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**ABSTRACT**

of the dissertation for the degree of Doctor of Philosophy

**PSYCHO-PEDAGOGICAL BASIS OF SCHOOL  
ADPTATION OF FIRST GRADE STUDENTS**

Speciality: 6104.01 – Pedagogical Psychology

Field of science: Psychology

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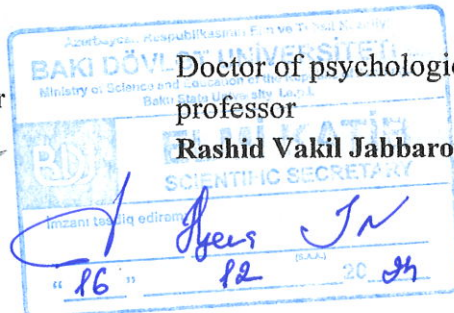
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## GENERAL CONTENT OF THE WORK

**Relevance and level of study of the subject.** The problem of children's adaptation to school is one of the most important problems of the initial stage of education, difficult for teachers and sensitive for parents. It is known that any adaptation - adaptation period is based on an adaptation program determined by evolution, realized in one or another type of activity, which is one of the leading homeostatic factors. Adaptation to school in its broadest sense refers to the child's new system of social conditions, new relationships, requirements, types of activities, lifestyle, etc. is understood as adaptation. A child who conforms to school requirements, norms and social relations is called an adapted child in most cases.

It should also be noted that health status is generally considered to be one of the main factors affecting the period of adaptation to school and the entire duration and success of further education. According to the observations of a number of researchers (S.D. Polyakov, S.V. Khrushev, A.M. Sobolev), the number of students with neuropsychiatric diseases during the first quarter increases by approximately 14-16%, and by the end of the academic year, it increases to 20 %.

Adaptation of students to the school environment, adaptation to the system of mutual relations and the environment has always been the object of research, the problem has been investigated from various aspects. World psychologists G. Shreder, M. Sherif, I. Bojovich, L. Vygotsky, Y. Kolominsky, S. Rubinstein, Azerbaijani psychologists A. S. Bayramov, A. A. Alizade, A. A. Gadirov, B. H. Aliyev, K. R. Aliyeva, R.I. Aliyev, M.A. Hamzayev, S.I. Seyidov, U.A. Efendiyeva, G.S. Kazimova and others have studied the theoretical and psychological aspects of the problem in their research.

Although the mentioned scientists studied the problem in various aspects, specifically, the issues of adaptation to school of first graders did not become the object of research.

M.M. Bezrukix, N.V. Dubrovinskaya, I.V. Dubrovina, D.A. Farber pay attention to external factors influencing the adaptation process in their works. Intensification of the educational process as external

factors with excessive influence; earlier initiation of systematic training; incompatibility of methods and technologies with children's age and functional capabilities; irrational organization of the educational process and mainly stressful tactics of pedagogical interactions are shown. Therefore, the interaction and interdependence of the emotional-motivational sphere and the vegetative regulation systems, the characteristics of the interaction between the teacher and students in the process of pedagogical communication determine the importance of studying the correlation of pedagogical and psychological functions in the adaptation process of young schoolchildren.

In this regard, many specialists rightly point out that the improvement of the pedagogical communication style is not only in the preparation of future teachers (A.V.Petrovski, A. Plekhanov, I.V.Strakhov, A.I.Sherbakov, A.E.Shteinmets), but also in the system of professional development of teachers, it should occupy one of the important places.

The works of a number of researchers (B.Q.Ananyev, R.Berne, Y.B.Qatanov, A.K.Markova, A.Y.Nikonova, A.O.Prokhorov, V.A.Rakhmatshayeva, R.X.Shakurov, K.Levin, R.Lippit, R.White) are devoted to the influence of the teacher's professional activity style on various aspects of the individual development of students. The works of G.Q.Kravtsov, E.E.Kravtsova, M.I. Lisina, and D.B.Elkon are also important in the analysis of the problem of interaction between the teacher and students (communicative process).

In addition, in the scientific literature, there are practically no studies on the development of psycho-pedagogical support for the adaptation processes of small school children, as well as on the provision of psycho-pedagogical support to children during the adaptation period through psycho-pedagogical communication.

Thus, the relevance of the research is determined by the conflict between the need for scientific development of psycho-pedagogical support for the formation of adaptive abilities of young schoolchildren and the real situation in the process of adaptation of children to school education.

The lack of specific studies devoted to the main aspects of the influence of certain pedagogical communication styles of the teacher

on the adaptation characteristics of primary school students determined the problem of the present study. The premise that psycho-pedagogical communication is a condition for children's successful adaptation to school should be confirmed by experiment.

**The object and subject of research.**

The process of school adaptation of first grade students acts as **the object of the research work**. That is, as an object, it is the interaction of students with the educational environment, the educational process and the conditions in which their adaptation to school takes place. **The subject** of the research is the characteristics and regularities of the school adaptation process of first grade students, the psycho-pedagogical accompaniment of this process, the factors influencing the adaptation process, and the role of psycho-pedagogical communication here. These may include aspects such as the child's emotional state, motivation, pedagogical support methods, characteristics of interactions with teachers and peers, as well as the family environment and its impact on adaptation.

**The purpose and objectives of the research.** The purpose of the research is to reveal the psycho-pedagogical basis of the adaptation of first graders to school, to prepare, theoretically justify and approve the psycho-pedagogical support program of their adaptation process . Based on this goal, the following **tasks** were set during the research:

- Study of the essence and content of the problem of adaptation to school education;
- Review of the main provisions of the theory of pedagogical adaptation of first-graders;
- Analysis of the formulation of the problem in the pedagogical-psychological literature;
- Investigation of the first-grader as an object and subject of the process of psycho-pedagogical adaptation;
- Identification of the possibilities of game activity in the adaptation of children to school;
- Investigation of psycho-pedagogical communication as a basic condition for the successful adaptation of children to school;
- Description of the essence and content features of psycho-pedagogical communication;

- Investigation of the main factors affecting the readiness of children to school in the preschool period;
- Organization and determination of means of psycho-pedagogical support for first-graders during their adaptation to school;
- Identification of the features of psycho-pedagogical management of the process of adaptation to school of students with educational difficulties;
- Experimental study of the characteristics of the impact of psycho-pedagogical communication on the adaptation of first-grade students;
- Identification of the personal characteristics of teachers with different psycho-pedagogical communication styles and the adaptation characteristics of first-grade students depending on these styles;
- Study of the adaptation process through the “Psycho-pedagogical communication” program.

