairy tale motifs in it;
- 3) the widespread use of gaming techniques in educational and upbringing work, the creation of emotionally significant situations and conditions for independent practical activity;
- 4) changing the style of interaction between adults and children from authoritarian to the style of trusting cooperation;
- 5) introduction to the pedagogical process of various types of children's creative activity;
- 6) use of various forms of education;
- 7) ensuring the relationship of educational activities with life;
- 8) creation of a sparing mode of educational activity [3].

In addition, in working with first-graders, the teaching staff paid great attention to the valeological direction in order for the children to go through the adaptation period without compromising their health, without losing interest in learning, without losing faith in themselves, in their strength.

An important condition for the mental and physical health of schoolchildren is an unmarked system. Precisely unmarked, not unappreciated. The assessment of the teacher should be optimistic, benevolent, inspiring the student to new successes.

The teacher can and should, according to R. Burns, provide the child with such a way to assimilate the knowledge taught at school that would not harm his self-esteem. And in relation to a child who has negative ideas about himself, the goal of the teacher is to use the opportunities of subject education and various situations that arise at school to transform these ideas, instill in the child a sense of his own value, competence and significance.

Being included in the life of the school, the child actually begins to master two programs in parallel. One is the official educational program, the development of which is a generally recognized task of every schoolchild, the

second is a hidden socialization program, due to the nature of interpersonal relationships that develop at school.

V. Zinchenko, a methodology was developed for activating intersubjective interactions of students based on their inclusion in communicative situations, which reflects the logic of the gradual formation of social activity.

Communicative situations can be: communicative-performing, communicative-adaptive, communicative-creative.

1. Communicative-executive situations involve the formation in younger students of the need to establish interpersonal contacts in the course of joint activities. At the same time, the process of interpersonal interaction is based on the strict implementation of ethical norms and rules of behavior in society, which are explained in detail to students before starting joint work, and then repeated many times in the course of its implementation.

2. Communicative-adaptive situations are aimed at developing in younger students the desire to implement constructive communication with partners in joint activities; they are organized at extracurricular activities. At the same time, students are stimulated to coordinate their actions with the requirements of other participants included in various situations.

3. The next group of tasks is called communicative and creative situations. They are aimed at developing the skills and abilities of younger students to analyze their own position in the process of interaction with partners and evaluate the result of joint actions.

Thus, the thoughtful, cohesive, purposeful activity of the teaching staff of the school at the initial stage of teaching first-graders contributes to their successful adaptation to the conditions of schooling in the New Ukrainian School.

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