

Màster en Pedagogia Montessori (0-6 anys)

TREBALL FINAL DE MÀSTER

**L'ADAPTACIÓ DELS NENS 16 A 36 MESOS EN
MONTESSORI-JARDÍ**

**LA ADAPTACIÓN DE LOS NIÑOS 16 A 36 MESES EN
MONTESSORI-JARDÍN**

**THE ADAPTATION OF CHILDREN 16 TO 36 MONTHS IN
MONTESSORI-GARDEN**

Vera Mogileva

José Ramón Lago

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INTRODUCTION

This research work is about the effectiveness of the adaptation process of children from 14 to 36 months in the toddler Montessori group in comparison with a children group of traditional kindergarten.

I have chosen this theme because, I have an extensive experience working with children and their parents as children's psychotherapist and Montessori teacher, I am constantly confronted with situations where the negative experience of adaptation to kindergarten influence on subsequent psychological development of the child and the future adult. Stress experienced in early childhood in the adaptation period, leads to serious psychological problems: violations in the process of socialization, communication problems, anxiety, neurotic symptoms, the emergence of complex psychosomatic complexes, low self-esteem, etc. In addition to these long-term consequences traumatically flowing adaptation to kindergarten is accompanied by increased morbidity, the emergence of various psychosomatic syndromes, sustainable patterns of manipulative behavior of the child in relation to the senior that negative in itself.

For example, Matthew 2.5 years old, while visiting one of the kindergartens during the adaptation process have started reject of the toilet. Later rejected to go to the toilet at home too, as well the child stopped eating, disturbed sleep, there were signs of neurosis. At older ages, these manifestations were growing and entrenched.

Christine 1.5 years formed the fear of sleeping in kindergarten. This led to the nightmares at home, fear of losing her mother - the girl never left her side, mother could not go outside anywhere without her daughter.

Once in the Montessori environment, children with the help and support of competent adults were able to adjust their behavior, to get rid of their fears and have started interact with the environment.

Working in Montessori kindergarten with children, I noticed that the approaches proposed in the Montessori system, more effective for children's adaptation to kindergarten than those used in the kindergartens where practiced traditional education system.

I think that it is an especially important for young children (under 3 years), because at these ages lays the basic patterns of behavior, the so-called behavioral patterns, socio-cultural setting, etc. Montessori wrote that for the 3rd year the child becomes a man "of his time and place"[50]. The child's mind, absorbing the environment, forms his personality through adaptation.

This experience convinced me to conduct a theoretical and empirical research aimed at examining the effectiveness of the adaptation process for children 14 to 36 months in the Toddler Montessori group in comparison with a group of traditional kindergarten.

The hypothesis of this empirical study is that: the process of adaptation of children from 14 to 36 months occurs more efficiently and in a shorter time (2-3 weeks) in a Montessori kindergarten than in the kindergarten implements traditional system of preschool education, based on the frontal teaching and strictly regulated activities.

The aim of this study is theoretical and empirical study of adaptation of children from 14 to 36 months in the Toddler group in Montessori kindergarten in comparison with a group of traditional kindergarten.

Talking about traditional system of preschool education we mean a system of pedagogical process in which there are:

- Frontal lessons,
- Class-task system,
- There is no environment, which corresponds to the tasks of child development,
- There is no choice of activities for a child,

- There is constant interference of adult in the children's activities,
- The child's activity strictly regulated and occurs on a predetermined schedule.

The main goal of our research determine the following tasks:

1. To analyze the different theoretical approaches to the concept and the patterns of the child's adaptation to kindergarten;
2. Identify the main mechanisms of adaptation, types and causes of violation of the adaptation process
3. Develop a program of empirical research, the parameters and criteria for research on the effectiveness of the adaptation process of children 14 to 36 months to kindergarten;
4. Collect data, present the results of empirical research and analyze them and identify laws (patterns);
5. Make theoretical and practical conclusions on the eligibility of the hypothesis of the study.

The work consists of an introduction, three chapters, conclusion, bibliography and appendices.

In the first part of the paper discusses the concept of "adaptation" and presents a theoretical analysis of the problem of adaptation of children 14-36 months in kindergarten.

The second part describes the empirical study of the effectiveness of the adaptation process of children from 14 to 36 months in the Toddler group in Montessori kindergarten in comparison with a group of traditional kindergarten.

The third part presents the psycho-pedagogical guidelines for teachers to improve the efficiency of the process of adaptation of children from 14-36 months.

PART I. THEORETICAL NOTIONS ABOUT OF THE PROCESS OF ADAPTATION INFANTS

1. THE CONCEPT OF "ADAPTATION" IN THE PEDAGOGICAL AND PSYCHOLOGICAL LITERATURE

Adapting to kindergarten is an important stage in the development of the child's socialization. The success of adaptation and its process form depends on several factors such as the age of the child, mother-child relationship, family structure, family attitude to the kindergarten and reasons defining why parents choose to send their child to the kindergarten.

It is important to define, what is an adaptation, as different psychologists and teachers consider under this notion. What features from their point of view characterized the process of adaptation of the child to the new social conditions?

Currently, there is no clear and unambiguous definition of "adaptation" that would take into account the complexity and contradictions of this process. In this chapter we will look at some of the approaches to the concept of "adaptation" in the European and Russian pedagogy and psychology.

1.1. IDEAS OF ADAPTATION IN THE CONCEPT OF NEUROBEHAVIOURISTS

Definition of the term «adaptation» within behavioristic approach is used in works of G. Ayzenk and his followers. They, opening the general definition of adaptation, offer definition of social adaptation in its framework.

They define adaptation doubly:

a) as a state in which needs of the individual on the one hand, and requirements of the environment – with another are completely satisfied. This is a condition of harmony between the individual and the natural or social environment;

b) process by means of which this harmonious state is reached.

Behaviorists understand social adaptation as process (or the state which is reached as result of this process) of physical, social and economic or organizational changes in specifically-group behavior, the social relations or culture. In the functional context the sense or the purpose of such process depends on prospects of improvement of ability of a survival of groups or individuals or on a way of achievement of the significant purposes.

It should be noted that in behavioristic definition of social adaptation it is mainly about adaptation of groups, but not the individual. The term "social adaptation" is used also for designation of process by means of which the individual or group reach a condition of social balance that is of lack of experience of the conflict with the environment. In this definition it is only about the conflicts to environment, and the internal conflicts of the personality are ignored. It should be noted that behaviorists, apparently, don't consider adaptation of groups as the specific process other than processes of individual adaptation of their members.

1.2. INTERACTIONAL CONCEPT OF ADAPTATION

According to the interactional concept of adaptation which is developed, in particular, by L. Phillips, all kinds of adaptation are caused by both intra mental, and environmental factors. The definition given by interactionist of «effective adaptation of the personality» contains such elements which in behavioristic definition are absent. Interactionists give such name to that kind of adaptation at which achievement the personality meets the minimum requirements and expectations of society. With age more and more difficult are those expectations which are shown to the socialized personality. According to L. Phillips, adaptedness is expressed by two types of responses to influences of the environment:

a) acceptance and the effective response to those social expectations which everyone meets according to the age and sex. Phillips considers such adaptability

expression to those requirements (norms) which society imposes to behavior of the personality;

b) in more specific sense adaptation isn't reduced simply to acceptance of social norms: it means flexibility and efficiency at facing to a new and potentially dangerous conditions, and also ability to give to events the direction, desirable for itself. In this sense adaptation means that the person successfully uses the created conditions for implementation of the purposes, values and aspirations. The adaptive behavior is characterized by successful decision-making, manifestation of an initiative and clear definition of own future. This understanding of social and mental adaptation is the most valuable, in our opinion, because it contains the idea of activity of the personality, creative and purposeful, reformative nature of its social activity. The personality who carries out mainly this form of adaptation, doesn't leave from problem situations (i.e. doesn't use strategy of flight from problems), and uses these situations for realization of the aspirations, the purposes, the main claims.

The main signs of effective adaptedness, according to interactionists, are the following:

a) adaptedness in the sphere of "extra personal" social and economic activity where the individual acquires knowledge, abilities, achieves competence and skill;

b) adaptedness in the sphere of the personal relations where intimate, emotionally rich connection with other people is established, and for successful adaptation are required sensitivity, knowledge of motives of human behavior, ability of thin and exact reflection of changes of relationship.

It should be noted one more important feature of interactionistal understanding of adaptation: representatives of this direction of social psychology carry out distinction between adaptation and the adjustment. They define adaptation as a combination of the receptions allowing coping with difficulties. In turn, the adjustment - how the organism adjusts to requirements of specific situations.

Thus, distinction between adaptation, as social process and the adjustment – as biological process is carried out.

One of representatives of this direction T. Shibutani specifies that it is necessary to carry out distinction between situational adaptation and the general adaptation to typical problem situations. Thus, the general adaptation is result of a consecutive number of situational adaptations to the repeating situations having the common defining features.

1.3. PSYCHOANALYTIC CONCEPT OF ADAPTATION OF THE PERSONALITY

Psychoanalytic concept of adaptation was developed by the German psychoanalyst Hartmann although the adaptation is widely discussed in many works of Freud, and the mechanisms and processes of protective adaptation are considered by the classic of psychoanalysts Anna Freud.

Hartmann implement the concept of ID that includes Super-Ego as a system of internalized moral and Ego included in the main rational cognitive processes of the individual. ID is guided by the principle of pleasure as Ego is guided by the principle of reality. Ego is «waging war» against ID, the Super-Ego and external reality.

G. Hartmann recognizes the importance of the conflicts in personality development [29]. But he notes that the adaptation to the environment, every learning process and ripening are not of conflict. The processes of perception, thinking, speech, memory, creativity, motor development of the child and many others can be free from conflicts. These processes can lead to conflict; violations of these development processes can lead to conflicts, in particular in the field of instinctual drives. However Hartmann considers it possible to introduce the term "free from conflicts sphere Ego" (conflict-free ego sphere) to denote the set of functions that in every given moment has an impact on the field of mental conflict. Noting the lack of knowledge about this field, Hartmann includes phenomena such

as fear of reality and protective processes so far as they lead to a "normal" development of resistance, the contribution of protective processes in displacement goals instinctive drives, and others.

Adaptation, according G. Hartmann includes both the processes associated with conflict situations, and those processes that are free from conflicts scope of the Ego [29].

G. Hartmann and other psychoanalysts distinguish between adaptation as process and adaptation as a result of this process. Psychoanalysts believe that well adapted is the man whose productivity, ability to enjoy life and mental balance is sustainable. In the process of adaptation the person actively changes as well as the environment, resulting in relationships of adaptation [29].

Here we can see how the concept of «normalization» suggested M. Montessori echoes with the concept of «adaptation», considered by psychoanalysis. In that case and in other one adapted personality manifests not only itself as capable of receiving pleasure from the activity and the surrounding world in harmony with him, but actively transforming the environment in accordance with their needs and the needs of society.

Obviously under the influence of evolutionary biology, Hartmann believes that man has performed by means of adaptation which are developed, matured and used in the processes of adaptation. Adaptive process is regulated by the Ego. Modern psychoanalysts widely use concept of «alloplastic» introduced by Z. Freud and «autoplastic» changes. Accordingly, there are two types of adaptation:

a) alloplastic adaptation is carried out by the same changes in the outside world that a person brings in one line with their needs;

b) autoplastic adaptation is provided personality changes (its structure, skills, etc.), by which it adapts to the environment.

As we shall see below, these two types of adaptation are similar to the concepts of «assimilation» and «accommodation» proposed by Piaget [86].

To these two actually mental species adapt G. Hartmann adds one more: search the individual environment which is favorable for the functioning of the body. He notes that the task of adaptation to other people faces the person from the day of his birth. He also adapted to the social environment, which is partly the result of activity of previous generations and himself.

M. Montessori also believed that the adaptation process starts with the birth. Initially, he formed through the creation of a friendly child's environment, and as they get older the child starts to convert this environment.

Hartmann believes that people are not only involved in the life of society, but also creates the conditions to which he must adapt. Increasingly, man creates himself their environment. The structure of society, the process of division of labor and the place of man in society collectively define the adaptability and the development of the Ego (partly). The structure of society, partly with the help of training and education, is to determine what forms of behavior are preferable to provide adaptation [29].

Hartmann introduces the concept of «social flexibility» to refer to the phenomenon when the social environment corrects disorder so that unacceptable in some social conditions behaviors become acceptable in others.

This process is described in the works of M. Montessori, who consistently emphasized the importance of creating optimal for child protection. The adequacy of the environment will be the emergence of normalization of the child therefore one of the brightest manifestations of one is the high degree of concentration in the classroom during any activity.

Hartmann considers the process of adaptation as the person layered so the idea of the level of adaptation is the basis of the concept of human health.

This approach to adaptation and health resonates with the notion of "normalization" proposed by Montessori. Adequate environment allows to the child to correct deviations that occur due to the negative impact of adverse environment.

Psychoanalysts have created a wide system of concepts and opened a number of subtle processes by which people adapt to the social environment. In general, however, the psychoanalytic theory of adaptation has a stamp of biologist trends of psychoanalysis, so as it is based on Freud's ideas about the structure of mentality, its bodies (the ID, the Ego, Super-Ego) and their interactions.

1.4. BOWLBY'S ATTACHMENT THEORY

John Bowlby (1907 - 1990) was a psychoanalyst and believed that mental health and behavioral problems could be attributed to early childhood.

Bowlby's evolutionary theory of attachment suggests that children come into the world biologically pre-programmed to form attachments with others, because this will help them to survive.

Bowlby was very much influenced by ethological theory in general, but especially by Lorenz's [11] study of imprinting. Lorenz showed that attachment was innate (in young ducklings) and therefore has a survival value.

Bowlby believed that attachment behaviors are instinctive and will be activated by any conditions that seem to threaten the achievement of proximity, such as separation, insecurity and fear.

Bowlby [9, 10] also postulated that the fear of strangers represents an important survival mechanism, built in by nature. Babies are born with the tendency to display certain innate behaviors (called social releasers) which help ensure proximity and contact with the mother or attachment figure (e.g. crying, smiling, crawling, etc.) – these are species-specific behaviors.

During the evolution of the human species, it would have been the babies who stayed close to their mothers that would have survived to have children of their own. Bowlby hypothesized that both infants and mothers have evolved a biological need to stay in contact with each other.

These attachment behaviors initially function like fixed action patterns and all share the same function. The infant produces innate ‘social releaser’ behaviors such as crying and smiling that stimulate caregiving from adults. The determinant of attachment is not food but care and responsiveness.

Bowlby suggested that a child would initially form only one attachment and that the attachment figure acted as a secure base for exploring the world. The attachment relationship acts as a prototype for all future social relationships so disrupting it can have severe consequences.

Main Points of Bowlby’s Theory

1. A child has an innate (i.e. inborn) need to attach to one main attachment figure (i.e. monotropy).

Although Bowlby did not rule out the possibility of other attachment figures for a child, he did believe that there should be a primary bond which was much more important than any other (usually the mother).

Bowlby believes that this attachment is different in kind (qualitatively different) from any subsequent attachments. Bowlby argues that the relationship with the mother is somehow different altogether from other relationships.

Essentially, Bowlby [10] suggested that the nature of monotropy (attachment conceptualized as being a vital and close bond with just one attachment figure) meant that a failure to initiate, or a breakdown of, the maternal attachment would lead to serious negative consequences, possibly including affectionless psychopathy. Bowlby’s theory of monotropy led to the formulation of his maternal deprivation hypothesis.

The child behaves in ways that elicits contact or proximity to the caregiver. When a child experiences heightened arousal, he/she signals their caregiver. Crying, smiling, and, locomotion, are examples of these signaling behaviors. Instinctively, caregivers respond to their children’s behavior creating a reciprocal pattern of interaction.

2. A child should receive the continuous care of this single most important attachment figure for approximately the first two years of life.

Bowlby [14] claimed that mothering is almost useless if delayed until after two and a half to three years and, for most children, if delayed till after 12 months, i.e. there is a critical period.

If the attachment figure is broken or disrupted during the critical two year period the child will suffer irreversible long-term consequences of this maternal deprivation. This risks continues until the age of five.

Bowlby used the term maternal deprivation to refer to the separation or loss of the mother as well as failure to develop an attachment.

The underlying assumption of *Bowlby's Maternal Deprivation Hypothesis* is that continual disruption of the attachment between infant and primary caregiver (i.e. mother) could result in long term cognitive, social, and emotional difficulties for that infant. The implications of this are vast – if this is true, should the primary caregiver leave their child in day care, whilst they continue to work?

3. The long term consequences of maternal deprivation might include the following:

- delinquency,
- reduced intelligence,
- increased aggression,
- depression,
- affectionless psychopathy.

Affectionless psychopathy is an inability show affection or concern for others. Such individuals act on impulse with little regard for the consequences of their actions. For example, showing no guilt for antisocial behavior.

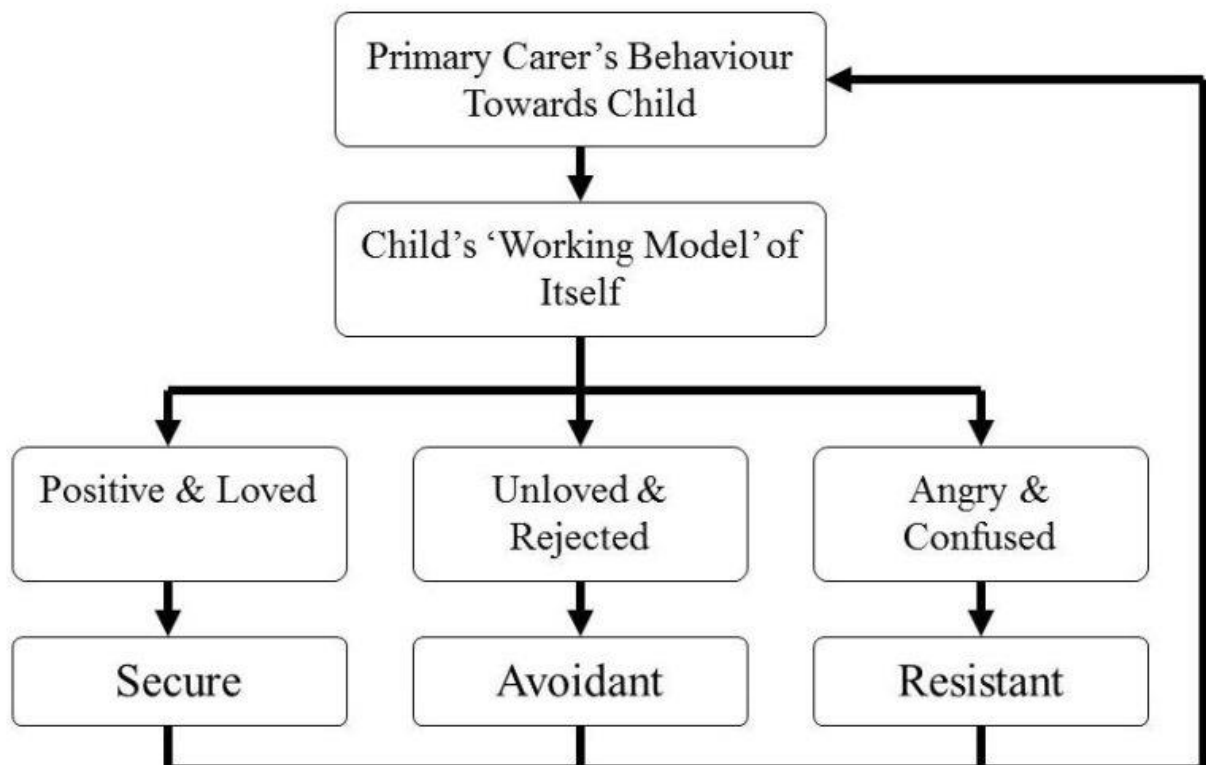
4. Robertson and Bowlby [15] believe that short term separation from an attachment figure leads to distress (i.e. the PDD model).

They found 3 progressive stages for distress:

- *Protest*: The child cries, screams and protests angrily when the parent leaves. They will try to cling on to the parent to stop them leaving.
- *Despair*: The child's protesting begins to stop and they appear to be calmer although still upset. The child refuses others' attempts for comfort and often seems withdrawn and uninterested in anything.
- *Detachment*: If separation continues the child will start to engage with other people again. They will reject the caregiver on their return and show strong signs of anger.

5. *The child's attachment relationship with their primary caregiver leads to the development of an internal working model [9].*

This internal working model is a cognitive framework comprising mental representations for understanding the world, self and others. A person's interaction with others is guided by memories and expectations from their internal model which influence and help evaluate their contact with others [19].



Around the age of three these seem to become part of a child's personality and thus affects their understanding of the world and future interactions with others [97]. According to Bowlby [9] the primary caregiver acts as a prototype for future relationships via the internal working model.

There are three main features of the internal working model: (1) a model of others as being trustworthy, (2) a model of the self as valuable, and (3) a model of the self as effective when interacting with others.

It is this mental representation that guides future social and emotional behavior as the child's internal working model guides their responsiveness to others in general.

Evaluation of Bowlby's Theory

Bowlby's [12, 16] ideas had a great influence on the way researchers thought about attachment and much of the discussion of his theory has focused on his belief in monotropy.

Although Bowlby may not dispute that young children form multiple attachments, he still contends that the attachment to the mother is unique in that it is the first to appear and remains the strongest of all. However, on both of these counts, the evidence seems to suggest otherwise.

- Schaffer & Emerson [95] noted that specific attachments started at about 8 months and, very shortly thereafter, the infants became attached to other people. By 18 months very few (13%) were attached to only one person; some had five or more attachments.
- Rutter [92] points out that several indicators of attachment (such as protest or distress when attached person leaves) have been shown for a variety of attachment figures – fathers, siblings, peers and even inanimate objects.

Critics such as Rutter have also accused Bowlby of not distinguishing between deprivation and privation – the complete lack of an attachment bond, rather than its loss. Rutter stresses that the quality of the attachment bond is the most important factor, rather than just deprivation in the critical period.

Bowlby used the term maternal deprivation to refer to the separation or loss of the mother as well as failure to develop an attachment. Are the effects of maternal deprivation as dire as Bowlby suggested?

Michael Rutter [92] wrote a book called *Maternal Deprivation Re-assessed*. In the book, he suggested that Bowlby may have oversimplified the concept of maternal deprivation. Bowlby used the term 'maternal deprivation' to refer to separation from an attached figure, loss of an attached figure and failure to develop an attachment to any figure. These each have different effects, argued Rutter. In particular Rutter distinguished between privation and deprivation.

Michael Rutter [94] argued that if a child fails to develop an emotional bond this is privation, whereas deprivation refers to the loss of or damage to an attachment.

From his survey of research on privation, Rutter proposed that it is likely to lead initially to clinging, dependent behavior, attention-seeking and indiscriminate friendliness, then as the child matures, an inability to keep rules, form lasting relationships, or feel guilt. He also found evidence of anti-social behavior, affectionless psychopathy, and disorders of language, intellectual development and physical growth.

Rutter argues that these problems are not due solely to the lack of attachment to a mother figure, as Bowlby claimed, but to factors such as the lack of intellectual stimulation and social experiences which attachments normally provide. In addition, such problems can be overcome later in the child's development, with the right kind of care.

Many of the 44 thieves in Bowlby's study had been moved around a lot during childhood, and had probably never formed an attachment. This suggested that they were suffering from privation, rather than deprivation, which Rutter suggested was far more deleterious to the children. This led to a very important study on the long term effects of privation, carried out by Hodges and Tizard [30].

Bowlby's Maternal Deprivation, is however, supported by Harlow's [28] research with monkeys. He showed that monkeys reared in isolation from their mother suffered emotional and social problems in older age. The monkey's never formed an attachment (privation) and as such grew up to be aggressive and had problems interacting with other monkeys.

Konrad Lorenz [49] supports Bowlby's maternal deprivation hypothesis as the attachment process of imprinting is an innate process.

There are implications arising from Bowlby's work. As he believed the mother to be the most central care giver and that this care should be given on a continuous basis an obvious implication is that mothers should not go out to work. There have been many attacks on this claim:

- Mothers are the exclusive carers in only a very small percentage of human societies; often there are a number of people involved in the care of children, such as relations and friends [112].
- Van Ijzendoorn and Tavecchio [106] argue that a stable network of adults can provide adequate care and that this care may even have advantages over a system where a mother has to meet all a child's needs.
- There is evidence that children develop better with a mother who is happy in her work, than a mother who is frustrated by staying at home [95].