**Research methods.** During the research, observation, questionnaire, experiment, and psychodiagnostic methods were used. Quantitative and qualitative analysis of research materials was also used. The results of the experiment were processed using the SPSS25 program, which is widely used in social research.

The study was conducted in 2019. The study involved 1st grade students from schools № 141, 147, 8, and 20 in Baku, Bobla village secondary school in Lerik district, Mujuhaftaran village secondary school in Ismayilli district, Guba district Girmizi settlement secondary school No. 1, and Shabran district secondary school No. 1. In the initial stage, preparations were made for the experiment, and the relevant schools and classes were identified.

216 first-grade students and secondary school teachers participated in the definition and formulation stages of the study.

In total, 11 teachers participated in the experimental work carried out during the definition stage of the experiment, each of whom was closely involved in the implementation of the formulation stage program.

**The main provisions of the defense:**

1. It is more effective when the adaptation abilities of 1st grade students are developed in close connection with all components. This plays an important role in their adaptation to school;
2. One of the ways to eliminate unsuccessful adaptation to school is to identify the main factors that are beneficial to the adaptation process. The most important of these is psycho-pedagogical communication. Studying the concept of communication from the perspective of the paradigmatic foundations of psycho-pedagogical knowledge benefits the successful adaptation process;
3. The role of using games during training in the successful adaptation of a child to school is important. Because, in addition to being an important learning tool for the child's development, the game supports the acquisition of discipline rules and habits. Also, in a game environment where the child is free, his creative thinking develops further, which is very useful for adaptation to training;
4. The "Psycho-pedagogical Communication" program, which is theoretically grounded and experimentally tested for organizing psychological and pedagogical support for the adaptation process of first-grade students, plays a fundamental role in the formation of students as full-fledged subjects of pedagogical communication..

**Scientific novelty of the research.** The following provisions can be considered as scientific innovation of the research:

1. The structure of the adaptation process of first-grade students to school has been developed.
2. The essence and content features of psycho-pedagogical communication, the main features affecting the readiness of children for school in the preschool period have been studied.
3. The issue has been analyzed in detail, taking into account the organization and means of psycho-pedagogical support for first-grade students during their adaptation to school.
4. The role of games in the psycho-pedagogical adaptation of younger schoolchildren to school has been studied.
5. More informative psychological and pedagogical research methods have been identified that allow studying the tensions in the adaptation process in children.

6. The “Psycho-pedagogical Communication” program, which contributes to the successful adaptation of first-grade students to school, has been developed and tested.

**Theoretical and practical significance of the research.** The theoretical significance of the study is that here the theoretical significance of the adaptation process is justified by determining its structure, the concepts of educational communication, didactic communication and psycho-pedagogical communication are differentiated through the analysis of the paradigmatic foundations of psychological and pedagogical knowledge, and its function is revealed in the adaptation process of first-grade students. In addition, the criteria for successful adaptation of first-grade students are confirmed and substantiated through experience, namely: a connection is established between the pedagogical communication style and the success of the adaptation process of first-grade students. The mentioned issues are brought to the fore and theoretically justified.

Also, the results obtained at the end of the dissertation can be used by teachers, psychologists and parents.

The practical significance of the study is that the results of the study can be used in the teaching of age psychology and pedagogical psychology. Primary school teachers, parents, psychologists, as well as educators working with preschool groups can benefit from the results.

**Approbation and application of the research.** The author has published 8 articles, 3 of which are abroad, which are devoted to the analysis of various aspects of the research topic and reflect the main content of the dissertation. In addition, the author participated in 4 international and 2 national scientific-practical conferences and presented reports on the conclusions he reached when writing the dissertation, and those reports were also printed and approved in this way.

**The name of the organization.** The dissertation was carried out at the Institute of Education of the Republic of Azerbaijan.

**Structure and scope of the dissertation.** The dissertation consists of an introduction, 3 chapters including 11 subsections, a conclusion, a list of used literature and appendices.



The dissertation consists of an introduction, 3 chapters, each containing 11 subchapters, a conclusion, a list of used literature, and appendices. Introduction – 7 pages, 12187 characters, Chapter I – 36 pages, 66640 characters, Chapter II – 44 pages, 84049 characters, Chapter III – 25 pages, 36558 characters, conclusion – 4 pages, 5447 characters, a list of used literature – 17 pages, appendices – 8 pages. The total volume of the research work is 154 pages, and the dissertation consists of 204842 characters in total.

## **THE MAIN CONTENT OF THE DISSERTATION**

The “Introduction” part of the dissertation substantiates the relevance and level of study of the subject, defines the object and subject of research, goals and objectives, provides information about methods, hypotheses, scientific novelty, theoretical and practical significance, provisions to be explored, approbation and structure of research.

The first chapter of the dissertation is called "**Scientific-theoretical foundations of the problem of adaptation to school education**". The chapter contains three paragraphs. The first paragraph of the first chapter is called "Essence and main provisions of the theory of pedagogical adaptation of first grade students". Theoretical approaches related to the essence of the problem are detailed in the paragraph. The term "adaptation" has been used in scientific works since the second half of the 18th century. Its use is associated with the name of the German physicist H. Aubert. In the pedagogical encyclopedia, adaptation during teaching is considered as a process of simplifying the text for beginners to study any academic or educational subject. Adaptation is also considered as a multifaceted dynamic process based on the interaction of mental, socio-psychological, individual, subjective and objective social conditions and factors.

