

THE PROCESS OF ADAPTATION OF FIRST-GRADE STUDENTS TO THE SCHOOL ENVIRONMENT

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Abstract. The article is devoted to the analysis of the process of adaptation of first graders to the school environment and its theoretical and methodological foundations. The article mentions the period of adaptation, stages of adaptation, types of adaptation, socio-psychological and physical factors, difficulties and problems faced by schoolchildren and their parents, conditions for successful adaptation, and other factors. Also, some examples of the world experience conducted research, and regulatory legislative acts adopted in Azerbaijan in this direction are presented. The realities created by the intellectual and physical parameters of students during the modern primary education process necessitate the creation of a number of innovations in terms of methodology and legislation and the further increase of scientific and theoretical resources. The article mentions the necessity of improving the educational and pedagogical knowledge obtained on the basis of the individual-psychological characteristics of both teachers and parents in this direction over time. Here internal and external factors, family environment, global environment, and positive and negative aspects created by information technologies speak for themselves.

Keywords: pedagogy, elementary school, social-psychological adaptation, educational legislation, organizational-pedagogical preparation.

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BİRİNCİ SİNİF ŞAĞIRDLƏRİNİN MƏKTƏB MÜHİTİNƏ UYGUNLAŞDIRILMASI PROSESİ

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Annotasiya. Məqalədə birinci sinif şagirdlərinin məktəb mühitinə adaptasiyası prosesi və onun nəzəri-metodoloji əsasları təhlil olunur. Məqalədə uyğunlaşma dövrü, onun mərhələləri, adaptasiya növləri, sosial-psixoloji və fiziki amillər, məktəblilərin, onların valideynlərinin qarşılaşdıqları çətinliklər, müvəffəqiyyətli uyğunlaşma üçün vacib olan şərtlər və digər amillər qeyd olunur. Həmçinin bu istiqamətdə dünya təcrübəsi, aparılan araşdırmalar və Azərbaycanda qəbul edilmiş tənzimləyici qanunvericilik aktlarından bəzi nümunələr təqdim edilir. Müasir ibtidai təlim-tərbiyə prosesində şagirdlərin intellektual və fiziki parametrlərinin meydana gətirdiyi reallıqlar istər metodologiya, istərsə də qanunvericilik baxımından bir sıra yeniliklərin meydana gəlməsini və elmi-nəzəri vəsaitlərin daha da artırılmasını zəruri edir. Məqalədə istər müəllimlərin, istərsə də valideynlərin bu istiqamətdə fərdi-psixoloji xüsusiyyətləri əsasında əldə olunan tərbiyəvi və pedaqoji biliklərin zaman keçdikcə daha təkmilləşdirilmiş formaya çatdırılmasının labüdlüyü qeyd olunur. Burada daxili və xarici faktorlar, ailə mühiti, qlobal mühit, informasiya texnologiyalarının meydana gətirdiyi müsbət və mənfi cəhətlər öz əksini tapır.

Açar sözlər: pedaqogika, ibtidai siniflər, sosial-psixoloji adaptasiya, təhsil qanunvericiliyi, təşkilati-pedaqoji hazırlıq.

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Introduction

There are a number of characteristics of adaptation of first graders to school. This stage of adaptation is accompanied by the observance of certain rules of discipline, which students do not encounter in most cases. With the beginning of primary education, the baby is entrusted with many responsibilities and obligations that he is not used to, for example, waking up early, wearing a school uniform, finding a language with teachers and students, systematically acquiring new knowledge, etc. Difficulties in adapting to the school conditions of first graders may be related to integration into the student team and the child's acceptance of the teacher as a new power figure in his life. It takes time to adapt to changing circumstances and the support of family members, relatives and friends who will help the first-grader cope with problems. The second main point here is the organizational and legal policy of the state in this direction. Primary education in Azerbaijan has undergone a number of normative and systemic changes and has taken its modern form. "Preschool education" was adopted by the President of the Republic of Azerbaijan, Mr. Ilham Aliyev's decision No. on" Law of the Republic of Azerbaijan is one of the important steps taken in the organizational-legal direction. In addition, the Constitution of the Republic of Azerbaijan, the Law of the Republic of Azerbaijan "On Education" and other normative-legal documents contain a number of general and special provisions related to the primary education process. It is important to consider the mentioned factors step by step.

