

SOCIO-PSYCHOLOGICAL WORK WITH CHILDREN IN THE EDUCATIONAL ORGANIZATION

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Abstract: The aim of the empirical research was to study the specifics of the process of socio-psychological adaptation of young children in preschool educational institutions. The empirical base of the research is represented by the results of the psychodiagnostic and experimental research on the basis of a specific preschool educational institution, the main methods were psychodiagnostics and questioning of parents (legal representatives of children). As a result, the features of the socio-psychological adaptation process, the risk factors that prevent successful socialization and adaptation were identified, a programme for the adaptation of children with low adaptive level was developed, practical recommendations for the parents were offered taking into account the specifics of the child's personality and possibilities of the institution.

Keywords: preschool educational organization, socio-psychological adaptation, maladaptation, psychological correction, adaptation group, socialization.

1 Introduction

Preschool educational institution is the institute of children's socialization at its first stage and a group of peers is a society microform where a preschool child is getting to know the social norms, acquires certain social skills of interaction with society (Sosnina, 2008). In preschool age, the identification of the adaptive reserves' individual characteristics is very important since the potential of compensatory opportunities of the forming child's personality is still great (Akhmetova, 2014), there is an opportunity to prevent the formation of persistent pathological manifestations, to promote socio-psychological adaptation at subsequent stages of psychological and social personality development (Palagina, 2005).

In scientific discourse, there is a variety of interpretations of the adaptation concept: in a broad sense, it means the correspondence between a living system and external conditions and adaptation is both a process and a result that is a certain organization. From the physiological point of view, adaptation is the restructuring of the internal dynamic stereotype depending on changes in external conditions (Sokolovskaya, 2013).

Adaptation (adjustment) is the process of active interaction of the organism with the environment. However, unlike animals a person should have the ability to adapt to social conditions because any social environment requires adequate forms of behaviour (work, leisure, family). In addition to biological adaptation, a person is capable of social adaptation (Aisina et al., 2003).

The basic component of the content of the adaptation term is the universal nature of the tendency to establish a balance between the components of real systems. According to J. Piaget (2003), adaptation (from Latin adaptatio - adjustment) provides a balance between the organism's impact on the environment and the reverse impact of the environment on the balance in the interaction of the subject and the object that is the same.

In the Russian tradition, the adaptation theory is further developed in the works of A.N. Leontiev (1965). In his opinion, the process of human adaptation to reality occurs under the control of consciousness. Each person has individual adaptive mechanisms by virtue of his individual psychological characteristics (nervous system type, life experience) and therefore his own adaptation type.

Mental adaptation can be defined as the process of establishing the optimal correspondence of a person and environment in the course of human activities which (process) allows a person to meet the actual needs and implement the related significant goals while ensuring compliance with the maximum human activity, his behaviour, the environmental requirements (Sosnina, 2010).

As a result of adaptation processes, the main motivational, instrumental (preferred means of achieving the corresponding goals, meeting the actual needs) and stylistic personality traits (associated with temperament, character, ways of behaviour, manners) are formed in childhood (Issues of Psychology of a Preschool-Age Child, 2011).

There are several approaches to the interpretation of the concept of adaptation: neo-behavioural approach - state and process (Jovichich, 2011); psychoanalytical approach (Hartmann & Rapaport, 1958) studies the varieties of adaptation as conditioned within mental and environmental factors and also makes a distinction between adaptation and adjustment; sociological and socio-psychological theory of I. Goffman (1963) - the stigmatization theory also addresses to the analysis of adaptive mechanisms.

2 Literature Review

We support the following understanding of social adaptation: it is the result of the process of changes in social, socio-psychological, moral-psychological, economic and demographic relations between people, the adjustment to the social environment. Each process of overcoming problem situations can be considered a process of a person's socio-mental adaptation in which a person uses the skills and mechanisms of behaviour acquired in the previous stages of his development and socialization or discovers new ways of behaviour and problem solving, new programmes and plans within the mental processes. Personal components, will and temperament contribute to adaptive activities (Brisset et al., 2010).

Socio-mental adaptedness can be characterized as a state of relationship between a person and a group when a person productively performs his leading activities, satisfies his basic sociogenic needs, fully meets the role expectations of the reference group, experiences the states of self-affirmation and free expression of his creative abilities without long-term external and internal conflicts (Basin et al., 2015). Adaptation is a socio-psychological process that under favourable conditions leads a person to the state of adaptedness.

The central place in the role analysis of socio-psychological aspects of a healthy person is taken by to T. Parsons (Parsons & Bales, 1955). In problem situations not related to facing obstacles to achieving the goal, adaptation is carried out by means of constructive mechanisms (cognitive processes, goal formation, goal-setting, conformal behaviour).

From the socio-psychological point of view, the judgements about the person's state are the varieties of social stereotypes that allow to identify oneself and others. The stereotypes' properties include: consistency and societal consensus (Tajfel, 1981), schematism and simplicity, emotional-evaluative tension (Fiske, 1991), inaccuracy (Allport, 1964).

