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**SOCIO-PEDAGOGICAL PRECAUTIONS OF THE FIRST-FORM PUPILS' EXCLUSION BY MEANS OF A FAIRYTALE THERAPY**

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**Abstract.** *The article deals with the problem of socio-pedagogical precautions of the first-form pupils' exclusion by means of a fairytale therapy.*

*At the present stage of the development of our country the problem of the first-form pupils' exclusion is rather actual; this is the exclusion that prevents the child from socialization, the harmonious development of personality, interferes with the further progress in learning and social adjustment.*

*Socio-pedagogical activities related to the adaptation of the first-form pupils to school is accomplished by the work of a social educator, tutor and by the work with the family. The adult members of the educational process have a prominent role in ensuring the comfort of studying.*

*The aim of our study was to help each student to socialize and adapt to the social environment through the optimal development of his potential.*

*Our work has been constructed in the following areas: precautions of the first-form pupils' exclusion to school; control over the process of adaptation of the first-form pupils to school; the causes of difficulties in the adaptation of the first-form pupils were investigated; individual counseling of teachers and parents on the results of the study was conducted; the corrective work with first-form pupils, who have difficulties in adaptation to school was held.*

*The program was designed to work with was the group of children who have difficulties in adaptation to school by means of fairytale therapy. Group classes were held in the form of a game. Voluntary participation of the children in the fairytale therapy was crucial in the program.*

*The final results of the investigation showed that after re-diagnostics the first-form pupils who had difficulties in adaptation to school manifested significant improvements. This proves the effectiveness of the proposed experimental program.*

**Keywords:** *exclusion of younger pupils, younger pupils' adaptation, social adaptation, adaptation, fairytale therapy.*

In recent years, the phenomenon of first-form pupils' exclusion has become the subject matter of the numerous socio-pedagogical, physiological and psychological researches. It is known that especially sensitive in terms of the pupils' exclusion are critical periods of changing the conditions of upbringing and education.

Taking into consideration these conditions in our society, the problem of social adaptation and preservation of mental health of the individual has raised. The system of education and upbringing requires significant changes of the methods, values and content of training a new generation for life. Therefore, the problem of social exclusion of children to school is relevant and requires attention on the part of social workers, teachers and parents.

However, there is a lack of teaching materials in modern literature that could help social teacher to build the work on the precautions and correction of the first-form pupils' exclusion at school competently and effectively.

The study of scientific and pedagogical fund shows that the problem of socialization was systematically studied (A. Bezpalko, I. Zvyeryeva, A. Kapska, M. Lukashevych, A. Mudryk, O. Savchenko and others). As for the problem of precautions of younger pupils' exclusion by means of fairytale therapy, it was examined only in some researches and just partly (M. Bezrukikh, A. Zakharov, R. Ovcharov, and others).

Native and foreign scholars have repeatedly appealed to the problem, but the great amount of ideas and concrete solutions has not considered fully in relation to socio-pedagogical first-form pupils' exclusion by means of fairytale therapy.

*The purpose* of this article is to substantiate theoretical study and to approbate the efficiency of the experimental program for overcoming the first-form pupils' exclusion by means of fairytale therapy.

At the present stage of development of our country the problem of first-form pupils' exclusion became actual; it is this problem that interferes

with the socialization of the child, the harmonious development of personality, prevents from further progress in learning and social adjustment.

Social adaptation is the process of adapting the individual to the conditions of the social environment, the establishment of an adequate system of relations with social objects, the integration of the individual into social groups, activities for the development of stable social conditions, the adoption of norms and values of a new social environment. Psychological and social adaptation are interdependent. Without psychological adaptation, which encourages person to fulfill adaptive activities, which "launches" social adaptation, the latter would be simply impossible. The nature of social adaptation is designated by individual psychological features of the person; characteristics of temperament; personality traits. However, it is impossible to overestimate the influence of mind on social adaptation of people, because the causes, which generate social adaptation and define its essence, are of the social sector [1].