Main part

Analysis of research and publications. A number of articles and studies have been written on this topic by foreign researchers. Turkey, China, Russia, the USA, and other countries approach this topic in several directions. Here, the theoretical and conceptual studies of American psychologists John Brown and Yuri Bronfenbrenner, the social studies of Turkish educators Ishak Kozikoglu and Kayahan Çöküğü, and a number of practical studies written about the Russian education system (Eshov E.S., Gulyamova S.T.) were analyzed. One fact should be noted that although many interviews and scientific-theoretical opinions are presented in this direction in Azerbaijan, leading research projects are a minority.

In general, the process of adaptation of first graders to school can last from two weeks to several months and even throughout the year. A number of subjective factors play an important role here: the characteristics of the educational institution, the character of the child, the teaching load, psychological stability,

family environment, the professionalism of the teacher and the pedagogical team, the student team, etc. The biggest support for first-grade students' adaptation to school is provided by the classroom teacher. As we know, the school system is a new form of activity for a child, and the main tasks for him at this stage are to adapt to new conditions, develop new skills, learn activities, and communicate with newly-acquainted children and adults. The task of the teacher is to provide a harmonious transition stage for the child. During this time, they will learn about different school rules. It is very important for the first grader to feel that he has the ability to master any new skill or activity, so the teacher should encourage the child to believe in himself. It is mainly the responsibility of the teacher to create an atmosphere of kindness, collectivism and promote positive behavior in the classroom. The formation of normal interpersonal relations among first-grade students often depends on the teacher's pedagogical skills. An experienced teacher encourages children to communicate with their peers, which creates positive incentives for communication in the classroom. When a first grader is always trying to be "good" and doesn't succeed, stress and frustration set in. A teacher's praise of a student is a very important stimulus, so always find a reason for praise and only then give critical feedback on the aspect to be corrected. Of course, the teacher's cooperation with parents plays an important role in solving the problem. All adults around the child should act together. Only uniform rules and requirements can help a first-grader adapt to school.

First, it is necessary to consider some factors related to the process of adaptation to primary education. The first important factor is the adaptation period. It is possible to talk about several stages here. The first stage, called *the indicative* stage, is the period when the student accepts many factors according to his psychological and personal qualities. The child faces new conditions, situations, boundaries, norms, etc. is learning. This is really hard for some kids. During this period, children are relatively tense. The second stage is the stage of unstable *fixation*. This is the stage of adaptation of children to a new environment. He is already close to finding the optimal rules of behavior under the proposed conditions. Patterns of behavior are already established in children's minds, and this allows the body to spend less energy than at the first stage. The third stage of adaptation is *the adaptation stage*, which is relatively stable. At this stage, children develop confidence in the chosen forms of behavior and these forms are stabilized. This is the final assessment of school psychology. The first two stages can last about two to three weeks, and the third stage can last up to a year.

There are two main types of adaptation of first graders to the educational process: one of them is *social and psychological adaptation*, and the other is *physiological adaptation*.

When a child goes to the first grade, he gains a new status as a student. Along with the change in status, a reevaluation of values takes place: everything related to educational activity becomes more important, and comes to the fore. The child joins a new collective and is surrounded by people he does not know. At this time, the teacher and parent play an important role in the adaptation process of the child. All these factors help to form a positive emotional attitude towards school in the child.

In order for the adaptation period to pass without problems, it is important to pay special attention to the following skills in children.

Cognitive potential – for most children, the development of cognitive skills is a natural process. In older preschool age, this skill develops in parallel with memory, attention, thinking, and cognitive interests. If all these processes develop harmoniously, adaptation will occur faster and the student will be able to adapt faster, spending less mental work and physical energy.

Creative thinking - in modern times individual thinking ability is important. The attitude towards people with bright, creative thinking is also changing. If the child is able to be creative and think beyond the standards, parents should not worry about this situation. In the future, this can be the perfect tool to overcome some crisis situations.

Individual organization - when a child starts school training, he enters a system where there are certain time frames: lessons, breaks, extra lessons - all this happens within a certain time frame. The ability to plan time is a very important characteristic for a first grader. In addition, the development of logic, imagination, and communication is also important.

