



ADAPTIVE READINESS OF SECONDARY SCHOOL STUDENTS: A SYSTEMATIC APPROACH TO ITS FORMATION IN AN EDUCATIONAL CONTEXT

PREPARACIÓN ADAPTATIVA DE LOS ESTUDIANTES DE EDUCACIÓN SECUNDARIA: UN ENFOQUE SISTEMÁTICO PARA SU FORMACIÓN EN EL CONTEXTO EDUCATIVO

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ABSTRACT

This article, based on a theoretical analysis of the adaptive readiness of comprehensive school students, explores the scientific basis of the concept of "adaptive readiness of comprehensive school students." It clarifies the structural model of adaptive readiness of comprehensive school students in a dynamic educational environment and identifies the psychological and pedagogical conditions and factors for its development during the transitional stages of education. A program for empirically studying student adaptive readiness has been developed: a procedure has been defined and diagnostic methods appropriate to the goals and objectives aimed at identifying the structural and dynamic characteristics and dynamics of adaptive readiness. General and specific recommendations have been developed for organizing the process of psychological and pedagogical support for developing schoolchildren's adaptive readiness for a dynamic educational environment. The emotional interrelations between the cognitive, individual-personal, and communicative components of the structure of adaptive readiness of students during the transitional stages of school education are analyzed. The dynamics of adaptive readiness at the stages of primary, basic, and secondary general education are described.

The ratio of components and types of adaptive readiness of students at the transitional stages of school education was identified.

Keywords:

Adaptive readiness, comprehensive school students, dynamic educational environment, psychological and pedagogical support, structural model, transitional stages of education

RESUMEN

Este artículo, basado en un análisis teórico de la preparación adaptativa de los estudiantes de escuelas de educación general, explora los fundamentos científicos del concepto de "preparación adaptativa de los estudiantes de educación general". Se aclara el modelo estructural de la preparación adaptativa de los estudiantes en un entorno educativo dinámico y se identifican las condiciones y factores psicológicos y pedagógicos para su desarrollo durante las etapas de transición escolar. Se ha desarrollado un programa para estudiar empíricamente la preparación adaptativa del alumnado: se definió un procedimiento y métodos diagnósticos adecuados a los objetivos y tareas orientados a identificar las características estructurales,



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dinámicas y la evolución de la preparación adaptativa. Se elaboraron recomendaciones generales y específicas para organizar el proceso de apoyo psicológico y pedagógico destinado a desarrollar la preparación adaptativa de los escolares frente a un entorno educativo dinámico. Se analizan las interrelaciones emocionales entre los componentes cognitivo, individual-personal y comunicativo de la estructura de la preparación adaptativa de los estudiantes durante las etapas de transición de la educación escolar. Se describen las dinámicas de la preparación adaptativa en las etapas de educación primaria, básica y secundaria. Asimismo, se identificó la proporción de los componentes y tipos de preparación adaptativa de los estudiantes en las etapas de transición escolar.

Palabras clave:

Preparación adaptativa, estudiantes de educación general, entorno educativo dinámico, apoyo psicológico y pedagógico, modelo estructural, etapas de transición educativa

INTRODUCTION

The current stage of social development is characterized by significant transformations and innovations in the education system: state educational standards are being adjusted, new educational programs are being introduced, scientific and methodological support for the educational process is being improved, and significant attention is being paid to interactive and project-based teaching methods. Secondary general education is focused on personal outcomes (“portrait of a school graduate”), including a willingness to collaborate, a conscious choice of profession, self-awareness, social activity, and motivation for education and self-education throughout life. By adhering to these standards, educational organizations design their teaching and learning processes with a focus on the psychological and age-related characteristics of students (Stockinger et al., 2021).

All this becomes possible through the organization of interaction between all participants, not only in the educational process but also throughout the entire educational environment. The conditions of modern education, reflected in the school's educational environment and in the interactions between educational participants, are being transformed and supplemented, while innovations enhance the dynamism of interactions and the demands of the educational environment. New demands are constantly being placed on all subjects of educational relations; the increase in the amount of new information, the emphasis of pedagogical attention on the results of students' development and the combination with a focus on the quality of education in the form of high scores for education are the cause of possible problems of non-compliance with the requirements of the educational environment on the part of students.