One of the most important problems of modern system of education is the problem of the development of adaptive capacities of the individual and the precautions of exclusion. First-form pupils are under particular attention. The most essential is that the process of adaptation to school (by T. Alyeksyeyenko) is the restructuring of cognitive, motivational, emotional-volitional sphere of a child during the transition to systematically organized school education; adaptation to the learning environment in educational institutions [2].

To protect and support the children of primary school age it is necessary to realize the importance of not only the functions of information provider for the mind, but also a mascot, which can be relied on, which a child can pin his hopes on in terms of life.

Under these circumstances, the problem of social adaptation of young pupils and saving their mental health is of great importance in our society.

So let us make some generalizations and conclusions. Adaptation of young pupils is a complex social phenomenon, which is characterized by dialectically contradictory unity of the three levels of adaptive behavior of a child: biological, psychological and social with decisive dual role of the latter.

Adaptation is caused by changes in the child's interaction with the environment in the activities related to the optimization of the interaction with the help of the evaluation which is performed on the basis of the

nature of the correction changes in the child's behavior and the environment.

Based on this, we can see that adaptation is the part of the mechanism of socialization that occurs as a set of adaptations to different life situations in which social experience accumulates, norms and values are internalized. Each adaptation enriches social experience, facilitates further adaptation of a child. This is the essence of adaptive - developing model of socialization.

Socio-pedagogical activity on first-form pupils' adaptation to school is carried out by a social educator, tutor and also by the work with the family. In ensuring comfort studies an important role belongs to adult members of the educational process.

The creation and development of an overall positive emotional relationship fund in a new social space where teachers and parents work together, reduce the level of exclusion for all the subjects that are in it. This allows to make a period of the first-form pupils' adaptation short-lived, and its result - high.

The process was carried out through the implementation of our proposed experimental program of social adaptation of first-form pupils by means of fairytale therapy.

So, a fairytale therapy is a process of link-formation between the fabulous events and behavior in a real life. This is a process of transferring a fabulous content into a reality [3].

The aim of our study was to help each student to socialize and adapt to the social environment through the optimal development of his potential. In its essence, the study is focused on the accomplishment the task of the Concepts of a secondary education to contribute the perception of the individual as a creator and designer of his own life, harmonizing and humanizing relationships between students and teachers, the school and the family, based on the idea of intrinsic value of a childhood, dialogue, conscious choice of a personal life path .

Our work has been constructed in the following areas: precautions of the future first-form pupils' maladjustment ; control over the process of adaptation of the first-form pupils to school; the difficulties in the first-form pupils' adaptation were investigated; individual counseling of teachers and parents on the results of the study was conducted; corrective work with first graders, who have difficulties in adapting to school.

The study of social exclusion of the first-form pupils was carried out by the future social workers in Odessa schools during socio-pedagogical practice.

Thus, the research showed the importance of social adaptation in the life of a pupil and the close connection with the school one. To correct and improve this condition we proposed experimental program for overcoming and preventing first-form pupils' exclusion by means of fairytale therapy.

Group classes were held in the form of a game. Voluntary participation of the children in the fairytale therapy was crucial in the program. So, the motivation of the involvement the participants to the fairytale therapy was important as well.

The final results of the investigation showed that after re-diagnostics by the project picture methods "My Form", "What I like about School", "Forest School", the first-form pupils who had difficulties in adaptation to school manifested significant improvements. A significant reduction in first-form pupils' exclusion was observed.

So, if before the experiment three levels of social adaptation were found and a group of children with low levels of social inclusion numbered 13.3% of the students, after the research only 8% of children had some significant difficulties in social adaptation. Before the experiment there were 19.9% of the children with high levels who successfully adapted to the new conditions of social environment; after the experiment there were 35% of the children and the average level of social adaptation reduced from 66.8% to 57%. This shows the effectiveness of the proposed experimental program.

According to the experimental data, we can conclude that this problem can also be explored for the children moving from primary to secondary school.

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