In the psychological dictionary, adaptation is defined as follows:

- 1) the process of constant adaptation of the individual to the conditions of the social environment;
- 2) the result of this process.

The ratio that determines the behavioral nature of these components depends on the goal and value orientations of the individual, the

possibilities of achieving them in the social environment. Adaptation is continuous. It is usually associated with periods of radical change in the individual's activity and social environment.

I.V. Dubrovina, R.V.Ovcharova, N.I. Gutkina adhere to this interpretation of adaptation in their studies.

Adaptation is not only adaptation to successful activity in a certain environment, but also the ability to further psychological, personal and social development.

In psychology, the term "initial adaptation" is used. This is a term that lasts approximately the first half of the school year. It is during this period that the main work of the teaching staff, psychologists, and parents begins, aiming at the children's early adaptation to school and their adaptation to the environment of their development and life activities.

The second paragraph of the first chapter is dedicated to highlighting the problem of adaptation in the literature on the subject. "**Problem of adaptation to school in pedagogical-psychological literature**" in the paragraph called, the literature was comprehensively analyzed and appropriate conclusions were drawn.

When characterizing the elementary school age period as a special period in the general development of each child, it is considered appropriate to take the characteristic signs as the basis. A child entering school from a preschool educational institution changes his position in society and his daily life. Training, which is a new type of activity in the life of a young schoolchild, significantly changes his behavioral motives, so the child is faced with the task of continuously acquiring a system of knowledge.

S.I. Seyidov and M.A. Hamzayev believe that for the purpose of psychological preparation for school, in addition to the development of the child's perception, attention, imagination, memory, thinking and speech, other types of activities, especially for his successful performance of educational activities requirements emerge.

The third paragraph of the first chapter is called "**The main psychological characteristics of first grade students and their use during school adaptation**". In the paragraph, the main psychological

characteristics of first-grade students and the possibilities of using these characteristics at the initial level of education were reviewed .

The teacher and his role are very important for a young school-child. In pedagogical communication, a smile is an indispensable attribute of dialogue. The younger the interlocutor, the more he needs to be encouraged by the silent smiles of adults. Not only in the learning process, but also in informal communication, primary school and teenage children need a smile. Therefore, if the teacher is stingy in this mimic element of communication, he increases the already large age gap between the student and him.

**"Psycho-pedagogical communication as the main condition for successful adaptation of children to school"** combines three paragraphs.

The first paragraph of the chapter is called **" Essence and content characteristics of psycho-pedagogical communication "** . Many prominent teachers have shown the decisive role and great importance of pedagogical communication and pedagogical style in the educational process. A.S. Makarenko emphasized the importance of a teacher's mastery of pedagogical mastery and pedagogical communication techniques: *"You must be able to read the expression on a person's face, a child's face, and this reading should even be written as a special course. Reading some signs of mental activity on the face should not be considered a trick or magic. Pedagogical excellence is in determining the teacher's voice and controlling facial expression. A teacher cannot play a role."*

B.G. Ananyev *claims that "any activity is carried out in the system of object-subject relations, that is, in the system of social relations and interactions that form a person as a social being - he is a person, subject and object of the historical process "*.

Action is carried out only in this system of connections and relations. It should be noted that there are different approaches to solving this problem. Communication (especially pedagogical) is one of the most topical topics of modern psychology. Since the end of 1960s, hundreds of works have been devoted to this topic. Especially in the USA, Germany and Italy, such works have been published a lot. Over time, very solid

works emerge summarizing all layers of research on communication problems. Professor A.N.Leontyev analyzed one of such summarizing works of American psychologists J. Brophy and T. Goodd "The relationship between teacher and student". It focuses on the data collected by the authors and related to the "subjectivity" of teachers' communication, which manifests itself primarily in a selective attitude.

The second chapter "**The main factors affecting children's readiness for school in the preschool period** " existing influential factors were reviewed in the paragraph.

In the first years of schooling, children add new academic skills to their lives in addition to new and different skills that require emotional, social and cognitive competence in the home environment as they try to adapt to the new school environment. Children with more developed cognitive, attentional and social skills benefit more from school and demonstrate improved skills at school. However, during this transitional period, maladjusted children tend to dislike school; even academic difficulties and antisocial behavior occur, which eventually result in them dropping out of school.

In the study conducted by Bloom-Feshbach and Blatt, it is found that in the first days of kindergarten, children leave the family, do not want to leave their parents, do not allow their parents to leave the kindergarten, allow them to hug and cry, and do not sleep in the kindergarten. They sit outside the group at school and ask questions about when their parents will come. In this regard, there are many factors affecting school adaptation in the preschool period the 3rd paragraph of Chapter II is called "**Organization and means of psycho-pedagogical support for I-grade students during their adaptation to school**". The family of the child, the spiritual orientation of the family and the pedagogical culture of the parents, psychological communication skills, i.e. intra-family relations, which include intellectual, emotional and voluntary relations, play an important role in successful adaptation.

According to G.M.Shashlova, *"the most suitable form for organizing development work with children during the transition from preschool age to primary school age is lessons conducted in the form of group communication"* .

R.V.Ovcharova has developed a correctional program aimed at the development of various conscious structures to help children with self-consciousness structure disorders. The purpose of the program is to eliminate distortions of emotional response and behavioral stereotypes, to restore full-fledged contacts between the child and his peers, and to develop a socially and pedagogically neglected child as a subject of communication.

The first subsection of the 3rd paragraph of Chapter II is called "**Games in the psycho-pedagogical adaptation of young schoolchildren to school**". When certain ideas are examined for the purpose of researching games, we witness that the importance of such educational resources and their place in education is emphasized. Plato emphasizes the necessity of carrying out physical and emotional education of the child together, states that it is harmful to prevent children's entertainment and that children's abilities are discovered through play, he thought that the child grows up with play.

