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### **Theoretical study of the problem of adaptation to crisis situations in primary school students**

#### **Annotation**

*Main problem:* In the latest Addresses of President Kassym-Jomart Tokayev to the people of Kazakhstan it is indicated that “systemic problems in education. Crises of mental development, age and life crises are widely represented in a variety of psychological studies. The gap, the contradiction between the actual and potential forms of coexistence create, according to various scientists, the phenomenon of a crisis, when a child, a youth, an adult strive for something, not knowing what their heart desires. Age crises accompany a person throughout life. For some they pass smoothly, for others they are very difficult. The form, duration and severity of crisis situations can vary depending on the individual characteristics of a person, social conditions, and the peculiarities of upbringing in the family. Age crisis situations are natural and necessary for development. A more realistic life position that arises as a result of such crises helps a person to find a new, relatively stable form of relationships with the outside world. Life crisis situations are the subject of close attention of psychologists. Dividing human life into periods, stages, they draw attention to the difficulties of transition from one stage to another.

*Purpose:* to consider the problems of adaptation to crisis situations in primary school students.

*Methods:* the method of ascending from the abstract to the concrete, the method of transforming concrete images of objects based on their abstract essence, the speculative language of schematic images of thought.

*Results, their significance:* in relation to life and the world of activity, a person's personal potential is manifested in actions in the positions of «individual», «student» and «subject». Certainty in thinking is given by the use of vectors of movement in the logic of descending from the concrete to the abstract, ascending from the abstract to the concrete, as well as in their combination.

*Key words:* thinking, ascent from the abstract to the concrete, individual, student, subject, personality, activity, human potential, crisis situations.

#### **Introduction**

Depending on their scientific orientation, some researchers see the causes of crises in the biological development of a person, paying attention to sexual changes, others attach greater importance to the socialization of the individual, and others – to spiritual and moral development.

Regardless of when a child went to school, at 6 or 7 years old, at some point in his development he goes through crisis situations. This turning point can begin at 7 years old, or it can shift to 6 or 8 years old. A crisis situation at 7 years old is the child's experience of the system of relationships in which he is included. The perception of his place in the system of relationships has changed - this means that the social situation of development changes, and the child finds himself on the border of a new age period. At 7 years old, the child comes to the realization of his place in the world of social relations. He discovers the meaning of a new social position – the position of a schoolchild, associated with the performance of educational work highly valued by adults. And even if the desire to take this new place in life appeared in the child not at the very beginning of his studies, but a year later, all the same, the formation of an appropriate internal position radically changes his self-awareness. A change in self-awareness leads to a reassessment of values. What was important before becomes secondary. Old interests and motives lose their motivating force and are replaced by new ones. Everything related to learning activities (primarily grades) turns out to be valuable, while what is related to play is less important.

A small schoolchild plays with enthusiasm, and will continue to play for a long time, but the game ceases to be the main content of his life. The restructuring of the emotional-motivational sphere is not limited to the emergence of new motives and shifts, rearrangements in the hierarchical

motivational system of the child. During the crisis period, profound changes occur in terms of experiences, prepared by the entire course of personal development in preschool age. At the end of preschool childhood, the child began to realize his experiences. Conscious experiences form stable affective complexes. Individual emotions and feelings that a child experienced from the age of four were fleeting, situational, and did not leave a noticeable trace in his memory. The fact that he periodically encountered failures in some of his affairs or sometimes received unflattering reviews about his appearance and experienced grief, resentment or annoyance about this did not affect the formation of his personality [4].

As is known, only a few preschoolers acquire a high level of anxiety and low self-esteem.

This happens because the family is dominated by an atmosphere of discontent and high demands. And, conversely, in an atmosphere of praise and admiration, children grow up with an inordinately high self-esteem, even for preschool age; there are also few of them. All these cases are the result of assimilating the constantly repeated assessment of close adults, and not generalizing their own emotional experience.

The initial stage of school education covers the age range from 6-7 to 10-11 years (grades I – IV of school). Chronologically, the socio-psychological boundaries of primary school age in life cannot be considered constant, since they depend on the child's motivational and psychological readiness for schooling, as well as on the age at which education begins and how it proceeds in an educational institution. In most cases, parents send their children to school at the age of six, and, as a result, the age psychological boundaries will shift back, that is, cover the age from six to approximately ten years. If education at school begins at the age of seven, then the boundaries move forward a year and cover the range from seven to eleven years.