In order to meet the requirements of the educational environment, schoolchildren need not only to adapt psychologically, changing and transforming their attitude towards school, the content and interaction with the teacher, but also to be prepared to model and implement new actions aimed at solving adaptation problems in such situations with high uncertainty of the conditions of educational activity (Tarasenko et al., 2024).

In terms of content and direction, this readiness can be defined as adaptive readiness and viewed from two perspectives: as a predisposition to change and productive action in a new situation, and as a new personality development and a mindset for personal change. Adaptive readiness is multifaceted and requires the coordination of past, present, and future situations and phenomena, which presupposes a mechanism for optimizing the dynamic equilibrium in the “personality-environment” system—a mechanism for anticipating the process and outcome of interaction within this dyad (Azpiazu et al., 2024; Ivanchuk et al., 2020).

Adaptive readiness to a changing social situation can facilitate a student's psychological adaptation, but it may also not manifest in actions and remain internalized as a potential behavioral model.

An analysis of psychological and pedagogical research allows us to note that only since the 2000s has attention been drawn to the need for a comprehensive consideration of the individual's adaptive readiness, in particular, it has begun to be studied from the position of the system-diachronic and diachronic approaches; a theoretical analysis of the concept and interpretation of the term are presented (Garon-Carrier et al., 2024; Oliveira & Marques, 2024).

At the same time, aspects of the formation of adaptive readiness and issues of supporting this process are not reflected in a sufficiently comprehensive and substantiated manner in empirical research; psychological and pedagogical conditions and factors in the formation of adaptive readiness during transitional periods of school education have not been identified.

An analysis of psychological and pedagogical works examining the category of “educational environment” allows us to specify it in terms of intensity, concentration, saturation, as well as such categories as “psychological and information security”, “comfortable” and “developing” educational environment (Carrión-Martínez et al., 2021; Nosidlak, 2023).

The problem of psychological adaptation and students' readiness for adaptive action is particularly acute when schoolchildren transition to the next level of education. However, students' psychological adaptation occurs continuously, not just during transitional periods in school life.

The works are devoted to the study of school adaptation during transition periods and adaptive readiness to situations of social change (Martin et al., 2023; Schnepf et al., 2023).

Existing research in educational psychology insufficiently addresses the phenomenon of students' adaptive readiness in a dynamic educational environment. The dynamics of adaptive readiness during the transition to a new educational level are not analyzed. The structure of adaptive readiness is not disclosed. The individual's subjective position in the adaptation process (interaction in the dyads "student-student", "student-teacher", "student-teacher", "student-parents (legal representatives)") is insufficiently represented. The psychological and pedagogical conditions and factors in the development of adaptive readiness are not presented (Oger et al., 2022).

Resolving the above problems can significantly expand scientific understanding of the possibilities for developing students' adaptive readiness during transitional periods of school education. In particular, of undoubted interest are the issues of the dynamics of students' adaptive readiness to interact with the educational environment during transitional periods; the interaction between teachers and parents in the educational process and their influence on the process of developing schoolchildren's adaptive readiness; determining the individual psychological characteristics of participants in the educational process and their dynamics in the adaptation process. conditions and factors for the formation of adaptive readiness of students during transition periods.

MATERIALS AND METHODS

An analysis of the results of theoretical and empirical research on the issue of school adaptation and adaptive readiness of students reveals a number of contradictions between:

- the high theoretical and practical significance of the problem of developing adaptive readiness of students in the educational environment and the need of the modern system of primary, secondary, and basic general education to ensure the continuity of the adaptation process and insufficient educational psychology;
- the need to focus on the multi-subjectivity of the educational space and the inadequacy of research devoted to expert assessments of the educational process of teachers and parents (legal representatives) of minor students and their influence on the development of schoolchildren's adaptive readiness;
- the need to take into account the level of student adaptation and the inadequacy of relevant psychological and

pedagogical research aimed at analyzing the dynamics of student adaptive readiness;

- the need to develop adaptive readiness of students and the inadequacy of scientific knowledge about the structure and factors, as well as the psychological and pedagogical conditions of its development during the transitional stages of the educational process;
- the need to organize psychological and pedagogical support for schoolchildren in the adaptation process during transition periods, and its insufficient scientific and methodological support.

The desire to resolve these contradictions determined the research problem, which consists of determining the structure and nature of the dynamics of adaptive readiness of students in a comprehensive school, the psychological and pedagogical conditions and factors of its formation in the educational environment.