According to Parten's classification, the stages of the game are as follows:

1. solo game stage.
2. parallel game stage.
3. cooperative game stage.
4. game stage with its own rules.

Children's games are also different at this age, they acquire more perfect forms, they become developed. The content changes, it is enriched with newly gained experience. Individual object games acquire a constructive character, especially new knowledge in the field of natural sciences and knowledge acquired by children in their school work are widely used. Group, collective games are intellectual in nature. At this age, it is important that a small schoolchild is provided with enough developmental games at school and at home and has time to practice them.

Paragraph 4 of Chapter II is called "**Psycho-pedagogical management of school adaptation process of students with educational difficulties**". When working with first-grade students with learning disabilities, it is necessary to clarify the meaning of words, teach them to use them correctly, and emphasize competent sentence construction.

It is necessary to expand the general awareness of the child, but visual and effective methods should always be used. Purely verbal stories about something the child cannot see or touch with their hands are generally difficult for them to accept. Children should constantly talk in detail about everything they do, explain why and how they do it, and talk about everything they see and feel in as much detail as possible.

The third and final chapter of the dissertation is entitled **“Experimental study of the characteristics of the influence of psychopedagogical communication on the adaptation of first-grade students”**. The first page of the third chapter, entitled **“Content and organization of the experiment”**, contains the main analyses related to the mentioned characteristics.

The experimental work was carried out in three main stages: defining, forming, and checking.

216 first-grade students and teachers of secondary schools participated in the defining and forming stages of the study.

In total, 11 teachers participated in the experimental work carried out at the stage of defining the experiment, each of whom was closely involved in the implementation of the program of the formation stage.

In order to individualize the learning and teaching processes by taking into account the individual differences of students in teaching and learning experiences, there should be healthy communication between teacher - student, student - student, student - family and teacher - family. Healthy and effective communication is more important for teachers. Because the teacher, who is the source for the highest level of implementation of the goals of education and taking into account individual differences, must establish healthy and effective communication with his students. Therefore, it is of great importance for the teacher to know how to ensure healthy and effective communication and to implement it in the classroom. In addition to providing and guiding learning in the classroom, the teacher must also be aware of the need to use communication skills effectively. Since the teacher is not only a person who educates and teaches, but also a person who is an example for the class, the verbal and non-verbal communication he carries out with his students is extremely effective on students.

How classroom teachers communicate with students and its importance has been the subject of various studies. According to Olgun, classroom teachers consider themselves “satisfactory” in their ability to create an effective communication environment and create equal opportunities in communication. According to Bulut, it was determined that female teachers had higher average indicators in the “effectiveness” and “satisfaction” subscales of communication skills than male teachers. According to Najar, it was observed that the communication skills of classroom teachers differed significantly in favor of female teachers in the “empathy”, “equality”, “effectiveness” and “satisfaction” subscales. In the “transparency” subscale, teachers’ communication skills did not differ by gender. According to Bedur, classroom teachers working in the city center behaved more positively in communicating with students than teachers working in the district center and villages.

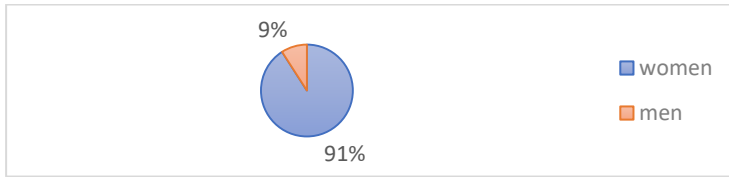
Although the same program is taught at the same grade level in primary schools, the implementation of learning objectives by students varies between provinces, between schools within a province, and even between classes within the same school. One of the reasons for this is that teacher-student communication brings classroom teachers' communication with their students to the forefront.

The data of the study were collected using the "Determining classroom teachers' communication styles with students" scale developed by Bedur. The measurement tool is unidimensional and consists of 25 items and 5 options (Always, often, partly, rarely and never). The Cronbach's Alpha coefficient of the scale was determined by Bedur as 0.85. In this study, the Cronbach's Alpha coefficient was found to be 0.74

**Reliability analysis of the test measuring the communication styles of teachers participating in the experiment with students**

**Table 1**

Etibarlılıq təhlili	
Cronbach's Alpha	N of Items
0,74	11



**Figure 1** Percentages of gender composition of teachers participating in the experiment

The first sub-problem of the study is the question “What are the opinions of first-grade teachers about their communication skills with students?”. The opinions of teachers about their communication skills with students are 73.8%, with the answer “always” being the most frequently chosen answer. 1.2% of teachers’ opinions about their communication skills with students are “Partially”, and 25% are “Often”. The opinions of teachers about their communication skills with students are shown in table 2.

**Opinions of teachers participating in the experiment on their communication skills with students (according to survey items)**

**Table 2**

	Questions	N	X	Sd.	Meaning
Question 4	I use the tone of voice that students hear when teaching.	11	4,75	0,42	Al-ways
Question 6	I pay attention to emphasis and intonation when teaching.	11	4,66	0,52	
Question 23	I use eye contact when communicating with students.	11	4,64	0,51	
Question 1	I give my students enough time to speak.	11	4,61	0,55	
Question 3	I pay attention to their individual differences when communicating with my students.	11	4,58	0,54	
Question 16	I pay attention to speaking beautifully and fluently	11	4,59	0,56	
Question 5	I use short, clear, and understandable sentences to help students understand better.	11	4,56	0,52	



Question 10	I pay attention to getting feedback from my students.	11	4,57	2,21	
Question 11	I encourage students who are reluctant to speak.	11	4,55	0,52	
Question 22	There is a gap between my body language and my verbal language.	11	4,54	0,56	

