

SOCIAL ADAPTATION OF CHILDREN IN KINDERGARTEN OF PRESCHOOL AGE

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Abstract:

The article discusses the directions of social adaptation of preschool children. Problems related to this, methods of adaptation of children

Keywords: social adaptation, primary school children, preschool educational organization, kindergarten, adaptation problems, adaptation methods and adaptation factors.

Introduction

First day in kindergarten is an extremely important social stage in the life of a little person. This is one of those moments that can

influence the further psychological development of an unformed personality.

Social adaptation in a group of peers presupposes the child's inclusion in a complex system of relationships, which requires him to rebuild his behavior and activity structure[1].

This work should involve everyone who will surround the child - the teaching staff, the child psychologist and, of course, his parents.

Most children, having reached 3-4 years of age, begin to attend preschool institutions - a new and unknown environment. The beginning of visiting a nursery is associated with the need to adapt to a new social environment, establish contacts with unfamiliar children and adults, and develop adaptive mechanisms.

A clear daily routine, certain responsibilities and requirements come as a surprise to the child, which causes stress.

Lack of preliminary preparation for visiting preschool institutions can cause a number of reactions of a neurotic nature in a child: emotional disturbances, development of a feeling of fear of kindergarten, deterioration of appetite, sleep disturbances, and increased incidence of diseases.

Social and psychological adaptation in children occurs differently and depends on age, type of higher nervous activity, health status, characteristics of family upbringing and relationships between its members, contact, goodwill, level of development of gaming skills, emotional dependence on the mother.

A child's social adaptation to a preschool institution largely depends on moral and physical preparedness for changes, and on the type of higher nervous system. Thus, in sanguine and choleric people adaptation occurs faster than in melancholic and phlegmatic people [3].

Let's consider the main factors influencing a child's adaptation in a preschool educational institution:

1. Low level of socialization of the child. It will often be much easier for a child who has had



repeated experience of being separated from his mother for at least a few hours, to be in contact with peers and other adults, to get used to it than for one who is mostly at home under parental care around the clock.

2. Underestimating the importance of the adaptation mode. Often, a parent, contrary to all the norms and recommendations of teaching staff, leaves the child for the whole day. Conventionally, a gradual increase in stay time starting from two hours can be considered the norm, but there is no single recipe; for each child you need to select your own regime, based on what is possible.

3. Low self-care skills of the child or their complete absence. Contrary to the opinion of many parents, by the age of three, a child is already able to do a lot on his own, naturally we are not talking about tying shoelaces and fastening buttons on clothes. But a child is quite capable of using some cutlery, such as a spoon, or wearing tights and a T-shirt. And of course, a child who has not been taught self-care will experience difficulties, even to the point of decreased self-esteem and the emergence of complexes.

4. Difference in daily routine. Ideally, before entering kindergarten, you need to gradually bring the daily routine at home closer to the kindergarten routine, this will help avoid lack of sleep and associated stress, and reluctance to go to kindergarten in the morning. Therefore, even on weekends it is recommended not to change the regime.

5. Difference in nutrition. Children accustomed to a “canned” diet will have difficulties with undeveloped nutrition skills, just like children accustomed to just dumplings with sausages, who will not like soups with casseroles. This can lead to digestive problems. Children who were allowed to eat sandwiches on the go will constantly jump out from the table. Therefore, a child should be prepared in advance for garden food and table manners.

6. Lack of regular visits to kindergarten. It’s not uncommon for a child to be taken to kindergarten “every other day,” either because they overslept, or because they’re lazy, etc. A child who regularly attends a preschool educational institution gets used to it faster.