The purpose of this study is to examine the structure and dynamics of adaptive readiness among students in a comprehensive school, as well as the psychological and pedagogical conditions and factors that shape it in the educational environment.

The object of this study is the adaptive readiness of students in a comprehensive school.

The subject of this study is the structural and dynamic characteristics of adaptive readiness among students in a comprehensive school in the educational environment.

The general hypothesis of the study: The adaptive readiness of students in a comprehensive school in a dynamic educational environment can be represented as a complex, changeable structure, determined by a combination of three interconnected block levels (individual, group (interaction) and reflection of environmental components), which determine the adaptation process at the transitional stages of education, the success of which depends on taking into account the system of psychological and pedagogical conditions and factors in the formation of adaptive readiness.

The general hypothesis is specified in specific hypotheses:

1. The structure of schoolchildren's adaptive readiness is represented by three interconnected levels that determine the adaptation process during the transitional stages of education: the personal level (individual-personal, motivational, emotional, and cognitive components); the group level (behavioral (interpersonal) and communicative components); the level of reflection of environmental components (spatial-subject and methodological).
2. The dynamics of students' adaptive readiness are characterized by a weakening of the individual-personal, emotional, and behavioral components by the fifth grade,

and a strengthening of the motivational and cognitive components from the first to the fifth grade and further to the tenth grade. 3. Types of adaptive readiness at transitional stages are characterized by differences in the relationships between individual psychological characteristics, the effectiveness of educational activities, and motivation: in first-graders – between educational motivation and academic achievement; in fifth-graders – between the strengthening of the role of the social environment and the inclusion of elements of self-control in educational activities; in tenth-graders – between the level of anxiety and the ability to set goals that are adequate to their abilities and the capabilities of the environment and to achieve them.

Research Methods and Techniques

The following were used:

- theoretical methods: analysis of psychological and pedagogical literature, dissertations, and research articles on school adaptation during transitional stages of education, readiness to adapt to social change, and the educational environment;
- empirical methods: expert assessments, observation, analysis of activity products, testing, questionnaires, and interviews;
- mathematical methods: determination of mean values, standard deviations, and determination of the significance of differences using Student's t-test; correlation analysis (Pearson r); factor analysis using the principal analysis method.

The empirical basis of the study was comprehensive schools in Kharkov. Participants included 78 schoolchildren (33 males, 45 females), 4 psychologists working in the education system, 6 teachers, and 21 parents (67% mothers). To study the characteristics of adaptation readiness in each transition period, the schoolchildren participating in the study were divided into three groups: first-grade students (25), fifth-grade students (36), and tenth-grade students (17). The empirical part of the study was conducted in two stages: the adaptation period (grades 1, 5, and 10) and the first quarter.

RESULTS AND DISCUSSIONS

We present a description of the results of an empirical study on the dynamics of students' adaptive readiness in the educational environment during transition periods.

Analysis of the dynamics of the individual-personal component of adaptive readiness reveals that among first, fifth, and tenth graders, statistically significant changes during the transition period occurred in the following indicators: «self-control» ($t=-4.095$; $t=5.354$; $t=-3.160$; at $p\leq 0.05$), «knowledge acquisition, academic performance» ($t=-6.5251$; $t=4.104$; $t=-7.267$; at $p\leq 0.05$), and also in the «general level of adaptation» scale ($t=-5.428$, $t=11.139$; $t=-9.959$; at $p\leq 0.05$). No statistically significant differences

were found in the «goal setting» scale among first-graders ($t=-1.136$, $p>0.05$), or in the «academic activity» indicator among fifth-graders ($t=-0.159$, $p>0.05$). The average overall adaptability level increases from first to tenth grade, while it decreases in fifth grade. This may be related to the process of superimposing crises and the change in the social developmental situation during the transition to middle school (Chornomordenko et al., 2023).

The data obtained allow us to draw the following conclusions: the majority of first-graders are characterized by a positive attitude toward the educational environment, which, in accordance with the diagnostic methodology, indicates the formation of an «internal student position.» The overwhelming majority of fifth-graders also exhibited a positive attitude toward school, but there is a tendency to maintain a normal (average) level of motivation throughout the learning process; academic and social motives predominate. A predominance of high and normal (average) levels of learning motivation is observed among the majority of tenth-grade students (54.33 ± 1.26 and 55.28 ± 1.17); however, the leading learning motives among tenth-graders are evaluative and positional.