1.5. PIAGET ABOUT AN ADAPTATION

The most important contribution to the development of a broad concept of adaptation belongs to J. Piaget [86]. According to his concept, adaptation is seen as the unity of opposite processes of the accommodation and assimilation. The first of them (it is, in fact, denoted by the term "adaptation", using the latest in a more widespread and the narrow sense) provides modification of the functioning of the body or activities of the entity in accordance with the properties of the medium. The second process modifies those and other components of this environment,

processing them according to the structure of an organism or including the behavior patterns of the subject. These processes are closely interrelated each other (which does not exclude in each case the leading role of any of them).

I.e. adaptation is understood as bilateral process and result of counter activity of the subject and the social environment [86]. Thus Ge. Piaget considers that the level of intellectual development of the child is higher, the his adaptation will proceed more successfully, that is between the concepts «intelligence» and «adaptation» of Ge. Piaget puts an equal-sign. Therefore, at such approach any intellectual violations conduct to violations of adaptation process.

J. Piaget and M Montessori noted the dependence of the nature of the adaptation processes from the stage of ontogenesis. In its early stages mental characteristics and qualities arise by child adjusts to the requirements of the environment. But, having arisen thus, they acquire an independent significance in the reverse order as the effects start to define further development.

Conscious regulation of behavior is formed — the conscious purposes increasingly control and direct both akkomodatsionally, and assimilatory activity of the developing subject. At rather high level of personal development the last finds expression that the subject from the being acquiring saved up by mankind social experience turns into the creator of this experience.

1.6. THE ECOLOGIC SISTEMS THEORY OF BRONFENBRENNER

U. Bronfenbrenner (1917-2005) developed the ecological systems theory to explain how everything in a child and the child's environment affects how a child grows and develops [20]. He labeled different aspects or levels of the environment that influence children's development, including the microsystem, the mesosystem, the exosystem, and the macrosystem. The microsystem is the small, immediate environment the child lives in. Children's microsystems will include any immediate relationships or organizations they interacts with, such as their immediate family or caregivers and their school or daycare. How these groups or

organizations interact with the child will have an effect on how the child grows; the more encouraging and nurturing these relationships and places are, the better the child will be able to grow. Furthermore, how a child acts or reacts to these people in the microsystem will affect how they treat her in return. Each child's special genetic and biologically influenced personality traits, what is known as temperament, end up affecting how others treat them. This idea will be discussed further in a later document about child temperament.

Bronfenbrenner's next level, the mesosystem, describes how the different parts of a child's microsystem work together for the sake of the child. For example, if a child's caregivers take an active role in a child's school, such as going to parent-teacher conferences and watching their child's soccer games, this will help ensure the child's overall growth. In contrast, if the child's two sets of caretakers, mom with step-dad and dad with step-mom, disagree how to best raise the child and give the child conflicting lessons when they see him, this will hinder the child's growth in different channels.

The exosystem level includes the other people and places that the child herself may not interact with often herself but that still have a large affect on her, such as parents' workplaces, extended family members, the neighborhood, etc. For example, if a child's parent gets laid off from work, that may have negative affects on the child if her parents are unable to pay rent or to buy groceries; however, if her parent receives a promotion and a raise at work, this may have a positive affect on the child because her parents will be better able to give her physical needs.

Bronfenbrenner's final level is the macrosystem, which is the largest and most remote set of people and things to a child but which still has a great influence over the child. The macrosystem includes things such as the relative freedoms permitted by the national government, cultural values, the economy, wars, etc. These things can also affect a child either positively or negatively.

1.7. THEORY OF B. ROGOFF

Significant development of the views of L.S. Vygotsky on the adaptation has been made by B. Rogoff.

She has proposed the concept of ‘guided participation’ as a more inclusive framework for examining the way children are initiated into cognitive and social skills. It is more inclusive in two respects: it acknowledges variations not only in communicative styles and role relationships between learners and teachers but also in the purposes of learning and goals of development [87].

The developmental endpoint that has traditionally anchored cognitive developmental theories – skill in academic activities such as formal operational reasoning and scientific, mathematical, and literate practices – is one valuable goal of development, but one that is tied to its contexts and culture, as is any other goal or endpoint of development valued by a community.

Each community's valued skills constitute the local goals of development. In the final analysis, it is not possible to determine whether the goals or practices of one society are more adaptive than those of another, as judgments of adaptation cannot be separated from values.

Rogoff argue that the process of guided participation is universal, but that there are important cultural variations related to the goals of development and the nature of involvement between children and adults. They highlight the contrasting experiences of developing skills and competencies in the two developmental niches (Mayan and Salt Lake City communities), drawing particular attention to the extent to which children observe and participate in ongoing adult activities, the extent to which adults adopt didactic and playful modes, and the use of language.

Their main conclusions from the larger study [90] are that in contexts where children participate in adults’ social and work activities, children showed intrinsic motivation to identify with adult activity, and learned mainly through observation and modelling of skills. The caregiver's role was to support their activity. By contrast, in communities in which children are generally segregated from adult

work activities, caregivers took more responsibility for managing children's activities and encouraging their motivation. In these communities Rogoff B. observed adults engaging in more explicit instruction, with more verbal communication as well as more playful activity.

In communities where they are segregated from adult activities, children's learning may be organized by adults' teaching of lessons and provision of motivational management out of the context of adult practice; in communities in which children are integrated in adult settings, learning can occur through active observation and participation by the children with responsive assistance from caregivers [90, p. 151].

Making connections between the known and the new.

B. Rogoff builds on the concept of intersubjectivity to emphasise the shared history, communicative strategies and purposes in a learning relationship that facilitate joint focus and effective collaboration. Laboratory studies of teaching, learning and problem solving are often based on a task or skill that is quite new to participants. In everyday life, such complete novelty is rare. Encountering a new situation, one of the first things that teachers and learners try to do is to make sense of it in terms of their past experiences. Rogoff has summarised this feature as follows.

For very young children, the bridging role of adults involves assisting children in understanding how to act in new situations by provision of emotional cues regarding the nature of the situation, non-verbal models of how to behave, verbal and non-verbal interpretations of behaviour and events, and verbal labels to classify objects and events. All of these adult activities are coupled with young children's efforts (intentional or not) to pick up information about the nature of situations and their caregivers [87].

Rogoff et al. argue that parents and other caregivers are active in structuring children's environment according to their perceived goals for development. There are several levels of structure. At a macro level is the overall timetable of the

child's day (the balance of time for play, tasks, feeding, washing, resting, etc.), the opportunities for participation in specific cultural activities and the extent to which these activities are separated/integrated. At a micro level is the way specific tasks and activities are adapted to the perceived capacities of the child, broken down into manageable elements through interactions that enable the child to achieve a goal or complete a task. As children become more competent so responsibility may be transferred from teacher to learner. The distinctive feature of Rogoff's framework is acknowledgement that adult and child roles are variable according to contexts and goals as well as children's status and role. In some contexts they may be ascribed by tradition or by the status differential between teacher and taught. In other contexts, especially in 'child-centred' informal settings, they may be subject to continuous renegotiation.

1.8. VIEWS OF THE RUSSIAN SCIENTISTS ON THE PROBLEM OF SOCIAL AND PSYCHOLOGICAL ADAPTATION OF THE PERSONALITY

In Russia there are a number of studies on the problem of the child's adaptation to the kindergarten by N.M. Aksarina, N.D. Vatutina, G.G. Grigorieva, R.V. Tonkova-Yampolskaya [107], etc. The studies highlight the degree of adaptation of the child; disclose factors influencing the nature and duration of the adaptation period; develop recommendations for teachers and parents to prepare the child for entrance of a preschool organization and adaptation period there (A.A. Naldjan [80], Leutin V.P., Nikilaev E.P.[47], Berezin F.B. [6-8]).

However, these studies don't sufficiently highlight socio-cultural aspects of adaptation, reasons for its success or failure, as well as features of adaptation when applying Montessori system.

The author of approach which cornerstone the idea of ontogenetical socialization is A. A. Nalchadzhyan [80]. He defines ontogenetical socialization as such process of interaction of the individual and the social environment during which, appearing in various problem situations arising in the sphere of the

interpersonal relations, the individual gets mechanisms and norms of social behavior, installation, a trait of character and their complexes and other features and substructures which in general have adaptive value.

Each process of overcoming of problem situations can be considered process of social and mental adaptation of the personality during which it uses the skills and mechanisms of behavior acquired at the previous stages of the development and socialization or opens new ways of behavior and the solution of tasks, new programs and plans of intra mental processes. Adaptive mechanisms of the personality with success carry out the functions if result in her adaptedness in a social situation or environment.

Social and mental adaptedness is characterized as such condition of relationship of the personality and group when the personality without the long external and internal conflicts productively carries out the leading activity, satisfies the basic sociogenic needs, fully moves towards those role expectations which are shown to it by reference group, endures conditions of self-affirmation and free expression of the creative abilities. Adaptation is that social and psychological process which at a favorable current leads the personality to a condition of adaptedness.

There is an interesting position of A.V. Petrovsky's, who defines process of social and psychological adaptation as a type of interaction of the personality with environment during which also expectations of its participants are coordinated [85]. Thus the author emphasizes that the most important component of adaptation is the coordination of self-assessments and claims of the subject with its opportunities and reality of the social environment including both real level, and potential opportunities of development of the environment and the subject, allocation of identity of the personality in the course of its individualization and integration in this concrete social environment through finding of the social status and ability of the individual to adapt to this environment.

Contradiction between the purpose and result as V.A. Petrovsky assumes is inevitably, but there is a source of dynamics of the individual in it, his existence and development. So, if the objectives aren't achieved, it induces to continue activity in the set direction. "That is born in communication, appears inevitably other, than intentions and motives of the communicating people. If entering communication take an egocentric position, it makes the obvious prerequisite of disintegration of communication" [85].

M. V. Romm considers "social adaptation" – as the process directed on a resolution of conflict of public and individual interests by purposeful exchange of information and adaptive activity [55, p. 8].

The author proves that social adaptation of the personality reflects process of her harmonization in society by means of the adaptive strategy corresponding to concrete situations. The originality of adaptation of the personality is defined by its individual requirements and opportunities and character of an adaptive situation. The adaptation process arising as the response to intervention of the environment is the sum of interactions of various combinations of activity, behavioral and information and psychological character. Optimum combination of activity and psychological components serves in real adaptation process as the necessary condition allowing to carry out effectively and quickly adaptation. The personality adapts, interacting, a interacts adapting.

The author considers difference of social adaptation from the biological. The most important feature of social adaptation – its universal, but not highly specialized character of the adaptation. Adaptation process can't have absolute character, it is always relative. Information in this case turns into an effective remedy of the active adaptation of social systems.

Comes to light that when determining criteria of social adaptation the leading role is played by information exchanges. Criteria of adaptation are:

- adaptation speed – time of passing of information from the moment of receipt before elaboration of effective strategy of adaptation;

- efficiency of activity as a result of adaptive strategy;
- effective information exchange on the basis of creation of own adaptive information space;
- the emotional satisfaction mediated by the criteria called above [54, p. 90].

Romm M. V. suggests to allocate an active and passive component of socialization. The idea about two components can be extended to process of social adaptation. The active party of social adaptation are activities for elaboration of various strategies of adaptation. The last are understood as the realized or unconscious, regular or casual actions (inaction) which provide a condition of individual or group adaptedness [55, p.10].

The complex adaptation strategy developed in the course of social adaptation including all variety of private individual adaptive strategy provides to the personality possibility of relevant reactions to social situations collision with which causes need for the adaptation. Adaptive strategies have impact on socialization process. Existence of three possible kinds of strategy of social adaptation is allowed: active, jet and combined.

Adaptive the personality will be in case the adaptation strategy chosen by it generally meet her requirements, and optimize interaction with the social environment. The personality who is most often not capable to reach adaptation of a revalentny situation is not adaptive.

In respect of a ratio of socialization and social adaptation is offered to recognize that fundamental process of socialization forms complex system of prerequisites of social adaptation. Socialization and social adaptation possess certain existential characteristics, these characteristics have own specifics. Thus process of social adaptation includes a chain of the stages of "a social readaptation", cyclic by the nature, which are based on use of a synchronous infoprotsess. "The social readaptation" explicates as set cyclic in a form, logical stages of a choice and realization of adaptive strategy.

The author shows in the book that adaptive activity consists in ability of adaptation to harmonize or to preventively liquidate the possible conflicts arising because of discrepancy or opposition of public requirements and the individual purposes. Social adaptation of the personality acts as not simply direct result of public influences during the passive adaptation to requirements of the social environment, and is dynamic system of the activity directed on a resolution of conflict of public and individual interests by purposeful exchange of information and subject activity with individuals, social groups and society [55, p.11].

Allocation of adaptive activity level allows to estimate adaptation as qualitatively new way of the activity inherent in self-governed social systems. The sociocultural environment, including various subsystems: economic, social, political, cultural defines adaptive orientations. Adaptive activity will depend on the subsystem demanding adaptation and on a situation in the context of which it is carried out.

The adaptive situation is the fixed reflection of the social, political, psychological changes generating adaptation processes. The real situation turns in adaptive, both as a result of spontaneous changes, and as a result of purposeful social and economic, political and psychological influence [55, p. 12].

From the informative point of view permission of any adaptive situation is based on overcoming of contradictions between an information need about new methods of adaptation, and the old adaptive strategy containing traditional info units. In case of successful permission of an adaptive situation it turns in real that is the testimony of efficiency of the chosen adaptation strategy. In the course of formation of an adaptive situation specific attitudes are created.

Adaptive attitude is found only at change of conditions of the environment. However lack of changes doesn't mean yet that the person has no these or those attitudes. The last, very often remaining not only extra mental, but also not endured, are shown functionally only as peculiar information programs, systems of

criteria or regulatory tendencies which existence it is possible to judge only on change in dynamics, an orientation of adaptive behavior [54, p. 109].

E.V. Rudensky in his works writes: "Adaptation is understood by us as the dynamic characteristics of the personality reflecting its subjectively mediated development corresponding to its specific features and tendencies. Adaptation is the functional, dynamic condition of the personality reflecting its aspiration to restore dynamic balance in the situations conducting to disintegration of the personality and its relations with the sociocultural environment. Adaptation expresses subjective selectivity of the personality in its interaction with other persons and the social environment" [80, p. 224].

Adaptation of the personality is "the process caused by stressing changes of the social environment and directed as on joining of the personality in the changed social conditions, and on transformation of new social conditions. Adaptation usually is followed by transformation (adjustment) of personal structures" [80, p. 145].

So, the concept of social and psychological adaptation reflects the phenomena of an inclusiveness, interaction and integration with a community and self-determination in it. Social and psychological adaptation of the personality consists in optimum realization of internal opportunities of the person and his personal potential in socially significant activity, in ability to interact with surrounding society in specific conditions of existence, keeping itself as the personality.

In the course of social and psychological adaptation also the interior changes: there are new representations, knowledge of activity in which he is engaged therefore there is a self-correction and self-determination of the personality. Changes and a self-assessment of the personality which is connected with new activity of the subject, its purposes and tasks, difficulties and requirements undergo; level of claims, an image "I", a reflection, "I-concept", an assessment of in comparison with others. Proceeding from these bases, there is a

change of installation on self-affirmation, the individual acquires necessary knowledge, skills. All this also defines essence of its social and psychological adaptation to society, success of its course.

In the context of social and psychological adaptation relativity of adaptive qualities is shown most brightly and can be defined by features of the adaptive processes proceeding in different conditions, and also to reflect specifics of interaction with the social environment in different levels (micro, meso - and macro-). According to procedural model, the general adaptability is defined by existence of the qualities necessary for successful passing of various stages of process of social and psychological adaptation. The structure of qualities of the personality which can be treated as adaptive, thus, is accurately defined by those tasks which the personality should solve at various stages of process.

F. B. Berezin considers that the crucial role in person's successful activity is played by mental adaptation, considerably having impact on the adaptation processes which are carrying out at other levels [6].

The concept "mental adaptation" is rather difficult and ambiguous in modern psychology and pedagogical literature. So, for example, Y. A. Aleksandrovsky considers mental adaptation as result of activity of complete self-governed system, "which provides activity of the person at the level of "operational rest", allowing it not only to resist to various natural and social factors most optimum, but also actively and purposefully to influence them" [1, p. 13].

In turn F.B. Berezin considers that realization of process of mental adaptation is provided with difficult multilevel functional system at which different levels regulation is carried out mainly psychological (social and psychological and actually mental) or physiological mechanisms. In the general system of mental adaptation F. B. Berezin allocates three main levels: actually mental, social and psychological and psychophysiological. Problems of actually mental adaptation is maintenance of a mental homeostasis and preservation of mental health, social and psychological - the organization of adequate microsocial interaction,

psychophysiological adaptation - optimum formation of psychophysiological ratios and preservation of physical health.

One of the main indicators of success of mental adaptation is achievement of possibility of performance of the main objectives of activity.

I. A. Miloslavova notes objective and subjective nature of adaptation (the adaptation and adjustment) and it is specified that thanks to social adaptation people acquires standards, stereotypes, necessary for activity, by means of which actively adapts to the repeating circumstances of life [55]. In this regard the period of the early childhood is the most sensitive for assimilation of social norms and rules of interaction which are absorbed by the child in the course of interaction with the environment.

S. D. Artyomov defines social adaptation as "process of the adaptation of the personality to the existing public relations, norms, samples, traditions of society in which the person lives and acts" [2, p. 135-136]. In this approach the active role of the person isn't shown sufficiently. According to T. N. Vershinina if the social environment is active in relation to the subject, in adaptation the adjustment prevails; if in interaction the subject dominates, adaptation has character of vigorous activity [31]. This approach is similar to approach of Ge. Piaget who offered the concepts "accommodation" and "assimilation", only here isn't attached such exclusive significance to intellectual development any more.

It is important to teach the child not only to adapt to environment conditions, but also to help it to gain skills of active change of the environment according to the requirements. This activity shouldn't have aggressive character, it is necessary to train the child in constructive models of social behavior (to ability to agree, resolve conflict situations, to concede, achieving thus the objective etc.).

V. I. Medvedev considers that "adaptation is the purposeful system reaction of an organism providing possibility of all types of social activity and life activity at influence of factors, which intensity and extensiveness conducts to violations of

homeostatic balance" [52, p. 3]. This reaction can have various extent and intensity.

Depending on extent of expressiveness of reactions of an organism V.P. Kaznacheev distinguishes some types of adaptation states:

a) a condition of "physiological" adaptation - usual existence of an organism in the changing environment conditions at the optimum mode of all functional systems;

b) the condition of intense adaptation - when arises need of reorganization, change of the existing activity parameters that always demands a certain tension in work of the interested functional systems;

c) the condition of pathological adaptation which comes at excess of reserve opportunities of an organism, i.e. its interaction with the environment is defined by work of functional systems, considerably different from an optimum (for example, an illness). At a stage of pathological adaptation the starvation of adaptable mechanisms is possible [38].

A.I. Volozhin and Y.K. Subbotin allocate three levels of adaptive reactions:

- sensible, characterized by the increased functional activity to the influencing factor;
- the optimum, meeting standard adaptations;
- depressive, determined by the lowered functional activity at this or that level of process of adaptation [110].

D. V. Kolesov for determination of degree and duration of adaptive reactions of the person uses the term "reactivity" understood as the quantitative-temporal characteristic of the functional shifts in an organism which are happening in response to influence and the cornerstone of achievement of this or that adaptive effect. Quantitative-temporal characteristics of adaptedness in norm correspond to mismatch size between necessary and cash levels of adaptedness (normergy). If they exceed mismatch size, speak about hyperactivity (hyperergy); if they are lower than mismatch size, speak about hyperactivity (hypoergy), up to areactivity -

lack of adaptive reactions where they have to be. Thus, a normergy - exact compliance of extent of adaptive shifts of an available adaptive situation [41, p. 13].

System reaction of an organism to violation of homeostatic balance can be also qualitatively various. So, D. V. Kolesov describes specific and nonspecific adaptive reactions. The most general reaction of an organism is reflected by nonspecific reactions which are most often expressed in development of the general adaptation syndrome. Specific adaptive reactions are developed much more slowly, their characteristic feature - interaction and cooperation of those elements of functional systems which provide formation of final useful effect. Adaptive reactions can be also divided into two classes - quickly realized reactions of urgent adaptation for which there are ready quite created mechanisms, and reactions of long-term adaptation. Long-term adaptation includes reactions for which implementation the person has no ready created mechanisms, and there are only genetically determined prerequisites. Gradual formation of such mechanisms happens at repeated inclusion of reactions of urgent adaptation [41, p. 13 - 16].

Similar provisions are given also by V. I. Medvedev who allocates two types of reaction of an organism:

1) in response to action of an adaptation factor all possible mechanisms of the answer are realized and the functional state which is obviously exceeding requirements to the adequate answer (hyper mobilization) is formed. Such reaction is observed at action of an extreme or unexpected factor.

2) gradual building of number and power of mechanisms of the answer, thus, are allocated two systems of reaction - fast and slow [51, p. 9].

A. I. Volozhin and Y. K. Subbotin oppose the adaptive and compensatory reactions arising under the influence of change of the environment. The adaptation, according to authors, makes only one party of the adaptation, it is expressed that an organism, reacting to change of parameters of the environment, reconstructs, changes the structural communications for preservation of the functions providing

its existence in the changed environment. Adaptation can include both physiological, and behavioral reactions depending on the level of the organization of system. The main content of adaptation - internal processes in system which provide preservation of its external functions in relation to the environment, i.e. preservation of a homeostasis. Contrary to adaptation, compensation provides preservation of structures and function in response of the organism changing under the influence of the environment and reduces thereby the adaptation price [110, p. 8 -37]. Similar division unfairly narrows concept of the adaptation understood by most of authors as the bilateral adaptive-adapting process, with the adaptive reactions directed respectively on internal or environment.

V. I. Medvedev allocates three types of reaction in the general reaction of the adaptation which distinctions are also connected with a primary orientation of changes on one of elements of system person-environment:

1) impact on a complex of the irritants leading to change of homeostatic regulation; the influence form on the environment can be passive, for example, by avoiding, or the active, connected with transformation environment;

2) inclusion of already existing programs of regulation is also designated as accustoming reaction.

3) obligatory change of the program of homeostatic regulation (is considered as actually adaptation process) [51 **Ошибка! Источник ссылки не найден.**, p. 3-4]. The program of regulation is understood as the formalized order of expansion of sequence, duration and expressiveness of response of an organism at its interaction with environment [51] here. The described quantitative and high-quality adaptive reactions can consistently replace each other in dynamics of process of adaptation as all of them are separately not able to provide preservation of balance in system of person-environment at long influence of an adaptogenical factor.

According to V. I. Medvedev, the reactions allocated by him most often are different stages of uniform process of adaptation in which reactions less expensive

for the person act first and when they can't provide achievement of the objectives of activity any more, than in the course of optimization there are more powerful reactions of the adaptation arise [52, p. 4].

Thus, adaptation process can be considered at various levels of its course:

- interpersonal relations,
- individual behavior,
- basic mental functions,
- psychophysiological regulation,
- physiological mechanisms of ensuring activity,
- functional reserves of an organism,
- health.

Respectively, violation on one of levels of course of adaptation process can lead to violation at all levels. Therefore, according to the levels stated above it is possible to categorize adaptation violations as follows:

- in the sphere of communication and interpersonal contacts;
- in the field of individual behavior;
- in formation and development of mental functions of the person;
- in psychophysiological regulation;
- in physiological mechanisms of activity;
- in functional reserves of an organism;
- in a state of health.

From positions of the theory and practice of the correctional developing education adaptation violations are considered as some specific manifestations and signs reflecting ways of reaction or protection of the child against aggression from the environment [44]. This position isn't represented absolutely true to us as, considering environment initially as aggressive in relation to the child; we put him in a defensive or offensive position in relation to the environment in advance, without giving him the chance to accept it and to assimilate. Such approach considers the environment as an active component, and the child – as passive.

1.8.1. REGULARITIES OF ADAPTATION PROCESS

Course of adaptation process has certain regularities. First, it is realized in all cases when in system of person-environment there are significant changes leading to violation of adequacy of their relations. As the person and the environment are not in static, and in dynamic balance, their ratio changes constantly, also process of adaptation is also constantly carried out [2].