In addition to the adaptation itself, deviant and pathological adaptation are distinguished. The adaptation process involves adjustment to cultural norms as well but when comparing the process's cultural aspects, a person must refrain from making value judgments (Fukuyama, 1995).

There are two main criteria for successful adaptation: internal comfort (emotional satisfaction) and external behaviour adequacy (ability to easily and accurately fulfill the environmental requirements). In determining the person's

adaptive capacity, it is important to focus on the dynamics of personal potential (Sorokin, 1927).

We consider adaptation within a preschool institution as the process of child's entering into new environment and painful adjustment to its conditions.

Adaptation difficulties arise in cases when a child meets misunderstanding, others try to involve him in communication the content of which does not meet his interests and desires. A child should be ready for the level of communication that is set by the kindergarten atmosphere. According to the child psychologists' experience, children do not always have the necessary communication skills for a particular group of kindergarten (General Psychology Workshop: Observation Method, 1985).

Failure to comply with the basic pedagogical rules in the children upbringing leads to violations of the intellectual, physical child's development, the emergence of negative behaviour forms.

Practice shows that the main causes of difficult adaptation to the conditions of preschool educational institutions are the following (Okhotnikova, 2011): absence of a regime in the family that coincides with the preschool institution regime, presence of peculiar habits in a child, inability to keep himself busy with a toy, lack of basic cultural-hygienic skills, lack of skills of communication with strangers.

3 Materials and Methods

The object of our research is the socio-psychological adaptation of preschool-age children. The subject is the individual characteristics of children's social and psychological adaptation in preschool educational institutions.

The study of the process of socio-psychological adaptation of preschool-age children was based on one of the municipal autonomous preschool educational institutions of Tyumen. The control group was represented by heterosexual children (60 % - girls, 40 % - boys) aged 2-3 years who entered this institution in 2017.

The research aim was to reveal the individual characteristics of socio-psychological adaptation of children within preschool educational institution.

The main research objectives set by our authors' collective are the study of theoretical-methodological approaches to the problem of socio-psychological adaptation in modern psychological practice; the description of psychological characteristics of children of early (preschool) age; the identification of characteristics of socio-psychological adaptation of young children to the conditions of preschool educational institution (kindergarten); conducting the study aimed at identifying the conditions for successful child's adaptation to preschool educational institution (kindergarten).

Conducting a diagnostic research of young children's adaptation to kindergarten conditions was necessary to develop a programme of socio-psychological adaptation of young preschoolers to pedagogical conditions.

The experimental research was carried out in several stages: at the first (ascertaining) stage, the diagnostics of the level of social and psychological adaptation and children's readiness for visiting preschool institution was carried out. At the second (forming) stage, work on improving the children's adaptation to the conditions of kindergarten was carried out. At the third (control) stage, the effectiveness of the forming stage of the experiment was assessed.

The following psychodiagnostic techniques were used in the research: survey of children's parents in order to identify the features of their children's interaction with peers (questionnaire),

the technique "The Child's Readiness to Enter Kindergarten" (K. L. Pechora), the technique "Map of Observations of a Child in the Adaptation Period".

4 Results and Discussion

The study of children was carried out in the process of their activities in kindergarten: in the usual situation - painting, music class, physical education class, speech development; free play activities; regime moments (washing, eating, dressing, walking). The survey of children's parents was conducted in the following blocks to identify the characteristics of their children's interaction with their peers: biographical data, assessment of the family development situation, interests and hobbies of a child, education difficulties, character peculiarities of a child, expectations from the child's stay in kindergarten.

Technique "Child's Readiness to Enter Kindergarten".

Based on the analysis of the answers to the questionnaire, we can draw conclusions about the level of child's readiness for entering preschool educational institution. The maximum score for this questionnaire is 55 points and it can indicate a successful adaptation of a child to the conditions of preschool educational institution. The minimum score is 16.

Map of Observations of a Child in the Adaptation Period: allows to assess the dynamics of the adaptation period by the following indicators: mood, self-service skills, initiative in the game, initiative in relationships with adults, the effectiveness of actions, independence in the game, contact with adults, contact with children, the reaction to the separation from the mother. The first part of the observation is carried out at the beginning of the adaptation period, the second part of the observation is conducted at the end of the adaptation period (Okhotnikova, 2011).

As a result of the diagnostic research, it was found that most of the children are ready for admission to preschool institution: 57.1% of the children are characterized by a high readiness level, 28.6% are conditionally ready, the unreadiness for entering preschool institution was identified in 14.3%.

A survey of parents showed that in the first days, young children with a high readiness level were a little confused, looked around and were careful with their peers. There were moments when they thought about their mother and cried, but they were distracted quickly. Within 7 days, the emotional state began to improve, they began to play with peers more. They easily engaged in active games. They began to show independence in game and to share toys. They tried to get dressed independently after sleep. These children are prepared for kindergarten by their parents at home (Sevostyanova, 2009). During classes they try to engage in the game process.

