

STRATEGIC LINES OF THE “CHILD’S INTERNAL POSITION” FROM THE PERSPECTIVE OF ADAPTATION TO THE SCHOOL ENVIRONMENT

Valentina PASCARI, Assoc. Prof. Habil. Ph.D.,
“I. Creangă” State Pedagogical University,
valentinapascari@mail.ru

Abstract: *The issue of the child’s internal position from the perspective of adaptation to the school environment requires, in the context of the multifaceted changes occurring in preschool and primary education, a thorough examination of scientific approaches to identify potential foundations and directions in this field. Current practices in this area still appear to be in their early stages. In this article, from a broader perspective, we do not aim to answer what actually works, but rather to understand the child’s psychological capacities regarding their internal position and certain mechanisms of adaptation to the school environment. The theoretical vision we aim to support is essentially an attempt to present the concept of the child’s internal position starting from the totality of characteristics of a system of internal factors that mediate environmental influences and condition the development of new psychological formations at this stage of life. This approach seeks to answer the question of what is important in children’s adaptation to the school environment. A perfect correlation between the child’s internal position and adaptation to the school environment ensures success and efficiency in the learning process.*

Keywords: *child’s internal position; adaptation to the school environment, motivation, age-related crisis, adaptation crisis, adaptation factors, behavioral indicators.*

Introduction

In recent years, we have witnessed a process of change within the education system, focused on improving quality at all stages of personality development. In this context, various scientific approaches have emerged aiming to integrate preschool education into the framework of modern schooling and to prepare children for school-related activities. However, the issue of preparing children for school and facilitating their adaptation to the school environment remains a

pressing concern. This is evidenced by the large number of first-grade students who encounter difficulties adjusting to the school setting. Despite children's apparent abilities to read, write, and count (even though the preschool curriculum does not formally require this), many are not *psychologically* prepared for the demands of school learning activities.

It is a well-known fact that there is currently an overemphasis on accelerated child development, with a focus on specific school-related preparation at the expense of general readiness. Attempts to structure the forms and content of children's learning preparation according to the school lesson format—and the early introduction of school attributes into preschool education—risk blurring the boundaries between preschool age and early school age. It is becoming increasingly evident that these circumstances require more effective methods to develop the prerequisites for learning readiness during preschool years, which calls for an examination of the *child's internal position*. At the same time, *the internal position* cannot be examined independently of *the child's development as a subject* (as a person).

The Concept of the Child's/Young Schoolchild's Internal Position

To understand the essential characteristics of the preschool-aged and early school-aged child, the *principles* of “the external through the internal” [14] and “the internal through the external” [10] have been developed. These principles reveal the unity between existence and consciousness, psyche and activity, the outer and inner world of the human being. In this sense, the dynamics of subject formation through the reciprocal relationships and mutual influences of the processes of **internalization** and **externalization** are described as follows: “*Internalization*, as the transition of external actions into internal ones, the formation of the internal plane of activities, unfolds through the accumulation of life and work experience. *Externalization*, as the transition of internal actions and operations into external ones, is not merely objectification, but also the transformation into ideas, the realization of plans for constructing new objects—in general, it is a creative act” [7, p. 56].

In this regard, we can speak of the existence of internal sources of a child's activism. In the context of the *refracting* of the external through the *internal*, the logic of the child's development becomes evident: through activity, the child acquires properties that are not strictly predetermined either by external influences or by innate characteristics. These properties are the result of the child's activity as an integrated system of self-regulation. This system represents subjective reality and possesses relative independence. While it initially forms under the influence of objective conditions, over time, it begins to influence

those very conditions and to create its own “micro-environment of development,” which marks the **beginning of the child’s activism** [12, pp. 50–67]. Therefore, the culmination of human genesis is the transformation of the individual into a creator of new social experience and a cultivator of their own personality.

In various works on the onset of schooling [F. Golu, 3; E. Crețu, 2; Д. ЭЛЬКОНИН, 16; Л. Божович, 8; Е. Е. Кравцова, 9, etc.], the concept of **neoformations** is explored—these are the new psychological structures that mark the child’s transition into primary education and appear immediately after the age-seven crisis. In this context, L. Bozhovich establishes a direct link between the beginning of school learning and the emergence of a **new pivot for the child’s personality**, a system of formations known as the *internal position*. This internal position reflects a new level of self-awareness and reflection in the child, guiding them toward recognizing their *social self* [8, p. 359]. Thus, the *internal position* presupposes a system of *motives* for acting in relation to the surrounding environment, *the child’s self-awareness*, and their attitude toward themselves in the context of relationships with the environment. In other words, it is the result of reflection [ibid., p. 360]. Therefore, the *internal position of the young schoolchild*, which emerges *at the end of the preschool period*, represents a system of needs associated with learning as a serious activity with important social significance.

