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# PSYCHOLOGICAL ASPECTS OF ADAPTATION OF YOUNGER SCHOOLCHILDREN IN CONDITIONS OF THE NEW UKRAINIAN SCHOOL

**PASYEKA N.M.**

*PhD in Engineering*

*Vasyl Stefanyk Precarpathian National University*

*Ivano-Frankivsk, Ukraine*

**UHRYNCHUK O.R.**

*master student*

*Vasyl Stefanyk Precarpathian National University*

*Ivano-Frankivsk, Ukraine*

**Abstract.** The topicality of the theme of the study lies in the intensification of educational activity, observed in recent years, as well as changes in the socio-economic sphere have changed the living conditions of children and identified the need for repeated in-depth analysis of the adaptive activity of the child at the time of admission to school and socio-psychological practice associated with school adaptation. The beginning of systematic schooling can lead to a stressful situation in a child's life, as the process itself is linked to the need to adapt to new micro-social conditions at present. The very entry into school and the first months of study cause younger students to change their entire lifestyle and activities. This period is extremely difficult for students who have entered school. This process is accompanied by a variety of functional shifts that significantly disrupt the child's psycho-emotional sphere. The problem of school adaptation should therefore be regarded as one of the most widespread social problems of our time; at present, it is no longer so much a question of in-depth study as of finding a productive solution at the practical level of the New Ukrainian School.

**Keywords:** psychological aspects of schoolchildren adaptation, New Ukrainian School, electronic learning platforms.

## **1. INTRODUCTION**

The problem is what kind of e-learning platforms should be used to adapt younger students. We live in the XXI century, where children have all mobile phones, tablets, laptops. These modern gadgets can replace real communication, life with virtual ones; play football or various games with virtual friends. And when children come to school in the 1st grade do not know a lot, do not understand, confused, may not get to know each other for a long time, feel like an outsider in his class, a big school, and it can lead to unwillingness to learn. Therefore, the teacher needs to do everything to ensure that children grow up real individuals, individuals, developed both intellectually and socially spiritually, brought up. To do this, the child needs to adapt to the classroom, to his or her first teacher, to his or her classmates, to the school, to the environment, and most importantly, to interest children in learning:

- to create favourable conditions for the child's adaptation;
- to familiarize children with the basic school rules;
- to attract children's attention and interest in learning;
- each lesson should be developed at a high level of interest, using educational platforms;
- develop independent, paired and teamwork skills;
- be able to organize children in the learning process properly;
- apply educational games to develop logical thinking, memory and attention.

These issues are reflected in the adaptations of younger students in the work of scholars around the world. The general ideas about adaptation, its regularities and physiological mechanisms are given in the scientific researches of A. Nalchajyan, A. Rean, A. Klinch, R. Dyson, K. Park, D. Parker and others. Among the domestic researchers of this problem of adaptation as forms of social activity of the individual it is necessary to note such authors as T. Alekseev, V. Ostrov, S. Kharchenko and

others. The general problems of socio-psychological adaptation and the formation and development of adaptive personality characteristics are reflected in the scientific works of B. Ananyev, L. Vygotsky, F. Berezin, A. Furman and others. Carrie-Anne Wright-Scott Adams-Byers, C.M. Berman, N. Carrington, F. Good, etc. investigated the peculiarities of adaptation of gifted primary school students and the importance of social support for parents and teachers.

Most future first graders want to go to school and intend to do it well. They are looking forward to the first of September and are in a joyous hurry to school. Subsequently, their lives are filled with many requirements, responsibilities, and limitations. There is an emotional stressful situation: the usual stereotype changes, the psycho-emotional load increases. This is a peculiar crisis period in the life of the child, which requires special attention of teachers, parents, practical psychologists. Work capacity and performance of the child at school depends mainly on how the process of adaptation to training will pass.

