



Age and individual characteristics of young children

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Abstract: The state of the mental and physical health of the child, his communication skills with adults and peers, active subject and game activities are the main criteria by which one can judge the degree of his readiness to enter children's institutions and a safe stay in them.

Key words: Social adaptation of children, difficulties in adaptation, vocational training, educational activities, socio-pedagogical research.

At an early preschool age, the baby still cannot control himself at will, his behavior is mostly involuntary. He is very emotional, but his emotions are fickle, it is easy to distract him, switch from one emotional state to another. The speech of the child is actively developing. According to Samsonova O.V. for children aged 2-3 years, the following criteria for the age-related state of the mental and physical development of the child are characteristic. Social - emotional development: Plays independently, shows imagination. Likes to please others; imitates peers. Plays simple group games. General motor skills, hand motility: Learns to run, walk on toes, maintain balance on one leg. Squatting down, jumping down the bottom step. Opens the drawer and topples its contents. Plays with sand and clay. Opens lids, uses scissors. Paint with your finger. Strings beads. Hand-eye Coordination: Can rotate a phone dial with a finger, draw dashes, and reproduce simple shapes. Cuts with scissors. Perception and object-playing activity: Looks at pictures. Disassembles and folds the pyramid without taking into account the size of the rings. Selects a paired image according to the sample. Mental development: Listens to simple stories. Understands the meaning of some abstract words (big - small, wet - dry, etc.). Asks questions "What is it?". Begins to understand the other person's point of view. Answers "no" to absurd questions. An initial idea of quantity develops (more - less; full - empty). Speech Comprehension: There is a rapid increase in vocabulary. Understands complex sentences like: "When we get home, I will...". Understands questions like: "What do you have in your hands?". Listens to "how" and "why" explanations. Performs a two-step instruction such as: "First we wash our hands, then we will have dinner." Thus, the state of mental and physical health of the child, his communication skills with adults and peers, active subject and game activities are the main criteria by which one can judge the degree of his readiness to enter children's institutions and a safe stay in them. Adaptation is determined by the following factors:

- The state of health and the level of physical development of the child
- The age of the child (children from 8 months to 1 year and 2 months of age are the most difficult to adapt, when separation anxiety and fear of strangers coincide)
- Social factors (living conditions in the family; daily routine; skills and abilities formed in the child)
- The degree of formation of communication and objective activity
- Individual characteristics of the child



The first group of factors is related to the physical condition of the child. The state of health and the level of development of the child. A healthy, physically developed baby has better adaptability. Nervously and somatically weakened, quickly tiring, having poor sleep and appetite, children cope worse with the difficulties of the adapted period, they experience stressful conditions and, as a result, they often get sick. The next factor influencing the nature of the child's adaptation to new conditions is the age at which the baby enters the children's institution. This factor has a deep connection with the child's attachment to loved ones and the neurotic forms of behavior that arise on this basis. Attachment to the mother is a necessary condition for the normal mental development of the child. It contributes to the formation of such important personality traits as trust in the world, positive self-awareness, initiative, curiosity, and the development of social feelings. For the emergence of attachment, a long and stable emotional contact of the mother or adult replacing her with the child from the first days of his life is necessary. The term of the adaptation period depends on the age of the children upon admission, the earlier they come to a preschool institution, the faster they get used to the new living conditions. The duration and severity of addiction also depends on the previous upbringing in the family. Children of the same age adapt differently depending on the individual typological characteristics of their higher nervous activity. Some people cry for the first time when parting with their parents, refuse to eat, sleep, protest against every suggestion of the educator, but after 2-3 days they are already drawn into the regimen and feel good. Others, on the contrary, are calm for the first time, follow the teacher's suggestions without objection, and on the following days they begin to cry, eat poorly for a long time, do not play, and hardly get used to kindergarten. The course of the adaptation period depends on the presence or absence of previous training of the nervous system in adapting to changing conditions. The next factor, purely psychological, is the degree of formation in the child of communication with others and objective activity. Psychologists have identified a clear pattern between the development of the child's objective activity and his getting used to the nursery. For a child who knows how to play well, it is not difficult to get in touch with any adult, since he has the means necessary for this. At an early age, objective activity becomes leading, and communication occurs mainly about actions with objects. Such communication is called situational-business. In the course of business communication, the child forms special bonds with the people around him. The direct, emotional contacts of the infant with the mother and other relatives, which have a selective nature, an intimate, personal basis, are being replaced by contacts centered on an object. Practical interaction is more impersonal. For him, the emotional closeness of partners is not so important, because all their attention is focused on the subject. Of course, a child would rather play with a loved one than with a stranger, but if he knows how to establish business contacts, then it is easier for him to be distracted from the partner's personality and, therefore, it is easier to interact with strangers than a child who has only experience of emotional communication. This means that the process of adaptation will proceed more safely in a child who has the skills of situational business communication. The lack of skills to enter into practical interaction with adults, reduced play initiative with an increased need for communication lead to difficulties in the relationship of the child with different adults. Thus, the reason for the difficult adaptation to the nursery may be the mismatch between the too prolonged emotional form of communication between the child and adults and the formation of objective activity, which involves another form of communication - cooperation. Psychologists have identified a clear pattern between the development of the child's objective activity and his getting used to the nursery. The easiest way to adapt is for kids who are able to act with toys for a long time, in a variety of ways and with concentration and solve objective problems: to assemble a pyramid, a nesting doll, and constructor elements. For a child who knows how to play well, it is not difficult to get in touch with any adult, since he has the necessary means for this. A characteristic feature of children who have great difficulty getting used to the nursery is the low level of objective activity, including play. Such kids are quickly fed up with the game, they cannot find activities for themselves, they constantly require the attention of an adult, they are capricious if something does not work out for them.