**continuation of table 2**

Question 24	I pay attention to the seating arrangement to communicate well with students.	11	4,51	0,56	
Question 9	I give my students the opportunity to express their feelings.	11	4,51	0,61	
Question 21	They understand that I can learn from the messages I give through their body language.	11	4,46	0,61	
Question 12	I evaluate and provide feedback on the work my students do.	11	4,46	0,60	
Question 15	I try to appeal to more than one sense when communicating with my students.	11	4,43	0,61	
Question 2	I listen to my students with empathy.	11	4,42	0,61	Often
Question 9	I hold individual meetings with students.	11	4,37	0,63	
Question 8	I take an interest in student activities to help students get closer to each other.	11	4,34	0,62	
Question 7	My students share personal topics with me	11	4,33	0,70	
Question 3	I try to understand students' reactions.	11	4,30	0,61	
Question 25	Instead of telling students what is right and wrong about a topic, I allow them to form their own opinions	11	4,28	0,72	

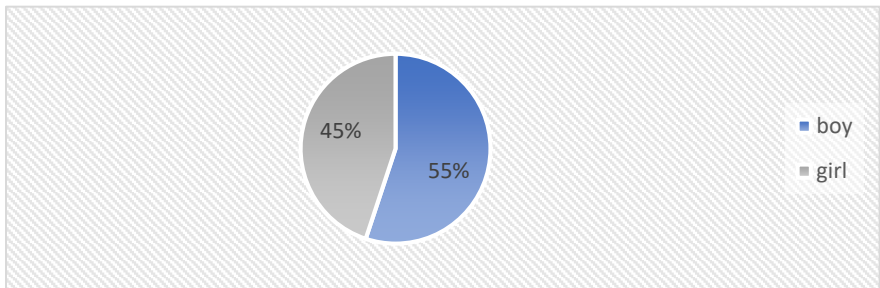
Question 7	In case of misbehavior, I evaluate the behavior, not the student.	11	4,27	0,68	
Question 8	I share my feelings with students	11	4,23	0,76	
Question 14	Students react when they think I am not being fair	11	4,19	0,82	
Question 20	Sometimes I talk to them by touching them.	11	4,12	0,87	

The highest agreement score of classroom teachers regarding communication skills with students was “Always” for the item “I use the tone of voice that students hear when teaching” ( $X = 4.76$ ). The lowest agreement score of classroom teachers regarding communication skills with students was “Sometimes I talk to my students by touching them” ( $X = 4.11$ ) and they said “Often”.

**Descriptive statistics for the gender variable for the experimental participants**

**Table 3**

	Frequency	Interest	effective interest	compound interest
Boy	119	55,1	55,1	55,1
Girl	97	44,9	44,9	100,0
Total	216	100,0	100,0	



**Figure 2** Percentage indicators of gender composition of the experimental participants

According to Table 3 and Figure 2 described above, 55% of the first grade students participating in the experiment were boys (119 people), and 45% (97 people) were girls.

**Descriptive statistics for the school and class variables for the experimental participants**

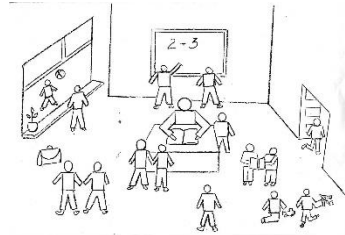
**Table 4**

				Fre- quenc y
school	141	grade	1ç	24
			1a	27
	147	grade	1a	28
			1b	18
	20	grade	1c	27
	8	grade	1a	25
			1b	18
	Bobla village secondary school, Lerik region	grade	1a	18
	Mujuhaftaran village secondary school, Ismayilli region	grade	1a	10
	Guba region Qirmizi settlement secondary school № 1	grade	1a	11
	Shabran region Tofiq Abbasov secondary school № 1	grade	1a	10

Table 4 shows that 51 of the first-grade students participating in the experiment were students of grades 1a and 1c of school No. 141, 46 students of grades 1a and 1b of school No. 147, 27 students of grades 1c of school No. 20, 43 students of grades 1a and 1b of school No. 8, 18 students of grades 1a and 1b of Bobla village secondary school in Lerik district, 10 students of grades 1a of Mujuhaftaran village secondary school in Ismayilli district, 11 students of grades 1a of

Guba district secondary school No. 1 in Qirmizi settlement, 10 students of grades 1a of Tofiq Abbasov secondary school No. 1 in Sha-bran district.

In the second paragraph, entitled “Determination of the adaptive characteristics of first-grade students during the experiment”, the “My class” projective methodology (author A.A. Leskova) was used to determine the type of motivation of younger school-children. The choice of this technique is due to the difficulties that the child encounters when working with scales, tests and questionnaires traditionally used in socio-psychological practice, since he is not yet able to fully read and perceive the information read. This technique is presented in a form understandable to children. The method form is presented in picture 3.



**Figure 3**  
“My classroom”  
method

Children are asked to carefully look at the picture of the classroom and think about their place in this picture. At the same time, they are instructed to color the person associated with them with a green pencil.

This method allows you to identify 4 types of motivation in a first-grader: game, educational, social and avoidance of school learning situations. Educational and social motivation is a reflection of the successful and positive adaptation of a first-grader. Game motivation and motivation to avoid school are indicators of the child's maladaptation at school.

The analysis of the results is carried out as follows:

1. The position of “alone away from the teacher” is an emotionally dysfunctional position of the child and indicates difficulties in adapting to being in the classroom. The reason for avoiding the school situation.

2. Identifying oneself with a pair of standing figures, playing together - a satisfactory socio-psychological position of the child - social motivation.

3. A place next to the teacher (in this case, the teacher is an important person for the child, and the subject himself identifies himself as a student accepted by the teacher - educational motivation).

