

M. Bulachok,
Student,
A. Voznyuk,
Professor of the Department of the English Language and Primary ELT
Methodology, Doctor of Sciences (Pedagogy),
Zhytomyr Ivan Franko State University

METHODOLOGY OF CONDUCTING AN EXPERIMENTAL RESEARCH ON THE PROBLEM "NON-TRADITIONAL WAYS OF WORK IN THE NEW UKRAINIAN SCHOOL AS A MEANS OF SOCIAL ADAPTATION OF JUNIOR PUPILS"

Formulation of the problem. In modern conditions, the issue of social maladaptation of children is quite acute. The child's entry into school is considered to be quite difficult, being and at the same time, a turning point, a period in the life of the prospective pupil. After all, very often, especially 6-year-olds, who start learning in the conditions of everything new and unknown – teachers, unfamiliar children – have a number of problems associated with excessive anxiety, insecurity, isolation, alienation, poorly adaptation to the new regime, they find it difficult to concentrate their attention to the study material, etc.

It is well known that successful social adaptation in primary school age, as a process, is characterized by the fact that the child must be mature in social terms; achieve the appropriate level of mental and emotional-volitional development. The social maturity of the child in the process is determined by the students' adequate understanding of the rules of the group, the ability to correlate their own values and rules of behaviour with collective ones, the ability to generalize and differentiate subjects, phenomena. Socially adapted student is characterized by a high level of development of volitional processes, has adequate self-esteem, the skills of self-control. That is why teachers and parents of the child should consider the use of interesting, non-standard techniques that will be appropriate to the age and interests of the younger learners.

Analysis of recent research and publications. The concept and content of the term "social adaptation" found its interpretation in the works of T. Alekseenko, S. Bystrushkin, O. Bezpalko, A. Furman. Peculiarities of formation of factors of social adaptation in primary school age have been characterized by such scientists as S. Andriychuk, A. Bogush, N. Varenysia, V. Mushchynsky, V. Panko, M. Chausov and others. The role of non-traditional methods concerning social adaptation was described by N. Zakharova, I. Zvereva, L. Koval, S. Khlebnyk, M. Chistyakova.

The purpose of the article is to characterize the peculiarities of the method of using non-traditional methods as a means of social adaptation of a junior schoolchild to study in the conditions of NUS.

Presentation of the main material of the article. As you know, the process of adaptation involves the interaction of an individual with the environment, taking into account the characteristics of the environment by the individual, taking into account the active influence on this individual in order to meet his/her own basic needs.

According to T. Alekseenko, the basic needs of the individual include: the need for security; physiological needs (food, sleep, rest, etc.); the need for acceptance and love, for recognition and respect, for self-affirmation, self-expression and development of the "I". Readiness is not only a property or a sign of separate personality, it is a concentrated indicator of the activity of a person, his/her ability [1, p. 59]. This process involves such components as intellectual (possession of a certain system of knowledge in accordance with the curriculum); emotional maturity, being the emotional stability and almost complete absence of impulsive reactions of children. According to L. Bozhovych [2], O. Kononko [3], the social maturity of a primary school student to the conditions of NUS is connected with the need of the child to communicate with classmates, with the ability to coordinate their actions, deeds and interests with peers, as well as with the ability to take on the social role of the student in general situation of schooling.

The study of social adaptation of primary school students was conducted by us on the basis of a secondary school № 16 in Zhytomyr. Pupils from 1-A (EG) and 1-B (CG) took part in the diagnosis. The assessment included appropriate levels of assessment of social adaptation of primary school students: high, medium and low, as well as appropriate criteria for assessing the social adaptation of primary school students : "My class"; "What I like at school"; "Forest school"; "Map of adaptation of first-graders"; "Expert assessment of adaptation of the child to school"; "Style of pedagogical management" (the author, O. Motkov).

Having analysed the results of social adaptation of students after the introduction of all diagnostic techniques (for children and their teachers and parents), we can see that the average indicators of social adaptation of students 1-A and 1-B are presented in the diagram (Fig. 1).

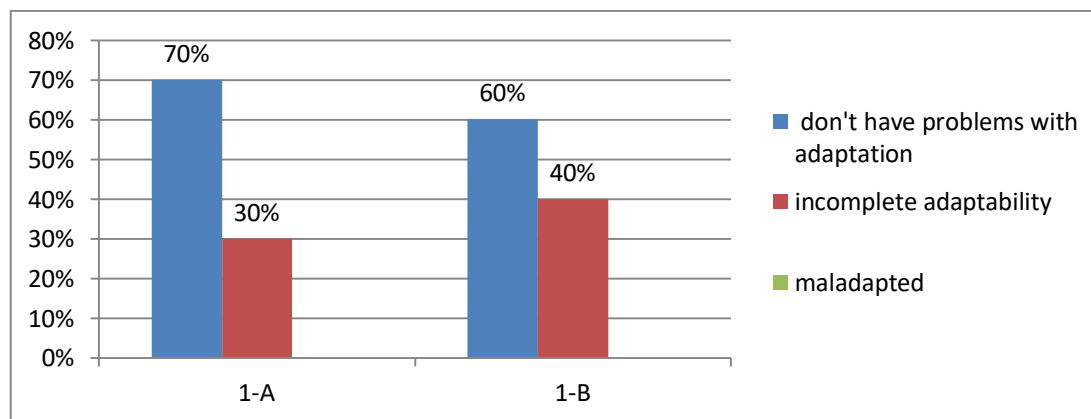


Fig.1. Levels of social adaptation of children with EG and CG

Analysing the results of diagnostic tests, we see that along with successfully adapted students who made up in 1-A (EG) 70%, in 1-B (CG) 60%, respectively, there are children who have difficulties with this process (EG) 30%, CG 40%. No maladapted students were found.