Analysis of the scores on the scale reflecting the level of development of the emotional component of readiness revealed that the highest level of anxiety is observed among fifth-grade students; however, by the end of the adaptation period, they experience fewer negative emotional experiences, including those related to educational activities. In the first and tenth grades, a trend toward increasing emotional well-being is observed towards the end of the adaptation period.

A comparative analysis of the obtained results and expert assessment of academic performance allows us to conclude that in fifth grades, compared to first grades, the number of students experiencing difficulties in mastering the curriculum significantly increases (from 23.4% to 59.3%), while in tenth grades, these difficulties are noted by 57% of high school students. A trend of declining academic activity is observed from first to fifth grade and then to tenth grade, with academic activity indicators generally leveling off by tenth grade. Low levels of student engagement in the educational process are prevalent among students transitioning to secondary general education (17.3%) (Bekh et al., 2025).

Indicators of the interpersonal component of adaptive readiness are low in each age group, indicating an insufficient development of this component of adaptive readiness.

The article «Structural components of adaptive readiness and factors influencing its formation at the transitional stages of the educational process» identifies indicators of adaptive readiness of students of comprehensive schools in a dynamic educational environment, taking into account which it is possible to reduce the number and severity of difficulties of schoolchildren during the adaptation period,

which will contribute, in turn, to improving the quality of education and subjective well-being of students. The results of a comparative analysis of the severity of the structural components of adaptive readiness in transitional periods show that a high level of significance of differences is noted in the following components: individual-personal ($t = -3.11$ (1st grade) and -4.54 (10th grade) at $p \leq 0.001$); motivational ($t = -3.76$ (1st grade); -3.93 (5th grade) and -6.58 (10th grade), at $p \leq 0.001$), emotional ($t = -3.34$, at $p \leq 0.001$), cognitive ($t = -4.54$, at $p \leq 0.001$).

To identify the specific structure of adaptive readiness at each stage of school education studied, a factor analysis was conducted using the principal component analysis method with rotation. Two factors were extracted for each stage of school education.

The first factor represented the following indicators: in the group of first-graders, the emotional and cognitive components: emotional comfort and academic achievement. We interpreted this factor as «Adaptive readiness for learning based on emotional well-being and high academic activity.» In the group of fifth-graders, the role of the «relationships with classmates» indicator (behavioral component) increased. It was interpreted as «Adaptive readiness for interpersonal interaction based on high academic activity and emotional well-being.» In the group of tenth-graders, the role of academic motivation and goal-setting (motivational and individual-personal components) increased, while the role of the «anxiety» component decreased. It was interpreted as «Readiness to overcome adaptation difficulties based on academic motivation, goal-setting, and social relationships.»

The second factor is represented by the following indicators: in the first-grader group: motivation, academic activity, behavior during class, and emotional attitude toward the teacher. This factor is interpreted as «Adaptive readiness for academic activity based on high motivation and a positive attitude toward the teacher.» In the fifth-grader group, it includes anxiety, self-control, and academic performance («Readiness for high academic activity based on high anxiety and self-control.»); in the senior school group, it includes negative manifestations of school adaptation: high anxiety, emotional instability, internal tension, and emotional discomfort («Low adaptive readiness and emotional discomfort based on high anxiety»).

The identified structural components and criterion indicators confirm the assumption that the level of an individual's adaptation in a dynamic educational environment largely depends on individual personality traits that determine the individual's adaptive potential.

The development of students' adaptive readiness components will be evidenced by positive or negative trends in school adaptation, academic motivation, and anxiety. The results obtained help identify a general

positive trend in students' adaptive readiness and their overall school adaptation. However, there are problematic areas associated with increased school anxiety in the first grade, underdeveloped behavioral (interpersonal) skills in the fifth grade, and low overall adaptive readiness in the tenth grade. This confirms the need for psychological and pedagogical support in developing students' adaptive readiness in a dynamic educational environment (Pushkar et al., 2022).

Following the logic of our research, it is advisable to structure the work on organizing psychological and pedagogical support for the process of developing adaptive readiness in a dynamic educational environment in three main areas: differentiated and individual work with students (taking into account the distribution by levels of adaptation, motivation, and anxiety); work with parents (legal representatives): informational, educational, and advisory assistance; work with teachers (classroom teachers, educational psychologists, social workers, including administration): informational, advisory, organizational and methodological. The conclusions of the second chapter summarize the empirical analysis of the problem posed and define the empirical structure of an individual's adaptive readiness for a dynamic educational environment.