Secondly, balance, according to V. G. Leontyev, represents the dynamic process of an equilibration proceeding not only in one system, but also involving systems of environment [46]. The equilibration can't occur within one isolated system and only at the expense of own resources, existence of the related systems is necessary for transfer of resources from one system to another, from this to the third etc. Therefore the equilibration in one system of an organism or the personality conducts to violation of balance in another, and balance in this is to her violation in the third and is so infinite. Thus, if to consider the person as the system including various subsystems, in reality it is impossible to achieve absolute adaptedness. This point of view is conformable to approach of Ge. Piaget in which he considers interaction of assimilation and accommodation as two processes seeking to reach a state of balance.

The main objective of constantly carrying out process of adaptation is maintenance of a condition of a homeostasis. The concept of a homeostasis was for the first time put forward in physiology by K. Bernard and developed in U. Kennon, G. Selye, A. D. Slonim's works, etc. According to this concept the homeostasis is understood as constancy of a number of indicators of the internal environment of an organism which is a necessary condition of activity of any biological system. In a number of the directions of psychology representation that each system seeks for preservation of the stability, was postponed also for interaction of the person with an environment. Such transfer is characteristic, in particular, for Ge. Piaget's concept and for the theory of a field of K. Levin [21,

48]. F. B. Berezin notes in this regard that "processes of adaptation include not only optimization of functioning of an organism, but also maintenance of balance in organism-environment system" [2, p. 3].

Considering adaptation violations as violations of homeostatic balance in system of person-environment, F. B. Berezina allocates the following reasons of their emergence:

1) sharp change of conditions of the environment as a result of which the existing mechanisms of adaptation can be insufficiently effective;

2) essential transformation of requirements and the individual's purposes (even in rather stable environment);

3) considerable reduction of physical or mental resources of the personality [2, p. 249].

Arrival of the child in kindergarten, when toddler's arsenal of adaptable mechanisms is still insufficiently developed, can be an example of the first option of the reasons of adaptation violations. At this age it can lead to various types of adaptation violations: from behavioural to the psychophysiological.

The second type of the reasons of adaptation violations most often arises during the periods of age crises, upon transition from one age to another, thus the child has new requirements, but ways of their independent satisfaction aren't created even.

The third type meets during the periods of the weakened immunity or during direct transferring by the child of any diseases, also it can do occurs in a stress situation, for example, of existence of the conflicts in a family between people close to the child.

1.8.2. ADAPTIVE CYCLE

Set of adaptive reactions from an initial psychological and physiological state of the person to the finishing represents an adaptive cycle which main stages were considered, in particular, in V. I. Medvedev's works [50, 51, 52].

The First stage - the reaction of primary answer arising in response to emergence, disappearance or change of quantitative parameters of any factor. This reaction consistently takes place during some periods:

a) the latent period - proceeds from the beginning of influence of a factor until response. The maintenance of the latent period is made by a so-called central delay during which there is an analysis of information on the operating factor, and also a choice and activation of the program of implementation of the answer.

b) actually reaction of primary answer has three stages: initial when the small size of the answer gradually increases and passes into the second stage of the hyper answer and arising then the third stage of proper response [50].

The Second stage - reaction of a payment for primary answer which task is ensuring effective restoration of power and psychological expenses. Reaction of a payment depends on expressiveness of reaction of primary answer, and also on a condition of the regulating systems.

The Third stage arises if the influence breaking a homeostasis proceeds or repeats. At preservation of constancy of reaction of primary answer there is a minimization of a payment for it that corresponds to the beginning of a stage of accustoming [50, 51]. Process of accustoming is characterized by inclusion of already existing programs of homeostatic regulation, considerably individual for each person and defined by his last experience and basic constitutional and psychophysiological features. For reaction of accustoming gradual restoration of psychological and physiological functions to initial level after their temporary tension is peculiar.

G. Selye in the course of accustoming allocated three always available consecutive phases of its development:

a) the regulation tension phase which is beginning with the moment of primary reaction and coming to an end when the ready program of regulation of a homeostasis joins, which in most cases causes hyper-mobilization which is shown in hyper-reaction;

b) the phase of primary stabilization beginning with the moment of full implementation of the program of primary regulation at which deviations of functions from basic indicators gradually in steps or wavy decrease;

c) a phase of stabilization of adjustable parameters when indicators of tension come back to the reference values [98].

According to V. I. Medvedev, all process of accustoming can be the first phase actually of adaptation which never begins without attempt to use already ready mechanisms of maintenance of a homeostasis [50]. At toddler the set of such mechanisms isn't so various as at the adult, but, nevertheless, many of them successfully pass an accustoming stage to new conditions of the environment at the expense of the mechanism described by Montessori – absorption of environment through which the environment becomes an integral part of the child.

Toddlers, feeling love of close people in relation to themselves, are ready to master vigorously environment as feel "the safe back" behind the back. Such children behave very actively at receipt in kindergarten, quickly accustoming to new conditions.

At sufficient intensity and duration of influence of the adaptogenical factors when the available mechanisms of regulation are insufficient for restoring the balance in system of person-environment and parameters of reactions of primary answer and reactions of a payment for primary answer deviate out of limits of admissible fluctuations, there is a problem of creation of new system of homeostatic regulation. Then adaptation process begins actually. According to V. P. Kaznacheev, new programs of regulation are formed under influence of the adaptogenical factors [38]. V. I. Medvedev considers that formation of new

programs is defined directly by expressiveness and the course of reactions of primary answer and a payment [50].

As it was noted above, it is especially actual for toddler as the set of the available mechanisms of homeostatic regulation is still very limited. On the other hand, the period of the early childhood is sensitive in respect of accumulation of similar mechanisms. If for this age period sufficient constructive adaptive experience isn't saved up, at more advanced age adaptation violations will become especially brightly shown.

Actually process of adaptation begins with a phase of destruction of the old program of maintenance of a homeostasis, thus there is rather difficult situation when the old program doesn't function any more, and new aren't created yet or are not complete. This phase is characterized by a number of specific signs. First, this hyper response to loadings of small and average intensity and refusal of performance of loadings of bigger weight. Secondly, this phase of adaptation is followed by removal of mechanisms of compensation of the available pathological processes. At this stage the temporary mechanisms of so-called preventive adaptation turn on, allowing though not at an optimum level, but to achieve the objectives of activity and "to endure" the difficult period of absence of the adequate program of regulation. The most important component of preventive adaptation is behavioral adaptation.

Behavioral reactions during this period bear the main protective function providing minimization of action of the adaptogenical factors and an overstrain of regulation [52]. Considering a question of behavioral adaptation, V. I. Medvedev notes importance of the low-studied mechanism of the information protection, limiting receipt of information in a brain of the person for its subsequent processing. The filtration of information can be carried out at all stages of its movement, beginning from receptors and finishing projective zones of bark of big hemispheres and inclusion of the mnesctical processes where the major role is played by mechanisms of forgetting. With the participation of this information

filter the subjective conceptual model of reality is formed, according to which individual strategy of adaptation is build [52, p. 12 - 13]. V. S. Rotenberg and V.V. Arshavsky call this mechanism "pertseptual protection" at which high activity human doesn't see that what doesn't want to see, doesn't perceive information which is potentially capable to aggravate or provoke the intramental conflict [91, p. 64 - 65]. It is obvious that similar function at this stage is carried out also by other psychological mechanisms of adaptation in more detail described in the following item. For toddler similar replacement isn't so characteristic since in this case it is about active interaction conscious and unconscious. But the conscious component at this age still is almost not presented – unconscious mechanisms dominate.

At toddler the mechanism of information protection can be shown that time of a day sleeping increases or the child becomes hyper-excitabile and mobile. During such periods the child can refuse all new, unfamiliar, seeking to return to habitual ways of actions, toys, a situation as his mentality is already oversaturated by new information and the child requires certain time to acquire it.

The following phase of process of adaptation is characterized by that "under cover of behavioural adaptation the new program of expansion of the regulating mechanisms starts being formed, the new structure of homeostatic regulation starts being under construction" [52, p. 13]. The new program of maintenance of a homeostasis is constantly improved, sometimes rather long time. Search of optimum parameters of work of the new program can come as by complication of the program, building of its elements, and by gradual simplification of its structure from the program of hyper reaction (maximum program) to more optimum simple structure. The choice of a way of optimization is defined by intensity of the operating factor: at small and average sizes - from simple to difficult, at the big size of an adaptogenical factor hyper reaction, generalization of effect with the subsequent simplification of the program of regulation is more often observed. Thus existence of search activity (irrespective of the reached effect) improves

psychological and psychophysiological adaptation whereas refusal of search worsens it [91, p. 23].

When search of the optimum program comes to an end, there comes the last phase of adaptation process - the phase of stable adaptation which is characterized by stabilization of indicators of adaptation, including parameters of efficiency of activity which are established at new, more optimum level [91, p. 102].

The adaptive reactions and stages of adaptation process allocated with the specified authors are rather conditional and in many cases proceed in parallel, partially blocking each other, however their description allows to understand better insufficiently studied dynamics of the adaptation of toddler to new conditions of the environment.

1.8.3. PSYCHOLOGICAL MECHANISMS OF ADAPTATION. FORMS OF ADAPTATION VIOLATIONS

Development of adaptation process in stages is provided with consecutive change of mechanisms of adaptation. At the psychological level the state arising at violation of interaction of the person and the environment can be described with use of the following key concepts: stress, frustration and conflict. These states are closely connected among themselves and capable to replace each other consistently. For example, "difficulties in attempt to achieve some objectives owing to long dissatisfaction of requirement, can cause increase of a stress which, in turn, will have an adverse effect on the carried-out activity and will lead to frustration; further the aggressive motives or reactions generated by frustration can enter the conflict to moral installations of the subject, the conflict will cause increase in a stress etc." again [108, p. 49]. The person can leave from this "vicious circle" at turning on of the psychological mechanisms of adaptation corresponding to each state.

Studying of processes of adaptation is closely connected with ideas of an emotional pressure and a stress. In the classical researches of G. Selye established that various physiological states caused by any reason (stressor), for example, cold, intoxication, an infection, a trauma etc. despite the variety of manifestations caused by specifics of action of factors have the same nonspecific reaction of an organism. G. Selye called manifestations of this reaction the general adaptation syndrome, and the special condition of an organism arising thus he designated the term "stress" (tension) [98] which passes three stages in the development:

- 1) direct reaction to influence;
- 2) the most effective adaptation;
- 3) violation of adaptation process.

F.B. Berezin draws an analogy between the main stages of a stress described by G. Selye, and the adaptation periods. To the period of primary adaptation there corresponds reaction of alarm (alarm-reaction), to stable adaptation - resistance stage, and adaptation exhaustion - an exhaustion stage [2, p. 147].

According to D. V. Kolesov, the stress represents one of conditions of an adaptive cycle. Processes of adaptation begin with fixing of distinctions between the available level of adaptedness (resistance) of an organism and level necessary in these specific conditions. After this set of the processes conducting, eventually, to achievement by an organism of necessary level of adaptedness is developed. The condition of an organism on the basis of these processes also received the name of a stress. The main maintenance of a condition of a stress - an intensification of processing of information in CNS with prevalence of processes of excitement, increase of intensity of a metabolism, mobilization of reserves, reorganization of ratios of activity of various bodies, systems etc. The stressful state accompanies a transition state from balance ("symmetry") of an organism with one factors of environment to balance ("symmetry") with other factors or set of factors [41, p. 15 - 16].

The condition of a stress puts in action at the same time two types of executive mechanisms of adaptation - specific and nonspecific. As nonspecific executive mechanisms endocrine glands often act. Feature of their participation that their function increases irrespective of concrete features of influence of the environment and depends only on the size of influence [41]. Specific mechanisms are caused by features of a stressful factor. Depending on what level of hierarchical structure of process of adaptation is mentioned, also its various mechanisms - from intracellular and humoral to social and psychological are allocated [51]. All types of a stress are essentially similar among themselves and have the general physiological manifestations, irrespective of influence type. The arising tension in all cases corresponds to character of an assessment (an organism, the personality) degrees and orientations of influence of the environment. This assessment is a derivative of two sizes: the absolute importance of influence (a situation, a factor) and the level of adaptedness of the individual to it [41].

The most adequate form of a stress for a human body is, according to L. E. Panin, a mental (emotional) stress [2, p. 9]. The concept of a mental stress was entered by R. Lazarus who considered that unlike the physiological highly stereotyped stressful reaction to harm, a mental stress is the reaction mediated by an assessment of threat and protective processes [45, p. 204]. Distinctions between a mental and system stress lie also in the sphere of distinctions between physiology of an organism and functioning of mentality. Among many distinctions it is possible to note here that for mentality actually not only the present, but also last and especially future time (representation of some events can be the strongest stressful factor). On the contrary, the organism "exists" only in the present and only the current influences are actual for it [41, p. 13]. Thus, the perception of real or hypothetical threat can be a necessary condition of developing of a mental stress.

R. Lazarus allocated two consecutive stages of processes of informative activity in mastering the menacing or stressful situation: primary assessment of as

far as a situation is menacing, and a secondary assessment of opportunities to cope with it. One of two strategy can be for this purpose applied: or the direct actions accompanied with the corresponding emotional activation, for example attack (anger), flight (fear), passivity (depression), or the revaluation exposing a situation less dangerous, in more favorable light, and, in turn, lowering the level of the emotional excitement connected with fear. R. Lazarus designated these cognitive processes of revaluation as "denial" and "intellectualization" [45]. The first mechanism already rather often meets at children of 24-36 months, the second – is characteristic for children of advanced ages and adults.

The alarm is the most intimate mechanism of a mental stress. The mental stress and threat are connected among themselves by feeling which is the central element of alarm and causes its value as signal of trouble and danger.

F. B. Berezin defined a disturbing row, as follows:

- 1) the feeling of internal intensity — has no pronounced shade of threat, serves only as a signal of its approach, creating burdensome sincere discomfort;
- 2) hyperestezical reactions — the alarm increases, earlier neutral incentives get negative coloring, irritability increases;
- 3) actually alarm — the central element of the considered row. It is shown by feeling of uncertain threat. Characteristic sign: impossibility to define nature of threat, to predict time of its emergence. Often there is an inadequate logical processing as a result of which because of shortage of the facts the wrong conclusion is given;
- 4) fear — the alarm concretized on a certain object. Though objects which the alarm contacts, cannot be its cause, at the subject representation that the alarm can be eliminated with certain actions is created;
- 5) the feeling of inevitability of the approaching accident — increase of intensity of disturbing frustration leads the subject to idea of impossibility of prevention of the future event;

6) disturbing and timid excitement — the disorganization caused by alarm reaches a maximum, and possibility of purposeful activity disappears.

Strengthening of behavioral activity, change of nature of behavior or turning on of mechanisms of intramental adaptation is connected with emergence of alarm; thus reduction of intensity of alarm is perceived as the testimony of sufficiency and adequacy of the realized behavior forms, as restoration of earlier broken homeostasis [2, p. 14]. Meys defines mental homeostasis as a state in which all system of primary and acquired requirements is satisfied [2, p. 4]. It suggests that the mental stress arising at change of balance of system of person-environment at the same time is followed by violation of satisfaction of actual requirements, a mismatch of requirements or possibility of blockade of their satisfaction in the future. Mental adaptation assumes fuller satisfaction of actual needs of the individual at the simultaneous accounting of requirements of the environment that complicates realization of motivated behavior. Intensity of adaptable mechanisms at blockade of motivated behavior is connected with emergence of the condition of frustration representing one of manifestations of a mental stress and being the reason of emergence of alarm.

The term "frustration" is understood ambiguously: it designates the situation causing frustration, or the conditions leading to its development, results of influence of such situation on the subject, and also reactions of the subject in the specified situation. In order to avoid terminological inaccuracies F. B. Berezin reasonably suggests to use the term "frustration" only for designation of the mental state arising at blockade of actual requirements, and for designation of situations in which there is this state, and factors its defiant, the term "frustrational situation" or "frustrating influence" [2, p. 72]. S. Rosenzweig allocates extrapunitive, intrapunitive and impunitively reactions of the personality in the frustrating situation depending on its orientation. Reactions differ also on the following types: with fixing on an obstacle, with fixing on self-defense, with fixing on satisfaction of requirement. According to F.E. Vasilyuk, the following behavioral reactions

can be a consequence of frustration - motive excitement (the aimless and disorder reactions), apathy, aggression and destruction, a stereotypy (blind repetition of the fixed behavior) and regression which is understood or as the appeal to the behavioural models dominating during earlier periods of life of the individual or as a behavior primitivization [108, p. 38]. All specified types of behavioral reactions meet in the early childhood.

Frustrations essential to process of adaptations of a situation can be connected with the wide range of requirements. In a real situation blockade of one separately taken requirement as any frustrating influences inevitably affect set of the requirements forming the interconnected complex is almost impossible. It is more expedient to estimate not influence of frustration of separate requirements or various types of the frustrating situations, but total effect of consecutive frustrations which F. B. Berezin calls frustrational intensity. Changes in system of person-environment will promote growth of frustrational intensity in that measure in what as a result of these changes realization not of any one requirement is at a loss, but all complex of significant requirements [2, p. 72 - 75]. The increase of frustrational intensity is in turn interfaced to increase of probability of a mismatch in system of requirements. Emergence in this system comparable on force, but opposite on an orientation of requirements, does impossible elimination of frustration in the course of motivated behavior as irrespective of a choice of strategy of this behavior one of the competing requirements inevitably is blocked. Such type of frustration, which according to F. B. Berezin is the basic in modern conditions, represents the intramental conflict [2, p. 82 - 83]. F. E. Vasilyuk draws line between situations of frustration and the conflict. Barriers in realization of some activity or a ban on its implementation, acting for consciousness of the subject as something axiomatic (not discussed), are in essence psychologically external barriers and generate a frustration situation, but not the conflict in spite of the fact that thus two, apparently, internal forces face. "The ban can stop being

axiomatic, to become internally problematic, and then the situation of frustration will be transformed to a conflict situation" [108, p. 44].

N. Miller allocates four main types the intramental conflicts on the basis of their formal structure:

1. The conflict of type wished-wished (appetention-appetention) when the individual has to choose one of two equally desirable opportunities; need to offer one of them causes the frustrating character of a situation.

2. The conflict of type not desirable-not desirable (aversion-aversion) is connected with need of a choice between two equally undesirable opportunities; the competing requirements to avoid each of alternatives define inevitability of frustration.

3. The conflict desirable-not desirable (appetention-aversiya) is understood, how the competition between equally expressed requirements to achieve the objectives and to avoid the related negative incentive.

4. The double conflict arising at simultaneous existence of two tendencies: inclinations and avoiding; expressiveness of both tendencies in relation to a specific goal is equally effective independent tendencies [2, p. 84 - 85].

Permission of a situation of the conflict, decrease in frustrational intensity, elimination of alarm and restoration of the broken balance in system of person-environment, can be reached in two ways, according to F. B. Berezin. By reorganization of the environment in the desirable direction by active influence on it or as a result of withdrawal from the adverse environment, mental adaptation is realized without change of requirements and the individual's purposes. In this case it is about allomental adaptation. Elimination of discrepancy between actual needs and possibility of their realization for this system of person-environment can be reached and in rather stable environment as a result of a reorientation of the personality. In this case mental adaptation is defined by modification of installations and valuable orientations of the personality by turning on of mechanisms of intramental adaptation [2, p. 251]. The given directions of

adaptation almost completely correspond to processes of assimilation and accommodation at J. Piaget [21]. However similar opposition is represented rather conditional that partly admits also F. B. Berezin: "The given division represents the simplified scheme as mental adaptation is reached in interaction of both specified ways" [2, c. 252]. It is confirmed and V. I. Medvedev's ideas of a close interlacing of similar types of reaction described earlier which often act as different stages of uniform process of adaptation [52].

Mechanisms of intramental adaptation by F.B. Berezin are identified with psychological protection [2, p. 41]. S. Freud defined psychological protection as "the general designation for all methods which "I" uses in a situation of the conflicts capable to lead to neurosis" [108, p. 51]. Originally he described a number of protective mechanisms, such as replacement, denial, a projection, jet formation and sublimation. Later, in researches of followers of the psychoanalytic direction, for example A. Freud, the circle of psychological protection was considerably expanded and there was a broad range of their classifications. In the Russian psychology protective mechanisms were studied, in particular, by I. S. Kon [42] and T. P. Korolenko [43].

F. E. Vasilyuk describes protective mechanisms as one of experience processes which, in comparison with process of mastering, is less successful and effective [108, p. 54 - 58]. Obviously, as mechanisms of psychological adaptation can't be reduced only to psychological protection. V. G. Leontyev fairly notes that the adaptable mechanism represents difficult formation. In his opinion, it includes the related activities of ability, skills, psychophysiological and psycho-emotional components, intellectual properties and frustrational reactions. The main component of adaptable mechanism is a result of activity which forms this or that type of the adaptable mechanism. V. G. Leontyev carries the set activity level providing knowledge and assimilation of knowledge, and also the psycho-emotional price of achievement of results of activity to indicators of manifestation of the adaptable mechanism [46, p. 81].

Thus, the child by the end of the early childhood possessing the high level of adaptation is characterized by the activity and initiative which are shown in life activity, formation of informative motivation and normalization, psycho-emotional balance.

1.8.4 STAGES OF COURSE OF ADAPTATION PROCESS AT EARLY CHILDREN'S AGE

In the early childhood very significant adaptation period for the child is his receipt in preschool institution. During this period in life of the child of 16 - 36 months coming to preschool educational institution there is a set of changes: the day regimen, absence of parents within 9 and more hours, new requirements to behavior, continuous contact with contemporaries, the new room concealing in itself is a lot of unknown, other style of communication.

All these changes fall upon the child at the same time, creating for him a stressful situation which without the special organization can lead to neurotic reactions, such as whims, fears, refusal of food, frequent diseases, mental regression etc.

Recently again outlined tendency to decrease in an age threshold of the beginning of visit of preschool institution from 3 to 1,5-2-h years, on the one hand, and strengthening of educational loading in preschool institution — on the other, especially sharply raise a question of accustomings of the child to conditions of kindergarten.

Other important point of course of adaptation in the early childhood is that for most of children it gets for crisis of 18-20 months when there is an increase of fear of loss of mother. It complicates adaptation process, often tightening it on time, doing its course by sharper.

Complexity of the adaptation of an organism to new conditions and new activity and the high price which the child's organism pays for the achieved success, define need of the careful accounting of all factors promoting adaptation

of the child to preschool institution or, on the contrary, slowing down it, preventing to adapt adequately. During the complex research conducted by scientists in the different countries three phases of adaptation process at children of early age were allocated:

I. The sharp phase which is followed by various fluctuations in a somatic state and the mental status of the child that leads to weight reduction, more frequent respiratory diseases, a sleep disorder, loss of appetite, regress in speech development; the phase lasts on average one month.

II. The subsharp phase is characterized by adequate behavior of the child, that is all shifts decrease and registered only in separate parameters, against a slow rate of development, especially mental, in comparison with average age norms; the phase lasts 3-5 months.

III. The phase of compensation is characterized by acceleration of rate of development. The child by the end of academic year overcome the delay stated above in development.

Thus distinguish three severity of passing of a sharp phase of the adaptation period:

- easy adaptation — behavior is normalized within 10 — 15 days; the child according to norm puts on weight, adequately behaves in collective, isn't ill within the first month of visit of child care facility;
- adaptation of average weight — shifts are normalized within a month, the child for a short time loses flesh; there can come the single disease lasting 5-7 days, there are symptoms of a mental stress;
- heavy adaptation lasts from 2 to 6 months; the child often is ill, loses already received skills; there can come both physical, and mental exhaustion of an organism.

For this reason the purposeful organization of life of the child of 16-36 months in child care facility which would lead to the most adequate, painless adaptation of the child to new conditions is necessary, would allow to form the

positive relation to kindergarten, skills of communication, first of all with contemporaries.

2. THE CONCEPT OF "ADAPTATION" IN THE PHILOSOPHICAL CONCEPT OF MONTESSORI

M. Montessori considered adaptation, as an ability to function within your environment

- The purpose of the Montessori education is to aid the child in composing himself as a person “in his time and place” who is able to survive within his environment and transform it.
- Earth is a prepared environment where the macrocosm of human evolution takes place visible to the eye. The microcosm of the body reflects the macrocosm of the universe, each full of vital energy.