Having received the results of the Map of Observations of Children in the Adaptation Period, we concluded that the conditions correspond to the age and individual characteristics of preschool-age children. The preschool children have a sufficient mental development level and they are ready to attend kindergarten. In individual conversations with parents, the conditions of life of each child in the family, his health, habits, character traits, regime, the relationship between adult family members were revealed; parents were acquainted with kindergarten staff who would work with children; they were told about the regime of children's day in kindergarten.

Special attention was paid to the use of visual information for parents.

In the presence of parents, the children's adaptation period lasts up to 2 weeks gradually reducing the degree of their participation in child's activities while monitoring the competency and adequacy of the educator's actions.

The results of the ascertaining experiment showed that the conditions for the organization of the process of children's adaptation to kindergarten were created but they should be updated and expanded with the use of new forms and methods of work with children, parents and pedagogues of preschool educational institutions.

In kindergarten, the attempts to solve the adaptation problem are mainly reduced to recommending parents to make the regime of the child's day as similar to the preschool institution regime as possible. In addition, some educators have a simplified view of the emotional reactions of children who first came to kindergarten. They believe that crying and naughtiness are the result of pamperedness and susceptibility in the family. This opinion may be a consequence of the child's negative attitude to kindergarten. The duration and nature of adaptation are particularly influenced by social, emotional and psychological factors.

At the ascertaining stage of the experiment, children were selected for whom a visit to the adaptation group was recommended, they accounted for 14.3% of the total number of children admitted to kindergarten.

As a result of empirical-experimental work, a social and psychological adaptation programme was developed for children and an adaptation group was created.

At the control stage of the experiment, the following results were obtained: 92.9% of children have fully adapted to preschool conditions; 7.1% continue to experience adaptation difficulties. Recommendations for the child's family were formulated and work with the parents and the child was carried out. No children who had not fully adapted to the preschool educational institution were identified.

5 Conclusion

Today great importance is attached to social adaptation in the modern special literature on personal psychology. In particular, the representative of the psychoanalytic direction H. Hartmann (Hartmann & Rapaport, 1958) pays attention to the fact that a person faces the task of adaptation to other people from his birth day. He also adapts to the social environment which is partly the result of the activity of previous generations and himself. A person not only participates in the social life but also actively creates the conditions to which he should adapt. A man increasingly creates his own environment. The society structure, the labour division process and the place of man in society together determine the possibilities of adaptation as well as (partially) the development of the Self. The society structure determines which behavioural forms are more likely to provide adaptation partly through training and education. H. Hartmann (Hartmann & Rapaport, 1958) introduces the concept of "social compliance" to define the phenomenon when the social environment corrects the adaptation violations of in such a way that behavioural forms unacceptable in some social conditions become acceptable in others.

The possibilities for meeting the needs and development provided by society to adults and children are different and have different impacts on them. Social compliance is manifested primarily in relation to children.

Based on this fact, H. Hartmann (Hartmann & Rapaport, 1958) considers the human adaptation process to be multi-layered and the idea of the adaptation level underlies the concept of human health.

In general, the psychoanalytic human adaptation theory is currently the most developed one. Psychoanalysts have created a broad system of concepts and discovered a number of processes by which a person adapts to the social environment.

In the third year of life children become more independent. Substantive activities, situational-substantive communication of

a child and an adult continue to be developed; perception, speech, the initial form of exploratory behaviour, play, visual-active thinking are improved.

In the course of joint substantive activity with adults, the speech understanding continues to develop. Children continue to learn the names of the surrounding objects, learn to perform simple verbal requests of adults within the visible real situation. The number of words understood increases significantly. The behaviour regulation is improved as a result of adults' communicating to the child who begins to understand not only an instruction, but also a story of adults.

In communication with adults, such personal qualities of a child as initiative, perseverance and goodwill are developed. In fact, a child needs a fair assessment of his actions. The absence of assessment or constant disapproval contribute to child's getting praise by any means, boasting and inventing imaginary achievements.

The research revealed the need to develop recommendations for parents to prepare children to attend preschool institution.

We believe and we experimentally confirmed that the socio-psychological adaptation of young children to kindergarten will be successful within the constructive cooperation of pedagogues and parents taking into account the age and individual characteristics of children. The research data suggest that in view of the diversity of adaptation period psychological effects on a child when entering a preschool institution, it is important to support any parent's focus on increasing his educational potential. At the same time, the competent professional pedagogue's communication with parents is manifested in the ability to provide high quality communication space according to the style and strategy chosen, content relevance and skillful combination of a variety of cooperation forms and parents' activation techniques.

The developed programme of young preschoolers' psychological adaptation within preschool educational institutions solves the problem of young preschool-age children's adaptation period and it can be used by educators and psychologists of preschool educational institution in working with children and their parents.

Children's education in families is significantly different from education in kindergarten, therefore, the children's period of adaptation to new living conditions can be long. In the social adaptation, a professional pedagogue who is able to provide operational assistance in solving child's individual problems should help a child.

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