Level of development of communication skills as a basis for adaptation of junior school children in the educational environment

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Abstract. In this article we have summarized theoretical provisions about the essence and level of development of communication skills as the basis for the adaptation of younger schoolchildren in the educational environment. The article also discusses the child's problem - the ability to interact with other children, especially if they are representatives of different cultures, it is difficult to adapt to educational activities and study regularly. Also, interaction in the conditions of a collective educational process is ensured due to the required level of development of communication between the student and his peers. This communication is inextricably linked with one of the main components of the educational process: educational action. It is taken into account that the mechanism of pedagogical support for a student in the educational space includes a pedagogical element direct communication. It covers the entire system of social life and represents an image of educational activity and indicates the level of social development of society. Pedagogical assistance should be considered as assistance in self-knowledge (knowledge of national culture, multicultural identification and the formation of ethnic self-awareness). It helps to solve problems during educational activities in a multicultural environment and protect the rights of the child.

1 Introduction

The beginning of schooling is a very difficult and responsible period in the life of a first-grader, both from a socio-pedagogical and physiological point of view. Incorrect adaptation or disturbances in the adaptation process negatively affect the development of the child as a participant in the educational process.

Today, in the educational process, the problem of adaptation of younger schoolchildren plays a huge role. When joining school activities, children should be especially attentive to the organization of their learning process. When a child becomes a schoolchild, his life activities change radically: he needs to take a responsible approach to education and regularly perform his school duties. Learning in a school environment implies a different organization of the cognitive process than the one to which children are accustomed in the preschool period. In the life of a first-grader, learning is a completely new activity, which is prevalent and reorganizes his usual way of life. There are changes in the environment and the requirements for a new

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student. In this regard, the most difficult thing in a student's life is the process of his adaptation to learning at school [11, p. 1]

The child has a poorly developed ability to interact with other children, especially if they are representatives of different cultures. As a result, it is difficult for him to adapt to educational activities and study regularly. Interaction in the context of a collective educational process is ensured due to the required level of development of communication between the student and his peers. This communication is inextricably linked with one of the main components of the educational process: with the educational action. It is this that allows the student to learn general methods for solving a number of different problems. In order for a student to learn general methods of action, it is necessary that he be able to look at himself and his actions and actions as if from the outside. He needs to change his internal position, to treat objectively the actions of others participating in joint activities.

Difficulties for children studying in the first grade may be due to a unique attitude towards their personality, their abilities and capabilities. The educational process requires the student to be able to control himself and adequately evaluate his actions and abilities. A positive opinion about oneself contributes to the most successful adaptation to changes in the conditions of one's life. Schoolchildren with low self-esteem are characterized by an increased level of anxiety, it is more difficult for them to adapt to school activities, they have difficulty getting along with classmates, it is difficult for them to study, and they have difficulties in mastering knowledge. They tend to see every little thing as an insurmountable barrier.

2 Materials and methods

Excessively high demands from parents have a negative impact on school adaptation. Some parents believe that if a child does not do well in school, then he cannot be considered successful. They ignore or downplay their child's achievements.

So, in elementary school, the child's anxiety increases and the desire to achieve success decreases. Often such children are not confident in themselves. Low assessments of others or their disrespectful attitude towards the child contributes to the formation of low self-esteem in him. Often, parents' help in solving problems and the desire to improve educational results leads to the fact that the child's workload increases, he begins to attend extracurricular activities, which further slows down his development.

The state of health and the level of physiological development are very significant factors in the effective adaptation process. It is important that the child's healthy body is functionally ready to face school stress. It is important that individual systems and organs are developed so that they are able to give the correct response to all external influences on the body.

Having received the status of a schoolchild, the child is endowed with both new rights and new responsibilities that he must fulfill. In particular, he must comply with the new rules and regulations of school life. The result is often unsuccessful adaptation to school life. Primary school students can fully develop personally only if they feel confident and calm in a new educational environment, that is, subject to adaptation. From the very beginning, the teacher must teach children to constructively solve their problems and adequately express the emerging feeling of protest, anger, and disagreement. The most important thing that a teacher can do is create an environment for the success of the educational process. In particular, they should organize pedagogical support for the adaptation process of schoolchildren to the conditions of the educational space.

The main task of a primary school teacher is to support the adaptation process of primary school students in the educational space . This requires special programs to provide pedagogical support to first-graders, helping him adapt to school conditions and apply new relationships with students to new situations.

Modern researchers in their works offer different approaches to the concept of pedagogical support.

Among the domestic researchers who have developed the rationale for interaction in the education and development of schoolchildren, one should name O.S. Gazman. He gave theoretical justifications for the need to support and protect a first-grader.

It must be emphasized that the named researcher stood at the very origin of the substantiation by domestic researchers of the connection between upbringing and development of a schoolchild. He was able to prove from a theoretical and practical point of view the importance of pedagogical support and protection of the student.