Other authors argue that **personality development**, viewed as the process of forming the internal position, can be examined through the lens of acquiring the status of a *subject*, according to the following *stages*:

- The need to act independently (“*I want to do it myself*”);
- Independent execution of actions (“*I can do it myself*”);
- The ability to formulate goals and regulate one’s own actions (“*I do it myself*”);
- Awareness of the culture and personal meaning of one’s own activity (“*I understand why I act*”);
- Creation of new realities of activity and methods of action (“*I develop myself through activity for others*”) [13, pp. 15–18].

It is evident that these stages of acquiring the status of subject can be examined, on the one hand, in the process of engaging in activities with concrete objects, and on the other hand, within the logic of age-related development. This explains the fundamental intention of becoming a subject at early school age, which develops through the transition from the intention “I want to do it myself” to “I can do it myself.” As dominant elements in the manifestation of the internal position at early school age, the following aspects are emphasized: the

directed development of voluntary cognitive processes, activity, behavior; the assimilation of learning strategies; the acquisition of the normativity of activity; the expansion of the sphere of interests and forms of activism; and the development of a learning style.

In the same analytical framework, we point out the complexity of the reciprocal relations and mutual determination between the intentions “I want” and “I can.” In some cases, a lack of interest is observed in the child towards what they are not yet able to do. In this sense, the following logic emerges: “Since I cannot do it that way, then I do not want to do it.” In other cases, the opposite occurs: “I cannot,” and thus “I do not want to.” As a result, the lack of personal motivation—outside of social pressure (“you must” from parents/caregivers or teachers)—causes failure in learning activity, even among the most capable children. Recent research shows that the intentions “I can” and “I want” can easily be subordinated to social demands—“you must”—from adults, up until third grade. Starting with fourth grade, the internal position, personal interest, and motivation begin to manifest as real aspects in the pupil’s immersion and effectiveness in various creative activities [ibid.].

Therefore, what is determinant in the learning activity of the young schoolchild is the *form of learning, not the content*. Establishing the correlation between the emotional-motivational, cognitive, and social-communicative aspects of the child’s vital activity requires special attention in selecting the forms of learning organization and the style of pedagogical communication. Thus, activities must be organized in such a way that the alternation of reproductive and productive forms of activism interact with each other, the correlation between the known and the unknown is respected, the pupil receives positive and emotional support in case of failure, but also has the opportunity to enjoy the successes achieved.

Often, the concept of *internal position* is used as a neoformation that marks the conception of the child’s personality around the age of 6–7. At the same time, we can use this concept as a personality characteristic within a broader age range. This personality feature appears in ontogenesis as a result of external influences, reflecting on the structure of previously established psychological characteristics in the child, being brought together into a new formation that characterizes the child’s personality as a whole. *The internal position* defines the *child’s behavior and activity*, as well as the entire system of their relationship with reality, with themselves, and with the people around them. Research shows that the internal position, which emerged as a new *personal formation* in late preschool age, does not disappear in the following stage; only its content changes. This interpretation of

the internal position gives us grounds to approach the *young schoolchild's internal position* as a specific variant of the broader concept of internal position, characteristic of children aged 6–7. The *internal position* of the young schoolchild implies an active attitude toward two facets of reality: *learning activity and social relationships*. In the *first case*, it refers to the directed attitude toward content, toward activity, and to the adoption of a certain position within that activity. Once directed, the child's learning activity gains an independently stimulating character. The child does not wish to grow up just to go to school, but insists on going to school in order to learn to write, read, etc. In the *second case*, it concerns the child's conscious desire to occupy a social position, to structure relationships with members of various social situations. The manifestations of the awareness of socially oriented motives turn the child into a subject of social relationships. In this sense, the child strives to occupy a position within the multitude of social relations, building relationships with other participants in those situations. Therefore, social motivation is complemented by the conscious tendency to act "properly," in a way that meets the adult's expectations. By the end of preschool age, the awareness of motives becomes an independent driving force not only in relationships with close adults (parents), but also with more distant adults (teachers). Thus, the essence of the change in the social development context for the young schoolchild lies in the transformation of relationships with adults and in the expansion of the repertoire of these relationships. Relations with adults become not so much emotional in nature as *normative-social*.

