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FEATURES OF INFLUENCE OF THE SCHOOL DISADAPTATION ON THE PSYCHOLOGICAL HEALTH OF THE CHILD

Abstract. The article deals with the phenomenon of school disadaptation and the features its impact on the psychological health of children of primary school age.

Keywords: school disadaptation, mental health, school phobia, school neurosis.

The problem of preservation of psychological health of the child in terms of information-rich school environment is of particular relevance. Many studies conducted by the World Health Organization in different countries indicate the evidences of mental health disorders in cognitive, emotional and behavioral areas, in development of the character and shaping the personality of the child. These studies show that mental health deviations in childhood have two features: first, they ascertain quantitative deviations in the normal process of mental development of the child; second, most of these disorders can be seen as a reaction to specific situations (e.g. in some situations there are child behavior problems, others – on the contrary, the child behaves normally) [cit. 2, p. 6]. It is negative character of certain situations (including school) may cause deviations in emotional, cognitive or behavior areas for the most of children.

However, children, whose state can be described as marginal to the norm and qualified as «mentally not sick, but not psychologically healthy», are left unattended. Children age is characterized by the increased vulnerability to the effects of environment and on this basis a number of additional factors (persistent fears, anxiety and high fatigability, etc) can cause various forms of disadaptation, including school, to some children. That's why psychological health of the child is

considered by us as an essential condition for the formation of personality, increasing efficiency, stabilization of attention and memory, and it is an important factor in maintaining of the high academic motivation.

Particularly serious test for the psychological health of the majority of pupils is contained in periods associated with the processes of school adjustment to the learning conditions. The process of adaptation/disadaptation become relevant in key periods of school life, first of all during the transition from one level to another and in situations of implementation of innovative school programs.

Analysis of scientific sources on problems of school disadaptation showed that the amplification of phenomenon of maladaptive nature in the school environment is associated with an increase of unpredictable critical situations in everyday life of a child.

By *school disadaptation* we mean the formation of inadequate mechanisms of child's adaptation to school, which appear as disturbance of academic activity, behavior, conflict relationships with classmates and adults, psychogenic disorders and reactions, increased anxiety, distortions in personal development [1].

School disadaptation appears in the impossibility of the child to deal with learning program, which is adequate to its abilities, or in inability to adequate interaction with the environment of a particular educational institution. According to the results of scientific research from 15 to 40% of children experiencing psychological difficulties clearly identified in adapting to school life (N. V. Vostrokuntov, V. O. Gurieva, N. M. Zavadenko, V. V. Kovalev and others). The level of disadaptation of pupils and forms of its detection range from minor motivational and behavioral disorders to the complete renouncement to attend school.

The main manifestations of school disadaptation are the following features: 1) failure in school, lagging behind the curriculum of one or more subjects; 2) general anxiety in school, fear of knowledge test, public speaking and evaluation, inability to concentrate at work, uncertainty, confusion when answering; 3) breach in relations with peers: aggression, alienation, irritability and conflict; 4) breach in

the relationship with teacher, misconduct and not subordination school rules; 5) personality disorders (feelings of worthlessness, stubbornness, fear, hypersensitivity, dishonesty, loneliness, darkness); 6) inadequate self-esteem (in the case of high self-esteem there is tendency to leadership, sensitivity, a high level of claims in conjunction with self-doubt, avoiding difficulties; in the case of low self-esteem there are uncertainty, conformity, lack of initiative, lack of independence) [3].

Outlined school disadaptation signs indicate the presence of a child's psychological discomfort that occurs as a result of the frustration of the child's needs and is the basis of so-called school neuroses, including varying degrees of detection: «school phobia», generalized tics, stuttering, elective mutism (selective denial of communication), «dydaktohenyy neurosis» and so on.

According to I. B. Shirokova, school neurosis is a persistent discomfort, usual stress, which is associated with the child's attitude to school [4]. Neurosis is understood here not in the sense of medical terminology, but as an inadequate way to respond to certain complexity of school life. Signs of this neurosis are the anxiety, persistent fear, a quiet panic, and even horror. By our opinion, the understanding by adults (teachers, parents) that school neurosis prevents studying to the smart and capable children, morally destroys anxious and responsible ones, puts an end to the fair-minded children, is very important. The results of studies by children psychologists can prove it. In particular, research by N. M. Neupokoyeva finds out a close relationship between the communication features of primary school children with a very important person to them – the teacher and the development of their motives for learning. In the lower grades there is fairly common phenomenon, when a child forms conflict relationship to teacher: there is a contradiction between the rejection of teacher's personality and hidden, but a keen interest in it. Such children have delay in the formation of cognitive motivation, because unmet need in trusting dialogue with the teacher combines them with distrust of himself, hence to the activities in which he is engaged and in some cases – fear of the teacher. These children are usually closed, vulnerable or

conversely indifferent, impervious to the instructions of the teacher, inert. In conversation with the teacher they discover a forced meekness, humility, desire to adapt over the time [cit. 2, p. 8-9].

Detection range of displaying school neuroses is wide enough that is a difficulty in distinguishing clear criteria for their diagnosis. However, our observations and practical experience have allowed to formulate features of school neurosis, in which elementary teachers can diagnose them for early prevention. Among the features of neurosis we highlight the following: the child does not respond to their own name, although hear that its appeal; the child is distracted, does not meet the requirements of the task at the first time; the child forgets the necessary school supplies at home, hides notebooks from parents; is restless – jumps from the seat; tries to make classmates to laugh, encouraging everyone's attention; often changes «pose» («romp»); scratches, rubbing its forehead, head, arms; is afraid to answer at the board; during oral answers in class or during a story about how things in school, its voice changes (becomes hoarse, shrill or even «disappear»); crying, trying to do the job, which it can not afford; refuses to go to school; is countersunk hinders breathing; hand tremor; difficulty breathing, intermittent inhalation and exhalation; chewing nails, hair wound on his finger, plucks any clothing or items; shuffles its feet under the desk during class; becomes angry, throws a pen or other items; beating messes its own and other people's things.

Observations show that if we pay attention to students with symptoms of neurotic reactions in time, increase resistance of adaptive threshold, probably it may stop the psychogenic identity formation. Therefore, comprehensive measures that include early diagnosis of the child, consideration of individual characteristics and features, permanent work with teachers and parents in the school system of psychological services, are extremely necessary for the prevention and correction of «school neurosis».

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