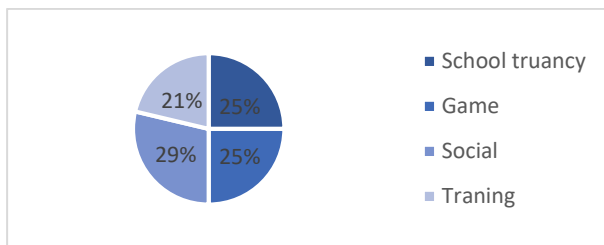
4. Game position (does not correspond to school motivation).

The results obtained during diagnosis are presented in Table 5.

**Descriptive statistics of the motivation type of first grade students participating in the study on A.A. Leskova's "my grade" test**

**Table 5**

Motivation	Frequency	Percentage	Valid interest	Compound interest
Trespassing	54	25,0	25,0	25,0
Game	54	25,0	25,0	50,0
Social	62	28,7	28,7	78,7
Training	46	21,3	21,3	100,0
Total	216	100,0	100,0	



**Figure 4** Schematic illustration of the motivation type of first grade students participating in the study on A.A. Leskova's "my grade" test

As can be seen from Table 5, 25% of the study participants have truancy motivation, 25% have play motivation, 28.7% have social motivation, and 21.3% have learning motivation. These results suggest

that the interest of first-grade students in the studied schools in learning activities is not high enough. On the contrary, the test results show that children prefer social relationships more.

After measuring the emotional component of first-grade students, A.D. Andreeva's questionnaire "Learning motivation and emotional attitude to learning" was conducted among students with the accompaniment of parents. The proposed method for diagnosing learning motivation and emotional attitude to learning is based on the questionnaire of C.D. Spielberg, aimed at studying the levels of cognitive activity, anxiety and anger as current states and personality traits (State-Trait Personality Inventory). A modification of the questionnaire for studying emotional attitudes to learning for use in Russia was carried out by A. D. Andreeva.

The first page of the form contains all the necessary information and instructions on the topic. The results of the study are also listed here and the psychologist's opinion is placed. The text of the methodology is presented on the following pages.

The technique is carried out face-to-face for senior students - with the whole class or a group of students. However, since the study involved first-grade students, 39 questions, except for question 7, were answered by students accompanied by their parents.

The total score can vary from -60 to +60. The following levels of learning motivation are distinguished:

Level I - productive motivation with a clear predominance of cognitive motivation for learning and a positive emotional attitude towards it.

Level II - productive motivation, positive attitude to learning, compliance with social standards.

Level III is an average level with a slight decrease in cognitive motivation.

Level IV - decreased motivation, experience of "school boredom", negative emotional attitude towards learning.

Level V - a sharply negative attitude towards learning. The distribution of points by level is presented in the table.

### **Learning motivation scores by level**

**Table 6**

Level	Total points
I	45 — 60
II	29 — 44
III	13 — 28
IV	(-2) — +12
V	(-3) — (-60)

**Descriptive statistics of variables on A.D. Andreeva's test  
"Learning motivation and emotional attitude to learning"**

**Table 7**

Level	Frequency	Percentage	Reliable interest	Cumulative interest
I	62	28,7	28,7	28,7
II	46	21,3	21,3	50,0
III	56	25,9	25,9	75,9
IV	52	24,1	24,1	100,0
Total	216	100,0	100,0	

Table 7 shows the results of A.D. Andreeva's "Learning motivation and emotional attitude to learning" test. The table shows that 8.7% of the experimental participants' learning motivation and emotional background correspond to "level I", 21.3% to "level II", 25.9% to "level III", 24.1% to "level IV", and "level V" was not observed. These results suggest that the emotional background of the majority of first-grade students participating in the study is assessed positively.

Thus, descriptive statistical data show that before the implementation of the "Psycho-pedagogical communication" program, the adaptation of first-grade students in the schools where the study was conducted was at an average level. Difficulties in adapting to school and a decrease in learning motivation were observed in the majority of first-grade students participating in the study. In addition, high social motivation and a positive emotional background create a positive basis for increasing the effectiveness of psychological-pedagogical communication programs.

In the 3rd section entitled “Psycho-pedagogical support of the adaptation process through the program “Psycho-pedagogical communication”, the results obtained at the defining stage of the experiment formed the basis for planning and organizing formative psychological and pedagogical work at the next stage of the experiment.

The purpose of the formative stage of the experiment was to develop an educational program based on the characteristics of communication between children and the teacher, guided by the results of the defining stage of the experiment, and to create an educational program aimed at psychological and pedagogical support of the adaptation process of first-graders to school.

1) first of all, to support the development of children's communication skills, thereby introducing and implementing the process of intensive adaptation to school on an emotional level:

2) secondly, the main goal was to help reduce the risk of adaptation and successful (passing) by children in the initial period of education through the development of psychological and pedagogical support for the formation of adaptive abilities of younger schoolchildren.

The psychological and pedagogical program is as follows.

**Program Objective:** To facilitate the adaptation of first-grade students to the educational environment through effective psycho-pedagogical communication.

**Target audience of the program:** Teachers, psychologists, first-grade students and their parents.

**Program Duration:** The program is held for 3 months (12 weeks).

The expected results of the program are listed below:

- Improving relationships between students and teachers.
- Developing socio-emotional skills.
- Increasing productivity and academic readiness.

The goals of the program are as follows:

- Deepening emotional bonds between students and teachers.
- Creating a safe and supportive classroom environment.
- Promoting self-expression and self-confidence in students.
- Encouraging active participation of parents in school activities.

Program implementation stages



1. Preparation (week 1)

- Briefing sessions for teachers and parents.
- Creating an emotionally safe and aesthetically pleasing environment in the classroom.

2. Activity-based participation (weeks 2-10)

- Weekly sessions focusing on communication, teamwork, and emotional expression.

- Activities include games, stories, art, and music.

3. Assessment and feedback (weeks 11-12)

- Observing student behavior and participation.

- Conducting feedback sessions with teachers, parents, and students.