In the psychological conceptions of M. Montessori the normalization process is considered as an important place of the formation of a child's personality, which occurs as one of the main features of the child's adaptation to the environment.

Normalization is one of the most important results of the work of Montessori teacher.

Normalized man is mutually useful member of the community.

To be normalized means healthy, following its natural path. Accordingly, the contrast is deviant, departed from its natural path.

Normalization is a development stage, revealing the true nature of the child. This is only possible in a prepared environment capable of supporting normalization.

The paradox is that deviant development of children are much more common than normalized one unfortunately, so many people consider it as the norm. For example it is considered as normal that the child is not able to concentrate on anything or escorting their activities by excessive noise.

Features of normalized child are:

- Deep, arbitrary and sustained concentration. "Concentration" is not just some activity. If children with indifference go from one subject to another, even

treating it properly then this activity does not result on defects. It is necessary the process should cause them sincere respect and interest. The child must not be interrupted in the process of concentrated activity.

- Love of order (internal order of the child illuminates the environment).
- Ability and desire to work with pleasure.
- The child shows the ability to arbitrary self-discipline.
- Communicational abilities.
- Super- sociability (the ability to live harmoniously in society).
- The child demonstrates touch with reality so the child's consciousness is built in contact with the real environment.
- Love for silence.
- Love to independent work (child motivated by the desire for self-expression, self-realization).
- Children's activity guided by free choice not curiosity.
- Showing obedience.
- The child demonstrates independence and initiative.
- The child has an inner deep joy associated with the satisfaction of his work.

This condition man is experienced when he obeys the laws of his nature.

The approach developed by M. Montessori is based on socio-positivist theory of deviance, which indicates that the deviations in the behavior is caused by an attempt of adaptation to social impacts, contrary to the needs of the natural development of the child.

In fact, the term of M. Montessori «normalization» has the same meaning to the term «sublimation» proposed by Z. Freud but involves indirect organization of migration spontaneous energy of the child on the most useful natural activity.

Important psychological category, which is universal and practically used in activity of Montessori teacher, is the so - called human (humanistic) trends. The term was entered by the son of M. Montessori psychoanalyst Mario Montessori. At closer scrutiny of the human tendencies it can be noticed that their psychological

content is close to universal problems of adaptation, which correspond to the basic of psychological needs. Disclosure allows to conclude that the selected M. Montessori trends are key to meet the defining human needs and the four universal problems of adaptation.

Based on the above it can be argued that pedagogy of M Montessori is not only accepted approaches humanistic pedagogy and a declaration that the child has the same rights as an adult, but in practice takes into account the psychological characteristics, underlying the development of the child.

«The developing child not only acquires the faculties of man: strength, intelligence, language; but, at the same time, he adapts the being he is constructing to the conditions of the world about him. And this it is that gives virtue to his particular form of psychology, which is so different from that of adults. The child has a different relation to his environment from ours. Adults admire their environment; they can remember it and think about it; but the child absorbs it. The things he sees are not just remembered; they form part of his soul. He incarnates in himself all in the world about him that his eyes see and his ears hear. In us the same things produce no change, but the child is transformed by them» [64, p. 56].

Montessori after Percy Nunn called this particular form of life memory in which there is no conscious memorization, and the absorption of the image in the mind of the individual, a special term «Mneme» - «Mnemonic» (Gk. "Memory").

The word, Mneme, in this order of ideas, was first introduced by the German biologist, Richard Semon, but Sir Percy Nunn developed and extended the idea in his Hormic Theory. Montessori used the word, as with his other concepts: Horme and Engrams. (For further reference the reader is advised to consult Sir Percy Nunn's excellent book, Education, its Data and First Principles, London, 1920).

Montessori pays great attention to the first period of human life, as a basic in terms of adaptation. In his work «The Absorbent mind», she wrote: «The first period of the child's life is one of adaptation».

Further Montessori indicates that the adaptation of the child from birth to 3 years of age is fundamentally different from an adult adaptation:

«We must understand clearly what is meant by adaptation in this sense and distinguish it from the kind of adaptation made by adults. It is the child's special adaptability that makes the land into which he is born the only one in which he will ever want to live, just as the only language he can speak to perfection will be his mother tongue. A grown-up, who lives abroad, never adapts his life in the same way and to the same degree» [64, p. 57]

Montessori believed that there are significant «*restrictions in the ability of adults to adapt*».

The child « ... comes to love the land into which he is born, no matter where it is. However hard the life may be there, he can never find equal happiness elsewhere. One man lives the frozen plains of Finland, another the sand-dunes off Holland. Each has received this adaptation, this love of country, from the child he used to be.

It is the child who brings it about, and the adult finds himself possessed of it. He then feels he belongs to this country; he is obliged to love it, to feel its fascination; nowhere else does he find the same peace and happiness» [64, p. 58].

«Nothing has more importance for us than this absorbent form of mind, which shapes the adult and adapts him to any kind of social order, climate, or country. On this, the whole of our study is based. It is opportune to reflect that anyone who says, "I love my country," does not say something superficial or artificial, but reveals a basic part of himself and of his life.

We can therefore understand how the child, thanks to his peculiar psyche, absorbs the customs and habits of the land in which he lives, until he has formed the typical individual of his place and time» [64, p. 58].

Important and we believe that the Montessori pointed to adaptation in early childhood, as a mechanism for the formation of individual behaviors. At the same

time, this model blends harmoniously into the culture and mentality of the area in which the child will live.

“The local manner is another of the mysterious formations that a man builds up in childhood. That the customs, and special mentality, of a district are acquisitions is clear enough, since none of these can be natural, or inborn. So we are beginning to gain a much more comprehensive picture of the child’s activity. He develops a behavior not only adapted to this time and region, but also to the local mentality” [64, p. 58].

“Every personal trait absorbed by the child becomes fixed forever, and even if reason later disclaims it, something of it remains in the subconscious mind. For nothing that is formed in infancy can ever be wholly eradicated. The “Mneme” (that we may think of as a superior kind of memory), not only creates the individual’s special characteristics, but keeps them alive in him. What the child had absorbed, remains, a final ingredient of his personality. And the same thing happens with his limbs and organs, so that every grown-up person has an individuality indelibly stamped upon him in this early period of life.

The hope of altering adults is therefore vain” [64, p. 60].

The conclusion made Montessori, not only emphasizes the importance of the adaptation period from 0 to 3 years, but also points to the special responsibility of adults in the process of raising a child of this age, as all that baby absorb in this time period of his life, ever will enter into it and will become an integral part of his personality.

“... an adult of ancient times could not live in the world of our day, the child adapts to civilization at the level it has reached when he enters it. Whatever that level may be, he succeeds in making a man who can live there in conformity with its customs. This shows that the true function of infancy, in the ontogenesis of man, is an adaptive one; to construct a model of behavior, which renders him free to act in the world about him and to influence it” [64, p. 60].

That is why it is so important environment that is created for a child from 0 to 3 years. On the one hand - it should not be artificial. I.e. must meet all the features of the culture and society in which the child will continue to live. On the other hand - it must be prepared by mental health needs is a child of that age.

Montessori wrote about the importance of childhood as a link between historical eras and generations.

“Today, therefore, the child must be considered as a point of union, a link joining the different epochs of history, the different levels of civilization. Infancy is a period of true importance, because, when we want to infuse new ideas, to modify or better the habits and customs of a people to breathe new vigour into its national traits, we must use the child as our aspire to better things, at spreading the light of civilization more widely in a given populace, it is to the children we must turn to achieve these ends” [64, p. 60].

From all that was said the above Montessori made concluded on the importance of education and training with the first years of a child's life. Moreover, she believes the earliest years are of the most important in terms of further human mental development.

“To influence society we must turn our attention to childhood. Out of this truth comes the importance of nursery schools, for it is the little ones who are building mankind, and they can work only on the materials we give them.

The immense influence that education can exert through children, has the environment for its instrument, for the child absorbs his environment, takes everything from it, and incarnates it in himself. With his unlimited possibilities, he can well be the transformer of humanity, just as he is its creator. The child brings us a great hope and a new vision. There is much that w« teachers can do to bring humanity to a deeper understanding, to a higher well-being, and to a greater spirituality” [64, p. 61].

Montessori examines the process of adaptation, how the interaction of biological and social forces. It is often, from her point of view, the social mechanisms should begin to prevail over the biological:

“When an animal is born, it is equipped by heredity; it will come by nature to have the right kinds of movement, the needed control, the power to select appropriate food, the forms of defense proper to its kind.

But man has to prepare all this during the general unfolding of his social life; and so the child, after he is born, has to incorporate into his life all these practices of his social group. Instead of being born possessed of them, he has to absorb them from outside himself. The vital task of infancy is this work of adaptation, which takes the place of the hereditary "behavior patterns" present in the animal embryos” [64, p. 65].

Considering the development of the child in infancy, Montessori emphasizes that in order that baby to become a human, he needs to be trained. “But none of these things come from a mere ripening of the organs of movement. It is always a matter of experience in action; of practice; in other words, education” [64, p. 67].

However, she notes that: “Hence, there can be only one way of educating and treating the tiny infant. If education is to begin at birth, there can be only one kind of education at that time. [...] We can only speak of one method; that which follows the natural unfolding of man. All babies have the same psychological needs, and follow the same sequence of events, in attaining to human stature. Every one of us has to pass through the same phases of growth.

And, because this is not a matter of opinion, there can be no question of a philosopher, a thinker, or a laboratory experimentalist being able to offer suggestions, to order this or that treatment.

Only nature, which has established certain laws and determined the needs of the human being in course of development, dictate the educational method to be followed; for this is settled by its aim - to satisfy the needs and the laws of life.

These laws, and these needs, the child himself must indicate by his spontaneous manifestations, and by his progress. His tranquility and happiness, the intensity of his efforts and the constancy of his freely chosen responses, bear witness to them.

Our one duty is to learn from him on the spot and to serve him, as best we can” [64, p. 69].

M Montessori, speaking about the age of 1,5 years, noted that it can be called: « ... a turning point in education. It is the moment, in which the preparation of the upper limbs joins which that of the lower limbs. The child’s personality is also about to expand, because with the “explosion into language” at two he will shortly reach a stage of real completeness. On the threshold of this event at a year and a half, he is already making efforts to express what he has in mind. It is a time of great effort and constructive work” [64, p. 149].

In his work “The Absorbent mind” M. Montessori justifies the need for the establishment of schools for children from 1,5 years: “So difficult is it to find adults who will not interfere with infantile activities, that all psychologists agree in asking for places to be set aside for children to work in, where they can be free from interruption. For this purpose, day nurseries and infant schools are very important, especially for tiny tots of one and a half upwards” [64, p. 147].

A. Haines explored the turn of adaptation in Montessori theory. She stated the connection between concepts of adaptation and the Absorbent mind. Haines drew attention to the fact that the age of 0 to 3 years is key in terms of the child's adaptation to the environment [26, 27].

Heinz following behind Montessori identifies four areas in which there is an intensive development of the child and which manifests itself through its adaptability: the social, moral, cognitive and emotional.

Considering the social area of child development from 0 to 3 years, Heinz following the Montessori says:

At birth all babies are pretty much alike; babies everywhere babble at six months, walk around twelve months, and talk around two years. Human development thus unfolds “in the same way and according to the same laws.” [64, p. 74].

Yet each human being is destined to become unique and different, and much of that uniqueness, that difference, is extracted from the specific set of circumstances, the particular “place and time”, encountered in the first months and years of life [66, p. 64].

For such social adaptation to occur, it is necessary for the infant to be brought out from the nursery and into the life of the family. From the mother’s lap the baby can view its new domain. Here is the information needed for the acquisition of spoken language, modes of behavior, and patterns of the culture. Customs, social attitudes and values, cultural habits, and ethnic idiosyncrasies all act to form the shape of the evolving personality. In the period of infancy, the mind takes in such impressions “like a sponge” [61, p. 11].

Thus, the apparent passivity of the infant belies the profound work in which the infant is actually engaged. The baby, as the “personal constructor” of its own mental and physical functions, is creating a “new being” [68, p. 30], a new soul in human form.

According to Montessori, the elements of each acquisition — spoken language, motor coordination, sensory integration, etc. — are constructed separately. When all is ready, there is an integration of the personality, creating the “psychic unity of the individual” [64, p.51].

The physical inertia of the newborn simply “prepares for the surprises of individuality” [68, p. 30] because by three, the little child has already laid down the basic foundations of his or her personality [66, p.7].

The three-year-old has done its first “work” in relation to the environment and is now ready to experience an “ever widening circle of adults and other children” [111].

Annette Heinz identifies the following key achievements in social development period from 0 to 3 years, which are signs of a high level of adaptation and are consistent with the ideas of Montessori:

Summary of Social Development

Social outcomes of the first phase of life (birth to three) include:

- individuation, the “birth” of the ego or self
- trust in people and the environment
- independence, achieved by being able to walk, talk, eat table food, use the toilet, etc.
- social adaptation [27].

Acquisition of spoken language, including dialect and gesture, ethnic idiosyncrasies, cultural values, social attitudes and behaviors, etc. are all absorbed by the infant effortlessly from experiences within society’s first representative, the family. Montessori called this incarnation [64, p. 25] and suggested that it serves an adaptive purpose.

A. Hines writes, considering the moral development of the child within the concept of Montessori [27]:

Moral Development

Birth to Three Years

It was Montessori’s deep belief that each child represents a new hope and promise. Each tiny baby entering the world is endowed with an “animating human spirit” driven to take human form “in order to act, to express itself in the world” [68, p. 31]. This human spirit is naturally “good” and “tends toward wholesome growth” [78, p. 10]. But a little baby’s spirit needs care and nourishment — as much as its physical body needs food and attention [71, p. 55].

Infants-in-arms cannot be influenced “either by example or external pressure” [64, p. 194].

They simply assimilate sensorial impressions: pat terns of color, smell, sound, texture, etc. When they absorb the “customs, morals and religion of a

people,” Montessori suggested, they take in a pattern. Once the pattern is fixed, it remains a permanent part of the personality -in-formation [64, p. 189].

A young mother cannot leave her nursing baby, so when she goes, for instance, to church, she brings the infant along. Later in life, the individual is drawn to the Sunday morning liturgy. It contains attitudes, values, and moral sentiments, along with the sounds, smells, and imagery extracted long ago from the environment.

The conflict comes when the baby grows a little older. Once babies learn to crawl, they no longer remain in one place. Once they begin to walk they will not stay put. Once they begin to chatter, they will not be quiet. They need to exercise newly formed powers. Their behavior is not good or bad. “The small child has no sense of right and wrong,” said Montessori. “He lives outside our notions of morality” [64, p. 194] and is obedient only to the “law which decrees that development comes from environmental experience” [64, p. 89].

Yet suddenly the natural energy of these little children — as they begin to walk and touch things— becomes threatening to adults: “Grown-ups, no matter how much they love a child, feel an irresistible instinct to defend themselves from him. It is an unconscious feeling of fear of disturbance by an unreasoning creature, combined with a proprietary sense where objects are concerned that might be dirtied or spoiled” [68, p. 70].

Adults are disturbed by finding a “force of life ... in the process of evolution” [64, p. 252] in their midst. The psychological state of the grown -up is so different from that of the toddler that it is almost impossible for the two to live together unless necessary adjustments are made [68, p. 70]. The adults want to protect their possessions, their life style. The toddler, however, is compelled by nature: “When we gaze at the stars, twinkling in the sky, ever faithfully following their orbit, so steadfast in their position, do we think: ‘Oh!

How good the stars are!’ No, we only say, ‘The stars obey the laws that govern the universe ’” [67, p. 32].

A. Hines writes: Montessori believed there is *order* in nature and that order manifests itself in the behavior of young children free to follow what we might call their own orbit. When obstacles are put in the way of this life force, its energy becomes misshapen and children's behavior *disordered*. She used the word "naughty" to describe behavior that was infantile as opposed to behavior that was immoral or wrong. Even so, "Children are not naughty by nature," she said in an unpublished 1946 lecture. "It is the wrong treatment they receive that makes them naughty" [70, p. 61].

Mental starvation causes naughtiness "Lack of activity causes naughtiness" [70, p.62]. The child does not mean to be bad [70, p. 33]. Disorder is not evil and order does not mean goodness. But *ordered behavior*, to her way of thinking, is "an indispensable way to attain" goodness [70, p. 33].

Everyone knows young children are innocent, naïve, and gullible: Small children, Montessori said, will accept and believe anything [66, p. 298]. They understand a behavior as "naughty" if it causes them to be scolded or punished. They have no moral conscience in the sense of being able to distinguish between good and evil. Nor do they have interest in such issues because they are "too immature" [66, p. 298] to "understand or assimilate" abstract notions such as "right" and "wrong."

If the environment is warm and safe, however, and if adults deal "sweetly and kindly" with them [66, p. 298], even the tiniest babies can develop a feeling for what is good.

Summing up the moral development in the period from 0 to 3 years, A. Heinz identifies the following key milestones of moral development [27]:

Summary of Moral Development

The first phase of life (birth to three) is basically outside of morality. However, the groundwork is laid in the first three years for the formation of moral sensibilities:

- nourishment of the human spirit by a warm and protective family atmosphere.
- internalization of ethical behavior patterns, empathic attitudes, religious and positive cultural values, etc.

Cognitive Development

Birth to Three Years:

Montessori believed that the cognitive dimension is the lynchpin of all human development [62, p. 198] because the ability to think lies at the heart of our very humanity [101, p. 21]. The creation of intelligence, “man’s ... greatest implement” [64, p. 22], is perhaps the first and most singularly creative act of a human being’s life. Yet it is done in the first period of life [102, p. 14]: a period we can’t even remember, a period without conscious memory, reason, or will.

Infants everywhere acquire intelligence and language through natural processes that allow them to adapt to the conditions of their world [64, p. 61]. Newborns are born only with “constructive possibilities” waiting to unfold. Yet “the ‘nothingness’ of the babe,” Montessori said, “is comparable to the apparent ‘nothingness of the germinal cell“ [64, p. 57] and is designed to evolve in predictable ways through critical periods or periods of specific environmental sensitivity.

Various functional modalities develop independently of one another. For example, “while language is developing on the one hand, the judgment of distances and of finding one’s way about, is developing quite separately; so is the power to balance on two feet, and other forms of coordination” [64, p. 51].

The acquisition of spoken language is perhaps the most remarkable creative act of these remarkable first years.

According to Montessori, nature has placed an extraordinary sensitivity in the child for fixing words and accents and it is precisely during the period of childhood that a person’s language is fixed for life. There is no going back: what a child’s mind assimilates during the sensitive period remains as a permanent

acquisition for his whole life, and it can never be acquired at another stage [66, p. 171].

Auditory perceptions excite complicated movements of articulate speech which develop instinctively under environmental stimuli [66, p. 246]. Speech develops naturally and reflects the deep grammatical structure of language since spoken language “comes in what might be called a ‘grammatical’ order” [66, p. 258], which is the same for children everywhere. At the same time, the acquired speech reflects the characteristic intonation, pronunciation, or dialect of a region. The infant memory, Montessori said, is “particularly tenacious” [66, p. 246].

During this time, the child also absorbs an enormous number of sensory impressions [66, p. 260] and is entranced with even the tiniest things, details of little interest (or scarcely perceptible) to the adult [68, p. 67]. These impressions “fall at once into pattern in the service of reason: it is in the service of his reason that the child first absorbs such images. He is hungry for them, we may well say, insatiable” [68, p. 61].

Infants have only five ways to feed their insatiable mental hunger: sight, smell, feeling, hearing, and taste. To develop optimally, they must perceive as fully as possible their physical and social environments. Little hands reach out to the environment and grasp it, bringing it in for closer inspection. As such, the hand is called the *organ of intelligence*, “for what are sensed forms the very structure of the mind” [82, p. 6].

All this “wonderful work” is not the product of conscious intention [50, p. 23]. Montessori describes the infant psyche as *unconscious* but insists that the unconscious mind can be “most intelligent” [64, p. 23].

Summarizing cognitive development in a period of 0 to 3 years, and Hines identifies the following components:

Summary of Cognitive Development

Optimal cognitive outcomes of the first phase (birth to three) involve laying the procrustean bed for such basic structures as:

- the creation of mind
- the acquisition of spoken language
- development of memory, the power to understand, the ability to think and move intentionally
- formation of consciousness, self-awareness, ego [27].

The unconscious absorbent mind, paired with the sensitive periods, creates the very mind of the human being in the first phase. The potentialities created—intellect, memory, reason, will, etc. — are expanded and refined in the second period.

A. Hines says, referring to the emotional development of the child during the period from 0 to 3 years, as follows [27]:

Emotional Development

Birth to Three Years

If this has been put last, it is not to imply that emotional development takes a back seat to social, moral, or cognitive development in Maria Montessori's scheme. Emotions are at the core of human development. As she remarked, in the embryos of mammals, "the first organ to appear is the heart" [68, p. 14] and "the inner drama in a baby's life is a drama of love ... Love in its widest sense is the sole great reality, which evolves in the hidden recesses of the soul and from time to time fills it wholly" [68, p. 39].

The newborn's first spontaneous expressions are of emotion. They are specifically designed to provide a powerful control over the mother's behavior [26, p. 11] and establish and maintain significant relationships between the infant and the environment. An atmosphere of love and affection is the most critical influence on the child in the early years of development [82, p. 14]. Thus, the emotional environment influences the infant and the infant influences the emotional environment. The quality of that environment determines the quality of the infant's adaptive functioning in that environment [26, p. 10].

The human infant, according to Montessori, is born with potentialities that do not exist in later life. The child is “guided by the unconscious through feelings which are known as instincts” [73, p. 9]. Through the close emotional ties with the mother, basic behavior patterns are absorbed from the social environment. Innate emotional sensitivities take the form of a “series of keen emotions rising up from the subconscious” [73, p. 38] and act to tune the sensory system to specific impressions from the outside, impressions that are necessary for development. Such impressions are assimilated easily and eagerly.

Certain aspects of the environment “awaken so much interest and so much enthusiasm that they become incorporated in his very existence” [64, p. 24]. If mental stimulation is lacking in the baby’s environment, “the baby cries and becomes disturbed, has screaming fits and rages, because he is suffering from mental hunger ” [64, p. 107]. This emotional relationship with the world is so intense that it influences an infant’s entire being. Children in this first phase of development are spiritual embryos, Maria Montessori said [75, p. 17]. They “become like the things they love” [64, p. 101].

Personality formation is a consequence of unconscious mechanisms primarily determined by emotional factors such as the child’s close relationship with the adults who care for it. By three years, the personality reaches a first level of integration. If the child is not rejected, it responds “with feelings of gratitude, trust and respect for those superior beings who are willing to help it orient itself in its world” [72, p. 7]. “A sense of worth, security and a means for emotional expression” have evolved, along with “autonomy and independence” [82, p. 1]. If the baby is treated with love and respect within the family and without violence or oppression, it will grow to have feelings of “confidence and adequacy” [104, p. 6].

Summary of Emotional Development

Optimal outcomes along the emotional dimension for the period from birth to three include:

- the establishment of close emotional ties with the adult caregiver

Part I. Theoretical notions about of the process of adaptation infants

- a sense of security and safety within the family
- the first level of personality integration
- feelings of gratitude, trust, and respect for significant adults
- feelings of adequacy, autonomy, independence, and confidence [27].

3. INTEGRAL MODEL OF ADAPTATION OF CHILDREN 16 TO 36 MONTHS

At present the age considered to be optimal to start visiting a kindergarten is different in different countries and depends on state laws and abilities of the family to allow a mother to stay at home with a toddler. For example, in Russia, according to the law, mothers can stay home with babies keeping the workplace until a kid is 3 years old. Therefore, many parents prefer to stay with the child at home, visiting with only temporary classes for babies and toddlers. Typically, these classes are held together with mothers, so adaptation proceeds practically painlessly. In many European countries mothers are forced to go to work as soon as a baby is 3 months old to keep their working place. Therefore, full day groups for babies are quite common in kindergartens. We studied similar groups in Italy (Nido) for children from 2 to 36 months according to the Montessori system and in Russia for children from 14 to 36 months.

It should be noted that such groups per capita are fewer in Russia than in the Soviet period, when mothers went to work as soon as the child was 3 months old.