Correlative with the internal position is the phenomenon of crisis, examined as a norm of age-related development during the change in social circumstances of development. As mentioned earlier, crisis situations are triggered as a result of discrepancies between the operational component and the needs of the child's activity. This situation can be described as follows: the "I want" has already emerged, but the "I can" has not yet been formed. However, it is important to note that the emergence of the new "I want" and the acquisition of the new "I can" most often require the renunciation of previous needs, desires, and action strategies.

The formation of neoformations during the crisis process occurs in two stages: the assimilation of the action situation within its "interior," and the emergence of the feeling of one's own activism. Thus, the age-related crisis goes through the following phases:

1. ***Anticritical*** – incomplete forms of vital activity open up to the child, which leads to the emergence of perceptions of another, ideal form. For the older preschool child, these circumstances

largely involve the ideal image of the social role of the schoolchild, the desire to assimilate new types of activity (learning), and new spaces (school).

2. **Critical** – the child develops as a subject through activity, as follows:
 - (a) *Mythological* – the attempt to directly materialize the ideal form;
 - (b) *Conflict* – the external opposition of the child and the reaction of the environment;
 - (c) *Reflection* – the emergence of an attitude toward one's own actions in various situations (the internalization of the conflict between desires and reality). Upon entering first grade, it often happens that the child's imaginary conceptions about school and the roles of a schoolchild fall apart; their needs, expectations, and desires come into contradiction with the adult's demands and expectations; the teacher's and parents' demands may not coincide.
3. **Postcritical** – the creation of new developmental circumstances – marks the final transition from "real-ideal" and "mine-other," as new cultural forms are recognized to translate the ideal form (the new basic form of activity), and novelty is sought in what is "significant to the other." The postcritical stage is defined by the internal acceptance of the new social role and the assimilation of new social norms and the demands of new types of activity.

The fundamental peculiarity of the transition from the preschool period to early school age is the "loss of immediate childhood," due to the child acquiring the ability to *differentiate the inner life* (desires, experiences, etc.). The loss of the status of "immediate childhood" is evidence of the intervention in the child's behavior and actions of the intellectual component, voluntary regulation, and the meaning of experiences.

Drawing on Vygotsky's idea, we can affirm that the notion of "*internal position*" is revealed based on the cultural-historical approach to personality. As an entity for examining personality and environment, the concept of "*experiences*" is used, which connects personality with the environment, but at the same time does not entirely belong to either personality or environment [6, p. 281]. Therefore, at the base of the *internal position* lies the conscious orientation toward one's own experiences, or the "logic of feelings," voluntary behavior, and the new formation – the activity of personal-nonsituational communication (perceptions about the social environment and the child's place in this environment). The child's creation of an imaginary situation during

play and adherence to established rules not only develops voluntary behavior but also encourages the development of reflection, necessary to separate the imaginary play situation from the real one, which is also a premise for the development of the internal position.

Therefore, the *internal position* represents the *totality of characteristics of a system of internal factors that mediate environmental influences and condition the development in the child of new psychological formations during this age period*. At the same time, a change in the child's social position is not sufficient to change the direction and content of their development. Thus, it is necessary that the new position be adopted and consciously reflected upon by the child, to be reflected in the accumulation of new meanings in learning activity and the new system of school connections. From this point of view, the internal position acts *as a central component in preparing the child for school*. As a result, at the threshold of school entry, the *child's psychological profile* changes, such as orientation toward a specific goal and the tendency to achieve it, voluntary regulation of activity, and stability in prioritizing learning activity over play. Hence, the conclusion that the internal position ensures the creation of a *motivational* vector orienting the child toward mastering new forms of activity and collaboration through self-affirmation within the new social status, facilitating children's smoother adaptation to the school environment.

At the same time, success in learning, cognitive motivation, initiative, and many other psychological aspects are very important for learning activity, which depend on the learning style and the teacher's communication with the student. It is well known that *distancing*, lack of *affectivity*, and an *authoritarian learning style* have a negative impact on the student and adversely affect the *child's adaptation process* to school. The advantages of adaptation lie in the fact that it can be used to examine the *changes* occurring at different stages of the child's development, their *transition from one social development environment to another, including the transition from preschool to early school age*.

