

SOCIAL ADAPTATION SKILLS OF PRESCHOOL CHILDREN AND IMPROVING THEIR QUALITY

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Abstract

To fix adaptation, it is necessary to have both of these criteria, since both a feasible level of productivity and position in the team must be supported by satisfaction with them, and satisfaction itself without recognition in the team or any reference group and without a focus on productive activity is insufficient for the adaptation of a socialized personality and is more often a compensatory reaction to maladjustment or a sign of opportunism. The level of satisfaction as a criterion and indicator of personal adaptation is very sensitive and requires clarification.

Keywords: adaptation, criterion, personality, preschool education, children, pedagogy.

Introduction

Social and psychological problems of job satisfaction were developed by T. Kitvel and defined by the author as a person's evaluative attitude to reality; satisfaction manifests itself in emotional states, an attitude that can act as a motive for activity (T. Kitvel).

The dominant influence on the process and nature of adaptation, on the productivity of activity and its satisfaction is exerted by the correspondence of the "motivational core" of the individual to the content of the goals and conditions of real activity. "Motives not only act as adaptation factors themselves, but also mediate the influence of conditions, circumstances, and influences external to the individual. Being a subjective point of interest, motives determine the assessment of various conditions of professional and labor activity" (Sviridov). Thus, a stable "motivational core" is a decisive moment in the adaptation of an individual in any field of activity and mediates the perception and assessment of both favorable and unfavorable factors. As one of the most significant factors of the motivational core that determines the process and nature of personal adaptation in a team, N.A. Sviridov identified a professional qualification attribute. S.D. Artyomov also pointed out the importance of interests associated with the possibility of self-improvement and progressive development of the individual for the success of its adaptation.

An important factor influencing the adaptation process is living and activity conditions. The assessment and perception of these conditions are primarily mediated by the attitude to the content of work and the goals of the activity, however, depending on the characterological characteristics of the individual and the non-dominant aspects of the motivational structure, the conditions of activity can have a significant impact on the nature and outcome of adaptation.



On the other hand, the motivational structure of the individual itself, which is largely the result of the “individualization of social schemes,” depends on the “properties of the individual,” depends on abilities, internal tendencies, emotional orientation and personality traits. The correspondence of certain personality properties to the characteristics of activity will be one of the conditions and indicators of personality adaptability.

Adaptation of the individual occurs in the team and through the team. The initial stage of adaptation to a new social environment is important. “Social adaptation can be defined as a person’s entry into a system of intra-group relations and adaptation to these relationships, the development of patterns of thinking and behavior that reflect the system of values and norms of a given group, the acquisition, consolidation and development of skills and interpersonal communication skills in a team” (Sviridov N .A.).

Adaptation in a team acts as a necessary condition for productive social activity, personal self-determination, “expanding the sphere of freedom, developing individuality.” “In order to actively influence the environment, to participate in its change and transformation, you must, first of all, “grow” into this environment and feel like a full member of it. Only if you achieve a certain degree of freedom in a given environment, feeling like a full member of a team, can you actively and purposefully influence this environment... Social activity does not exist and cannot manifest itself without adaptation of the individual in a given social environment” (Artemov S.D.).

To adapt to a new social environment, it is important to be able to quickly find one’s place in joint activities, one’s role in a new team, and the ability to find opportunities within existing conditions to demonstrate one’s abilities and interests¹. The condition for productivity and satisfaction with activity is a favorable psychological climate in the team - an environment for personal adaptation. The coherence and stability of relationships in a team depend on the clarity of the formal organization and the intensity of friendly relations that do not replace each other. V.N. Parokhin points out the importance of the business-like formal organization and orientation of the group for its survival in conflict situations; too close relationships, substructural emotional connections exploded the group from the inside when the superstructural shells were weak.

Informative indicators of an individual's adaptability in a team are active social and satisfying personal status, position, and the nature of relationships in significant groups and teams.

B. Pavlov believed that the isolated position of an individual in a group is not yet an exhaustive indicator of maladaptation. It is necessary to compare it with the qualities of his character, introversion, and group reference.

The ability to adapt is expressed in the degree of integration of the individual in the main small groups (families). “People who are quite organically included in these small groups have a high ability to adapt to social conditions, including work,” noted Naumova and Slyusaryansky.

The discovery of adaptation mechanisms is facilitated by the analysis of the adaptive reactions of a person who finds himself in unusual, unfavorable living conditions. The activity of the individual when adapting to these conditions is manifested in the creation, through the imagination, of microgroups with proactive verbal situations and playing familiar roles in them. With a general tendency towards solitude, the most intense and stable relationships are



established between people united by joint work functions (V.N. Parokhin). These facts confirm N.A. Sviridov's position on the exchange of activities based on a certain division of labor as the objective basis of all other aspects and functions of adaptation.

Indicators of adaptation include characteristics of an individual's behavior that arise under conditions of mental tension and stressful conditions or based on a conflict of the individual with himself and with others (Yuferova). The presence of such conflicts is often due to the individual's dissatisfaction with his own status in the team.

One of the indicators of a person's adaptability is the adequacy of his self-esteem to his actual abilities and qualities, as well as the correlation of self-esteem with the assessment of "significant others." "Only correct self-esteem, conscious or intuitive, allows an individual to discover the only "posture" corresponding to individuality in relation to the conditions of activity, which is the basis of any type of personal adaptation" (Babakhan).