In addition, the boundaries of primary school age can expand and contract depending on the teaching methods used by the teacher – more productive methods will accelerate the child's development, and less perfect methods, in turn, will slow it down accordingly. But, despite this, the variability of the boundaries of this age has practically no effect on the further success of the primary school student.

### **Main part**

As an example of «source material» in the study, the latest Addresses of President Kassym-Jomart Tokayev to the people of Kazakhstan are considered [1]. The problem areas are given:

– the functions of the state apparatus are not focused on the needs of education, science and production;

– there is a substitution of concepts: human capital, personal potential, personality, subject, object, individual and others.

Children of primary school age have significant reserves of development, and the identification of these reserves is one of the most important tasks of age and educational psychology. However, before using the reserves available to the student, the teacher should pull the children up to the required level of readiness for learning.

Psychologists have proven that ordinary primary school students, if they are not only taught correctly, but also learn with them more complex material than the current curriculum, can be quite capable. However, in order to use the reserves available to the primary school student, the teacher must solve two important problems.

The essence of the first task is to adapt schoolchildren to work at school and at home as quickly as possible, to teach them to study without wasting extra physical effort, to accustom them to attentiveness and perseverance. Therefore, the curriculum should be designed in such a way as to arouse and maintain constant interest in younger students [5].

The essence of the second task is to psychologically equalize children from the point of view of their readiness for learning by pulling up lagging schoolchildren to those who are doing well. Many children come to school not only unprepared for a new social and psychological role for them, but also with significant individual differences in motivation, knowledge, skills and abilities. All this makes learning at school too easy and uninteresting for some children, and too difficult for others, and as a result, also uninteresting in the future, and only for the third group, which is mostly the smallest, does it correspond to their abilities. That is why this second task arises for the teacher.

Many younger schoolchildren quickly get tired during classes. This is explained by the fact that sufficiently in-depth and productive intellectual work requires students to be patient, regulate their natural motor activity, restrain their emotions, and concentrate on learning tasks, but not all children studying in elementary grades can do this.

For children studying in the first grade, self-regulation of behavior is especially difficult. Most first-graders lack the willpower to constantly keep themselves in a certain state, to control themselves over a long period of time. It is very difficult for younger students to sit for a long time in class, not to fidget, not to talk, not to distract classmates, not to run along the school corridor during breaks.

And, conversely, in other situations, children are required to demonstrate unusual, rather subtle and complex motor activity, for example, when a teacher teaches them drawing or writing. During classes at school, the teacher asks children questions that require mental concentration, and then parents demand the same from their children when they complete homework assigned by the teacher. Children often get tired not from intense mental work, but from their inability to self-regulate.

Upon entering an educational institution, the student's position in the family changes, as adults begin to make increased demands on them, and children acquire responsibilities related to study and work. This must be taken into account in order to avoid excessive fatigue of the child at school and at home. The child's entry into an educational institution marks the emergence of crisis situations and new conditions for the development of the personality of a junior schoolchild. A child of this age is included not only in educational activities, because his personal development, in addition to study, is influenced by communication, games and work. At primary school age, many of the child's business qualities are formed, as well as special personal qualities, on which the motivation for achieving success depends.

Prerequisites for the formation of the achievement motive begin to form in preschool age, and already in primary school age they are consolidated and become a stable personality trait. But it should be remembered that this does not happen immediately, but approximately by the third or fourth grade. At the beginning of schooling, personal qualities necessary for the implementation of motives are formed [6].

A feature of primary school students is their boundless trust in adults, primarily teachers, submission and imitation of them, since the teacher is the center of the social and crisis situation of the child's development. Primary school students unconditionally accept the assessments of adults, recognize their authority. Children of this age, characterizing themselves as individuals, often repeat what adults said about them. This once again proves the importance of the authority of an adult for a primary school student.