Discussions about theories and models related to school adaptation

An original concept in the field of adaptation is formulated by some psychologists through the idea of an "*adaptation crisis*," which is approached very diversely. Most often, this concept implies *dysfunction* in adaptation. Symptoms of adaptation dysfunctions can be *emotional, behavioral, physical*, or a combination of these, and may have an individual or group character. Traditionally, psychology distinguishes between *normative and non-normative crises*. The first have an *age-related character*, are relatively expressed, and are not

always *conflicts*. Their dominant tendency is personality development. Normative crisis periods during learning adaptation, on the one hand, are stressful periods for students, and on the other hand, are periods of acquiring new activity procedures as subjects of this activity [11].

Examining the problem of “crisis” leads C. Jung to the idea that the main feature of the transition from one age stage to another lies not so much in external programs but in their internal transformations, the emergence of [4, p. 208]. The author notes that transitions are conditioned by several factors: the individual’s unpreparedness, mismatch between subjective expectations and external conditions, underestimation of external difficulties, unjustified optimism, and negativism. Problems can also provoke internal soul difficulties (feelings of unfulfillment, disturbance of soul balance) related to previous stages. Moreover, internal conflicts may exist even when successful adaptation to external conditions occurs. Problems are solved through accommodation of what was accumulated in the past to future possibilities and demands. In this regard, the question arises: how to ensure that during adaptation to the new reality, the new stage, “that important part of the past” and “no less precious part of the future” are not lost. Thus, any movement in the child’s personality development brings simultaneously both new possibilities for adaptation and the loss of some previously accumulated possibilities and capacities.

Through the analytical reflections above, we observe that the periods of overcoming difficulties, *and simultaneously, the children’s adaptation to the new learning environment, represent a decisive moment in consolidating the level reached and forming the internal position of the young schoolchild*. If the child manages to independently overcome the crisis, with the transition to the next learning level, this will contribute to the development of self-confidence. Otherwise, distortion of the child’s personal profile configuration occurs due to the extinction of some positive attitudes and the intensification of negative attitudes toward the self, which negatively impacts learning activity. Therefore, school adaptation can be defined as the process of *transformation* and adjustment of the *child’s behavior* according to the rigors of the instructional-educational process, in order to respond appropriately to them. On the other hand, school adaptation implies the modification, regulation, and adjustment of the instructional-educational process according to the psycho-individual potential and capacities of the children. In this context, adaptation is considered the action of modifying, adjusting, and transforming the child to be: *fit for* (school); *capable of* (meeting the demands of the school environment); compatible (in terms of bio-

psycho-social availability); *in accordance with* (the norms and rules of the school) [1, p. 8].

It is important to note that periods of overcoming difficulties, including adaptation challenges in the new educational environment, are defining moments for consolidating the child's level attained in preschool institutions. While the child succeeds in independently overcoming the crisis during the transition to the next level of education (first grade), this will enhance the formation of personal qualities and increase self-confidence. Otherwise, *distortion of the personality profile configuration* may occur, disappearance of *positive attitudes*, intensification of negative attitudes toward self and others, which negatively influences productive learning activity and reduces motivation for it. Thus, the impact of the new educational environment on the student causes various behavioral reactions that lead to success or failure, influencing both learning activity and accumulated experience.

At the same time, it must be emphasized that the learning process also includes difficulties. It would be a pedagogical mistake to eliminate obstacles entirely from the life of the young schoolchild. Moreover, the essence of development lies in overcoming these difficulties. However, the child's cognitive need disappears in conditions of imperative learning, when they are forced or compelled to learn. For learning to have meaning for the child, it is necessary that their desires and the learning goal coincide; namely, that the activities proposed by the teacher are perceived and experienced as their own desire. In this case, the child more easily submits to pedagogical influences, is willing to cooperate with the teacher, accept their help, and becomes actively and interestedly involved in the learning process.

In other words, if the pedagogical system changes, but the new age-related formations to which this system is oriented have not yet matured, then the ideal education system must be based on the changes occurring in the child's development so that the "external" development conditions adjust according to the child's "internal" needs. Furthermore, the *child's school debut* inherently involves significant environmental changes and various social development circumstances. Thus, entering a new educational environment, the child faces adaptation problems. There are significant differences between the preschool and early school age periods regarding the general conditions of organizing children's activities. The new daily routine, reduction in sleep and rest time cause children to become overtired, with a sharp decrease in work capacity and cognitive functions. Meeting the teacher's requirements demands a high level of voluntary behavior and intellectual activity, but the material content

does not always interest the child; as a result, motivation for learning and cognitive engagement decreases.