Certain characterological features and personality traits contribute to the particular ease and success of social adaptation in various conditions. Personal adaptation is ensured by the active regulation of one's own behavior and depends on the development of the means of such self-regulation. I.A. Miloslavova defines human adaptation as active regulation of the process of interaction with the environment.

When considering the adaptation of a preschool child, as well as a person in general, it is necessary to clearly see the difference between social and physiological adaptation. I.A. Miloslavova sees this difference at the structural and functional levels of adaptation: the first level is adaptation in the sphere of relations "man - natural environment". At this level, adaptation occurs arbitrarily, without awareness and experience of adaptive reactions. The second level is adaptation in the sphere of relationships "personality - social environment". Social adaptation is a two-pronged process: the interaction of the individual and the social environment, in which a person is not only exposed to the environment, adapting to it, but also influences the environment, entering into relationships with the outside world.

Thus, in domestic research for a long time, social adaptation was considered mainly from a natural science perspective, since biologists were interested in man as a product of nature (A.V. Georgievsky, V.P. Kaznacheev, V.P. Petlenko, A.V. Sakhno, I.I. Shmalhausen and others), the signs of biological adaptation were transferred by scientists to social adaptation. This opinion, in our opinion, is not always justified, because the structural components of biological adaptation are not always acceptable for adaptation processes in society.

The study of approaches to this scientific problem indicates that social adaptation and biological adaptation are interconnected, but the distinctive feature of the first is the conscious activity of a person, his ability to vary his behavior when conditions change, to show flexibility and ingenuity. Human consciousness controls and regulates the process of adaptation to the social environment. It is consciousness, and not instincts, that allows a person to find his place in the world, create his own environment and relationships.

Recently, people have begun to talk about numerous interethnic conflicts. This entailed the identification of another type of adaptation - ethnic or intercultural, which is the process of entering a new culture, gradually mastering its norms, values, patterns of behavior, achieving



social and emotional adaptation to the new environment, social and psychological integration with the new culture without loss of the wealth of one's own culture.

P.S. Kuznetsov argues that the division into types of adaptation is just a convention, since adaptation is not a set of types, but is a holistic process.

Analysis of philosophical, sociological and psychological-pedagogical literature has shown the diversity of approaches to understanding the content of social adaptation. In the literature there is still no unambiguous definition of the content of this concept, which at the present stage of development would make it possible to emphasize the universality of social adaptation.

This allows us to offer our understanding of this subject of research. From our point of view, social adaptation is the adaptation of an individual to socio-economic conditions, social norms of society, to social groups, the purpose of which is to eliminate or weaken the destructive effects of environmental factors.

Social adaptation arose as a result of social, socio-psychological, moral-psychological, economic and demographic relations between people, adaptation to the social environment. Along with the concept of social adaptation, others are used in the scientific literature: pre-adaptation - the individual's readiness for future adaptive behavior; re-adaptation - adaptation aimed at including the individual in the changed social environment, social relationships; disadaptation is a violation of the adaptive behavior of individuals due to a number of external or internal reasons. The listed cognate concepts examine individual aspects of the process of social adaptation in different age periods.

In our research, we study the process of social adaptation of older preschoolers. N.D. Vatutina in her study notes that social adaptation of preschool children is an active process of a child's assimilation of social experience in the process of activity and communication. When entering a preschool educational institution, the author distinguishes two groups of children: the first group - children who have no experience of communication, except for their close environment (family); the second group is children who have experience communicating not only with their parents, but also with other people. Therefore, timely satisfaction of the need for communication will allow the teacher to speed up adaptation processes.

The effectiveness of social adaptation is also influenced by the child's communication with the teacher. Y.L. Kolominsky, E.A. Panko, in the course of their research, distinguish the following types of relationships: stable-positive, unstable-positive, passive-positive, passive-negative.

The most favorable is a stable positive type of communication, which contributes to the emotional well-being of children, confidence in their abilities, development of abilities, etc. A.V. Zaporozhets pointed out the influence of others on the process of social adaptation. Cooperation and communication with adults and peers in the process of organized activities contributes to the development of emotional experiences and social motives of the child. Therefore, the teacher's knowledge of the content of the child's needs for communication and various activities contributes, in our opinion, to the determination of pedagogical measures of influence on the child during social adaptation.

The success of social adaptation is largely determined by the relationships between children in the group of a preschool educational institution, as indicated by studies conducted by T.A. Repina and Ya.L. Kolominsky. If the socio-psychological conditions of the group correspond



to the orientation of the child's personality, then a favorable atmosphere of friendship and care for each other will contribute to the child's rapid adaptation, but if the norms of group morality do not correspond to the components of the socio-psychological structure of the individual, then a state of psychological discomfort arises¹. Through contacts with peers, the child develops the ability to perceive and adequately evaluate himself and others, which is a necessary condition for the individual's adaptation in the group, in society as a whole.

Having analyzed the scientific literature, we can conclude that the problem of a child's social adaptation remains open. The formation of a socially adapted personality requires taking into account the age, psychological and pedagogical characteristics of children, the implementation of an individual approach and the creation of a developmental environment that meets the needs of the child, saturating the educational process with various types of activities that model the child's behavior in various situations.

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