Therefore, we classified children with EG (1-A class) and schoolchildren with CG (1-B class) to three levels of social adaptation:

To the second group of social adaptation (average level) we included those students in EG (30% and 40% with CG), who had, albeit minor, difficulties with the process of integration into the school environment. Such children from time to time could show insecurity, timidity, could spend time alone, not choosing to interact with other children. Although they performed the tasks of teachers aimed at working together and interacting with other members of the team, but from time to time did so reluctantly. Children from this group, depending on the situation and their own mood could relate their behaviour with the values and traditions of the student body, with the requirements of teachers.

Thus, the emergence of the above-mentioned difficulties in the issue of social adaptation of primary school children to the conditions of NUS is associated primarily with the activities of teachers, unfavourable school environment, lack of proper upbringing in the family environment.

In our opinion, the categories of children with an average level of social adaptation are characterized by certain difficulties in interacting with others both in school and in everyday life. This problem may worsen in the future if the parents of children do not take appropriate corrective and educational measures.

Having revealed the insufficient indicators of the level of social adaptation of 1st grade students, we have developed a program "Social adaptation of first-graders", which provides training for teachers, who are to help first-graders to adapt more quickly into a new society.

Classes of the author's program were aimed at reducing children's vulnerability and anxiety, thus providing psychological comfort in the new environment. Certain tasks are recommended for 1st grade students who find it difficult to adapt to a new society (school). The number of the group is 6-8 persons, with the obligatory presence of one or two children who easily get used to the new conditions. Classes are held in the afternoon, 1-2 times a week, time duration is 45-60 minutes.

In our opinion, such methods of work that we used in our author's program "Social adaptation of a first-grader" as: art therapy ("Draw the mood"), self-relaxation, self-regulation ("Listening to myself", "I want to sleep"), which were aimed at the ability of 1st grade students to be aware of their states and emotions, better understand them and, accordingly, be able to regulate these states according to the situation of learning or communication.

The work also involved increasing students' self-confidence, belief in their abilities and capabilities, in the importance of their personality (for example, the reception of "My Self"), techniques aimed at understanding the interests of girls and boys ("Girls"), etc. [5, p.14].

Work at the formative stage with the use of non-traditional techniques for the successful social adaptation of primary school children, being aimed at increasing the level of emotional intelligence in children (the ability to understand their states and emotions, intelligently regulate them according to the needs and interests of a social group); at respecting not only their relatives, but also the members of the school staff (teachers, classmates) [4, p.22].

Such work with the use of non-traditional methods also involved reducing the level of anxiety in children, their fears of communication with peers, teachers, and

also aimed at establishing positive interaction of children with each other, with teachers and parents

Conclusions. Thus, we have identified the levels, criteria and indicators of diagnosis of social adaptation of the pupils to the conditions of NUS. The assessment included such levels as high, medium/average and low. Age-appropriate diagnostic techniques have been also selected: "School of animals", "My class", "Map of adaptation of the first-grader", "Expert assessment of the child's adaptation to school".

The initial stage of the work has showed that most students did not have problems with the process of social adaptation to school environment. They comprise 70%, the remaining 30% have been characterized as having difficulties in the process of social adaptation to school. They were timid, had negative expectations about their behaviour toward others, poor contact with peers, and preferred to play independently or otherwise during breaks.

Therefore, we have developed an author's program to optimize the process of social adaptation called "Social adaptation of first-graders", which presupposes using non-traditional methods of work: art therapy, music therapy, game therapy, self-assessment techniques. Our pedagogical experiment has been also aimed at forming a positive motivation in the interpersonal interaction of children with each other and with teachers.

REFERENCES

1. Alekseenko T. Socialization of personality: opportunities and risks. K., 2007. 153 p.
2. Bozhovich L. Psychology of development. SPB, 2017. 322 p.
3. Kononko O. Socio-emotional development of personality. K .: Education, 2018. 256 p.
4. Fundamentals of rehabilitation psychology: overcoming the effects of the crisis. Tutorial. Volume 2. Kyiv, 2018. 240 p.
5. Social adaptation: phenomenon and manifestations. Odessa, 2017. 112 p.
6. Вознюк О. Paradox-oriented educational paradigm // Нові технології навчання: збірник наукових праць. ДНУ «Інститут модернізації змісту освіти». Київ, 2020. Вип. 94. 338 с. – С. 332-334.