3 Results and Discussion

The researcher's works establish that pedagogical support should be understood as a process during which the student's interests, goals and opportunities are jointly identified to cope with difficulties in education, self-discipline, communication and lifestyle [3, p. 59]. The scientist notes that

Pedagogical support for a student is closely related to

processes such as self-identification and individualization of the child. Its

goal is to solve the problems the student faces

not only at school.

The system of pedagogical support developed by O.S. Gazman ,

includes several different areas of implementation:

1. Pedagogical.
2. Psychological.
3. Social and pedagogical.
4. Sociocultural.
5. Social and organizational.

The main goal in the theory of O.S. Gazman , - help the child make a choice;

correlate the personal and social needs of children; support for children in time of introspection or work on oneself; motivate the child to

achieve success in working with himself[3].

G.M.Kodzhaspirova [5] believes that pedagogical support in school today aims to form a free-capable personality, a free individuality, which is realized through responsible service to others.

Within the framework of this study, the opinion of N.B. seems significant. Krylova [6], emphasizing that the educational process and support are not the same thing. According to her, pedagogical support should be considered as an activity in the "person-to-person" direction, when communication between "vis-a-vis" allows one to discover spiritual kinship.

Some researchers [1,8,14] have established the main subjects of pedagogical support for schoolchildren in the educational space. In particular, this is the subjectivity and individuality of the child.

V.A. Lazarev speaks about pedagogical support as a principle of

a person-oriented educational system, which determines any cooperation and any interaction. Pedagogical support can also be considered as a technology to assist in processes such as self-identification, self-development of the student's personality [7].

According to V.A. Belicheva [4], pedagogical support can only be provided with the help of the state, for this it must create special services: medical-social and social pedagogical; socially legal or everyday (social and everyday).

Analyzing the components of pedagogical support, M.V. Aleshina [1] defines the component structure of the process of pedagogical support, based on the logic of teaching and the logic of learning. She argues that the quality of the educational process of first-graders, their

success and self-esteem depend on the support of the teacher. If such support is humane in nature, the teacher and the student will be able to hear each other better, therefore, the child's effective adaptation in the educational process will be ensured.

Pedagogical support should be understood as a set of tools that help a student make an independent individual choice in the sphere of moral, existential, professional and civic self-determination. In addition, this set of tools will help overcome the difficulties of self-realization in study, creativity and work.

In the implementation of pedagogical support, a large role is given to the participation of the elder and his social status. First of all, he must certainly take into account the natural mechanisms of the student's development, not destroying them, but trying to reveal them. At the same time, he must act as a researcher, an accomplice, and a witness.

Taking into account the above, we can conclude the following. The mechanism of pedagogical support for schoolchildren in the educational space includes a pedagogical element direct communication. It covers the entire system of social life and represents an image of life and indicates the level of social development of society.

Pedagogical assistance should be considered as assistance in self-knowledge (knowledge of national culture, multicultural identification and the formation of ethnic self-awareness). It helps to solve problems during educational activities in a multicultural environment and protect the rights of the child.

I.S. Yakimanskaya [10] speaks of pedagogical support for schoolchildren during the adaptation period in the educational space of lower grades as a structure of multidirectional activities, the purpose of which is to identify schoolchildren's individual interests and abilities that need to be supported. From the researcher's point of view, in practical activities it is necessary to link pedagogical support primarily with the self-development of schoolchildren, as well as with dynamic, gradual changes in the psychological status of the individual.

It is also necessary to consider the definition of the concept of "pedagogical support for first-graders", which is put forward by T.V. Taruntaeva [9]. In her opinion, pedagogical support is a set of actions aimed at ensuring culturally appropriate pedagogical interaction as a factor in the effective educational process and taking into account the personal qualities of the student. This condition promotes high-quality knowledge acquisition through cultural dialogue and taking into account the personal characteristics of children.

So, the analysis helped to establish that at different times different researchers put forward different definitions of pedagogical support for the adaptation process of schoolchildren.

With the help of methodological and methodological means, pedagogical support will help the student change their life for the better, develop in them the ability to solve their problems themselves, without fear of others. Also, pedagogical support will teach children to empathize, and this skill is a personal planned result. All this together will help strengthen the physical and mental health of schoolchildren, teach them to live in harmony with themselves and the world around them.