Observations of children at school entry show that the new educational environment causes stress states, manifested by the tension of all functional systems of the body. Some children show motor hyperactivity, or conversely, inhibition, insomnia, loss of appetite, frequent complaints of fatigue, and headaches. By the end of the first trimester, *some children lose body weight, work capacity indicators worsen, and complaints of fatigue and headaches persist.*

In this regard, it is important to specify that the *negative adaptation practices* of some children to school are determined by *stressful pedagogical influence tactics, excessive intensification* of the learning process, educational strategies *inadequate to the age-related* and functional capabilities of the children, and *irrational* organization of the learning process. All these factors negatively influence the process of children's adaptation to school learning. Additionally, the demands on the student increase, including their capacity to utilize available resources to solve tasks. *The normative adaptation crisis* can be considered a challenge for the student. From this perspective, the relationship between the time intervals regarding the passage of the age crisis and the learning crisis is of particular importance for the "birth crises" (according to age periodization, which includes the crisis at 6–7 years).

The beginning of learning at school temporally coincides with the age crisis of children aged 6–8 years, the "*birth crisis*," as defined by some psychologists. On the other hand, the period during which the age crisis manifests is individual and conditioned by the physiological and social developmental characteristics of each child. In this regard, different periods of manifestation of the *age crisis and adaptation crisis* relative to school learning activity are possible [15, p. 20], as reflected in **Table 1**.

Table 1. Manifestation of the school adaptation crisis

Variants	Manifestation over time		
	Age crisis (7 years)	Internal position	School adaptation crisis
I	The age crisis manifests until the child leaves for school	By the beginning of school learning, the child has	The adaptation crisis occurs at the beginning of the school year

		formed the internal position of the pupil	
II	The age crisis manifests at the beginning of the school year	The internal position is formed in the first half of the school year (1st grade)	The adaptation crisis coincides with the age crisis
III	The age crisis is delayed; children perceive the beginning of the school year as a continuation of preschool games	The internal position is not formed during the school year (1st grade)	The adaptation crisis lasts throughout the entire school year

As mentioned, beyond the "crisis at 7 years," at school entry, the child faces multiple, sometimes sudden transformations occurring on two levels: the bio-psycho-social development level and the instructional-educational activity level. From this perspective, the adaptation process involves the interaction of a set of factors that can be grouped into two categories: *internal* (biopsychological) factors and *external* (social) factors. Internal factors refer to the anatomical-physiological characteristics and psychological variables of the child's personality and are considered subjective conditions, whereas external factors are independent of the child, representing objective conditions and demands external to the child. The factors included in these two categories interact, each playing a complementary role. It is not possible to identify a single factor whose action would be decisive in ensuring school adaptation. Each of these factors conditions, to a greater or lesser extent, the child's academic outcomes as well as their capacity to internalize norms, rules, and to relate to others [5, p. 38].

From this viewpoint, we emphasize that one of the key factors determining adaptation efficiency is the child's functional state within the learning activity, which constitutes the background on which this activity takes place. Thus, any activity can be more or less efficient depending on the functional condition of the child's central nervous system. It is well known that a high level of anxiety in young schoolchildren correlates with poor academic performance and their level of intellectual development.

Therefore, based on the considerations mentioned above, we have established that one of the *key mechanisms* driving the child's success in adapting to learning activities is their *motivation* for learning. Observation results show that motivation toward learning begins to form even before school entry (in kindergarten). However, schooling can influence motivation, either intensifying or diminishing the interest in learning.

Referring to motivation, it is important to note that it is determined by a series of factors specific to this activity, conditioned by: the education system; the organization of the learning process; the characteristics of the students; and the teacher's competencies. Learning motivation has a systemic character, defined by *direction, stability, and dynamism*. With age, the interaction between motives and needs develops, the dominance of needs changes, and their hierarchy is reorganized. At the same time, children's motives should not be simply approached as a change in attitude toward learning but also from the perspective of expanding the structure of the motivational sphere.

As a motivation *tactic* in the process of school adaptation, the teacher can leverage several factors such as: removing *grading and constraints*; *democratic* communication style; creating *choice* situations; *personal valorization*; *creative and productive* communication style, etc.

It is important to mention that adaptation to the school environment involves restructuring the cognitive, motivational, and emotional-volitional spheres of the young pupil. Therefore, schooling requires a certain level of cognitive development in the child, voluntary behavior regulation, communication skills, and so forth. These characteristics are considered by researchers in the field as defining for learning activity but also for the formation of the young pupil's identity.