**Activities envisaged in the program**

**Table 8**

Week	Activity	Description
1	Welcome to the workshop	Ice-breaking activities, introduction to classroom rules, meet-and-greet for teachers and parents.
2	Expressive drawing	Students draw happy places to explore emotions and develop connection.
3	Story circle	A story highlighting courage and kindness is shared, followed by a discussion.
4	Team building games	Activities such as “Build a Tower” to encourage teamwork and communication.
5	Role play scenarios	Social skills are practiced through role-playing games through school scenarios.
6	Emotions silent film	Students act out emotions, helping them to recognize and manage their feelings.
7	Parent-teacher-student collaboration day	Collaborative activities such as creating a classroom wall to build unity and trust.
8	Music and movement	Singing and dancing to develop rhythm, coordination, and peer relationships.

9	Solving difficult problems	Engaging in simple puzzles or tasks that require collaborative effort.
10	Gratitude journals	Students write or draw something they are grateful for each day.
11	Adaptation survey	Teachers and psychologists use observation lists to assess student progress.
12	Reflection and recording	Celebrating successes with a small class event and gathering feedback from participants.

Evaluation methods include observation checklists, pre- and post-program surveys for students, teachers and parents to gather feedback, and notes to track student participation.

Visual and supporting materials

Images:

- Organization of welcome classes
- Visual tools representing emotions (e.g. happy, sad, angry).
- Instruction cards for activities.
- Infographics with effective communication tips for parents and teachers.

Program implementation: An implementation team, organized by school principals, ensures the planning of activities and is responsible for their proper implementation. School counselors show this team how teachers should practically implement classroom activities and continue to work with teachers during the first week of classes. Although most of these activities are expected to be implemented during the school adaptation week as defined by the Ministry of Science and Education, teachers can use activities related to the three components of the program throughout the school year according to the needs of the class or students. After implementing the program, the adaptation team in each school evaluates the program and prepares a report to the ministry.

The School Recognition Form and School Map are prepared by administrators and given to parents before the start of the educational process. Parents are responsible for selecting activities from the parent

activity book according to the needs of their children and implementing them with their children. Teachers also select school settlement activities according to the needs of their students and implement these activities, especially during the first week of school. They also implement school adaptation measures with the support of school counselors during the first week of classes.

**In the last, fourth paragraph of Chapter III, entitled “Analysis of the Results of the Experiment”,** repeated tests were conducted and comparisons were made to check the effectiveness of the Educational Program. For this, Kolmogorov-Smirnov and Shapiro-Wilk tests were performed to find out whether the variables were normally distributed or not.

**Normality test of the pre- and post-experimental indicators of A.A. Leskova's "My grade" test**  
**Table 9**

Normality test						
	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statis-tika	Degree of free-dom	p	Statis-tika	Degree of free-dom	p
My class pretest	,197	216	,000	,854	216	,000
My class posttest	,315	216	,000	,826	216	,000

The results presented in Table 9 show the results of the Kolmogorov-Smirnov test and the Shapiro-Wilk normality test. Since  $p = 0.000$  for both tests for the variables (my class pretest and “my class posttest”) it indicates that the distributions are significantly different from the normal distribution and the data are not normally distributed. It is appropriate to conduct a non-parametric test to observe a normal distribution. For this, the Wilcoxon non-parametric test was used.

**Comparison of the pre- and post-experimental indicators of A.A. Leskova's "My Class" test using the Wilcoxon test**

**Table 10**

Ranks				
		N	Middle rank	Total ranks
My class posttest My class pretest	Negative rank	16 <sup>a</sup>	18,00	288,00
	Positive rank	139 <sup>b</sup>	44,51	2715,00
	Equal	61 <sup>c</sup>		
	p	0,000		
a. My class posttest < My class pretest				
b. My class posttest > My class pretest				
c. My class posttest = My class pretest				

Table 10 shows that in 139 cases the posttest results were higher than the pretest (16) results, and in 61 cases they remained the same. When looking at the P value, these results are statistically significant since  $p < 0.05$ . This gives grounds to say that the applied psycho-pedagogical program had a positive effect on the results.

**Normality test of the pre- and post-experimental indicators of L.M. Kovaleva's test for measuring the adaptation level of first-grade students**

**Table 11**

Normality tests						
	Kolmogorov-Smirnov			Shapiro-Wilk		p
	statistics	Degree of freedom	p	statistics	Degree of freedom	
Dezadaptasiya pretest	,224	216	,000	,804	216	,000

Dezadapya-siya posttest	,485	216	,000	,504	216	,000
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According to the results shown in Table 11, the variables were not normally distributed since  $p = 0.000$  for the test variables (“Masadaptation pretest” and “Masadaptation posttest”). Therefore, the non-parametric Wilcoxon test was used.

**Comparison of the pre- and post-experimental indicators of L.M. Kovaleva's test for measuring the adaptation level of first-grade students using the Wilcoxon test**

**Table 12**

Ranks				
		N	Middle rank	Total ranks
Disadvantage posttest Disadaptation pretest	Negative rank	146 <sup>a</sup>	79,06	11543,00
	Positive rank	8 <sup>b</sup>	49,00	392,00
	Equal	62 <sup>c</sup>		
	p	0,000		
a. Maladaptation posttest < Maladaptation pretest				
b. Maladaptation posttest > Maladaptation pretest				
c. Maladaptation posttest = Maladaptation pretest				

From the above table it is clear that the number of negative ranks is much higher than the number of positive ranks (Table 12). In such 146 cases, the level of maladaptation decreased. The number of equal results is 62, that is, in 62 cases no change occurred. Since the P value is less than 0.05, these results are statistically significant. This gives grounds to say that the applied psycho-pedagogical communication program had a great impact.

