

THE INFLUENCE OF EGOCENTRISM ON THE SOCIO- PSYCHOLOGICAL ADAPTATION OF CHILDREN TO SCHOOL

Chextere Oksana Y.

Ph.D. in Psychology, Leading Researcher

Institute of Psychology G.S.Kostyuk

NAPS of Ukraine, (Kyiv, Ukraine).

achextere@ukr.net

Introduction. The beginning of schooling is inextricably linked not only with pleasant and exciting moments of preparation for school life but also with the difficult transition of a child from the status of a preschooler to the status of a schoolboy or schoolgirl. Adaptation of children to school is a complex and multifaceted process, thanks to which they adapt to new conditions, new requirements of teachers and parents, learn the rules and regulations of interaction with strangers, form interpersonal relationships with classmates.

The complexity of adaptation depends on the characteristics of personality, socio-psychological competence, communication skills. In this case, each of the first-graders to some extent experiencing a condition called the adaptation syndrome. The adaptation syndrome is manifested in fatigue, frustration or increased anxiety of the child.

Aim. To investigate the socio-psychological problems of adaptation of first-graders to school, to identify the connection between egocentrism and socio-psychological maladaptation of children.

The process of adaptation in first-graders consists of adaptation of physiological, sensory, psychological, socio-psychological and social and affects the general condition of the individual, the nature of communication and attitude to themselves and others.

Particular attention should be paid to the socio-psychological problems of adaptation. It is proved that the complexity of the period of adaptation leads to increased egocentrism, which is defined as the inability of a self-centred person to take into account the thoughts, intentions, plans of others and coordinate them with their own. It is manifested in the concentration of the individual on himself, in

egotism as a form of linguistic manifestation of egocentrism, in retroflexion and other phenomena. Egocentric states and properties can be the result of psychological defence mechanisms. Contributing to the stabilization of the ego-state, egocentrism leads, on the one hand, to problems of communication and establishing relationships with peers, and on the other - it can be caused by these processes.

Materials and methods. The child's transition from egocentrism to decentration occurs, firstly, when he masters space, mastering his own body and using it as a coordinate system, going from imaginary to the real vision of the material world, and secondly when the child focuses on other persons and taking into account their own place in the situation. Therefore, we have chosen the following methods, which comprehensively through the determination of the degree of formation of the necessary skills, reveal the level of development of decentration of the child, namely:

- method of copying the figure of Ray-Osterritz;
- methods of studying the spatial experience of children "Cats" M.Ya. Basova-A.N.Neklyudova;
- Piaget's method "Left and right";
- methods of understanding by children the hidden meaning of the story "The boy with a stick and a kitten";
- method "Who is right" G.A.Zuckerman;
- method "Three wishes" G.M.Breslav.

A total of 137 children aged 5 to 9 took part in the study: pupils of senior groups of a preschool educational institution and students of grades 1-3 of a secondary school in the city of Kyiv. Our research has shown that first-graders, compared with second and third-graders, have higher egocentrism as a personality trait. During the period of adaptation to school, first-graders have an increasing need for self-affirmation and self-preservation of the individual, for integration in the classroom, for mastering the status of a student.

In case of non-compliance of the socio-psychological or psycho-physiological status of the child with the requirements of the new social situation, a state of maladaptation arose.

Social maladaptation is a process of loss of socially significant qualities that prevent the individual from successfully adapting to the conditions of the social environment. In the pedagogical aspect, maladaptation is the disappearance, destruction of any function that has already formed, or the initial impossibility of its formation.

We observed the following types of socio-psychological maladaptation: temporary, stable situational and general stable maladaptation. Temporary maladaptation (imbalance between personality and environment) is easily eliminated through adequate adaptive social and psychological actions. Situational maladaptation occurred when a child for a long time did not find ways and means of adaptation in certain social situations (for example, as part of a small group), although she or he made such attempts. General persistent maladaptation - the child's stay in a state of permanent frustration, which leads to the development of neuroses and psychoses. In children, temporary (57%), more stable situational (35%) and in some cases - general persistent (8%) maladaptation.

It is the constant being in a state of frustration that activates pathological defence mechanisms. One such mechanism is egocentrism. When adaptive processes cause tension in the whole ego system, it is possible to increase egocentrism as property and state of the individual. Under the egocentrism of the individual or egocentric orientation should be understood as "obsession", or a person's focus on their thoughts, point of view, state, in general on themselves.

The egocentrism of the individual is associated with the egocentrism of thinking, in which excessive self-concentration interferes with the perception and understanding of the content of the statements of interlocutors. Increased egocentrism leads to misunderstandings, interferes with interpersonal communication, including communication with friends and parents of the child.

Communicative egocentrism is associated with a lack of decentration, which refers to the mechanisms of taking into account the views and positions of others, and with the lack of feedback needed for reflection.

Results and discussion. According to the results of our empirical study, not only the complexity of adaptation contributes to the strengthening of egocentrism of the individual, but also the initial high level of egocentrism of children has a negative impact on adaptation. It complicates the formation of educational and interpersonal relationships and adversely affects the processes of group dynamics.

In the period of socio-psychological adaptation, the target functions of egocentrism are probably aimed at preserving the ego system or personality structure. The strengthening of egocentrism in difficult life situations, in conditions of high tension, in emergency and extreme conditions is not accidental. Signs of egocentrism are the focus of the individual on himself, which reflects the vector of attention; the reflection of their properties and actions, their "self-concept", as well as retroflexion, which is expressed in too frequent arguments of the correctness of their own thoughts, actions, behaviour, etc.

Conclusions. Thus, the successful socio-psychological adaptation of the individual as a mechanism of socialization is directly dependent on decentralization. The formation of decentralization skills is the basis of the subject's ability to accept the role of another person, it is associated with the levels of development of cognitive empathy, determines the effectiveness of communicative interaction. Decentralization is an integrative property, the level of development of which depends on the success of human interaction in the process of interpersonal communication and joint activities.