Adaptation is a process of accustoming a person to a certain environment. First-graders go through the following adaptation processes: social, biological and psychological. Biological adaptation is conditioned by children's adaptation to the new regime of the day. For example, in the morning to get up, have breakfast, wash up, go to school, sit at the class desk for 35-40 minutes, eat according to the schedule, do lessons and go to bed quickly. Psychological adaptation is a process of adaptation and interaction of first-graders with the environment, learning activities. For most children, the most basic need is to be loved, respected, cared for, believed in her.

Social adaptation is the final stage of adaptation; it is a process in which first-graders get used to their classmates, the first teacher, and the school environment. The main criteria for successful adaptation at school include the following:

- the child/student shows good knowledge and copes with the school programme;
- self-taught homework and self-education;
- the pupil gets up every morning in a good mood and goes to school with positive emotions;



- the pupil has many real friends with whom he spends time at recess playing various games;
- it's the comfort of the class that should be the main thing; the first-grader loved school.

So, the successful criteria of the adaptation process of first-graders is its positive emotion, which occurs when thinking about the school and, most importantly, high performance in learning activities. When a child goes to the first grade, she has a change from the preschool period, where the child played during the day, and now must learn to write, count and read. And in order to make it easier for the child to adapt to the new sphere of educational activity, the Ministry of Education and Science created the New Ukrainian School (NUS). The main goal of the New Ukrainian School is to create such a school so that the younger students could study with pleasure and be able to apply their creativity, skills and knowledge in everyday life.

As it was noted at the beginning of the article, we live in such a time when all mankind, including children, use mobile phones, laptops, computers, TV sets. When children come to school and see desks, chairs, whiteboards, teachers, they probably want to go back home or take out the phone. That is why I, as a future teacher and teacher assistant, believe that it is necessary to use the computer when preparing for the subject and in class. Especially technological means are improved almost every day and help us in learning, information retrieval, self-preparation for lessons, educational hours, in calculations, creating presentations - this can be called in two words multimedia technology.

Multimedia is a useful educational technology, which is inherent in interactivity and integration of different types of educational multimedia information, thanks to which it is possible to take into account the individual characteristics of students and the perception of improving educational activities.

Multimedia presentation is one of the most common means of visualizing educational material. The use of multimedia presentation in primary school lessons combines many of the components necessary for successful learning. Multimedia

presentations provide opportunities for virtual interaction between the user and objects or cognition processes that are reflected on the screen. In other words, the use of multimedia presentations makes it possible to create an informative and visual image of the object being studied, to simulate reality through participation in the processes that take place on the screen. The analysis of such classes showed that cognitive motivation increases, it is easier to master the complex material. In addition, fragments of lessons that use presentations reflect one of the main principles of creating a modern lesson - the principle of fascia (principle of attractiveness). Thanks to the presentations, children, who usually were not very active in the lessons, began to actively express their opinions and reason.

With the help of the presentation, the teacher can demonstrate his creativity and individuality. Also, the presentation in the teacher's work provides: saving time and material resources, information support, use of various exercises, expanding the educational space of the lesson and cognitive interest of students.

### **Conclusions**

So, modern students cannot be better characterized by an ancient Chinese proverb: "I will hear - I will forget, I will see - I will remember, I will do - I will understand". Systematic use of the computer at a lesson promotes improvement of qualitative level of use of visibility at a lesson; growth of productivity of a lesson; realisation of inter subject communications; logisizing and structuring of a training material that considerably raises level of knowledge of pupils; change of the relation of schoolboys to the computer (they begin to perceive it as a modern toy, and as the universal tool for effective work in any area of human activity). And it is a lesson with the use of multimedia technologies that gives an opportunity not only to hear, not to forget, but also to see, to remember. And then - successfully selected didactic material or interactive tools complete the process of learning new material, giving the opportunity to perform the task yourself to understand everything. That is why the use of multimedia technologies in the learning process of primary school is an effective and interesting medium for modern children, and even more so in the New Ukrainian School.

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