Key research findings:

- the psychological and pedagogical content of the concept of «adaptability of students» is revealed. This concept represents a psychological state characterized by students' orientation toward the dynamics of the educational environment, adaptive actions associated with its changes and self-changes, with the goal of establishing a balance between the requirements of the environment and the capabilities of students, taking into account previous adaptation experience and the attitude towards using effective actions in the future;
- the content of the concept of a dynamic educational environment is specified, which is considered taking into account the characteristics of richness, tension, comfort, psychological and information security;
- the structural components of the adaptive readiness of students of a comprehensive school in a dynamic educational environment are identified, presented according to internal (personal level) and external (group level and level of reflection of environmental components) criteria. At the individual level, individual-personal, motivational, emotional, and cognitive components are distinguished; at the group level - behavioral and communicative components; at the level of the educational environment: spatial-subject and methodological components (Shyshenko et al., 2024); a comparative analysis of the development of the adaptive readiness components of comprehensive school students at the transitional stages of education was conducted and

its dynamics were shown: at the level of the individual-personal component, high and average values are noted in the first and tenth grades, in the fifth grade the indicator decreases by the second stage of the study); motivational - positive dynamics are characteristic of all stages of the educational process, emotional - the lowest indicators of the level of development are observed among fifth-grade students, in the first and tenth grades there is a tendency for an increase in emotional well-being by the end of the adaptation period; cognitive - low indicators are noted at the transitional stages of education with a tendency to maintain average values after completing the adaptation process, tenth-graders have higher indicators for this component, behavioral - positive dynamics are noted in the first and tenth grades, in the fifth - the level of development of this component decreases and communicative - for all students, the indicators of this component are within the average values; - a connection was identified between the adaptive readiness of schoolchildren and the spatial-subject and methodological components of the educational environment (it is strengthened in the first and tenth grades);

- Positive dynamics in schoolchildren's adaptive readiness are associated with the absence or situational nature of difficulties in mastering educational material, an optimal level of anxiety, and high or moderate academic activity;

- Types of adaptive readiness of students at different stages of general education have been identified, associated with academic motivation and academic achievement in first-graders, with a stronger role of the social environment and the inclusion of self-control elements in academic activities in fifth-graders, and with the level of anxiety and the ability to set and achieve goals that are appropriate to their abilities and the requirements of the educational environment;

- General and specific recommendations for organizing the process of psychological and pedagogical support for the development of adaptive readiness have been developed, and a system of psychological and pedagogical conditions and factors for developing adaptive readiness of students during transitional periods of education, taking into account the presented components, have been presented. They can be aimed at optimizing the level of educational activity, mastering universal educational actions (ULA), improving academic performance (cognitive), developing emotional well-being, reducing the level of general anxiety (emotional), developing goal-setting, self-control, identifying internal personal resources, organizing independent work (individual-personal), the predominance of educational motivation (motivational), mastering moral and ethical standards and school norms of behavior, optimizing interpersonal relationships in the classroom and among adults (behavioral (interpersonal), and the success of social contacts (communicative).

In conclusion, we summarize the results of the study and identify prospects for further research into the problem under study:

In psychological and pedagogical research, adaptive readiness of the individual is studied as a complex structure, including multi-level readiness at the following levels of mental activity: psychophysiological, psychological, and socio-psychological. A summary of the results of the theoretical analysis of the problem allows us to formulate the following definition: adaptive readiness in a comprehensive school in a dynamic educational environment: it is a psychological state characterized by students' orientation toward the dynamics of the educational environment, adaptive actions associated with its changes and self-changes, with the goal of establishing a balance between the demands of the environment and the students' capabilities, taking into account previous adaptation experiences and a commitment to using effective actions in the future. Students' adaptive readiness is a complex dynamic structure determined by a combination of internal (subjective) and external (objective) components and manifests itself as a result of adaptation.