**Normality test of pre- and post-experimental indicators of A.D. Andreeva's "Learning motivation and emotional attitude to learning" test**

**Table 13**

Normality tests						
	Kolmogorov-Smirnov			Shapiro-Wilk		
	statistics	Degree of freedom	Statistic	Degree of freedom	statistics	p

Emotional attitude pretest	,185	216	,000	,847	216	,000
Emotional attitude posttest	,232	216	,000	,801	216	,000

According to the results shown in Table 13, since  $p = 0.000$  for the variables across the tests (“Emotional attitude pretest” and “Emotional attitude posttest”), the variables were not normally distributed and, therefore, a non-parametric Wilcoxon test was performed.

**Comparison of the pre- and post-experimental indicators of A.D. Andreeva's "Learning motivation and emotional attitude to learning" test using the Wilcoxon test**

**Table 14**

Ranks				
		N	Middle rank	Total ranks
Emotional attitude posttest - Emotional attitude pretest	Negative rank	0 <sup>a</sup>	,00	,00
	Positive rank	216 <sup>b</sup>	108,50	23436,00
	Equal	0 <sup>c</sup>		
	p	0,000		
a. Emotional attitude posttest < Emotional attitude pretest				
b. Emotional attitude posttest > Emotional attitude pretest				
c. Emotional attitude posttest = Emotional attitude pretest				

From Table 14, it is clear that the number of negative ranks is 0, and the number of positive ranks is 216. This means that all first-grade students involved in the study had 100% motivation to learn and emotional learning. Here, since the P value is less than 0.05, these results are statistically significant. All of the above gives reason to say that the impact of the applied psycho-pedagogical communication program was great.

**Theoretical analysis of the literature and our research allow us to draw the following conclusions:**

Based on the above, solving the problem of pedagogical adaptation of first-graders to school comes to the agenda as an important and urgent issue. This is determined, on the one hand, by the complexity

of the period associated with the child's pedagogical adaptation to school, and on the other hand, by the lack of the necessary psychological and pedagogical knowledge among parents and teachers to solve the current problem.

Based on the theoretical analysis of the literature on the psychopedagogical foundations of first-graders' adaptation to school and the results of our research, we came to the following general conclusions.

1. As a result of the theoretical analysis of the pedagogical-psychological literature, it became clear that the problem of adaptation of first-graders to school has attracted the attention of researchers. The study of the problem of adaptation of students to school in different periods shows that the problem has always been relevant and has been approached in different directions, only the approaches to the problem and methodology are different.
2. The stage of adaptation to school is a transitional stage, as a result of which the child's psychological sensitivity to each nuance increases extremely. During this period, children most intensively perceive their new social position, and this position develops in them the experience that determines their attitude to educational work, communication with teachers and classmates, and the school environment for many years. The direction in which the student's development path is carried out, whether the foundation for education and communication in the school environment is successfully laid, and whether the child's social status increases or not depends mainly on adults: parents, teachers, educators, school psychologists.
3. The dissertation analyzes the main concepts that reveal the problem of psycho-pedagogical support of the process of adaptation of first-graders to school, based on the main provisions of leading approaches in modern science.
4. The correct adaptation of children of primary school age to school life is the key to the success of the child's education and personal well-being. The period of adaptation to school requires a special organization of the life and activities of schoolchildren. A child who is brought up in accordance with school requirements, norms and social relations is considered the most adapted.

5. Adaptation mechanisms play a key role in all important concepts that take into account the relationship of the individual with the environment. At the same time, the main components of adaptation (psychological and pedagogical) should be coordinated with each other and determine the goals of activity and acceptable ways to achieve them.
6. Theoretical analysis of the research problem aimed at studying the paradigmatic foundations of psychological and pedagogical knowledge allows us to concretize the concept of "pedagogical communication" and determine its structure.
7. Summarizing the opinions of various schools, it can be noted that social-communicative competence, which helps the student's adaptation process to school to be more successful, is emphasized as the basis of the adaptive abilities of younger schoolchildren, and pedagogical communication is an important and integral part of the pedagogical process.
8. The conflicts that are noticeable during the "7-year-old crisis" observed in students who have just started school and the difficulties of the corresponding age period do not go unnoticed by the child's adaptation to school. The results of the study showed that during this period, students' relationships with teachers, parents and friends are more complex and objective.
9. Observations and analyses have shown that the level of preparation of students who have difficulties in education, in short, the level of intelligence of students, is one of the main factors affecting successful adaptation and dysadaptation.
10. The results of the study showed that students' motivation to learn and emotional attitude to learning play an important role in the implementation of successful adaptation.
11. The results of the study also showed that the work of the teacher with the student collective and parents is the basis of successful adaptation to the first grade.
12. In accordance with the regularities presented in terms of experience, the psycho-pedagogical accompaniment of the adaptation



process was studied through the "Psycho-pedagogical Communication" program, which aims to provide psychological and pedagogical support for the process of adaptation of children to school, adapted to local conditions and tested. As a result of the application of the program, significant changes were noted during the adaptation process of primary school students. A decrease in the level of psycho-emotional stress; an increase in self-esteem, self-confidence, creative potential; better adaptation to new conditions; the establishment of more comfortable communication with peers and teachers were observed.

To facilitate the adaptation of first-grade students to school, the primary school teacher should successfully organize the work.

**The general content of the dissertation work, the main provisions defended, as well as the results obtained during the research are reflected in the following articles and reports:**

1. I sinif şagirdlərinin məktəbə adaptasiyasında temperament xüsusiyyətlərinin rolu // - Bakı: Azərbaycan Respublikasının Təhsil İnstitutunun Elmi əsərlər jurnalı, -2019. № 4, - s. -60-64.
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4. I sinif şagirdlərinin məktəbə adaptasiyası probleminin pedaqoji-psixoloji ədəbiyyatda qoyuluşu// Pedaqogika jurnalı, -2021. № 1, -s. 110-118.
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6. I sinif şagirdlərinin məktəbə adaptasiyası zamanı onlara psixo-pedaqoji dəstəyin təşkili və vasitələri// Azərbaycan Respublikasının Təhsil İnstitutunun Elmi əsərlər jurnalı, -2021. № 6, - s. 71-75.
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