An adult's assessment directly concerns such an important new formation of a primary school student as self-esteem. The self-esteem of a child of this age depends on the nature of the assessments that an adult gives him, as well as on his success in various activities. Unlike preschool children, younger schoolchildren have different types of self-esteem – inflated, adequate, and understated. Often, the type of self-esteem of a schoolchild depends on the grade that the teacher gives him for his academic performance.

In this case, the self-esteem of children of this age will depend on the grade that the teacher gives them for their academic performance, that is, if a schoolchild gets an «A», then his self-esteem may be inflated, and, conversely, a child who gets low grades may have low self-esteem.

### **Discussion**

The main theses and conclusions of the study were presented and fully approved at monthly seminars of school psychologists under the guidance of Doctor of Pedagogical Sciences Kairbekova B.D.

### **Conclusion**

Movement occurs in the coordinates of «abstract – concrete». Abstract and concrete are markers of movement as such. These are the names of contours, the image of the same object located at different distances from the conventional observer. The image of a really or conventionally distant, point (abstract) object is clarified (specified) when approached.

Conscious control of their own actions by younger students reaches such a level when they become able to manage their behavior based on the decision made, intention or long-term goal set for themselves. This becomes especially noticeable in cases where children do something with their own hands or just play. In such cases, getting carried away, younger students can spend quite a long time doing interesting and favorite things for them. This may indicate a tendency towards subordination of motives for activity, since the goal adopted by the younger student or the intention that has arisen in him controls behavior, preventing children from being distracted by extraneous matters or objects.

In order to understand how to get out of a crisis situation and how to develop the motivation to achieve success in a junior schoolchild, it is important to remember another important circumstance, which is reflected in the theory and methodology of its measurement.

V.G. Aseyev proved that in order to achieve success, a student must have a way out of crisis situations, which is directly related to the motive to achieve success and the motive to avoid failure. Both of these motives, as oppositely directed tendencies, are formed in senior preschool and junior school age in the leading types of activity for children of this age – in preschoolers in play, and in junior schoolchildren – in learning [6].

The motive to avoid failure, or, let us try to express the essence more precisely, is what leads to an increase in crisis situations. And it can be formed and consolidated in junior schoolchildren if adults who have sufficient authority for children of this age punish them for failures and give little encouragement for success. In turn, the motive for achieving success is formed in the event that the attention of adults and the majority of the incentives of the younger schoolchild are related to his successes. This circumstance was taken into account in the pedagogical works of V.G. Aseyev, who recommended that primary school teachers not give marks, especially low ones, so as not to cause anxiety and worry in younger schoolchildren associated with the development and functioning of the motive to avoid failures and crisis situations.

In addition to the above, the motivation to achieve success is also greatly influenced by the self-esteem of the junior schoolchild and the level of his aspirations. In the course of psychological research, V.G. Aseyev proved that junior schoolchildren with a strong motivation to achieve success and a low motivation to avoid failures have adequate or moderately high self-esteem, as well as a very high level of aspirations and fewer crisis situations. Based on this, we can conclude that in the process of developing the motive to achieve success in junior schoolchildren, it is necessary to take care of both self-esteem and the level of aspirations.

The level of aspirations of a junior schoolchild depends not only on success in academic or any other activity, but also on the position that the child occupies in the system of relationships with classmates and friends. Thus, for children who enjoy authority among their peers and occupy a high status in children's groups, both adequate self-esteem and a high level of aspirations are characteristic, but not inflated, but quite real and less likely to get into various crisis situations. The last act that internally strengthens the motive for achieving success in younger students is the awareness of the child of this age of his capabilities and abilities, the distinction between the two and the strengthening on this basis of faith in his successes.