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The attitude of the child to peers also has a great influence on the course of adaptation. Children who have difficulty getting used to the nursery often shun their peers, cry when they approach, and sometimes behave aggressively towards them. The inability to communicate with other children, combined with difficulties in establishing contacts with adults, further aggravates the complexity of the adaptation period. One more important factor should be taken into account, which can complicate the period of adaptation of the child to the nursery. It is associated with the psychological characteristics of the parents, especially the mother, and the nature of relationships in the family. If the mother is anxious, suspicious and overprotective of the child, reacts affectively to all his conditions, if she has a conflicting character and prefers an authoritarian parenting style, if parents experience difficulties in communicating with others, if quarrels often occur in the family - all this can cause the child's neuroticism and his difficult adaptation to a preschool institution. Having got to the nursery for the first time, they quickly respond to the offer of the teacher to play, explore new toys with interest. In case of difficulty, such children stubbornly seek a way out of the situation, do not hesitate to turn to an adult for help. Thus, the state of health, the ability to communicate with adults and peers, the well-formedness of the subject and play activities of the child are the main criteria by which one can judge the degree of his readiness to enter the nursery and the successful adaptation to them. Consequently, the nature of the child's addiction to the conditions of a preschool institution is influenced by a number of factors: the age of the child, the state of health, the formation of communication experience, and the degree of parental care.

The complexity of adapting the body to new conditions and new activities and the high price paid by the child's body for the successes achieved determine the need to take into account all the factors that contribute to the adaptation of the child to the preschool institution or, on the contrary, slow it down, preventing adequate adaptation. Adapting a child to new environmental conditions is a difficult and painful process. The process, accompanied by a number of negative changes in the child's body, affecting all its levels, and possibly leading to stress.

What provokes stress in a child in such a situation?

To a large extent - separation from the mother, a sudden cessation of the intake of vitamin "M" necessary for him to live. In order to survive in this new environment, the child needs to behave differently here than at home. But he does not know this new form of behavior and suffers from it, fearing that he will do something wrong. And fear supports stress, and quite a vicious circle is formed, which nevertheless, unlike all other circles, has an exact beginning - separation from the mother, separation from the mother, doubts about her altruistic love. So, separation - fear - stress - failure of adaptation - illness. But all this is usually characteristic of a child with a difficult or unfavorable adaptation to kindergarten. With this type of adaptation, the process, as a rule, drags on for a long time, and the child adapts to an organized team for months, and sometimes cannot adapt. Findings: Adaptation is a complex process of adapting a person to the conditions of a new social environment; it is a new, still unknown space, with a new environment and new relationships, one of the socio-psychological mechanisms of personality socialization. A necessary condition for successful adaptation is the coordination of the actions of parents and educators, knowledge and consideration of the age and individual characteristics of each child. And also how the child in the family is prepared for the transition to a children's institution. Even before the baby enters the group, caregivers should establish contact with the family. The task of the educator: to reassure adults, invite them to inspect group rooms, show the locker, bed, toys, tell what the child will do, what to play, introduce the daily routine, discuss together how to facilitate the adaptation period, develop a unified approach to raising a child, coordination of influences on him at home and in a preschool institution. The kindergarten should become a real, not declared, open system, parents and teachers should build their relationship on the psychology of trust.

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