The development of all components of children's adaptation to school education should occur in a systematic manner. In particular, the annual work plan in school should include activities to prepare children for subsequent education and their adaptation to school. With optimal organization of the annual educational schedule, it is possible to effectively combine the educational process and recreation of children. The academic year is divided into five periods. The first half of the year is divided into two parts, the second - into three periods of the educational process (additional holidays are provided in February). From the very beginning of a child's education at school, it is necessary to provide appropriate conditions to help him achieve a high educational result that meets the requirements of the Federal State Educational Standard. Training in the first grade is carried out exclusively in the first shift. Educational facilities for primary school children in the facilities are located no higher than the third floor of the building. If electronic learning tools are used and educational films, programs, or other

information that should be written down in notebooks are shown, the time of continuous use of the screen should be no more than ten minutes for primary school students. When scheduling lessons, you need to take into account daily and weekly indicators mental performance of schoolchildren and the school difficulty scale disciplines.

The weekly load must be distributed evenly across throughout the school week. The maximum possible load on throughout the day should be: for first graders - no more than four lessons and once a week five lessons (physical education is added), for students 2-4 grades - no more than five lessons and once a week six lessons (physical education is added). When teaching in first grade, certain rules must be observed requirements. In the middle of the school day, it is necessary to take a dynamic break, for which a minimum of 40 minutes should be allocated. Schoolchildren are leaving for additional holidays in the middle of the third quarter, the vacation period is a week [8]. It is necessary that conditions in classrooms meet sanitary and hygienic standards. Furniture should be placed in classrooms taking into account the age characteristics of students. Closets for a change of clothes should also be provided.

First grade students must be constantly monitored by a nurse.

It is important to carry out routine vaccinations and examinations on time schoolchildren, monitor their health. At the very beginning of the school year, it is necessary to identify a health group for each student. This will subsequently provide the opportunity for an individual approach to the education, upbringing and development of the child. In order for a student to adapt as quickly as possible, he must develop a routine. This regime should be compiled together with the student, because each child has his own physiological and psychological characteristics.

An important condition for effective adaptation is high-quality and balanced nutrition for schoolchildren. It is necessary to comply with the rules and standards. The nurse needs to regularly monitor the implementation of natural nutrition standards. It is also necessary to pay attention full development of schoolchildren. For this it is necessary, along with physical education lessons to organize activities that involve holding sports games and competitions, physical education entertainment, physical education minutes.

Teaching aids and materials should be stored whenever possible. for creative work of first grade students at school.

Second condition. We believe that the theoretical basis pedagogical conditions for effective adaptation of schoolchildren to educational and development space is in close connection with approaches to establishing the essence of the game, which is one of the main types student activities.

Therefore, great importance is given to gaming technologies as an element of pedagogical activity.

Business games are used in elementary school to solve complex tasks. In particular, they help to learn new material, consolidate what has been learned, develop creativity and general study skills. All this allows schoolchildren to better master and remember educational material from different positions. In the educational process, teachers use different modifications of the game - in the form of sociopsychogram , business theater, role-playing, operational, and simulation games. The training game is used during pedagogical support if the lesson becomes monotonous and boring. It promotes activation schoolchildren, allows you to develop self-organization mechanisms.

Playing with chance means that the primary school teacher introduces random selection components. This helps create a situation of success and helps children become more self-confident. Also, such games contribute to the development of abstract thinking, logic, and imagination of the student and, of course, have a positive effect on his adaptation to school education.

In the constituent entities of the Russian Federation, games with a national flavor are very interesting, in which national songs and fairy tales, riddles, proverbs, jokes, games, etc. are used as folklore material.

4 Conclusion

Thanks to the theatrical game, the teacher can allow the student to find himself in the time period or event that is being discussed during the lesson. This ensures the targeted formation of the student's feelings and emotions (this plays a big role in students' adaptation to the educational environment). The student's activities are aimed at setting an example. During the conversation, the teacher, by example, teaches children to speak, move, and behave. In this way, they are provided with pedagogical support for schoolchildren during their adaptation period. The behavior of a teacher organizing theatrical games should be built on the principles of rationality, balance, goodwill and interested participation. Play can shape a child's sensory sphere. If a student feels emotional joy from participating in an active, interesting process, this contributes to the development of a positive attitude towards the teacher and discipline. The child develops an interest, a desire to participate in the learning process, communicate and carry out joint activities.

In pedagogy, play is usually viewed as an opportunity for the free manifestation of a schoolchild's naivety (J.J.Rousseau); as an aesthetic boost that can change your life; as something that is the opposite of work (Puritan view). The game is also considered as a tool that, if used correctly, can provide socialization and cognitive learning for schoolchildren (M. Montessori). The game is also called the highest level of human development, the purest and spiritual work of a person at a given level of development, a copy and likeness of real life, a source of inner kindness and warmth. F. Frebel created the first classification of games for children. At the same time, he emphasized the importance of their training opportunities. Thus, he identified physical games that promote the development of dexterity and strength; games based on external senses, designed to train vision and hearing; intellectual games in which you need to think, reason and analyze. And so, after analyzing the scientific literature, we concluded that adaptation is a complex system of measures aimed at ensuring that children master new forms of activity, rules of behavior, and norms of communication. During adaptation, the child's social status changes.

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