On the other hand, adaptation to the school environment represents a complex process, as it integrates adaptive changes that occur at the previous (preschool) stage of organizing children's activities; it is a decisive phase in consolidating the *internal position of the young schoolchild*. However, it is not sufficient to limit ourselves only to examining this dimension, as we would not be able to evaluate the role of this phenomenon in the process of forming the identity of the young schoolchild.

Result

The effectiveness of the adaptation process, in our opinion, will be assessed based on the changes that occur within the system of indicators [Table 2]. Nevertheless, it is important to consider that changes in some components may lead to a misinterpretation of the efficiency of the adaptation process, because modifications in some

indicators inevitably condition compensatory movements of other interacting indicators.

Table 2. Behavioral Indicators Regarding Adaptation to the School Environment

Adaptation Levels	Behavioral Indicators
High	<ul style="list-style-type: none"> • Listens attentively to the teacher • Understands and adequately meets requirements • Does not encounter difficulties in assimilating material • Solves tasks of a high degree of difficulty • Shows interest in individual work • Does not require additional supervision • Completes homework
Medium	<ul style="list-style-type: none"> • Positive attitude toward school • Generally understands the teacher's explanations • Acquires the general content of the curriculum • Independently solves typical tasks • Maintains attention only if interested • Is willing to cooperate with the teacher and peers
Low	<ul style="list-style-type: none"> • Has a negative attitude or indifference toward school • Reports health problems • Low emotional state • Violates discipline • Encounters difficulties during individual work • Shows no interest in the lesson • Requires constant supervision • Has no friends among classmates

One of the key factors determining the efficiency of adaptation is the child's state during the learning activity, which constitutes the background on which this activity takes place. Thus, any activity can be more or less effective depending on the functioning conditions of the child's central nervous system. It is well known that a high level of

anxiety in young schoolchildren correlates with low learning performance and their level of intellectual development.

Therefore, based on the considerations mentioned above, we found that one of the key mechanisms driving the success of a child's adaptation to learning activities is their *motivation* to learn. Observational results demonstrate that the formation of motivation towards learning begins before school starts (during kindergarten). However, school learning can influence motivation, either intensifying or diminishing the interest in learning.

Referring to motivation, it must be noted that it is determined by a series of factors specific to this activity, conditioned by: the education system; the organization of the learning process; the particularities of the students; and the teacher's competencies. Learning motivation has a systemic character, with *direction, stability, and dynamism* being defining features. With age, the interaction between motives and needs develops, the dynamics of needs change, as well as their hierarchy. At the same time, motives should not be approached simply as a change in attitude toward learning, but also from the perspective of expanding the structure of the motivational sphere. Thus, a connection is observed between positive motivational tendencies and a high level of cognitive development of the student, and vice versa.

As a *tactic to motivate* children in the school adaptation process, the teacher can utilize several factors, such as: *eliminating grading and constraints*; a *democratic* communication style; creating situations that *allow choice*; *personal valorization*; a *creative and productive communication style*, etc.

From this perspective, the formation of the young schoolchild's identity largely depends on the *teacher's* ability to help the child adapt to the learning activity. In this sense, the teacher's personality, as a central factor in enhancing the adaptive capacity of the young schoolchild, refers to the fact that, through the specifics of the profession, their own potential is demonstrated and converted into a "positive didactic style" and professional components. Through continuous adaptive effort, the teacher must adopt a teaching style that manifests originality, uses *preferential strategies* adapted to the psycho-individual characteristics of the students, conducts nuanced activities in the classroom that induce varied learning behaviors, and contributes to shaping the students' intellectual work styles.

From the reflections presented in this research, we can draw the following **conclusions**:

- The internal position emerges as a new *personal formation* in late preschool age; it does not disappear at the next stage but only its content changes; it defines the child's *behavior* and

activity, as well as the entire system of their *relationship* with reality, with themselves, and with the people around them.

- The internal position ensures the creation of a *motivational* vector orienting the child to acquire new forms of activity and collaboration through self-affirmation within the new social status, facilitating the child's easier adaptation to the school environment.
- The internal position of the young schoolchild encompasses all *previous lines of personality development*, being characterized by the child's positive attitude towards learning activities.
- The key mechanisms driving the success of the child's adaptation to learning activities at school are their *motivation* to learn.
- The central factor enhancing the *adaptive potential* of the young schoolchild is the *teacher*, who will use preferential strategies adapted to the psycho-individual characteristics of the children, induce varied learning behaviors, and contribute to shaping the students' intellectual work styles.

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