Till 5-6 months they rather easily endure this change. It is explained by that at the child dynamic stereotypes of behavior are only in a formation stage. But children of 5-6 months hard adapt in case the way of their feeding is broken and temperature indoors changes. Therefore at reception of such children it is necessary to ask in detail parents, what they finished feeding the child in house conditions with, temporarily to exclude a new type of food from a diet. To create more comfortable conditions, in case of need it is necessary to put on the kid in addition warm sleeveless jacket, socks, an easy hat or a kerchief.

Children at the age of 6-9 months painfully react to destruction of such settled habits, as sucking a pacifier, baby's dummies, and a motion sickness before going to bed, long stay on hands at adults. To facilitate life of the kid of this age, during the adaptation period it is possible to leave it an individual pacifier. The tutor has to take such children on hands periodically, calming everyone.

It is believed that children entering the nursery in infancy are less stressed when separated from their mothers than children of 24-36 months, because babies' level of awareness of what is happening is minimal compared to that one of the toddlers of 2-3 years. But it's noted that, like older children, babies might have disturbance of sleeping and change in diet and stool in the first several weeks of being in a nursery. The child has certain physiological responses to changing conditions.

If we talk about older children, both negative and positive signs of the adaptation period are noted. Negative signs include negative emotions (depression, anger, fear, etc.). Every child experiences them adapting to the new team for the first time. Manifestations of these emotions are different from barely perceptible vagaries to the deep depression. Children often express their negative emotions with crying palette: from whimpering to a constant incessant screaming. Often there is so-called "crying with everyone" when almost adapted to the kindergarten children support "newcomers". Typically, whimpering is the longest of the negative emotions of the child.

Fear is the companion of most Russian children while adapting to the kindergarten. Kids find hidden threats in everything and fear for themselves. Fear is caused by the high level of anxiety of parents, distrust of adults towards the world, low self-esteem of a child or a traumatic experience. Fear becomes a source of stress.

Stress makes children flash anger that breaks out, literally, being written on the face. In a period of adaptation everything serves as a reason for anger, even things that don't seem as possible anger causes.

But adaptation period does include not only negative but also positive emotions. In the early days of adaptation, they do not appear at all or are slightly expressed in those moments when the baby is distracted by new toys, children or some interesting situation for him. The easier adaption of the child is, the earlier

positive emotions manifest. Smiles and laughter is the sign of the positive shift in the adaptation process.

During the adaptation process it is important to establish social contact which goes through several stages. In the early days some children become withdrawn and unsociable.

Later situational sociability appears: children suddenly start to take the initiative to come into contact with grownups. This initiative is necessary as a way out of the situation and is not aimed at improvement of communication with people, especially with peers. As soon as the child can establish necessary contacts in the group, all the negative developments of the adaptation period will subside. This will be an important step towards the completion of the adaptation process.

In the process of adaptation it is possible to note a change in the child's speech. Some children have regression due to the stress: their vocabulary becomes poorer, children use in their speech infant or simple words. There are almost no nouns and adjectives, there are mostly verbs. Sentences are monosyllabic. Such speech is the result of complicated adaptation. With easy adaptation speech does not change at all or described changes concern it only a little bit. However, at this time in any case the required growth of children's vocabulary is difficult.

In the process of adaptation physical activity of children also changes and it rarely stays within normal limits. The child is very lethargic or uncontrollably hyperactive. It is important not to confuse the changed activity due to the process of adaptation with the one appropriate to the temperament of the child.

In the process of adaptation children's sleeping change as well. Initially, there is no sleeping at all, and during the quiet hour such kids are like "Roly-Poly" toys. Getting used to the kindergarten, children start falling asleep. But sleeping remains restless and it is interrupted all the time with sobbing or sudden awakening. And only when the child adapts to the kindergarten, he really manages to spend quiet hour calmly and sleeps.

Significant changes can occur and with the babies' appetite. The less favorable adaptation is, the worse children's appetite is. Less frequently children suddenly run into the other extreme and eat in large quantities. Normalization of decreased or increased appetite indicates that the negative shifts of the adaptation process have subsided. Stress may make the child lose weight, but adaptation not only restores the original weight quickly and easily, but also gains some more of it.

In the period of adaptation frequent illnesses of the child can be observed. Children with complicated adaptation all of a sudden, without any apparent reason, may have short-term temperature increase. Frequent colds also indicate to the complicated form of the adaptation process.

What are the causes of maladjustment?

One major reason is the sharp separation from the mother in the presence of strong affection. It seems to the child that his mother betrayed or "replaced" him with the job. Another reason may be the lack of communication experience with other children. The child does not know the new forms of behavior and suffers from that, fearing to do something wrong, and fear strengthens and supports stress.

The first visit to the kindergarten often happens together with the 18-20 months-old crisis, exacerbating the situation. This "coincidence" does not only enhance maladjustment, but also can form a 18-20 months-old crisis "jam". It is therefore important to start kindergarten either before the crisis, or when its signs decline.

Three types of adaptation to kindergarten are usually pointed out:

1. The easiest type of adaptation. It takes a baby to adapt to the new environment usually a few weeks, in most cases a fortnight. There is almost no hassle with such a child, and the visible changes in his behavior are usually brief and insignificant, so the child does not get sick. This type of adaptation is associated with willingness of parents to send their child to the kindergarten, the child's temperament and characteristics of the institution.

2. Intermediate type of adaptation. Child adapts to the new team longer than a month and sometimes gets ill during the adaptation. And, as a rule, illnesses occur without any complications that can serve as the main feature of this adaptation type's difference from unfavorable option. The incidence of children's sickness may be reduced at this type of adaptation with the help of water procedures, vitamin therapy, etc. The earlier corrective measures are, the less likely the baby gets sick, and thus adaptation will get close to a favorable type.

3. Complicated form of adaptation. Child "plunges" into prolonged illnesses, while visiting the kindergarten persistent sleep and appetite disturbances are noted, as well as altered behavioral responses. In this case the child needs help of a children's or family psychologist. It is possible to stop visiting the kindergarten until all the necessary in this case preparations for the attending this kindergarten are made.

4. THE PURPOSES OF TUTORS REALIZED DURING ADAPTATION PROCESS AT CHILDREN OF 16-36 MONTHS

On the basis of the above the following purposes which in the work employees of preschool institutions during the adaptation period at children have to realize are allocated:

- creation of emotionally favorable atmosphere in group, creation of positive emotional link between the child and the tutor, between the child and other children that will provide to a toddler basic emotional and psychological support;
- in surrounding, i.e. Wednesday and the adult as part of the environment safety and acceptance have to broadcast formation of feeling of confidence;
- creation, the developing environment adequate to sex and responding needs of the child, his sensitive periods and specific features.

Creation of emotionally favorable atmosphere in group. For successful adaptation of the child of 16-36 months to conditions of preschool institution, first of all, it is necessary to create at it positive installation in relation to kindergarten that the child visited it with delight and pleasure. First of all this factor depends on tutors: their abilities and desire to create the atmosphere of warmth, kindness and attention in group. Therefore the organization of the adaptation period begins long before arrival of the child to a kindergarten, especially with professional selection of tutors, their psychological education by means of traditional and active methods of training (lectures, seminars, trainings etc.).

Other important point at creation of the favorable atmosphere in group is carrying out the first acquaintance of the child to preschool educational institution, it is very important that the first day of stay in kindergarten for the child had positive coloring. This day the child and his parents is met by both adults – the tutor and the assistant. It can be in advance stipulated day for a meeting before visit of a kindergarten. They acquaint the child and parents with group (show lockers, materials, a place for meal and a dream and so forth), talk to parents and the child (at its desire to make contact). It is important to child to see that the tutor quietly

and kindly talks to his parents that will create at it representation that this adult can be trusted. In this conversation it is very important to adjust parents on the positive relation to a kindergarten. Having explained to them that success of adaptation of their kid in many aspects depends on their spirit. If parents are very anxious, this state is transferred to the child, he starts feeling concern. Important during a meeting to reach a certain balanced condition of parents, and if it is required, to hold a repeated meeting to remove stress and alarms of parents concerning visit by the kid of a kindergarten.

Many parents sending children of 16-36 months to a kindergarten have about it sense of guilt, especially mothers. It is important to show to mother pluses of this event and to point to that entering to a kindergarten is quite natural, important and positive point in life of the child and his family; it is a stage of a growing and development.

At the first day of visit of a kindergarten of the child the tutor accompanies him, acquainting him with introduction presentations which will help it to adapt quicker in the environment, repeats excursion on premises of group. It is important to give to the child psychological support at communication with other children; we will acquaint him with them. It is possible to invite the senior children long ago visiting a kindergarten in order that they gave help and support to the beginner. In the first day of stay of the child parents can take away it a little at 1-2 hours earlier.

The first acquaintance to tutors and children in the favorable, sated with positive emotions situation leads to a positive spirit of children for visit of kindergarten, to acquaintance of parents among themselves that further simplifies work of tutors with them (for example, the organization of a group holiday).

Formation of feeling of confidence in the environment. Toddler, for the first time getting to kindergarten, appears in conditions, absolutely new to it: it is surrounded by unfamiliar children and unfamiliar adults — the tutor, the assistant, etc. and not simply surrounded, they and talk to it, ask something, about

something, demand something. Uncertainty of a situation generates fear and uncertainty in yourself.

Certainly, over time the kid will accustom to a new situation, will get acquainted with children, with the tutor, and will be guided in a kindergarten. Someone from the first day will feel "as at home", and at someone the inability to accustom to a new situation will lead to unwillingness to go to kindergarten, to the conflicts to children, adults. For this reason one of problems of the adaptation period — to help the child as soon as possible and more without serious consequences to accustom to a new situation, to feel more surely, the owner of a situation. The feeling of confidence will arise at the kid only if he learns and will understand what people surround him, in what room he lives etc. On the solution of this task, since first day of stay in a kindergarten, allocates from 2 weeks to 4-6 months of stay of the child in preschool educational institution. For formation of feeling of confidence is necessary:

1) to acquaint the child with other children, to help them to approach among themselves;

2) to acquaint a toddler with the tutor and the assistant, to help it to establish with them the open, confidential relations;

3) to help to develop premises of group (a zone for work, sleep, food, etc.);

4) to acquaint with kindergarten (kitchen, a medical office, etc.);

5) to acquaint with tutors and the personnel of kindergarten;

6) to help to get acquainted and make friends with children of other groups.

Implementation of the actions stated above has to submit to a number of rules:

1. Voluntariness of participation - it is necessary to achieve that the child wanted to take part in the offered activity. Forcing, we can cause feeling of a protest, negativism in the kid, and in this case you shouldn't expect effect from activity. On the contrary, having seen as others are engaged, having been found, the child himself gets into activity.

2. The adult has to combine two roles – the participant and the organizer. The actions, emotional communication with children and an involvement into material display he involves them in activity of the child, makes it important and significant for it, becoming as if the center of gravity in this activity. It is especially important at the first stages of acquaintance to new types of presentations. At the same time the adult organizes and directs activity of the child.
3. Multiple repetitions of exercises which is a necessary condition of the developing effect. Pupils differently and at different speed accept and acquire the new. Systematically participating in this or that activity, children start understanding its contents, it is better to satisfy conditions which create presentations for development and application of new experience.
4. The developing material (certain presentations, various subjects, etc.) has to be always new and unusual to the child.
5. Positive support of actions of the child. The adult has to seek to encourage the child, using words like "it is pleasant to me, I am glad".

5. CREATION OF THE DEVELOPING ENVIRONMENT ADEQUATE TO AGE AND RESPONDING NEEDS OF THE CHILD

- The environment must be free of danger: it must protect the child and provide him with a sense of security leaving him free to make decisions and perform desired tasks.
- The size of the child is taken into account: the furniture and other objects are proportionate, allowing a greater degree of independence.
- All objects in the environment must be beautiful and cheerful: to promote the development of the aesthetic sense and order.
- Everything is made of real and authentic materials: they are more attractive, better for the environment and have internal control of error when misused.
- The materials are fragile: fragility is a control of error and an unspoken message of trust; it teaches self-control and value of precise movement.
- The prepared environment must be peaceful: everyone should speak softly in order to allow others to work undistracted.
- The environment must respond to the *Sensitive Periods* and the *Human Tendencies*: clean, orderly, rich with experiences.
- The rules are established in the first weeks and are universal
- Most materials go from concrete to the abstract.
- The materials are presented in sequence and are always found at the same location: allows for independence and self-perfection.
- The environment is logically divided into areas: practical life is next to the sink, sensorial close to music, language next to the library (and perhaps the fish). In addition there must be an area for mats, drawers, hanging clothes, and the chair for the instructor to sit and observe.

6. HYPOTHESIS ON THE PROCESS OF ADAPTATION IN THE MONTESSORI KINDERGARTEN
AND PARAMETERS AND CRITERIA OF ITS EXPERIMENTAL RESEARCH

The analysis of the theories of the child development realized in the Montessori kindergarten leads us to the hypothesis that the process of child adaptation in the Montessori kindergarten has to be more efficient and rapid than one in the traditional kindergarten.

But for the relevant comparison we need the set of the parameters and criteria that can be easily compared for both ways of adaptation.

For check of the offered hypothesis the following parameters can be used:

1. Group of physiological parameters:

a. Sleep.

Criterion: time of restoration of day sleep duration in the kindergarten is equal to sleep duration in home conditions;

b. Food.

Criterion: full and voluntary transition by the child to the food allowance offered by child care facility.

c. Stool.

Criterion: regularity.

d. Incidence frequency.

Criterion: decrease in number of the days missed because of diseases.

2. Group of psych emotional parameters:

a. Cry, hysterics.

Criterion: decrease in frequency and duration of whims, crying, hysterics to their total absence.

b. Concentration as normalization sign.

Criterion: increase of degree of an inclusiveness in activity, lack of derivations, reactions to external irritants during activity.

3. Behavioral indicator:

a. Refusal from an activity / inclusiveness in activity (games, work in Montessori-environment, walks). Is determined by dynamics of an indicator.

Criterion: positive dynamics in an assessment by parents in "The card of supervision" of activity of the child in home conditions.

PART II. EMPIRICAL RESEARCH OF PROCESS OF ADAPTATION OF CHILDREN IN TODDLER-GROUP IN MONTESSORI-KINDERGARTEN

1. PURPOSES AND PROBLEMS OF EMPIRICAL RESEARCH, EMPIRICAL HYPOTHESIS

RESEARCH PURPOSE

The purpose of this empirical research is to studying of efficiency of process of adaptation at children from 14 to 36 months in Toddler-group of Montessori-kindergarten in comparison with group of a traditional kindergarten.

The traditional system of preschool education is understood as system of pedagogical process, in which:

- there are frontal occupations,
- class and lessons organization,
- there is no environment adequate to problems of children's development,
- an activity choice of the child is absent,
- there is a continuous intervention of the adult in activity of children,
- activity of the child is strictly regulated and happens according to in advance made schedule.

RESEARCH PROBLEMS

The following tasks come follow from a purpose of research:

1. To develop the program of research;
2. To develop parameters and criteria of efficiency of process of adaptation of children from 14 to 36 months to kindergarten;
3. To select the contingent of research;
4. To gather the experimental data;
5. To make the analysis of data and formulate the results.

RESEARCH HYPOTHESIS

The hypothesis of this empirical research consists that: process of adaptation of children from 16 to 36 months proceeds more effectively and in shorter terms (2-3 weeks) in the conditions of Montessori-kindergarten, than in the kindergarten that use the traditional system of preschool education based on the frontal regulated activity.

2. RESEARCH PARAMETERS AND THE CONTINGENT OF EXAMINEES

RESEARCH PARAMETERS

As it was mentioned above for check of the offered hypothesis the following parameters can be investigated:

1. Group of physiological parameters:

a. Sleep.

Criterion: time of restoration of day sleep duration in the kindergarten is equal to sleep duration in home conditions;

b. Food.

Criterion: full and voluntary transition by the child to the food allowance offered by child care facility.

c. Stool.

Criterion: regularity.

d. Incidence frequency.

Criterion: decrease in number of the days missed because of diseases.

2. Group of psych emotional parameters:

a. Cry, hysterics.

Criterion: decrease in frequency and duration of whims, crying, hysterics to their total absence.

b. Concentration as normalization sign.

Criterion: increase of degree of an inclusiveness in activity, lack of derivations, reactions to external irritants during activity.

3. Behavioral indicator:

a. Refusal from an activity / inclusiveness in activity (games, work in Montessori-environment, walks). Is determined by dynamics of an indicator.

Criterion: positive dynamics in an assessment by parents in "The card of supervision" of activity of the child in home conditions.

CONTINGENT OF EXAMINEES

According to a hypothesis and the purposes of empirical research we selected the following contingent for research. Children from Toddler-group of Montessori kindergarten "Alisa" (Russian, Voronezh) in number of 20 people aged from 14 till 30 months acted as experimental group.

In control group there were children aged from 18 till 32 months in number of 20 people of group of the kindergarten "Raduga" (Russian, Voronezh) adhering to a "classical" education system and tutoring.

Groups were created on the basis of poll of parents. Survey was conducted as follows: before arrival of the child in a kindergarten the questionnaire which purpose was an identification of degree of readiness by the child of visit of a kindergarten was given to parents. By results of this questionnaire the contingent of examinees was created (see the Appendix №. 1).

Children from both groups (experimental and control) are brought up in full families with prosperity at the level of an average (or above an average). In every family one or both parents work.

All children were selected in an equal ratio and distributed in experimental and control groups on results of poll of parents (see the Appendix №. 1) which had high and average values of readiness for visit of kindergarten.

Practically in all families parents during preliminary poll reported that want that their child attended kindergarten, and see in it big advantage for the kid, i.e. they are motivated on visit by their child of kindergarten.

3. CONDITIONS AND PROCEDURE OF CARRYING OUT RESEARCH

CONDITIONS OF CARRYING OUT RESEARCH

Similar conditions: Research was conducted in Montessori-kindergarten "Alice" (Russian, Voronezh) and in kindergarten "Raduga" (Russian, Voronezh). In both kindergartens children visit groups of 5 times a week and are full time there from 8.00 till 18.00, receive 4-times food, 1-2 times a day sleep and walk.

The gathering of the information was fulfilled by the author of this work and her assistants (students of bachelor program of Voronezh Pedagogical University) V.Kushnirskaya (kindergarten "Alice") and E. Tomalenko (kindergarten "Raduga") during two years of observations.

Differences: in Montessori-kindergarten there is specially equipped environment for children from 14/16 to 36 months, according to the standards for toddler Montessori-class. Children have possibility of everyday free 3-hour work in the first half of day and in the second half of day – after a sleep.

In Montessori-kindergarten there is a trained guide and two assistants, i.e. 1 adult on 6-8 children. In the state kindergarten – 2 adults on 24 children aged from 18 till 36 months. Groups aren't mixed on age. There is a group of children from 18 to 24 months and group from 24 to 36 months. 24 persons in each group.

In Montessori-kindergarten children are accepted gradually, on 1-2 persons, passing the special program of adaptation.

In kindergarten "Raduga" all new children come at the beginning of September at once, there is no preliminary acquaintance of the child to a kindergarten and the tutor. At the first week the child is taken for 2 hours in the morning to the kindergarten then parents start leaving him at once for full day.

PROCEDURE OF CARRYING OUT RESEARCH

Research was conducted in 2013-2015.

Results were fixed in process of joining of new children to groups.

Each child passed research from the moment of its receipt in a kindergarten and until its adaptation approximately within 1-6 months.

During research the following methods were used:

1. Supervision;
2. Poll.

SUPERVISION

I. During research assistants fixed every day the following quantitative and quality indicators at children:

1. Physiological:

- A. Duration of a day sleep.
- B. Food of the child.
- C. Stool.
- D. The schedule of visits was kept and the frequency of diseases at the child was noted

2. Psych-emotional:

- A. Existence / lack of crying, whims, hysterics.
- B. Concentration – were fixed inclusiveness time in activity, reaction to extraneous noises, etc.

3. Behavioral indicator: assessment by parents of behavior of the child of the house.

POLL OR QUESTIONING

During research survey of parents as follows was conducted: later equal periods after joining of the child to the kindergarten (1 week of the child in kindergarten, the 15th week) survey of parents which purpose was an establishment of existence/absence of dynamics in behavioral manifestations, coherent with visit by the child of kindergarten was conducted (see the Appendix "Card of Supervision").

4. CARRYING OUT RESEARCH AND THE RECEIVED RESULTS

Teachers and assistants observed children on the following indicators:

PHYSIOLOGICAL INDICATORS

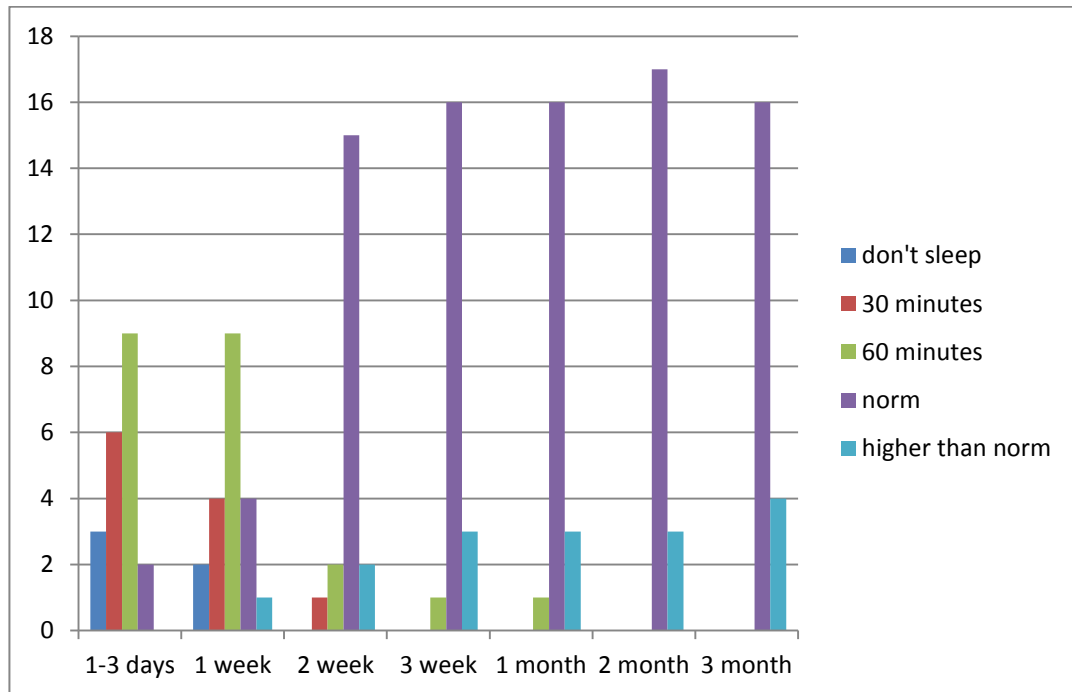
SLEEP

During research duration of a day sleep of each child was noted. The received results were entered in tables and displayed on histograms. On average duration can be divided into the following intervals of time: lack of a sleep, 30 minutes, 60 minutes, norm. The norm in this case is understood as restoration of duration of a day sleep of equal duration of a sleep in home conditions. Also such indicator was entered as "norms are higher" - when duration of a day sleep in the conditions of kindergarten is higher, than in home conditions.

