

Psychological Adaptation of Academically Capable Children under Conditions of Meritocratic Education

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The article reveals the psychological and pedagogical conditions of school adaptation of academically capable children under conditions of meritocratic education. It is denoted that the child's adaptation to school is a long process that consists of many closely interrelated aspects, such as social, pedagogical, physiological, psychological etc.

It was found out that the success of adaptation is denoted by the adaptive psychophysiological level, individual characteristics, temperament, character, special abilities, life experience as well as by intellectual, emotional, volitional and motivational properties.

After schooling programme "Intellect of Ukraine" was introduced, control check to identify the benefits of using the psychological support of first-graders was applied. While the data was analyzed, it was found out that the level of well-being in the relationship of children enrolled in the "Intellect of Ukraine" programme and the indicator of the children's satisfaction with their relationships with peers has been identified as high and at the end of the year it increased significantly as compared to the indicator of children enrolled in the high school programme, whose indicator has not almost changed.

According to the research conducted earlier this year, it was found out that the majority of students enrolled in the programme "Intellect of Ukraine" had a high level of self-esteem. The indicators of high self-esteem level of first-graders at the end of the year improved, while the indicators of gymnasium class students remained at the same

level.

The results have demonstrated that the level of motivation in both groups increased; however, a group of students who enrolled in the programme "Intellect of Ukraine" demonstrated far better results. Moreover, it was found out that high level of motivation correlates with high self-esteem level of students.

Key words: psychological adaptation, primary school pupils, meritocratic education, academically gifted children, psychological support.