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## **SOCIO-PSYCHOLOGICAL ADAPTATION OF SCHOOLCHILDREN WITH DIFFERENT ATTACHMENT TO MOTHER**

*The article reflects the results of an empirical study of the socio-psychological adaptation of 5th grade students with different attachment to their mother. It has been established that schoolgirls with secure attachment have a higher level of adaptation compared to girls with anxious-ambivalent and avoidant attachment types. It has been established that schoolboys with secure attachment have a higher level of adaptation compared to boys with avoidant attachment. Boys with anxious-ambivalent attachment have a slightly higher level of adaptation compared to boys with avoidant attachment. The results of the study are of interest in the context of the work of a school psychologist in providing psychological assistance to middle-level students in the process of school adaptation, based on the approach of psychotherapy for attachment disorders.*

In modern psychology, it has been established that the features of the formation and nature of attachment directly affect the formation of a child, and later on an adult as a person, the peculiarity of his interaction with society, his attitude to the world around him, the establishment of social contacts [1, p. 37–49].

Attachment is an innate form of behavior in a child, and any form of behavior that results in the acquisition or maintenance of intimacy with the "object of attachment", which is usually the person who provides assistance. The experience of relations with parents, which gives rise to attachment to a loved one, determines the further course of the child's mental development. If parents and other family members show tenderness, care, sensitivity to the needs and interests of the child in relation to the child, a reliable attachment is formed in him, which gives a sense of security and security. Securely attached children are characterized by active exploratory activity in a new environment, lack of fear of a stranger, and joy at the appearance of a mother or other close relative. The attitude of the child towards himself and his idea of himself determine his attitude towards close adults [2, p. 155–188].

The process of school adaptation is the most important moment in the formation of the child as a subject of educational activity. Firstly, because in the course of adaptation to schooling, the child receives an orientation in the system of behavior, which for a long time determines the future fate of his development. Secondly, in the course of this process, a student team is formed with a certain level of socio-psychological cohesion. Relationships in the classroom are a powerful means of attracting the child's personality to new social functions, culture, and norms of behavior that are characteristic of the school. Some children go through this process easily without mental trauma, while others are quite difficult, as a result of which the problem of "school maladjustment" follows. Close attention to school adaptation is due to the fact that, representing a dynamic process of progressive restructuring of the body's functional systems, it ensures age-related development; the mechanisms of adaptation that arose during adaptation are updated again and again, and are used in similar situations, are fixed in the structure of the personality and become substructures of its character. The school educational situation is aimed at building educational interaction in the classroom, at the acceptance and development by schoolchildren of the way of school life, norms and methods of educational cooperation, forms of assessment of educational work, and methods of communication. The main strategic task of any school is to prepare its students for the future independent adult life [3, p. 12–27].

When entering secondary school, many children have difficulty getting used to the new environment. The relevance of this study is due to the fact that at present more and more children entering secondary school are adapting to society with great difficulties.

The purpose of our study was to determine the characteristics of the socio-psychological adaptation of students with different attachment to the mother.

The study was conducted in 2022 on the basis of the State Educational Institution "Uvarovich Secondary School of the Buda-Koshelevsky District", the State Educational Institution "Secondary School № 19 in Gomel". Sample of the study: the study involved 120 students of the 5th grade aged 10–11 years, including 60 boys and 60 girls.

To conduct an empirical study, the following diagnostic methods were selected: Questionnaire for attachment to parents for older adolescents M.V. Yaremchuk; Questionnaire of socio-psychological adaptation, SPA (Rogers-Diamond). Student's t-test was used to establish differences between the samples.

The results of the study of the type of attachment to the mother in schoolchildren of the 5th grade according to the method of M.V. Yaremchuk are presented in Table 1.

Table 1 – The results of the study of attachment to the mother of students in grade 5

Attachment type	Reliable attachment	Anxious-ambivalent attachment	Avoidant attachment
Boys	38%	35%	27%
Girls	35%	43%	22%

According to the results of our psychodiagnostic study, as well as the data presented in Table 1, we can state the following:

Reliable attachment to the mother is typical for 38% of the surveyed boys and for 35% of the surveyed girls.

Secure attachment is characterized by the fact that in the presence of the mother the child feels safe, uses the mother as a reliable base for exploring the world in episodes before separation; experiences her absence, refuses to play, reduces research activity when the mother is not around; tends to the mother, looking for physical contact with her at reunion. Secure attachment to parents must be accompanied by a perception of high positive interest on their part and low hostility, a balance between directiveness and support for autonomy, and consistency in parenting. People with a secure type of attachment perceive themselves, other people, and relationships positively. Such people are able to build strong close relationships, primarily due to the positive experience of interaction with a significant adult. This means that the childhood experience of a person's relationship with a significant adult was richly colored emotionally, had a reliable consistent character, was saturated with positive reactions and high-quality feedback.

Anxious-ambivalent attachment to the mother was found in 35% of the studied boys and 43% of the girls surveyed.

With anxious-ambivalent attachment, children show signs of anxiety even before separation from a parent, they experience the absence of a parent hard, and during reunion they show ambivalent reactions (search for contact - and at the same time an obstacle to contact). This type of attachment will be associated with perceived low positive interest, increased directiveness and educational inconsistency on the part of parents. Children with an anxious attachment type may perceive themselves negatively. They often show insecurity, as a result of which, in relationships with people, they are able to show dependence and jealousy.

Avoidant attachment to the mother was found in 27% of the surveyed boys and 22% of the surveyed schoolgirl girls.