The structure of adaptive readiness of students in a comprehensive school in a dynamic educational environment is represented by three interconnected levels that determine the adaptation process during the transitional stages of learning:

Definition:

Adaptive readiness of students

1. Personal level:

- individual-personal component (goal setting, self-control); (learning activity);
- motivational (level of school motivation, predominant motives);
- emotional (general anxiety at school, negative emotions, frustration, emotional well-being);
- cognitive (academic performance; level of learning activity and assimilation of universal learning activities);

2. group level (interpersonal interaction):

- behavioral (interpersonal) component (assimilation of moral and ethical norms and school norms of behavior, sociometric status);
- communicative (success of social contacts – relationships with classmates and attitude toward the teacher);

3. level of reflection of environmental components:

- spatial-subject (developmental potential, accessibility and information openness, target and outcome characteristics of the educational environment);
- methodological component (process characteristics).

According to the principle of systematicity, the presented levels represent, on the one hand, a fairly stable formation, but, on the other, they are also dynamic, undergoing constant age-related and situational changes.

4. There are specific manifestations of the structural components of adaptive readiness at different stages of school education and during transitional periods. When analyzing the individual-personal component of adaptive readiness, it can be concluded that among first, fifth, and tenth graders, statistically significant changes occur only in the "self-control" and "knowledge acquisition, academic performance" indicators, as well as in the "general level of adaptation" scale. No statistically significant differences were found in the "goal setting" scale among first-graders between the first and second stages of the empirical study, nor in the "academic activity" indicator among fifth-graders. Moreover, the average value of the general level of adaptation increases from the first to the tenth grade; in the fifth grade, this indicator decreases towards the second stage of the study, which can be associated with the process of superimposing crises, a change in the social situation of development, during the transition to secondary school.

CONCLUSIONS

The adaptive readiness of comprehensive school students in a dynamic educational environment for the transition to the next stage of education is a psychological state characterized by students' orientation toward the dynamics of the educational environment, adaptive actions associated with its changes and self-changes, with the goal of establishing a balance between the demands of the environment and the students' capabilities, taking into account previous adaptation experience and a focus on using effective actions in the future.

The structure of the adaptive readiness of comprehensive school students is represented by three interconnected levels that determine the adaptation process at the transitional stages of education: the personal level (individual-personal, motivational, emotional, and cognitive components); the group level (behavioral (interpersonal) and communicative components); the level of reflection of environmental components (spatial-subject and methodological).

The dynamics of adaptive readiness of students at the transitional stages of school education is characterized by a weakening of the individual-personal, emotional and behavioral components by the fifth grade, and a strengthening of the motivational and cognitive components from the first to the fifth and further to the tenth grade. The positive dynamics of adaptive readiness of schoolchildren is associated with the following indicators: the absence or situational difficulties in assimilation of educational material; an optimal level of anxiety; high or moderate academic

activity; the predominance of cognitive or broad social educational motives; involvement in interpersonal interaction with all subjects of educational relations; communication skills.

Adaptive readiness of students is presented in types: for first-graders, the following types are characteristic: "Adaptive readiness for educational activity based on high motivation and a positive attitude towards the teacher", "Adaptive readiness for study based on emotional comfort and acceptance of the new environment"; For fifth-graders – "Adaptation readiness for extracurricular interpersonal interaction based on acceptance of others and emotional comfort", "Adaptation readiness for educational activity based on high anxiety and self-control"; for tenth-graders – "Adaptation readiness to overcome adaptation difficulties based on educational motivation, goal-setting, and social relationships", "Low adaptation readiness and emotional discomfort based on high anxiety". The types of adaptation readiness in first-graders are associated with educational motivation and academic performance, in fifth-graders – with an increased role of the social environment and the inclusion of self-control elements in educational activities, and in tenth-graders – with the level of anxiety and the ability to set goals that are adequate to their abilities and the requirements of the educational environment and achieve them.

Theoretical significance of the study.

The study systematized scientific facts about the psychological adaptation and adaptive readiness of comprehensive school students; it clarified the scientific content of the concept of "adaptive readiness of comprehensive school students in a dynamic educational environment."

The results of this study contribute to the field of educational psychology related to the psychology of schoolchildren at different stages of education, their psychological and personal development, and expand scientific views on the psychological characteristics of schoolchildren as subjects of education. The identified psychological and pedagogical conditions and factors in the development of adaptive readiness of students contribute to the psychology of the school educational environment.

The structural model of adaptive readiness during transitional periods of education, consisting of three interconnected block-levels (individual, group (interaction) and educational environment), and including a system of psychological and pedagogical conditions and factors in the formation of adaptive readiness, expands the scientific understanding of the phenomenon of adaptive readiness of students, enriches the understanding of the internal determination of the activity of students in a comprehensive school at different stages of school education.

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