The second main factor related to children's adaptation to school is *physiological adaptation*. A huge burden falls on the shoulders of a child who has earned the title of schoolboy: mental labor is spent in the form of mastering new knowledge, and the static position in the educational process changes rapidly. The stronger the pressure, the more energy the body uses. That is why it is important not to overlook the moment of tiredness of the child.

A number of theoretical methods were used in conducting this research: analysis of normative documents and pedagogical literature; summarizing/comparing the results of scientists regarding the determination of organizational-pedagogical conditions; systematization of the obtained results of theoretical analysis.

According to the American psychologist J. Brown, for a child who can adapt easily, adaptation takes place within two to four weeks. Such children sleep comfortably, have a good appetite, the child's emotional state is calm and their mood does not change sharply. Without showing tears and anger, he calmly sends his parents off and plays with his classmates. "The child communicates with his

peers and teachers and can ask the teacher for help at this time. Even with such easy regulation, the child may initially experience problems with sleep and appetite” [Brown I., 2020]. That is why it is necessary to monitor the child’s sleep and food regime at home. Other side effects and points should also be mentioned here. According to some researchers, children’s adaptation to school can be explained by ecological systems theory and family systems theory. According to U. Bronfenbrenner, an American psychologist who put forward the theory of ecological systems, children are directly influenced by the family, and indirectly by the socio-economic environment. “Family systems theory also shows that families are formed by different systems (for example, parent-child interaction, mother-father interaction) and that these systems are interconnected” [Bronfenbrenner U., 1979].

Features of the formation of adaptive behavior in secondary school are related to the influence of the following factors:

- the specificity of the school environment as a learning and communicative space, which actualizes the child’s acceptance of new social rules, a competitive environment;
- and new social behaviors;
- the subjective nature of the interaction of all participants involved in the investigated problem;
- pay attention to individual and personal characteristics of students, their inclinations and interests, as well as protect children from potentially dangerous information;
- increasing attention to the legal status expressed in the desire to meet special needs to the maximum extent through the development of inclusive education;
- education and adaptation programs, etc.

It should be noted that due to the presence of crisis periods during the educational process, the process of adaptation to the school regime is unstable. The most important stages of the process are:

- the initial stage of school life in connection with the adoption of new social statuses, social roles, rights, and duties related to them - first grade;
- transition to the secondary level due to subject teachers teaching different specialties, program complexity, and changing the system of requirements for students - fifth grade;
- secondary school graduation and graduation classes - ninth and eleventh grades.

The adaptive potential is cumulative (*environmental and socio-economic aspects, which do not have a significant impact by themselves, but can cause*

greater and more significant impacts together with the impact of future works) are not characteristic and the entire period of education, taking into account the specific circumstances related to the student's age and level of education should be continuously formed during

Family factors also play a leading role in the formation of adaptive behavior of students, which is related to the irreplaceable place of the family in the socialization process of the child. The main factors that actually determine the success of the adjustment are the completeness of the family, the income of the parents, and the level of education.

Children from full families often have an adequate sense of self-esteem, feel the strong emotional influence of their parents, and feel safe at school and at home. Compared to other children, their adaptation is faster and easier. In a complete family, both parents or at least one (more often the father) have a higher education or a fairly high-income level.

Children from incomplete (single-parent) families are characterized by a wide range of incompatibility reactions, which vary depending on the age and gender of the parent and the child. In this case, the level difference is exacerbated by the lack of appropriate gender-based behavioral patterns. The parent has a higher education, but the financial situation is average or close to the poverty line. At the same time, children from single-parent families show greater adaptability in areas not related to the educational process. Monitoring the adaptation problems of children in foster families capable of providing competent and full-fledged support to children without parents, as well as the activity of specialized educational institutions that can become the main institution, is becoming more relevant. The success of the adaptation process among schoolchildren also depends on the formation of the adaptation potential of parents from the foster family and the level of education provided in specialized schools. The student's individual resources, personal qualities, and school and family factors are other components of the success of the transition process.

At each of the developmental stages we have identified, personality traits that help to overcome maladaptive tendencies come into play.

In the first stage (first grade), the child's emotionally positive approach to school, his understanding of himself as a part of the school team, and his readiness to participate in joint activities are of particular importance.

In the second stage (fifth grade) there is a change in individual behavior and way of thinking, actions, communicative competence, and the ability to quickly absorb the material to be studied.