Sleep. Experimental group.

parameters	1-3 days	1 week	2 week	3 week	1 month	2 month	3 month
don't sleep	3	2	0	0	0	0	0
30 minutes	6	4	1	0	0	0	0
60 minutes	9	9	2	1	1	0	0
norm	2	4	15	16	16	17	16
Higher than norm	0	1	2	3	3	3	4

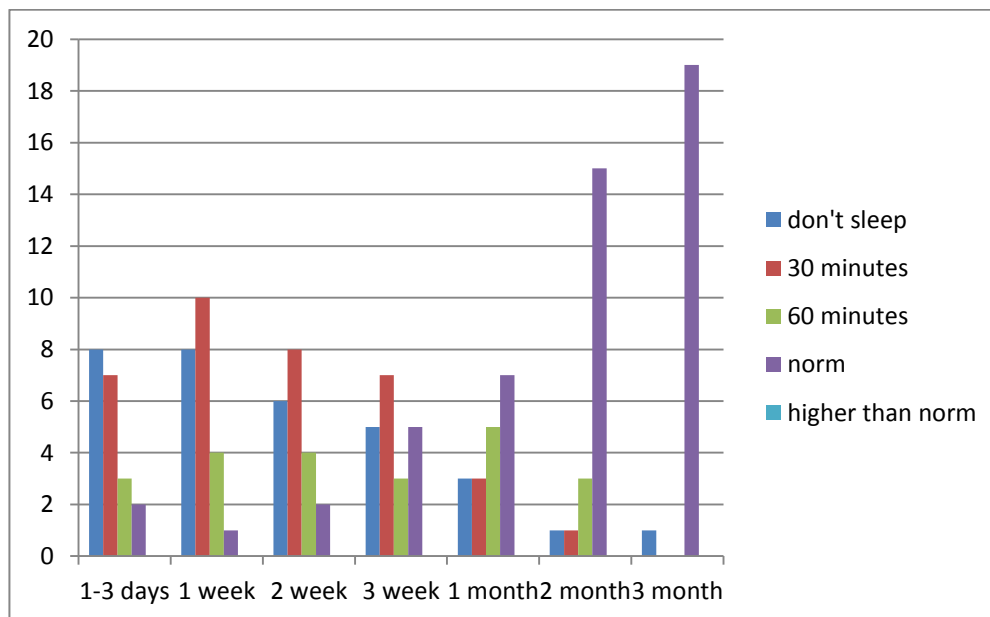
Histogram. Dynamics of duration of a sleep in Experimental group.



Sleep. Control group.

parameters	1-3 days	1 week	2 week	3 week	1 month	2 month	3 month
don't sleep	8	8	6	5	3	1	1
30 minutes	7	10	8	7	3	1	0
60 minutes	3	4	4	3	5	3	0
norm	2	1	2	5	7	15	19
higher than norm	0	0	0	0	0	0	0

Histogram. Dynamics of duration of a sleep in Control group.



From the obtained data it is visible that a sleep at children of experimental group came to norm indicators practically within 2,5 weeks. Only one child needed more time because of irregular visit of kindergarten. But by the end of the 1st month of visit its sleep was completely restored. Thus gradually there was a group of children who slept in Montessori-kindergarten much more, than at home. We connect it with that houses were organized long rituals of withdrawal to a sleep (till 1,5-2 hours) who prevented the child to sleep fully. In kindergarten the child built time of a day dream according to the requirements. Also children compensated late withdrawal to a night sleep.

In control group approximately 40% of children for achievement of norm required month, 1/3 more children – 2 months, and one child couldn't sleep in the afternoon in kindergarten. Lack of an indicator "is higher than norm" we explain to that sleep in this kindergarten "Raduga" is accurately regulated: all children are awoken in one and too time, respectively, they have no opportunity to sleep in the afternoon more long time.

NUTRITION

Daily assistants and tutors registered a quantitative index of nutrition of the child (existence of the 1st breakfast, the 2nd breakfast, lunch, mid-morning snack). Breakfasts and a mid-morning snack equated to 1 point, and a lunch – to 2 points, thus as much as possible in a day the child could get 5 points. The received results are displayed in tables and on histograms.

Table. Dynamics of nutrition. Experimental group.

Points	1-3 days	1 week	2 week	3 week	1 month	2 month	3 month
0 points	1	0	0	0	0	0	0
1 point	1	0	0	0	0	0	0
2 points	2	1	0	0	0	0	0
3 points	6	4	2	0	2	0	0
4 points	6	4	3	4	2	2	1
5 points	5	11	15	16	16	18	19

Histogram. Dynamics of food. Experimental group.

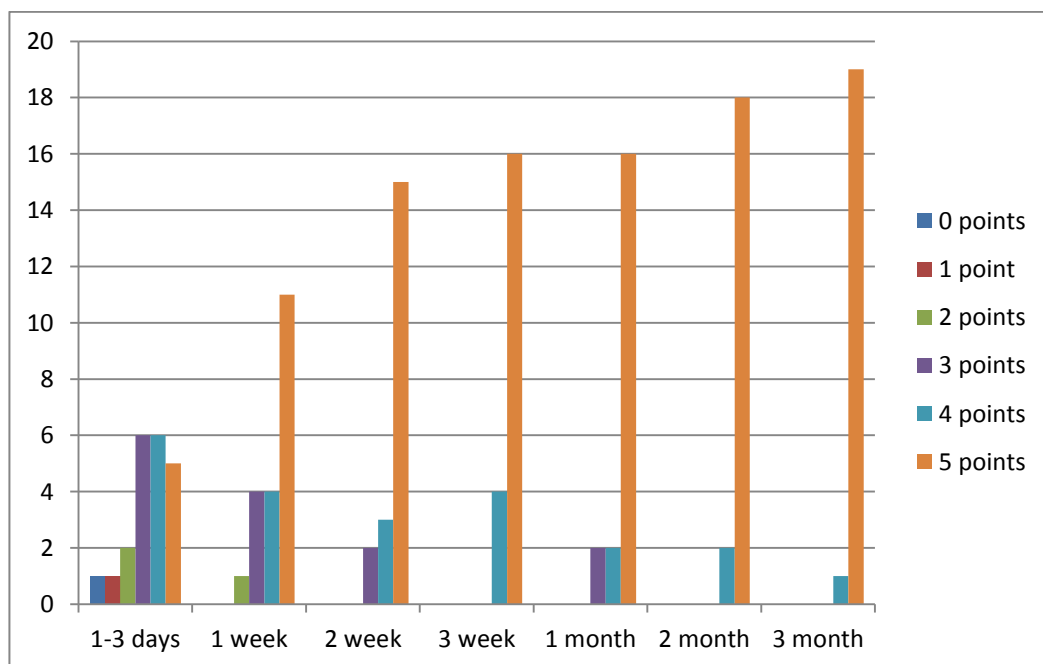
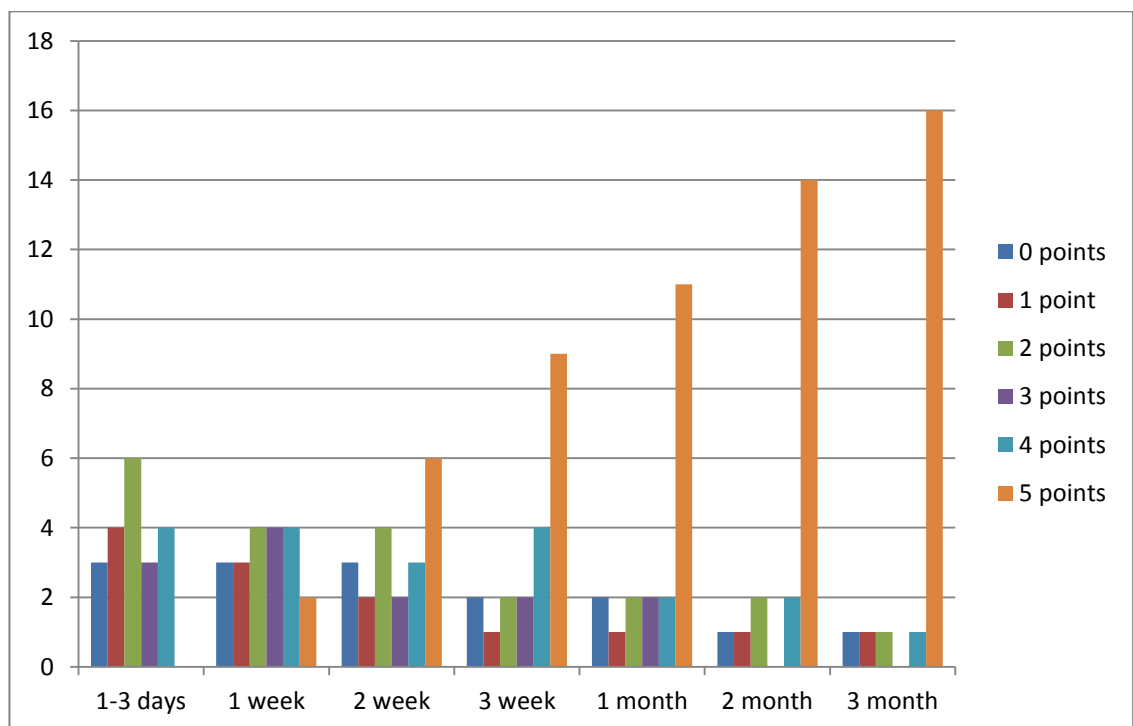


Table. Dynamics of nutrition. Control group.

Points	1-3 days	1 week	2 week	3 week	1 month	2 month	3 month
0 points	3	3	3	2	2	1	1
1 point	4	3	2	1	1	1	1
2 points	6	4	4	2	2	2	1
3 points	3	4	2	2	2	0	0
4 points	4	4	3	4	2	2	1
5 points	0	2	6	9	11	14	16

Histogram. Dynamics of nutrition. Control group.



On histograms and in tables it is visible that dynamics of nutrition is better in experimental group. Approximately, by the end of 2nd week 2/3 of children come to good nutrition; by the end of the 2nd month - only two children refuse a breakfast (or a mid-morning snack), or don't receive it owing to delay (or earlier took away the child from a kindergarten). We will note that in Montessori-kindergarten children participate in preparation of breakfasts; there is no coercion in nutrition. Moreover, at many children coming with food allergy within 2-3 weeks it disappears. It can be connected not only with the environment organized

in Montessori-kindergarten, but also food which more flexible and considers tastes and addictions of children, and also work of psychological service of a kindergarten with parents.

In control group even by the end of the 3rd month there was one child who completely refused food in kindergarten, other child ate only a mid-morning snack, the third – only a lunch. Thus, about 23% of children from control group couldn't adapt for food of kindergarten.

STOOL

During all empirical research existence and frequency of a stool at the child was fixed. The norm is considered achievement of a regular stool similar to what is present at the child at home (usually it is 1-2 times a day) and existence/lack of a diarrhea/constipation at the child.

Table. A stool of children in experimental group.

Quality	1-3 days	1 week	2 week	3 week	1 month	2 month	3 month
Absence	5	3	3	2	1	1	0
Diarrhea	2	0	1	0	0	0	0
Norm	13	17	16	18	18	19	20

Histogram. A stool of children in experimental group.

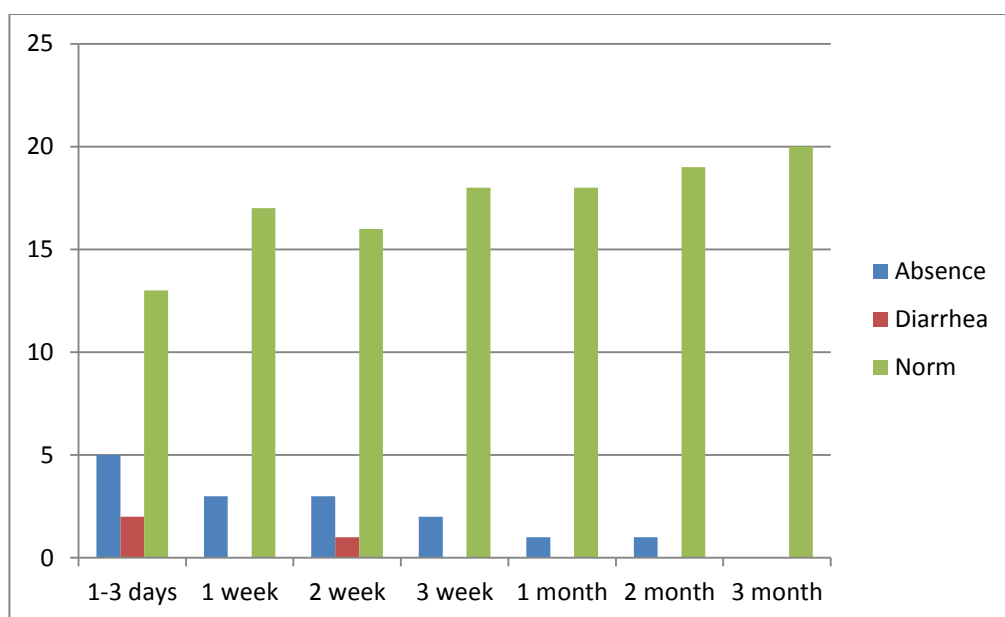
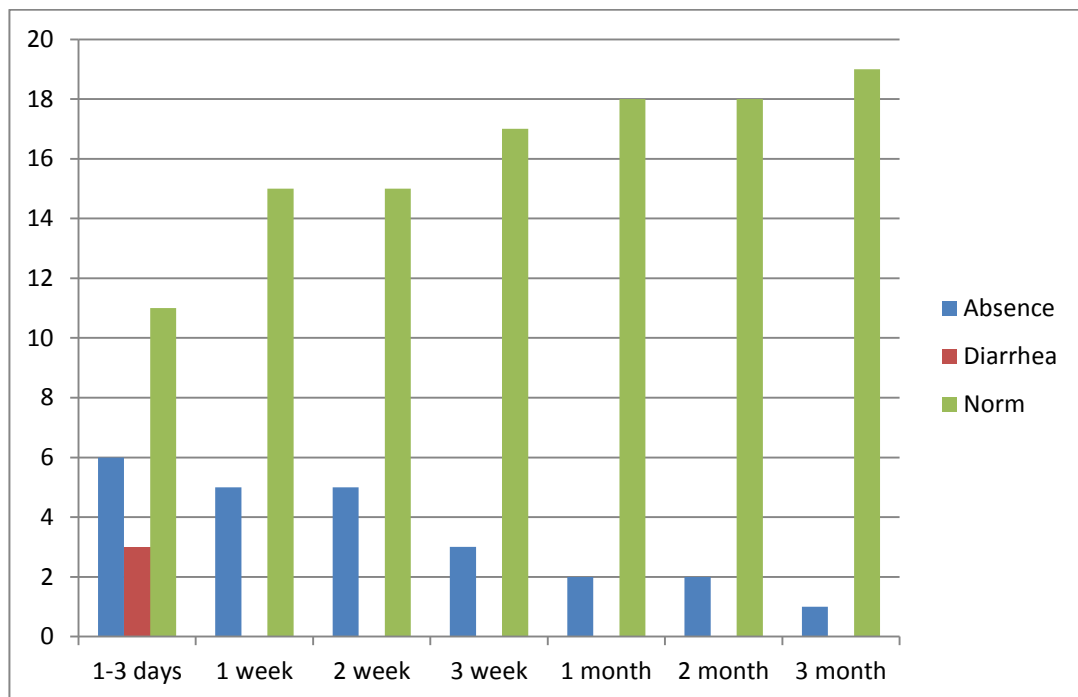


Table. A stool of children in control group.

Quality	1-3 days	1 week	2 week	3 week	1 month	2 month	3 month
Absence	6	5	5	3	2	2	1
Diarrhea	3	0	0	0	0	0	0
Norm	11	15	15	17	18	18	19

Histogram. A stool of children in control group.



From tables and histograms obvious positive dynamics in experimental group is visible: by 3rd week stool was normalized at 18 children from 20. In control group positive dynamics is also visible, but also in control and in experimental group long time there were 1-2 children who refused to go to a toilet in kindergarten. In experimental group it was succeeded to cope with it due to work of the psychologist with parents and tutors with the child. In control group there was one child who refused flatly to go to a toilet in kindergarten.

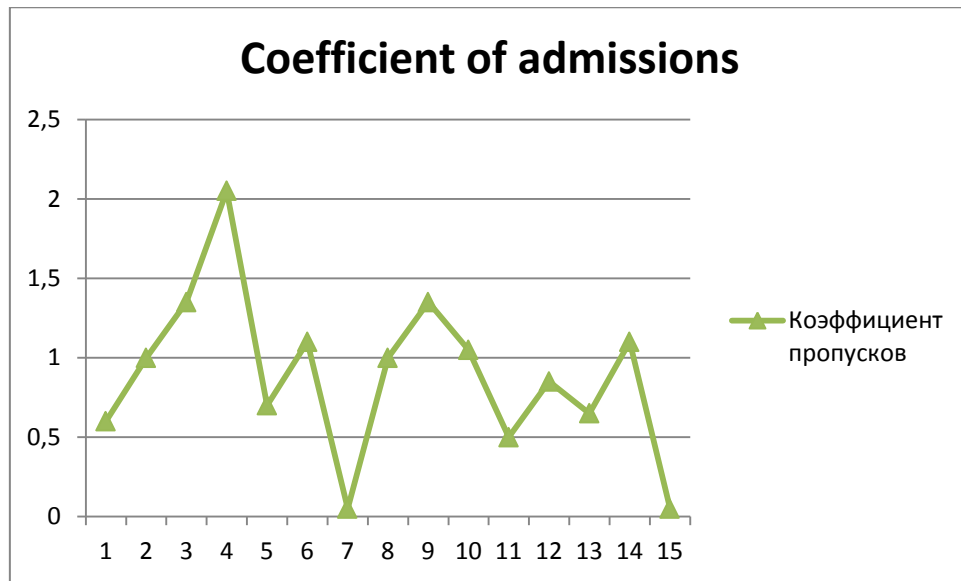
ACCOUNTING OF ATTENDANCE

In each kindergarten in Russia the accounting of attendance children of kindergarten is obligatory. Therefore for the analysis administrative data of the accounting of attendance of kindergartens by children were used.

Table. Number of admissions in a week in experimental group.

Name of the child	weeks														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Ania O.	0	0	0	3	0	0	1	2	0	0	0	0	5	0	0
Stepa H.	2	0	0	5	0	0	0	2	1	0	0	0	0	5	0
Veronika R.	0	0	2	0	0	2	0	0	3	0	0	0	0	2	0
Veronika S.	0	0	0	2	0	0	0	0	5	0	0	0	3	0	0
Yana R.	3	5	5	0	0	4	0	0	3	0	0	5	0	0	0
Lisa S.	0	5	0	0	0	4	0	0	0	0	0	2	0	0	0
Lev S.	2	2	0	0	2	0	0	2	0	0	0	0	0	5	0
Lisa Yu.	0	0	0	3	0	0	0	0	3	0	0	0	0	2	0
Olya K.	0	0	5	0	0	5	0	0	0	5	0	0	0	0	0
Michael V.	0	0	5	5	0	0	0	5	2	0	0	0	0	0	0
Vera M.	0	0	0	0	2	0	0	0	0	0	3	0	0	1	0
Kira I.	3	5	0	5	0	0	0	3	5	0	0	5	5	0	0
Arseny Ch.	0	0	0	0	0	0	0	0	3	0	0	0	0	0	0
Arseny N.	0	0	0	3	0	0	0	5	0	0	0	0	0	5	0
Masha D.	0	0	5	0	0	5	0	0	0	0	5	0	0	0	0
Masha P.	0	0	3	2	0	0	0	0	0	5	0	0	0	0	0
Daniil S.	0	0	0	5	0	0	0	0	2	0	0	0	0	0	0
Saveli S.	0	0	0	5	5	0	0	0	0	0	0	5	0	0	0
Eliseus P.	0	0	0	0	3	0	0	0	0	5	0	0	0	2	0
Gordey Zh.	2	3	2	3	2	2	0	1	0	1	2	0	0	0	1
in total	12	20	27	41	14	22	1	20	27	21	10	17	13	22	1
Coefficient of admissions	0,6	1	1,35	2,05	0,7	1,1	0,05	1	1,35	1,05	0,5	0,85	0,65	1,1	0,05
Average number of children	20	17	16	15	19	19	20	18	18	17	19	17	18	17	20

Schedule. Coefficient of admissions in experimental group.

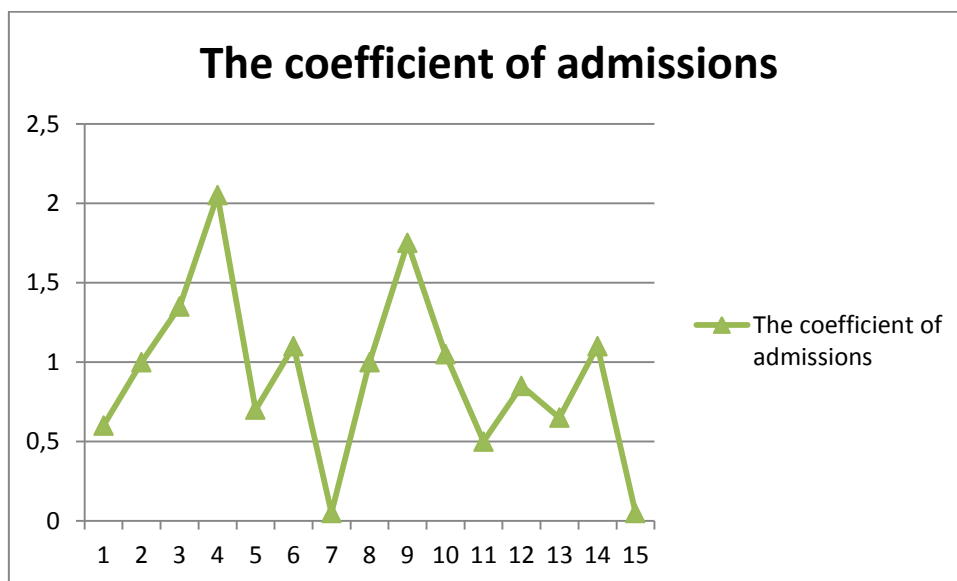


* The coefficient of admissions calculates through definition of a ratio of total number of admissions of children in a week and total quantity of children in group.

Table. Number of admissions in a week in control group.

Name of the child	weeks														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Masha V.	3	5	2	0	2	3	4	0	0	1	0	3	4	5	0
Ira B.	0	5	0	0	5	5	0	0	2	5	0	0	5	5	0
Sonya G.	0	0	0	5	0	0	0	5	5	0	0	0	5	0	0
Yana K.	3	5	5	0	0	5	5	0	0	3	2	0	0	0	2
Lisa M.	0	0	0	3	0	0	0	5	0	0	0	0	0	5	0
Lena P.	2	5	3	1	0	5	0	0	0	3	0	0	2	5	0
Ksenia R.	0	0	0	0	4	0	0	0	5	0	0	0	0	2	0
Milana V.	0	0	2	0	0	0	3	0	0	0	3	0	0	2	0
Sonya Ch.	0	0	5	0	0	0	0	0	0	5	0	0	0	0	5
Dima P.	0	5	5	0	0	5	0	0	0	5	0	0	5	5	5
Sasha V.	2	5	0	2	2	0	2	0	5	5	0	0	5	5	0
Arseny N.	0	0	5	5	0	0	0	5	5	0	0	5	5	0	0
Roma T.	0	3	3	0	0	3	0	3	0	3	0	3	0	0	3
Kirill S.	0	0	0	4	0	0	0	5	0	0	0	5	0	0	0
Stepan R.	2	3	0	5	0	0	3	0	0	3	3	0	0	3	3
Zhenya P.	1	4	2	0	2	2	3	0	2	3	0	5	5	2	0
Dasha L.	0	3	0	2	5	0	0	3	2	0	0	5	5	0	0
Alisa D.	0	2	0	3	0	0	4	0	0	0	5	0	0	3	0
Timur R.	2	0	0	3	0	0	0	3	0	0	2	0	0	1	0
Vanya S.	2	5	0	3	2	0	0	5	0	0	3	0	0	3	0
in total	17	50	32	36	22	28	24	34	26	36	18	26	41	46	18
Coefficient of admissions	0,85	2,5	1,6	1,8	1,1	1,4	1,2	1,7	1,3	1,8	0,9	1,3	2,05	2,3	0,9
Average number of children	20	13	16	17	18	16	19	15	16	16	19	16	13	14	18

Schedule. Coefficient of admissions in control group.



* The coefficient of admissions calculates through definition of a ratio of total number of admissions of children in a week and total quantity of children in group.

Analyzing the obtained data on admissions of children, it is possible to note that in experimental group the obvious tendency to decrease in number of admissions among again joined children and stabilization of their visit of kindergarten is visible.

Thus in control group the return dynamics is observed more likely – by 15th week the number of admissions again increases. In general on graphics the coefficient of admissions in control group doesn't fall below an indicator equal 0,85 while in experimental group there are indicators equal 0.

PSYCHOEMOTIONAL INDICATORS

Психоэмоциональные показатели (плачь, капризы, истерики) регистрировались методом наблюдения. Ежедневно фиксировалось не только наличие капризов и истерик, но и их общая продолжительность в течение дня в случае, если они происходили. Полученные результаты были обработаны и внесены в таблицу, приведенную ниже (в таблицу вносилось среднее время плача в течение недели - 5 дней).