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### **Бастауыш сынып оқушыларындағы дағдарыстық жағдайларға бейімделу мәселесін теориялық зерттеу**

#### **Аңдатпа**

Президент Қасым-Жомарт Тоқаевтың Қазақстан халқына арнаған соңғы Жолдауларында «Білім берудегі жүйелік мәселелер. Психикалық даму дағдарыстары, жас және өмірлік дағдарыстар әртүрлі психологиялық зерттеулерде кеңінен ұсынылған. Бірге өмір сүрудің нақты және потенциалды формаларының арасындағы алшақтық, қарама-қайшылық әртүрлі ғалымдардың пікірінше, баланың, жастың, ересек адамның жүрегіннің нені қалайтынын білмей, бір нәрсеге ұмтылуы дағдарыс құбылысын тудырады. Жас дағдарыстары өмір бойы адаммен бірге жүреді. Біреулер үшін олар бірқалыпты өтеді, басқалары үшін өте қиын. Дағдарыс жағдайларының нысаны, ұзақтығы және ауырлығы адамның жеке ерекшеліктеріне, әлеуметтік жағдайларына, отбасындағы тәрбиенің ерекшеліктеріне байланысты өзгеруі мүмкін. Жастық дағдарыс жағдайлары табиғи және даму үшін қажет. Осындай дағдарыстардың нәтижесінде пайда болатын неғұрлым шынайы өмірлік ұстаным адамға сыртқы әлеммен қарым-қатынастың жаңа, салыстырмалы түрде тұрақты түрін табуға көмектеседі. Өмірлік дағдарыс жағдайлары психологтардың жіті назарында. Адам өмірін кезеңдерге, кезеңдерге бөле отырып, олар бір кезеңнен екінші кезеңге өту қиындықтарына назар аударады.

Бастауыш сынып оқушыларының дағдарыстық жағдайларға бейімделу мәселелерін қарастыру.

Абстрактіліден нақтыға өрлеу әдісі, объектілердің нақты бейнесін олардың абстрактілі мәніне қарай түрлендіру әдісі, ойдың схемалық бейнелерінің алыпсатарлық тілі.

Өмірге және әрекет әлеміне қатысты адамның жеке әлеуеті «жеке тұлға», «студент» және «субъект» позицияларындағы іс-әрекеттерде көрінеді. Ойлаудағы нақтылық нақтыдан абстрактіліге, абстрактіліден нақтыға көтерілу логикасында қозғалыс векторларын пайдалану, сонымен қатар олардың үйлесуі арқылы беріледі.

*Түйінді сөздер:* ойлау, абстрактіліден нақтыға көтерілу, жеке тұлға, оқушы, субъект, тұлға, іс-әрекет, адамның әлеуеті, дағдарыстық жағдайлар.

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### **Теоретическое изучение проблемы адаптации к кризисным ситуациям у младших школьников**

#### **Аннотация**

В последних Посланиях Президента Касым-Жомарта Токаева народу Казахстана указано, что «системные проблемы в образовании. Кризисы психического развития, возрастные

и жизненные кризисы широко представлены в самых разных психологических исследованиях. Разрыв, противоречие между фактическими и потенциальными формами сосуществования создают, по мнению разных ученых, феномен кризиса, когда ребенок, юноша, взрослый человек стремятся к чему-то, не зная, чего желает его душа. Возрастные кризисы сопровождают человека на протяжении всей жизни. У одних они проходят гладко, у других – очень тяжело. Форма, продолжительность и тяжесть кризисных ситуаций могут различаться в зависимости от индивидуальных особенностей человека, социальных условий, особенностей воспитания в семье. Возрастные кризисные ситуации естественны и необходимы для развития. Более реалистичная жизненная позиция, возникающая в результате таких кризисов, помогает человеку найти новую, относительно устойчивую форму взаимоотношений с окружающим миром. Жизненные кризисные ситуации являются предметом пристального внимания психологов. Разделяя жизнь человека на периоды, этапы, они обращают внимание на трудности перехода от одного этапа к другому.

Целью явилось рассмотреть проблемы адаптации к кризисным ситуациям у учащихся младших классов.

Метод восхождения от абстрактного к конкретному, метод преобразования конкретных образов предметов на основе их абстрактной сущности, умозрительный язык схематических образов мысли.

По отношению к жизни и миру деятельности личностный потенциал человека проявляется в действиях в позициях «индивида», «ученика» и «субъекта». Определенность в мышлении придается использованием векторов движения в логике нисхождения от конкретного к абстрактному, восхождения от абстрактного к конкретному, а также в их сочетании.

*Ключевые слова:* мышление, восхождение от абстрактного к конкретному, индивид, ученик, субъект, личность, деятельность, потенциал человека, кризисные ситуации.

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