In the third stage (ninth and eleventh grades), academic performance becomes the main resource, as the combination of classes and the introduction of

specialized education increase his average indicators, as well as the overall harmony of the personality, which prevents the emergence of internal conflicts.

There are a number of factors that indicate that a child cannot adapt to the educational process and social environment.

Failures in learning – sometimes a child may fall behind in the school curriculum or fail to grasp it completely. The problem is aggravated if parents expect too high results. Exaggerated demands and even hidden dissatisfaction complicate the adaptation period, reduce the self-confidence of the first-grader, and prevent him from fully grasping the educational materials. It is necessary to approach the development of children in the first grade carefully and fairly, it is advisable to praise and encourage them even for the smallest success. Lack of enthusiasm for training there are enough reasons for this. These are the lack of motivation, i.e. the child's lack of interest in other things or games, slowness by nature, and self-doubt, i.e. the fear of saying or doing something wrong. It is possible to get rid of the unenthusiastic approach only by systematically working with the child at home and at school. It is advisable to encourage the first-grader in any way and make a number of strict demands on him.

Low level of productive activity - the child's participation in the lesson, and his calm behavior does not mean that he understands and assimilates everything the teacher says. The problem may be related to personal qualities, excessive distraction, or family problems. Sometimes first graders see being at school as an opportunity to escape from conflicts at home. This problem can be solved only by paying more attention to the child, showing him love, and creating a calm atmosphere in the family.

Disobedience - this problem is most often manifested in children who are neglected or who receive too much attention and care. The habit of always being the center of attention of society, the collective, rejecting the accepted rules causes conflicts in the classroom. Of course, everything ends with the parent's appeal to the school, the intervention of the social pedagogue, and the principal. Therefore, the only correct decision is to ignore the child's spoiled behavior for a while. Of course, it is necessary to clarify that this disobedience does not cause problems for others and does not hinder the learning process. In this process, together with an experienced social pedagogue, parents develop behavioral tactics with the child it is recommended that they do so.

Verbality (memorization) - this concept refers to a high level of speech accompanied by a delay in the child's thinking. A first-graders lively speech, or even memorization of large volumes of texts, does not indicate that he has an adequate mental capacity to grasp the school program. The development of figurative and logical thinking of the child in such a situation is needed, which is achieved

through systematic exercises - application applications, sculpting, drawing, and simple tests

When looking at the international experience of children's adaptation to the educational process, it is possible to find different practical activities. "In a number of educational institutions of Russia, various practical processes can be found, for example, the work on social adaptation begins with a parent meeting held before children go to school and includes the following:

- to acquaint parents with the content of the educational process at school;
- conducting psychological and pedagogical education of parents (expanding parents' knowledge about child rearing, practical recommendations for preparing the child for school);
 - involvement of parents in the educational process (establishment of parents' committee, involvement of parents in the organization of class events);
 - creation of an appropriate information block on the school's website so that parents can get acquainted with advisory information on the adaptation of first-grade students to school, etc. [Eshov E.S., Gulyamova S.T., 2014].

According to the research conducted by sociologists in Turkey, the process of adaptation to education manifests itself differently in regions that are divided into several parts in terms of economic and social development. "As a result of the survey conducted on the basis of the Cronbach Alpha internal consistency coefficient of the five-point Likert scale, it was determined that the adaptation process in socially less developed areas reaches 1-1.79 points, and in highly developed areas it reaches 4.2-5 points. This experiment proves the influence of the social environment on the adaptation process" [Cokuk K., Kozikoglu I., 2020]. At the same time, gender factors play an important role here, and regions where girls adapt faster than boys are economically and socially more developed regions. Traditions and other factors have a direct influence here.

In recent years, many researchers have considered the genetic, psychological, and other external factors of the problem. Numerous studies have focused on the developmental effects of parents' secure or insecure role models for their children. Almost all of these studies have found a correlative statistical relationship between the degree of attachment of parents to their parents and the degree of attachment, adjustment, or various forms of the well-being of their children. Adult work patterns (working conditions, career choice, etc.) that connect mothers and fathers are also closely related to how well they treat each other and their children, and how they cope with the social, emotional, and academic challenges of their child's entry into elementary school. "Numerous studies show that many factors are directly related to the quality of each parent's relationship with the child, the level of mental and social adjustment of the child. Also, researchers

note that a child entering first grade has different expectations than a direct transition from preschool to first grade. Even parents can get more information about their child's transition to first grade by participating in transition programs " [Sy-laj V., Ramabaja A.H., 2022].