Psycho-emotional indicators (cry, whims, hysterics) were registered by a supervision method. It was daily fixed not only existence of whims and hysterics, but also their general duration during the day in case they occurred. The received results were processed and brought in the table given below (the average time of crying within a week - 5 days was brought in the table).

Table. Psycho-emotional indicators (cry, hysterics, whims) in experimental group.

Name of the child	weeks														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Ania O.	30	10	0	0	30	0	0	0	0	0	0	10	0	0	0
Stepa H.	120	90	20	0	30	0	0	0	10	0	0	0	0	0	0
Veronika R.	0	0	0	0	0	10	0	0	0	0	0	0	0	0	0
Veronika S.	0	0	0	0	0	0	0	0	0	0	0	0	0	10	0
Yana R.	160	0	0	60	0	0	0	0	0	0	0	0	20	0	0
Lisa S.	40	0	10	0	0	0	0	0	0	0	0	0	0	0	0
Lev S.	0	0	30	0	0	10	0	0	0	0	0	0	5	0	0
Lisa Yu.	0	0	0	5	0	0	0	0	0	0	0	0	0	5	0
Olya K.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Michael V.	40	40	0	0	10	0	5	0	10	0	0	0	0	0	0
Vera M.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kira I.	35	0	40	0	0	10	0	0	0	10	0	0	0	0	0
Arseny Ch.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arseny N.	20	10	0	15	0	0	0	5	0	0	0	0	0	5	0
Masha D.	50	40	0	20	0	0	10	0	0	0	0	5	0	0	0
Masha P.	20	0	10	0	0	0	0	0	0	5	0	0	0	0	0
Daniil S.	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0
Saveli S.	10	0	0	0	5	0	0	0	0	0	0	0	10	0	0
Eliseus P.	0	0	0	0	10	0	0	0	0	0	5	0	0	0	0
Gordey Zh.	20	10	0	0	0	0	0	0	0	10	0	0	0	0	0
in total	545	200	110	100	85	30	15	5	22	25	5	15	35	20	0
Coefficient of admissions	20	17	16	15	19	19	20	18	18	17	19	17	18	17	20

The schedule given below was received on the basis of a formula: the Average value (A) is equal to a ratio of the general time of crying (B) and number of the children who were present this week at kindergarten (C) $A=B/C$

Schedule. Psychoemotional indicators (cry, hysterics, whims) in experimental group.

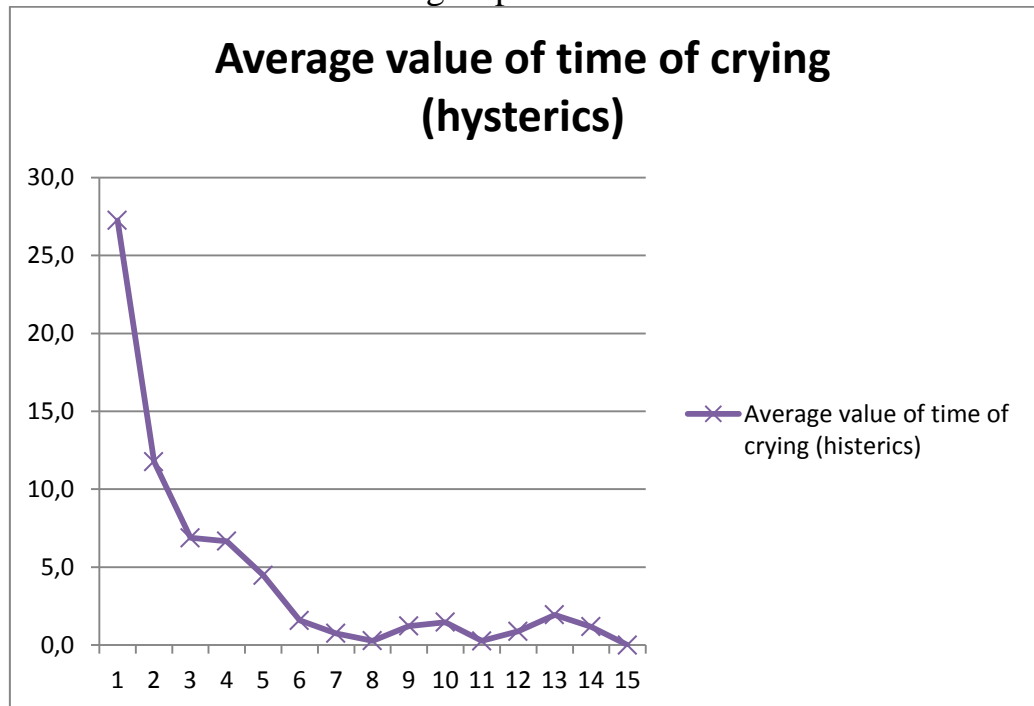
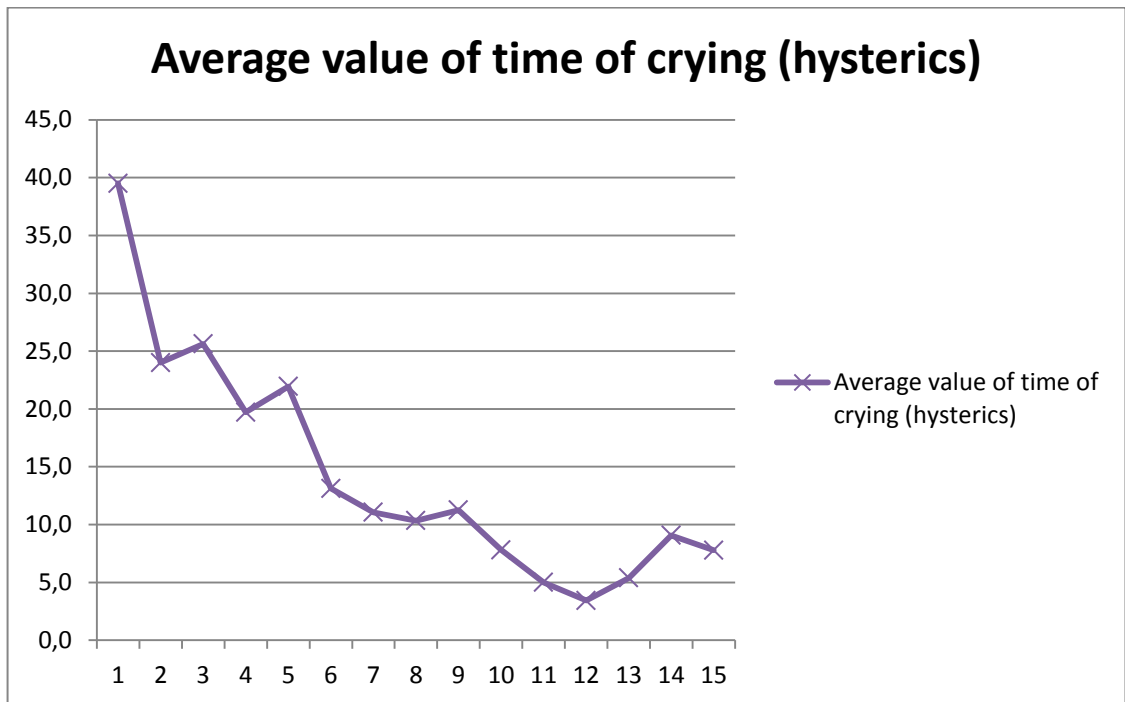


Table. Psycho-emotional indicators (cry, hysterics, whims) in control group.

Name of the child	weeks														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Masha V.	90	0	40	30	35	20	20	30	10	20	10	10	10	0	20
Ira B.	110	0	95	45	30	0	20	0	10	0	0	0	0	0	20
Sonya G.	10	20	10	10	15	10	0	5	0	10	0	0	10	0	0
Yana K.	0	0	0	30	20	0	0	40	30	20	10	0	0	10	0
Lisa M.	160	95	20	10	20	10	10	0	25	0	10	10	20	0	30
Lena P.	40	0	20	10	20	0	30	10	10	5	0	5	0	0	5
Ksenia R.	0	0	0	0	0	10	0	0	0	5	0	0	10	15	20
Milana V.	10	0	0	5	0	0	0	0	0	0	0	0	0	2	0
Sonya Ch.	10	10	0	10	10	10	10	10	5	0	15	0	0	0	0
Dima P.	40	0	0	45	20	0	30	5	0	0	20	10	0	0	0
Sasha V.	0	0	5	5	10	0	0	10	0	0	10	0	0	0	10
Arseny N.	35	50	0	0	40	30	10	0	0	20	10	0	0	20	10
Roma T.	10	10	15	10	0	0	5	0	0	5	0	5	0	0	0
Kirill S.	20	10	0	10	20	10	20	15	20	10	0	0	20	15	0
Stepan R.	50	40	25	0	20	15	10	0	10	0	5	0	0	10	0
Zhenya P.	20	2	10	10	10	10	0	0	10	5	0	0	0	20	5
Dasha L.	30	40	50	35	0	40	10	10	20	10	5	0	0	35	10
Alisa D.	15	20	20	0	15	0	0	20	5	0	0	5	0	0	0
Timur R.	20	15	10	10	20	0	5	0	5	5	0	0	0	0	10
Vanya S.	120	0	90	60	90	45	30	0	20	10	0	10	0	0	0
in total	790	312	410	335	395	210	210	155	180	125	95	55	70	127	140
Coefficient of admissions	20	13	16	17	18	16	19	15	16	16	19	16	13	14	18

The schedule of psycho-emotional indicators in control group was formed on the basis of the same formula, as the schedule of experimental group.

Schedule. Psycho-emotional indicators (cry, hysterics, whims) in control group.



Analyzing the received schedules, it is possible to note that in both groups accurate dynamics of decrease in duration of crying and hysterics at the children who again came to a kindergarten is visible. Thus in experimental group sharp decrease in hysterics within the first two weeks is observed, and then they almost smoothly come to naught (after the 5th week), remaining at the small level connected with certain situational moments in group (the child broke something, hit, etc.).

In control group sharp decrease happens on the 2nd week to an indicator of 25 units, while in experimental – to 13 units. Thus, decrease not so sharp as in experimental group and until the end of the 5th week certain fluctuations which we connect with coming to a kindergarten of some children after an illness and, respectively, their regress in behavior are noted. On the 6th week recession of hysterics and whims with sharp decrease on the 12th week that can be connected

with a large number of admissions during this period in control group is noted. In general increase of this indicator to 140 units that testifies to the general disadaptation of group at the moment is noted further. We connect this fact with unstable visit by children of kindergarten. Upon return at many children the behavior model with hysterics is shown again, as led to increase of this indicator in control group.

Thus, we see that negative psycho-emotional manifestations are higher in control group, and dynamics of their decrease longer.

CONCENTRATION AS NORMALIZATION SIGN

Research of concentration carries not only quantitative, but also qualitative character. In the course of research the moments of concentration of the child on a certain activity and time parameter – concentration duration were fixed.

We after M. Montessori understand as concentration such condition of the child, when it is concentrated on activity, it isn't distracted by foreign sounds, the look is concentrated on material, repetition of movements is noted, in a consequence of that the result improves.

In experimental group children were engaged with materials which it is accepted to have in Montessori-environment for children from 16 to 36 months. In control group it was the activity organized by tutors:

- game with toys for subject role-playing games;
- general group classes in a molding;
- general group classes in drawing;
- general group musical occupations.

Results of supervision were tabulated on the basis of which schedules concentration duration were constructed. The average time of concentration within a week was brought in the table (5 days).

Table. Dynamics of development of concentration in experimental group.

Name of the child	weeks														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Ania O.	10	0	10	30	0	10	0	20	25	30	40	40	20	0	50
Stepa H.	0	20	10	25	30	45	40	30	40	40	35	40	0	0	30
Veronika R.	20	40	40	0	60	30	50	0	0	30	50	70	0	30	50
Veronika S.	20	0	0	50	50	0	0	30	60	30	60	40	90	50	70
Yana R.	0	0	10	20	20	30	20	0	40	40	60	50	20	0	40
Lisa S.	0	0	0	0	10	0	5	20	20	10	20	20	40	0	30
Lev S.	0	0	0	0	0	10	10	10	0	10	10	20	40	45	60
Lisa Yu.	10	20	10	20	10	20	10	20	20	40	50	60	50	50	60
Olya K.	0	10	0	20	20	15	30	20	30	0	40	50	50	65	0
Michael V.	10	0	0	15	30	0	20	45	60	0	20	40	0	0	0
Vera M.	0	0	10	20	20	40	30	40	0	0	20	30	0	0	30
Kira I.	10	20	0	0	20	20	30	0	0	20	40	0	0	20	40
Arseny Ch.	0	0	0	0	10	10	0	10	20	20	10	10	20	20	10
Arseny N.	10	10	30	15	20	30	40	0	20	20	40	0	20	35	50
Masha D.	0	10	25	0	10	15	30	20	30	30	35	50	30	40	40
Masha P.	0	0	10	0	0	10	10	5	10	15	20	0	0	10	10
Daniil S.	0	0	0	15	0	0	10	20	20	10	30	0	0	10	30
Saveli S.	10	10	0	0	15	20	0	10	20	20	0	15	20	30	20
Eliseus P.	0	0	0	0	10	0	0	0	10	15	10	10	10	20	20
Gordey Zh.	20	0	30	20	30	10	20	0	10	10	0	0	20	20	30
in total	120	140	185	250	365	315	355	300	435	390	590	545	430	445	670
Coefficient of admissions	20	17	16	15	19	19	20	18	18	17	19	17	18	17	20

The schedule given below was received on the basis of a formula: The average value (A) is equal to a ratio of the general time of concentration (B) and number of the children who were present this week at kindergarten (C) $A=B/C$.

Schedule. An average value of time of concentration in experimental group.

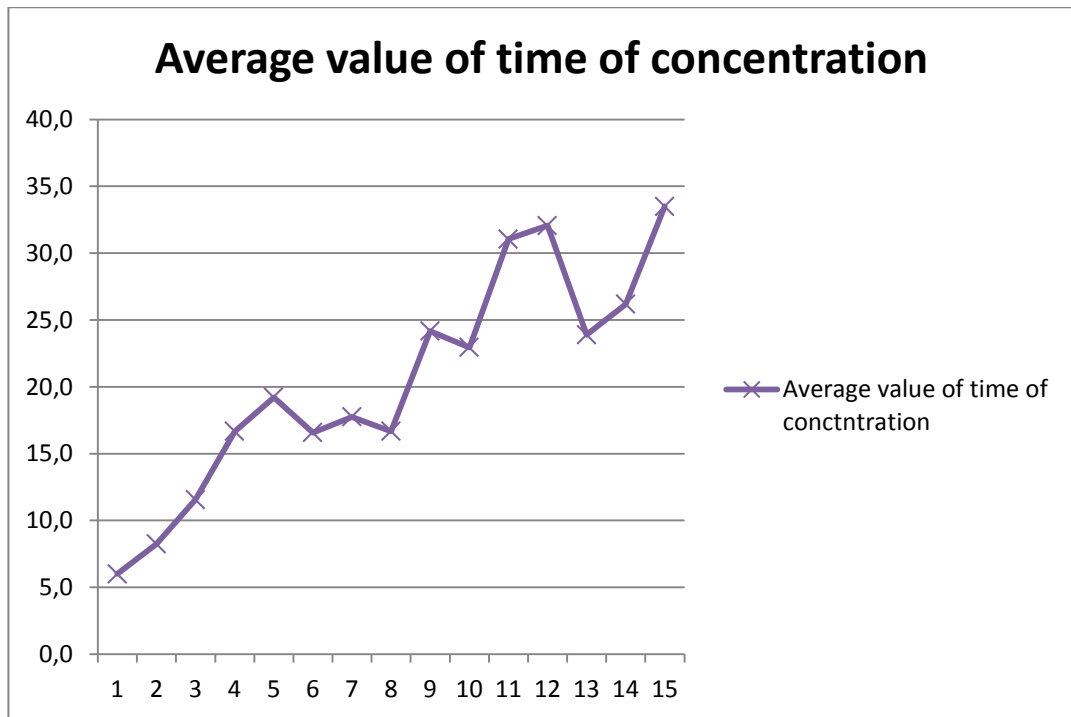
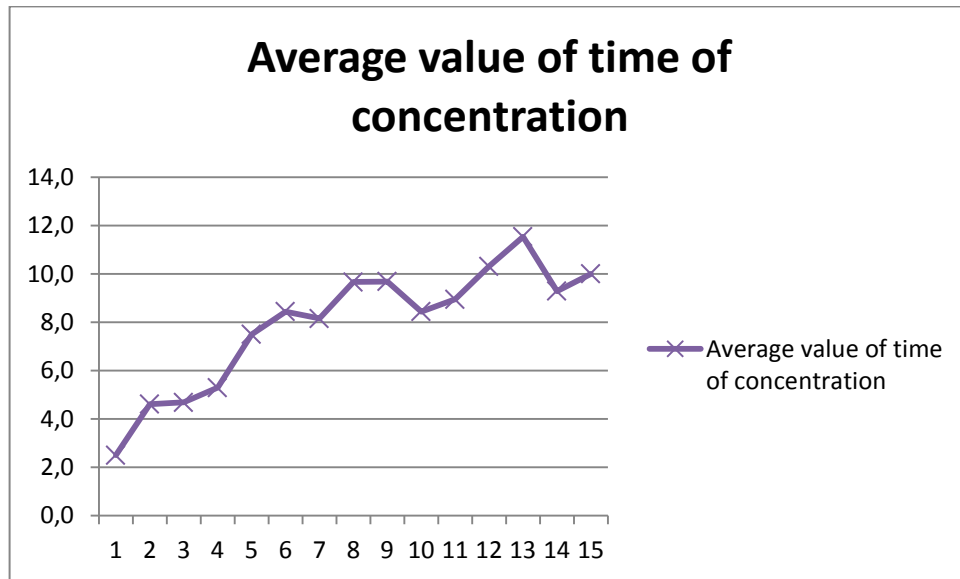


Table. Dynamics of development of concentration in control group.

Name of the child	weeks														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Masha V.	0	0	0	0	10		10	0	0	0	0	0	5	0	0
Ira B.	0	0	0	0	0	0	0	0	0	0	5	10	0	0	0
Sonya G.	0	0	0	0	0	0	5	0	0	10	10	10	0	5	15
Yana K.	10	0	0	10	10	0	0	0	10	0	0	0	10	15	10
Lisa M.	0	10	10	0	10	10	0	0	5	10	20	10	10	0	0
Lena P.	0	0	0	10	0	0	0	10	20	0	20	10	0	0	10
Ksenia R.	10	20	10	10	5	10	20	20	0	10	10	20	20	10	10
Milana V.	0	0	10	10	20	10	0	0	10	10	10	20	20	10	20
Sonya Ch.	0	0	0	0	0	10	20	10	15	0	10	10	10	10	0
Dima P.	0	0	0	0	5	0	0	5	10	0	0	10	0	0	0
Sasha V.	0	0	0	10	5	10	10	20	0	0	0	0	0	0	0
Arseny N.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Roma T.	0	0	0	0	10	10	10	15	10	10	20	15	20	20	15
Kirill S.	0	0	0	0	0	10	10	0	0	10	10	0	0	0	0
Stepan R.	0	0	0	0	0	0	10	10	20	15	0	0	10	20	20
Zhenya P.	0	0	0	0	0	15	20	20	20	10	20	0	0	0	0
Dasha L.	0	10	10	15	0	0	10	5	5	10	10	0	0	0	10
Alisa D.	0	10	5	5	10	10	0	0	10	10	0	10	10	15	20
Timur R.	10	10	20	20	30	20	20	30	20	20	10	20	20	10	30
Vanya S.	20	0	10	0	20	20	10	0	0	10	15	20	15	15	20
in total	50	60	75	90	135	135	155	145	155	135	170	165	150	130	180
Coefficient of admissions	20	13	16	17	18	16	19	15	16	16	19	16	13	14	18

Schedule. An average value of time of concentration in control group.



It was noted, as in experimental and in control groups dynamics of development of concentration it is spasmodic. In control group indicators of time of concentration are much lower, than in experimental (almost by 3 times) that it is possible to explain to that possibility of concentration at children of control group depends on those kinds of activity which to them are offered by the adult. Since the same kind of activity included all group, children distract each other, it is difficult to them to keep attention that isn't interesting to them. Strong fatigue of children of control group during the day, with what frequent hysterics and slow dynamics of their decrease can be connected, was noted (see schedules above).

CARD OF SUPERVISION

During research to parents of children of experimental and control groups at the beginning of research (1 week) and closer to its final stage (the 15th week) was offered for filling "The card of supervision" which purpose was determination of level of adaptedness of the child.

The card contains 5 blocks of questions, on the first 4th blocks the respondent can receive from 4 to 24 points, on the 5th block – from 0 to 7 points. In the sum the respondent can receive from 4 to 31 points. Respectively, the got points are higher, the level of adaptation of the child is lower.

The received results on each group are presented in the tables given below.

Table. Level of adaptation of the child in experimental group.

Name of the child	1 measurement	2 measurement
Ania O.	12	7
Stepa H.	29	8
Veronika R.	15	5
Veronika S.	18	6
Yana R.	25	6
Lisa S.	14	4
Lev S.	11	7
Lisa Yu.	19	10
Olya K.	22	10
Michael V.	12	8
Vera M.	6	10
Kira I.	26	17
Arseny Ch.	13	8
Arseny N.	12	6
Masha D.	17	7
Masha P.	20	9
Daniil S.	19	17
Saveli S.	28	7
Eliseus P.	4	7
Gordey Zh.	12	12

Schedule. Dynamics of adaptation of the child on the basis of an assessment of parents.

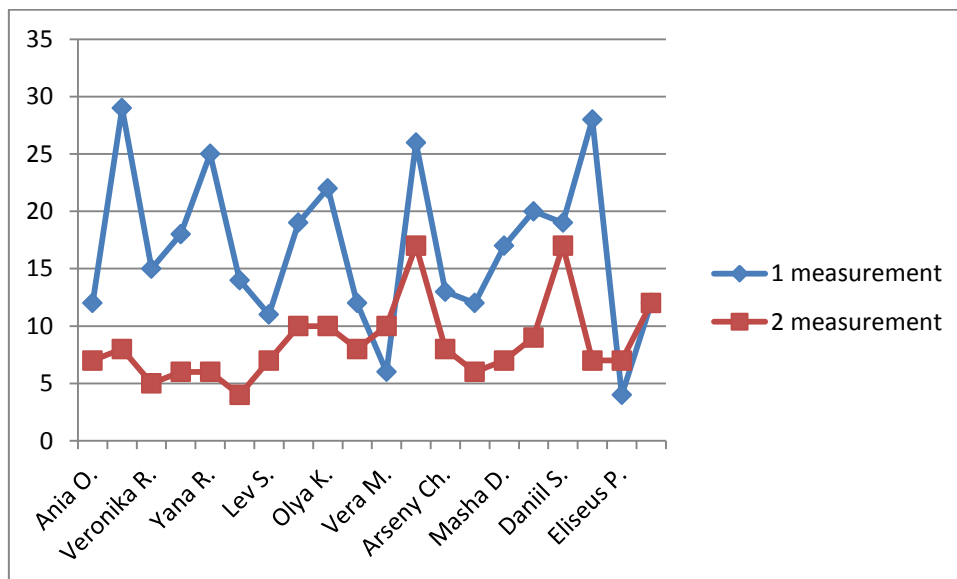
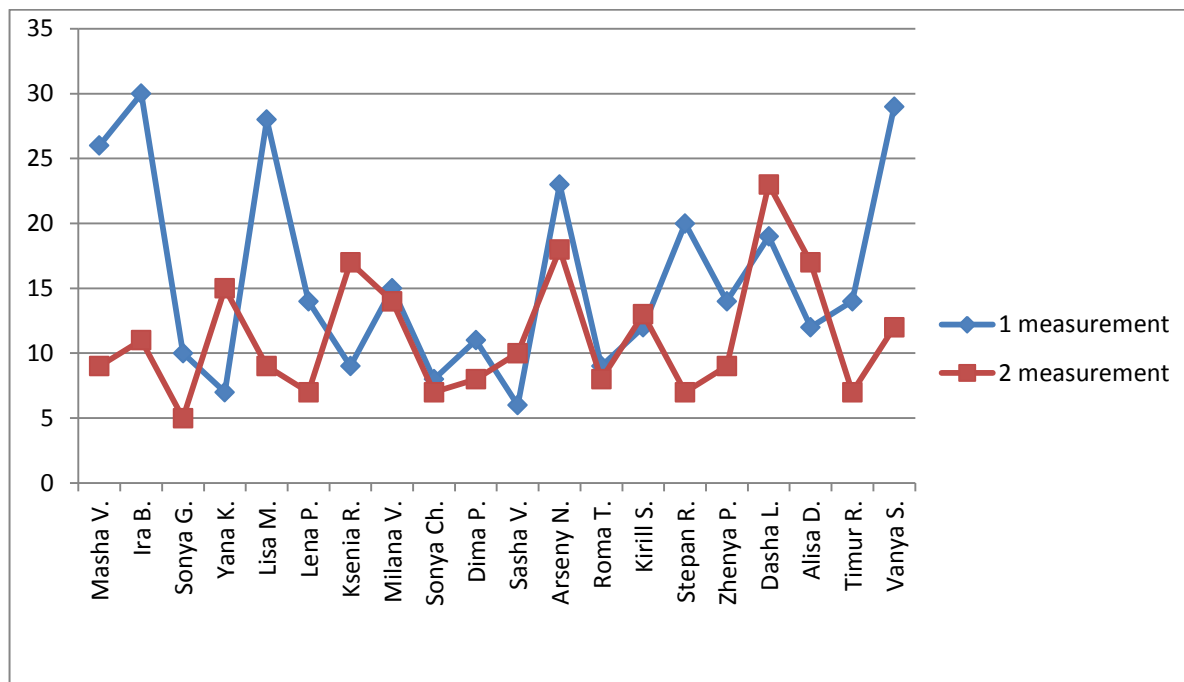


Table. Level of adaptation of the child in control group in experimental group.