Avoidant attachment is characterized by low expressiveness of children's experiences during separation from the parent, as well as avoidance of contact when reunited with him. Children with this type rarely cry and show fewer signs of anxiety compared to infants in the two previous groups; during the reunion, they avoid the mother, either by mixing intimacy-seeking and contact-avoidance behaviors, or by completely ignoring the mother. Such attachment will be combined with the impoverished emotional side of the interaction and the prevalence of support for autonomy over directiveness.

According to research by psychologists, under normal conditions of upbringing, in 70% of cases, children develop a secure attachment to their mother. However, current research shows significantly lower results. So, M.V. Yaremchuk, when studying the role of attachment to parents in the formation of romantic relationships in older adolescence, revealed a reliable type of attachment in only 35% of adolescents. It is noteworthy that such a low rate occurs in various families, including socially prosperous families that do not have pronounced signs of impaired functioning. We can assume that there is a crisis in the parent-child relationship.

Let us present the results of a study of a group of boys and girls according to the method of diagnosing socio-psychological adaptation by K. Rogers and R. Diamond (Table 2).

Table 2 - The results of the study of socio-psychological adaptation of students in grade 5 according to the method of K. Rogers and R. Diamond in the parameter "Adaptation"

Level adaptation	Low level	Middle level	High level
Boys	28%	30%	42%
Girls	23%	28%	48%

It can be noted that less than half of the students have a high level of adaptation to new learning conditions in the middle school for the second quarter of the school year (among them 42% of girls and 48% of boys). The data obtained should be interpreted as not high enough for such a period of time as the second term. Every fourth student is not sufficiently adapted to the new learning conditions. Such students have additional difficulties in learning, therefore, they need the help of a school psychologist.

Let's present the results of our study on the ratio of the type of attachment to the mother in grade 5 students and their level of socio-psychological adaptation in Table 3.

Table 3 – The results of the study of socio-psychological adaptation of 5th grade students with different types of attachment to the mother

Level adaptation	Low level	Middle level	High level
Boys with secure attachment to mother	21%	26%	52%
Boys with anxious-ambivalent attachment to mother	14%	28%	58%
Boys with avoidant attachment to mother	57%	31%	12%
Girls with secure attachment to mother	22%	27%	51%
Girls with anxious-ambivalent attachment to mother	30%	35%	25%
Girls with motherly avoidance	30%	30%	40%

According to the results of our study, 52% of boys with secure attachment to their mother have a high level of social and psychological adaptation. This means that boys with this type of attachment are more drawn to explore new environments and show more independence. Because they have a developed sense of security with a reliable adult family member in their lives. The mother learns to cope with difficult and new conditions without avoiding them, which makes it possible to gain useful experience for future situations.

According to the results of our study, 58% of boys with anxious-ambivalent attachment to their mother also have a high level of social and psychological adaptation. Despite the fact that this type of attachment is not the most adaptive, students have a set of personal characteristics that allow them to adapt to the conditions, but in a slightly different way than children with a secure type of attachment. This indicates that such children, as a rule, believe that fate is in their hands, and they control it. Even after a series of failures, they do not lower their expectations and maintain a sense of

control over the environment, even if their behavior goes unrewarded several times. This allows them to quickly adapt to new conditions at school.

According to the results of our study, only 12% of boys with avoidant attachment to their mother have a high level of social and psychological adaptation. Compared to boys who show a reliable and anxiously ambivalent type of attachment to their mother, these are statistically significantly lower indicators.

Using Student's t-test, it was found that the significance of differences between groups of boys with secure and avoidant attachment was  $t=2.085$  at  $p=0.05$ .

Using Student's t-test, it was found that the significance of differences between the groups of boys with anxious-ambivalent and avoidant attachment was  $t=3.154$  at  $p=0.05$ .

Thus, it can be concluded that boys with avoidant attachment to their mother are less adaptable to the conditions of secondary education at school than boys with secure and anxiously ambivalent attachment to their mother.

According to the results of our study, 51% of girls with secure attachment to their mother have a high level of adaptation, which indicates that girls with this type of attachment are more drawn to exploring new conditions and show greater independence. Because they have a developed sense of security with a reliable adult family member in their lives.

According to the results of our study, 25% of girls with an anxious-ambivalent type of attachment to their mother have a high level of adaptation. Despite the fact that this type of attachment is not the most adaptive, students have a set of personal characteristics that allow them to adapt to the conditions, but in a slightly different way than children with a secure type of attachment.

According to the results of our study, 40% of girls with an avoidant type of attachment to their mother have a high level of adaptation. Despite the fact that this type of attachment is not adaptive, students have a set of personal characteristics that allow them to adapt to conditions, but in a slightly different way than children with a secure type of attachment.

Using Student's t-test, it was found that the significance of differences between groups of girls with secure and avoidant attachment was  $t=2.35$  at  $p=0.05$ . There were no significant differences between the groups of girls with anxious-ambivalent and avoidant attachment.

Thus, it can be concluded that girls with avoidant attachment to mothers adapt worse to the conditions of secondary school education than girls with secure attachment to mother.

A secure type of attachment is the best at adapting a child to a new environment. Anxious-ambivalent and avoidant attachment types are insecure attachment types and prevent a successful adjustment process.

In our study, it was noted that the number of children with a secure type of attachment has significantly decreased. This is a very serious problem in today's world.

It can be noted that a high percentage of students who do not allow trusting relationships with adults and peers, believe that "no one can be trusted", various forms of opposition-protest behavior, resistance to traditions that are different from their personal ideas are manifested.

Thus, given the significant impact of the quality of a child's attachment to family members on his further adaptation in society, as well as the urgent problem of reducing the level of attachment, we consider it important to draw the attention of parents to the seriousness of the problem of adaptation. We also consider it necessary to organize work to overcome the difficulties of school adaptation not only with students, but also with their parents.

### **List of literature used**

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