Along with social-psychological factors, organizational-legal processes, and state regulation in this field are also of great importance in the process of adapting primary school students to the educational environment. As mentioned earlier, there are a number of legislative acts in Azerbaijan that support this field and create an organizational and legal basis. The most important of them is the Law of the Republic of Azerbaijan "On Preschool Education". With this law , the main principles of state policy in the field of preschool education include the provision of succession and continuity between preschool and primary education, national and secular educational traditions, achievements of Azerbaijan and world pedagogical science, an organization based on purposeful integration of family education and social education, and other important principles. is made ["Law of the Republic of Azerbaijan on preschool education"., 2017]. The Law of the Republic of Azerbaijan "On Education" also contains articles related to preschool and primary education. Articles 18 and 19 of the law, respectively, state the forms of organizing preschool education and the general provisions related to the elementary stage of general education. According to the Law "On Education", the purpose of primary education is to instill in students reading, writing, arithmetic, patriotism and respect for the values of the Azerbaijani people, state symbols, basic knowledge about people, society, nature, life skills aimed at personality formation, as well as simple work habits, logic it consists in forming elements of thinking, artistic-aesthetic qualities, and other characteristics. "Primary education in the Republic of Azerbaijan begins at the age of six. Also, at the request of parents or other legal representatives, children who turn 6 years old at the end of the calendar year are admitted to school" ["Law of the Republic of Azerbaijan on Education"., 2009]. In these provisions, the role of parents and the importance of physical and natural factors in the implementation of children's rights related to education are especially emphasized.

Another important point regulated by the legislation is related to the factor of special education and inclusive education, where the state protects the right to education of children who need special attention and care. A number of subjective points may arise here, and their regulation is carried out within the framework of the legislation. Article 29 of the Law of the Republic of Azerbaijan "On Education" provides for the organization of guardianship of minor children who have lost their parents or are deprived of parental care, sending them to state boarding schools, monitoring the performance of the functions of guardians and

custodians, special and general procedures for children with disabilities there is a special provision on ensuring that they are involved in education in educational institutions (special education and inclusive education classes) and sent to social protection institutions.

Conclusion

During the research, the analysis of the relevant legislation, scientific and methodical literature sources, and the software made it possible to determine the number of criteria and relevant indicators related to the initial conditions of adaptation problems in education in general. The importance of these criteria and indicators is justified on the basis of social studies and the experiences of a number of psychologists and educators, as well as with the help of legislative acts adopted by Azerbaijan in this field. Based on the research, the following results were determined:

- there is an urgent need to study and apply international experience in this field in Azerbaijan;
- improved scientific-theoretical literature related to these processes is a minority in our country;
- a number of technological and methodological innovations should be implemented in pedagogical educational institutions in order to provide practical training to parents and teachers in this direction.

The use of electronic resources and training should be organized taking into account national interests, mental values, and the characteristics of the current education system of the country. The most efficient and successful models of pedagogical practice in the preschool education system and the first period of primary education can be investigated and applied in a limited framework and in the form of a pilot project.

The actuality of the subject. The problem of adaptation of first graders to school is always relevant. This stage of adaptation is accompanied by the observance of certain rules of discipline, which students do not encounter in most cases. At the beginning of primary education, the child is entrusted with many responsibilities and obligations that he is not used to. In the first phase of training, the teacher's assessment of successes and failures in the training process is of particular importance in the relationship between the teacher and the students.

The scientific novelty of the subject. The scientific novelty of the research is that the theoretical importance of the adaptation process is justified by defining its structure, the concepts of educational communication, didactic communication, and psycho-pedagogical communication are differentiated through the analysis of the paradigmatic bases of psychological and pedagogical knowledge, and its

function is revealed in the adaptation process of first graders.

The practical importance of the topic. The practical importance of my research is characterized by the fact that the experience of adaptation takes an important place in the learning process. This is an undeniable condition of globalizing education. The ideas and recommendations presented in the article can be used by elementary school teachers, dissertations, and doctoral students conducting research in the field of elementary education, and authors preparing textbooks and teaching aids.

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