Name of the child	1 measurement	2 measurement
Masha V.	26	9
Ira B.	30	11
Sonya G.	10	5
Yana K.	7	15
Lisa M.	28	9
Lena P.	14	7
Ksenia R.	9	17
Milana V.	15	14
Sonya Ch.	8	7
Dima P.	11	8
Sasha V.	6	10
Arseny N.	23	18
Roma T.	9	8
Kirill S.	12	13
Stepan R.	20	7
Zhenya P.	14	9
Dasha L.	19	23
Alisa D.	12	17
Timur R.	14	7
Vanya S.	29	12

Schedule. Dynamics of adaptation of the child on the basis of an assessment of parents in control group.



From the presented schedules it is visible that in experimental group dynamics of decrease in negative manifestations of adaptation in the conditions of home (17 people) is distinctly traced, at 2 people insignificant return dynamics is visible and at one child the situation didn't change. In control group 11 children from 20 have positive adaptation dynamics, and at the others 9 - it is negative (5 people), or the situation between measurements practically didn't change (4 persons).

It should be noted that these results are subject to influence of a large number of collateral variables: change of the relations between parents and other family members, an event row in a family (moving, change of work of one of parents, an illness, etc. and etc.).

PART III. CONCLUSIONS AND RECOMENDATIONS

1. GENERALIZATION OF THE THEORETICAL RESEARCH

Currently, there is no clear and unambiguous definition of the notion of "adaptation", which would take into account the complexity and contradictions of this process. In part I we looked at some of the approaches to the notion of "adaptation" in European and Russian pedagogy and psychology. As a result of its study, we relied on the notion of adaptation proposed by M. Montessori and J. Piaget, who noted the dependency of nature of adaptation processes of ontogeny. In its early stages of mental characteristics and quality of experience by adapting to the requirements of the environment. But, having arisen, thus, they then become independent and retroactive effect to subsequent development. A conscious regulation of behavior — perceived objectives is increasingly controlled by exchanging and assimilation and direct the activity of the developing entity. At a sufficiently high level of personal development this activity finds expression in the fact that the child accumulated by mankind social experience, becomes the creator of that experience. This concept is not contrary to the ideas of Vygotsky's socio-cultural impact as the adaptation process, ideas which in turn develop U. Bronfenbrenner and B. Rogoff. They noted that the family is an important tool for adaptation and broadcast child sociocultural setting in early childhood.

Conducting an empirical study, we relied on the approach of F.B. Berezin, who believes that realization of process of mental adaptation is provided with difficult multilevel functional system at which different levels regulation is carried out mainly psychological (social and psychological and actually mental) or physiological mechanisms. In the general system of mental adaptation F. B. Berezin allocates three main levels: actually mental, social and psychological and psychophysiological.

This approach formed the basis for the selection of parameters for evaluating the effectiveness of the adaptation process. In the course of the study, we have seen the types of adaptation States that offered V.P. Kaznacheev, depending on the severity of the reactions of the organism:

a) a condition of "physiological" adaptation - usual existence of an organism in the changing environment conditions at the optimum mode of all functional systems;

b) the condition of intense adaptation - when arises need of reorganization, change of the existing activity parameters that always demands a certain tension in work of the interested functional systems;

c) the condition of pathological adaptation which comes at excess of reserve opportunities of an organism, i.e. its interaction with the environment is defined by work of functional systems, considerably different from an optimum (for example, an illness). At a stage of pathological adaptation the starvation of adaptable mechanisms is possible.

Therefore, in our study, we have shown no contradictions with the cited authors and confirmed and developed their findings for situations constantly arise in the practice of early childhood education.

2. THE ANALYSIS OF THE RECEIVED RESULTS AND CONCLUSIONS OF THE EMPIRICAL RESEARCH

From the data given above it is visible that in general adaptation process practically on all indicators more effectively and dynamically proceeded in experimental group.

Such parameter as sleep, in our opinion, is connected with the general organization of a zone of sleep in Montessori-kindergarten (low beds) and the sleep mode. In Montessori-kindergarten awakening of children isn't regulated. Process is organized so that each child independently gets up, leaves a bedroom, puts on and can either go to eat, or to be engaged with material. In control group all children are lifted at 15.00 and it isn't dependent on their need for a sleep. In

experimental group the child has an opportunity to refuse a sleep. As a rule, many children use it at the initial stage, falling asleep sitting. Then they gradually move into a bedroom and go to bed.

It is also noted that free work in Montessori-environment and walk cause in children positive fatigue therefore the most part of children with pleasure goes to sleep itself. In traditional system of kindergarten the regulated occupations lead to a certain tension and over excitation at children that prevents them to fall asleep. The obligatory sleep causes resistance in many children therefore they very much try not to sleep.

Catering services also differ. In Montessori-kindergarten children actively participate in preparation for meal (lay the table, make breakfasts, wash the dishes, etc.). It strongly motivates children to meal.

Such parameter as stool, in our opinion, also is very important. The regular chair is certain indicator of that the child feels rather safely in the environment of kindergarten. At the initial stage the just joined children use pampers and don't go to a pot. They are gradually trained in it in kindergarten. In Montessori-kindergarten children are transferred to shorts which allow the child to learn quickly regulate the chair. All hygienic procedures with children are carried out by the tutor and assistants, i.e. these are those people who are with the child constantly during the day.

In a traditional kindergarten for this purpose there is a special personnel which task includes cleaning of the room and performance of hygienic procedures with children. In fact, this person is a little discharged of children that causes rejection in kids at change of pampers by it. Shorts in a kindergarten aren't used until the child starts going to a pot.

In Montessori-kindergarten an important point is that from the very beginning the child is trained to carry out hygienic procedures (to change shorts, to wash hands, etc.) that raises a self-assessment of the child and gives it feeling of

safety and self-confidence. In control group it isn't provided by rules of a kindergarten.

Incidence of the child is also an adaptation indicator. By us it is noted that the interrelation between a sleep, a stool and diseases of the child is traced. In control group steadily high rate of incidence is noted – children often miss a kindergarten, in experimental group practically there was no day that there was all group of a kindergarten entirely.

Concentration as important indicator of a condition of the child is 3 times higher in experimental group. It is quite explainable since only in free work and the adequate kind of activity satisfying needs of the child it can arise. In control group activity of children is rigidly regulated, there is practically no possibility of a choice of activity. Those rare moments of concentration arose at children in the course of drawing, listening of music or game. But they very quickly interrupted adults who asked children questions all the time, suggested to replace activity, etc. It should be noted that in traditional system tutors have an installation that small children need to change activity with frequency of 7-10 minutes. As a result, many children have a stress, without being in time behind proposals of the adult.

In the analysis of "The map of supervision", which was filled in by parents, positive behavioral dynamics in both groups is visible. But the number of the children who restored the emotional state and behavioral indicators in experimental group are higher, than in the control. Thus this indicator also testifies that in Montessori-kindergarten process of adaptation proceeds more effectively, than in the kindergarten realizing a traditional educational system and educations.

Thus as a result of the empirical research conducted by us it was succeeded to prove a hypothesis that process of adaptation of children from 16 to 36 months proceeds more effectively and in shorter terms (2-3 weeks) in the conditions of Montessori-kindergarten, than in the kindergarten realizing the traditional system of preschool education based on the frontal regulated activity.

It is provided with a number of factors which are present at Montessori-kindergarten and which aren't present in the kindergarten realizing a traditional technique of training and education of children:

- Specially organized environment for children of 16-36 months corresponding to age features and needs of children. It creates feeling of the home at the child and helps adaptation;
- Opportunity for the child of free work in the environment and an activity choice;
- The environment forms skills of self-service that raises the child's self-assessment, conducts to concentration and the subsequent normalization;
- The relations between the adult and the child are under construction on mutual trust and respect;
- The prepared adult works in the environment, who knows not only Montessori-method, but also has knowledge and understanding of children's physiology and psychology.

3. PSYCHOLOGICAL AND PEDAGOGICAL RECOMMENDATIONS ON THE TODDLERS ADAPTATION IN THE KINDERGARTEN

During our research it was succeeded to reveal some mechanisms of adaptation of children of 16-36 months offered in Montessori's system, allowing children to adapt in kindergarten more effective and in short terms.

The important party of process of Montessori-education is the prepared environment.

Specially prepared environment it isn't just a simple combination consisting of rooms, furniture and materials, it is also formed out of respect for work which is carried out, both children, and adults. This mutual respect is reached when children and adults recognize this environment and start working in it with Order and Freedom.

Freedom - an essential component of the prepared environment as it allows the child when it is necessary to follow the internal teacher who directs his development, directing it to independence, will and discipline.

The child is given opportunities for realization of the activities promoting his independence, self-checking and concentration.

The child shouldn't be served by others when he is able to cope with the arising problems and to work independently, reducing the dependence on the adult.

The furniture and materials are developed taking into account real needs of the child that gives him the chance to work freely, within the set restrictions.

Constant operating state of the environment requires the competent management. For this purpose to the guide it is necessary not only to know in details all materials of the environment and possibility of work with them, but also to know ways of production and formation of materials and to supplement the environment with the necessary components, in case of need emergence.

The guide has to know features and needs of the child, to prepare the stimulating environment and first of all, to set accurate and clear limits according to each stage of development to allow the child to develop self-knowledge which is one of the most important results of freedom.

The child has the right for freedom to have opportunity to adapt for any environment in which he was born, it has an intelligence and abilities for this purpose. It needs adaptation as to environment with certain physical conditions, such as: air, light, climate, etc. And to the society constructed by the humanity and that are necessary cultural and public conditions of his environment.

Nobody can be free if he isn't independent.

In the presence of freedom in Montessori-environment, the child has a unique opportunity to reflect over own actions; to define their consequences, both for itself, and for others; to prove before reality calls; to check what actions are provided to it content from results of vigorous activity and what leave him empty and unsatisfied; and to independently open both the abilities, and the restrictions.

Indispensable conditions of specially prepared environment:

- Independence,
- Protection and safety;
- Activity;
- Appeal;
- Order;
- Existence of restrictions.

Necessary components of the special prepared environment:

- Individual and double tables, chairs proportional to children (natural color);
- Good natural lighting and ventilation;
- A disguise zone with hangers for outerwear, a place for shoes changing and boxes for personal belongings.
- Toilet bowls and wash basins proportional to children;
- A corner for reading;
- A place for cooking and meal;
- Chairs for the Guide and assistants;
- The materials which are separately standing on available shelves, everyone in the single copy to develop, patience and respect.
- Environment with the adapted sites where it is possible to seed and look after plants and flowers.
- The garden equipped with subjects for development of a large motility;
- If there is an animal, it has to have a prepared place;
- Space for rugs and a personal box for each child where they put the works.
- Variety of plants: air, land, water.
- Interesting artworks which change each two months.
- The uneven-age group with children of three age balanced on a gender sign and the social and economic status.

Carrying out preliminary diagnostics and work with parents is also represented important to us. It is possible to suggest parents to fill in the

corresponding questionnaires and Cards of supervision at joining of the child in a kindergarten, and then in the course of visit by the child of a kindergarten, later certain periods.

Use of these questionnaires will help psychologists and tutors to provide psychology and pedagogical maintenance of adaptation process, competently to give help to parents which children experience difficulties in adaptation to conditions of kindergarten, gradually to include parents in educational process.

In this case increases mutual understanding between parents and workers of preschool educational institution for the purpose of creation of uniform space "a family - kindergarten", the continuity in requirements imposed to the child in kindergarten and understanding of problems of education and training is provided.

That such trainings and conversations brought real result, the tutor needs to know social and demographic, and the psychology and pedagogical characteristic of these families.

Questioning of a family is carried out for this purpose (see the Appendix No. 1).

Proceeding from these data, the tutor builds the work with parents individually, observing confidentiality, tact and professional skill.

One more option of interaction with parents during adaptation of children to preschool educational institution is to invite them to PTA meetings in other groups where it is possible to plunge into a problem and to find answers to the interesting questions.

It is also possible to organize "round tables" with newcomers attracting parents of the senior pupils to exchange of experience.

It is possible to use booklets "Recommendation for parents" in which will be specified: the daily routine of kindergarten, rules, certain recommendations for parents about training of the child for a garden, the necessary list of things for a garden, etc.

It is possible to carry out questioning "Kindergarten eyes of parents" (see the Appendix) which purpose to find out interesting in kindergarten, to learn wishes and remarks. To determine the level of interaction of workers of preschool educational institution with parents during adaptation of the child.

All parties of pedagogical process benefit from collaboration of parents and teachers.

At entry of the child into Montessori-kindergarten it is used following schemes of actions:

The adaptation scheme in Montessori-kindergarten:

1. Acquaintance by phone.
2. Internal acquaintance in a garden to a family and the child.

By results of acquaintance it is offered to a family or visit preparatory (evening, Sunday) groups, or the child is taken directly in a kindergarten.

3. It is reported to the parents about need of carrying out the following training of the child for a kindergarten:

- - joining of a home day regimen with a kindergarten day regimen (approximately in 2-3 weeks prior to visit of a kindergarten) – meal, sleep;
- - after visit of a kindergarten it is reported to the child about that, that he will visit it;
- - things for a kindergarten are bought and gather together with the child;

4. Possible visit within 1-3 months of group on preparation for a kindergarten.

5. Assistance and supports to parents in respect of transition of the child to a kindergarten (sense of guilt, fears, and high uneasiness).

Already in the course of adaptation of the child to a kindergarten other methods are used. One of interesting methods, helping the child to adapt with kindergarten, in our opinion, is creation together with parents of an album "Child's Portfolio" or "My Family". At the first stage of registration parents together with

children can discuss how can it look, what photos will place there and that will write on a page "Let's get acquainted" (the interesting facts from life of the child, his habit, etc.).

Also "Game stores" practiced, where active part is taken by parents, playing with all children of group. Participation of parents in viewing and performance of presentations is carried out in Montessori-class.

In preschool educational institution the creative group of parents-"beginners" is organized. Group issues newspapers about life in the kindergarten, theatrical evenings and concerts.

Maintenance of communication with parents on the Internet is important (the site, on-line magazine, etc.).

All carried-out work on adaptation of parents and children to kindergarten brings positive results, and all process is painless as much as possible for all parties.

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APPENDIX

APPENDIX №1.

Questionnaire – forecast for parents "Does a child prepared to attend a kindergarten?"

The questionnaire will help you to assess the readiness of the baby to enter the kindergarten and to anticipate possible difficulties of adaptation. Answering questions and counting points, you will get an approximate forecast readiness of your child to attend a kindergarten.

1. What mood of your child prevails recently at home?
 - Vigorous, balanced - 3 points;
 - Unsustainable - 2 points;
 - Depressed - 1 point;
2. How does your baby sleep?
 - Fast, easy (less than 10 min.) - 3 points;
 - Long sleeps - 2 points;
 - Unrest - 1 point.
3. Do you use an additional impact on falling asleep your child (rocking, lullabies)?
 - Yes - 1 point;
 - No - 3 points;
4. What is the duration of daytime sleep of your baby?
 - 2 hours - 3 points;
 - 1 hour - 1 point;
5. What is your child's appetite?
 - Good - 4 points;
 - Election - 3 points;
 - Unstable - 2 points.
 - Poor - 1 point.
6. Does your child walks to the potty?

- Yes - 3 points;
 - No - 1 point.
7. Requests whether the child on the potty himself?
- Yes - 3 points;
 - No, but it is dry - 2 points;
 - No, and goes wet - 1 point
8. Does your child has negative habits?
- Suck pacifier or thumb-sucking, rocking (specify other) _____ - 1 point;
 - No - 3 points.
9. Does your toddler show an interest to the toys, home and in the new environment?
- Yes - 3 points;
 - Sometimes - 2 points;
 - No - 1 point;
10. Does the child show an interest to the actions of adults?
- Yes - 3 points;
 - Sometimes - 2 points;
 - No - 1 point.
11. How does your child play?
- Knows how to play independently - 3 points;
 - Not always plays independently - 2 points;
 - Do not play itself - 1 point.
12. What is the relationship with adults?
- Easy to contact - 3 points;
 - Selectively - 2 points;
 - Difficult - 1 point.
13. What is the relationship of your child with other children?
- Easy to contact - 3 points;
 - Selectively - 2 points.
 - Difficult - 1 point

14. What is the attitude of your child to the study: Does he attentive, restless, and active?

- Yes - 3 points;
- Not always - 2 points;
- No - 1 point.

15. Does the child self-confidence?

- Yes - 3 points;
- Not always - 2 points;
- No - 1 point.

16. Does the child experience separation from loved ones?

- Yes and it was easy for him - 3 points;
- No - 2 points.
- Yes and it was difficult - 1 point.

17. Does the child have a strong attachment to someone from adults?

- Yes - 1 point;
- No - 3 points.

Forecast adaptation:

- The child is ready to attend a kindergarten - 55-40 points;
- conditionally ready - 39-24 points;
- not ready - 23-16 points.

FORM FOR PARENTS of toddlers №2

Dear parents! We are interested in your child to adapt successfully to the kindergarten. To find an individual approach to the child, we should know about your child some additional information. Therefore, we ask you to fill out a series of questionnaires. Thank you for your cooperation!

1. How do you call your baby at home? _____

Does your kid like his name k? _____

2. What are the individual characteristics of the child you want to mention? _____

3. What is most fond of the child to do? _____

How can we bring him joy? _____

4. Is there a home mode of the day, whether you practice it? _____

5. Does the child willingly communicate:

• The children of his age _____

• With older children _____

• With family _____

• With familiar _____

• With strangers _____

6. What fellowship prefers kid?

• Emotional

• Case

7. How does your child behave when meeting and parting with loved ones? _____

8. How does the kid react on the appearance guests (strangers for a child) in familiar surroundings/environment? _____ Comes to the

stranger closer, if he beckons? _____ Does your child behave with elements of conflict? _____

9. How is the contact with the "unknown" adult? _____

10. How does your child play?

- Just manipulates objects
- plays with objects to imitate the actions of adults

11. Does the child carry out instructions? Which ones? _____

12. Do you organize developmental activities at home? How often?

13. Do you have some wishes to educators in the development of your child _____

FORM FOR PARENTS of toddlers №2

1. Name, Surname of the child _____

2. Name, Surname of mother, age, education _____

3. Name, Surname of father, age, education _____

4. The health of the child:

The most frequent diseases _____

Chronic diseases of the child _____

Whether the child suffered a birth trauma _____

5. Family situation:

The full family? _____

Do your parents (grandparents?) live with you? _____

How many children in the family (specify their age)? _____

6. To whom in the family child more attached? _____

7. How often the guests visits your house? _____

8. How often do you go somewhere else with your child? Where? _____

9. What are the customs and traditions at your home:

In food _____

In falling asleep _____

In using the toilet _____

What are the requirements to the child in these moments? _____

10. How do you encourage your child? _____

11. How do you punish your child? _____

12. What is an attitude of your child to the kindergarten? _____

13. What is your attitude to the kindergarten? _____

14. What do you worry about, when your child visiting the toddler group?

15. What questions about raising a child do you have? _____

16. With whom of specialist of kindergarten would like to meet? _____

Thank you for your cooperation!

Observations map.

Child's adaptation to conditions of a kindergarten

Dear parents! Evaluate the presence of following behavioral responses of your child:

emphasize the characteristic condition of the child at home during the week

1. The child's emotional state.
 - fun, cheerful, mobile, active.
 - Smiles, good mood, calm.
 - Sometimes thoughtful, whiny.
 - Easy crying, whimpering.
 - Crying for the company, with bouts of crying.
 - Strong crying, depressed mood.
2. The social contacts of the child.
 - A lot of friends willing to play with children.
 - discreet, asking for arms, reluctantly playing with the children.
 - indifference to games, suspended, closed.
 - Not fun, not in contact with the children, even if involved in the game.
 - Be alert, started throwing game.
 - unfriendly, aggressive play prevents other.
3. The Child's dream.
 - Quiet, deep, fast asleep.
 - Quiet.
 - falls asleep soon, sleeps peacefully, but not for long.
 - Falling asleep with a whimper, anxious in his sleep.
 - falls asleep with tears, long, restless during sleep.
 - Lack of sleep, crying.
4. The child's appetite.
 - Very good appetite, eats everything with pleasure.
 - Normal appetite, eating up to saturation.
 - Appetite selective, but rich.

- Rejects some dishes, naughty.
- It is necessary to ensure to eat, eats reluctantly, for a long time.
- Aversion to food, feeding painful.

5. Note that meets your child.

- thumb-sucking, chewing something, eagerly, indiscriminately.
- bites his nails.
- Twitching shoulders, swaying his head, shaking hands.
- Incontinence of urinary or feces.
- pulling hair.
- Play with the sexual organs.
- Fear of contacts, the desire for solitude.

FORM FOR PARENTS of toddlers №4

Dear parents! At an early age the child actively learns world around, so it is important to create around baby's environment that promotes and educates him. Please read the statements and highlight the ones that suit you.

1. My child has a separate room (place), where he can play and store his toys.

My child does not have a specific place where he plays.

The child has a certain place, where he plays.

2. In the play place of my child there are a table and a chair suitable for his age.

3. On the child's shelf are more cubes, building kits, pyramids.

On the child's shelf are cars, dolls, soft toys.

4. My child has a favorite toy.

My child does not have a favorite toy.

5. My child's pay little interest to the toys, he loves to play other objects.

6. There are always available paper, pencils, clay, paint for my child.

We do not store in open access to the child paper, pencils, clay, paint.

7. Every day I read books to my child.

I do not have time to read books to my child.

8. My child has a favorite tale that he is willing to listen many times. Which one? _____

9. In our house there is a sports complex.

10. We are with our child doing exercise, play sports.

Thank you for your cooperation!

“ADVICES TO PARENTS OR How to go to kindergarten without the hassle”

1. Waking up the child calmly: waking up, he should see your smile and hear the gentle voice. Did not push him in the morning, do not pull, not accused of errors and missteps, even if the "last evening you warning".

2. Do not rush - the ability to calculate the time - your task, if you does not succeed in it, the is no guilt of your child in this.

3. Do not say goodbye, warning and directing: "Do not bully. Behave well and so on". Wish him a luck, cheer, say a few kind words.

4 It is useful to warn staff of a kindergarten about kid's tastes. But this should be done in his absence, when he goes to the game room or work with other children. Because these words may programming the child to perform the appropriate action: The child may become a more capricious and insist on the rejection of food, because of the words of the mother or grandmother.

5. Do not talk bad and hurtful things:

"If you cry, I would come back", "If you cry, I'll turn around right now and will go away", "What are you standing here and froze", "All the children as children, but our ...".

6. The scenes that children arrange to their parents say that kids are well aware of the "weaknesses" of adults.

7. Win "scene" help "rituals".

8. Do not shift the responsibility for children.