From the above it follows that the child should be prepared for visiting a preschool educational institution in advance. It is a mistake to assume that, having brought him into the garden, they will immediately teach him everything. Prepared children adapt easier and faster. Pedagogical literacy and parental awareness play a big role here. Thus, pedagogically neglected children, or, in other words, spoiled children who do not know the words “no”, who are not accustomed to refusal, whose whims are always fulfilled, will have a more difficult time than other children. The parents of such children, as a rule, are either young, inexperienced, or parents of a late, only long-awaited child, do not realize that in kindergarten there is a different system and methods of education and requirements. Another risk group is children from disadvantaged families, who often lag behind others in development, which undoubtedly complicates the child’s adaptation. Overly anxious parents who spend a long time parting with a sobbing child in the morning, and in the evening carefully examining the knees for abrasions and scratches, often unconsciously transfer their anxiety to the child. The longer such a parent says goodbye and reassures, the stronger and louder the child cries, reaching the point of hysterics with rolling on the floor. In such a situation, parents should calm down themselves, be patient, and if they have already decided to take their child to kindergarten, then they need to trust the staff of the preschool educational institution and understand that tears are a natural reaction of the child - there are no



children who do not cry. If parting with the mother is very difficult and the mother herself is “heartbroken,” it would be advisable to ask someone else, for example, a grandmother or grandfather, to take the child to kindergarten. With the right approach and patience, the child will come to terms with the inevitability of his stay in the kindergarten and after some time he will discover a lot of new and interesting things in the kindergarten. [2].

Social adaptation is significantly hampered by factors such as:

- social incompetence;
- emotional inadequacy;
- unsocialized aggression;
- resistance to the educational and educational process;
- Poorly developed or absent skills for behavior in unfamiliar places;
- lack of experience communicating with other children and unfamiliar adults.

To soften the process of social adaptation, it is necessary to accustom the child to the correct daily routine, teach the art of communication, encourage the child’s independence, in a preschool institution take an individual approach to working with each child, and create a cozy and supportive atmosphere in children’s groups. [3].

Particular attention should be paid to early prevention of colds and actions aimed at increasing immunity. After all, the more often a child gets sick, the longer it will take him to adapt. The most important rule is to dress your child according to the weather; you don’t need to dress him warmly at 18-20 °C, creating greenhouse conditions for him. Also, trying to avoid public places so as not to get sick, you can bring the child to the kindergarten and get the opposite effect - constant acute respiratory infections and acute respiratory viral infections.

When preparing a child for preschool education, it would also be a good idea to introduce him in advance to the kindergarten, the group he will attend, and the teachers. Also useful are short walks in kindergarten with a potential teacher, games in kindergarten at home, and conversations about kindergarten.

The most common mistakes parents make when adapting their children to kindergarten are intimidation by the kindergarten and discussing preschool staff in a disrespectful tone in the presence of the child. For example, a threat for disobedience: “If you behave badly, I’ll take you to kindergarten for the weekend.” All this in advance forms in the child a negative attitude towards the kindergarten and its staff. Another mistake is the desire of parents to “load” the child as much as possible with visiting clubs or other events such as the circus, zoo during adaptation - he does not need this now, he is already stressed. [4].

What steps should the teacher take during the adaptation period? Firstly, at the preliminary meeting of the parents of the group, tell and convey how to properly prepare the child for kindergarten: what needs to be done and what cannot be done, introduce all the regime issues. Before accepting a new group, it is necessary to conduct a survey of parents. The more information the teacher has about the child’s habits, characteristics, preferences, what skills he has, what temperament he has; the easier it will be to find an approach to it. After all, the approach to each child should be individual. You also need to draw up a schedule for visiting children so that a situation does not arise when on September 1, at exactly 07.00, 20 crying children come. It often happens when a calm, playing child, hearing and seeing another cry, also



begins to cry and a chain reaction begins - all the children cry, the teachers are torn. Joint round tables, trainings and conversations, and joint games with parents produce good results. In general, adaptation should take place in close cooperation between parents and preschool teachers in order to develop a certain strategy and line of behavior with the child that everyone will adhere to, otherwise situations may arise when what is “possible” at home in kindergarten is “not possible” - hence A conflict may arise and the teacher will seem like a “villain” to the child. And, of course, it is important that the teacher sincerely loves the children, without dividing them according to the principle of “convenient” and not so much. [5].

A child can be considered adapted to kindergarten by:

- if he masters or successfully begins to master the necessary self-service skills and rules of conduct in a preschool educational institution, communication skills;
- staying in kindergarten is comfortable for a child.

It is a mistake to believe that if a child does not cry, is quiet and obedient, adaptation for him is complete, it is important to fulfill the second condition - a feeling of comfort and trust during his stay in a preschool educational institution [6].

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