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CHALLENGES OF ADOLESCENTS' ADAPTATION TO A NEW SCHOOL ENVIRONMENT AND PEDAGOGICAL SUPPORT STRATEGIES

Abstract. The article concerns the problems of adolescents when transitioning to a new school environment. This process includes adaptation to a new educational environment and integration into the social structure of a new team, which has a significant impact on the emotional and psychological state of an adolescent. Changing schools, even within the same country or community, can be stressful because of the need to adjust to new social rules, communication patterns, and expectations from peers and teachers. This problem becomes especially relevant in the conditions of war, globalization and population mobility, when teenagers are increasingly forced to change schools due to moving to other countries or regions. This exacerbates the cultural, linguistic and social challenges they face. Successful adaptation to a new team largely determines both their academic achievements and emotional comfort. Therefore, the issue of teenagers' adaptation to the new school environment is extremely important for understanding the processes of youth socialization and ensuring conditions for their successful integration into society.

The theoretical background of the study includes the analysis of scientific approaches to understanding and clarifying the concept of transition to a new school team; the specific psychological and social problems caused by such a transition are studied focusing on the main aspects of interaction with peers, parents and teachers.

A prepared comprehensive review of difficulties and challenges facing adolescents when they change school environment, enables developing pedagogical support strategies for both particular situations concerning their new school environments, and psychological and social problems related to teenagers' transitional age characterized by significant changes in the emotional, social and psychological spheres of their lives. Special attention is paid to adaptation of our Ukrainian students abroad. Understanding and supporting these aspects is extremely important to ensure the successful adaptation and harmonious development of young people.

Key Words: adolescent adaptation, socialization, school team, psychological stress, interpersonal relations, cultural barriers, language barrier, adaptation strategy.

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ПРОБЛЕМИ АДАПТАЦІЇ ПІДЛІТКІВ ДО НОВОГО ШКІЛЬНОГО СЕРЕДОВИЩА ТА СТРАТЕГІЇ ПЕДАГОГІЧНОЇ ПІДТРИМКИ

Анотація. У статті досліджуються проблеми підлітків під час переходу до нового шкільного середовища. Цей процес включає адаптацію до нового освітнього середовища та інтеграцію в соціальну структуру нового колективу, що суттєво впливає на емоційний та психологічний стан підлітка. Зміна школи, навіть в межах однієї країни чи громади, може бути стресовою через необхідність адаптації до нових соціальних правил, моделей спілкування та очікувань від однолітків і вчителів. Ця проблема стає особливо актуальною в умовах війни, глобалізації та мобільності населення, коли підлітки все частіше змушені змінювати школи через переїзд до інших країн чи регіонів. Це загострює культурні, мовні та соціальні виклики, з якими вони стикаються. Успішна адаптація до нового колективу значною мірою визначає як їхні академічні досягнення, так і емоційний комфорт. Тому питання адаптації підлітків до нового шкільного середовища є надзвичайно важливим для розуміння процесів соціалізації молоді та забезпечення умов для її успішної інтеграції в суспільство. Теоретичні основи дослідження включають аналіз наукових підходів до розуміння та уточнення поняття переходу до нового шкільного колективу; досліджуються конкретні психологічні та соціальні проблеми, спричинені таким переходом, зосереджуючись на основних аспектах взаємодії з однолітками, батьками та вчителями. Підготовлений комплексний огляд труднощів та викликів, з якими стикаються підлітки під час зміни шкільного середовища, дозволяє розробити стратегії педагогічної підтримки як для конкретних ситуацій, пов'язаних з їхнім новим шкільним середовищем, так і для психологічних та соціальних проблем, пов'язаних з перехідним віком підлітків, що характеризується значними змінами в емоційній, соціальній та психологічній сферах їхнього життя. Особлива увага приділяється адаптації наших українських студентів за кордоном. Розуміння та підтримка цих аспектів надзвичайно важливі для забезпечення успішної адаптації та гармонійного розвитку молоді.

Ключові слова: адаптація підлітків, соціалізація, шкільний колектив, психологічний стрес, міжособистісні стосунки, культурні бар'єри, мовний бар'єр, стратегія адаптації.

Formulation of the problem. Throughout their lives, people find themselves in new groups, and this requires them to adapt. Typically, it all starts with nursery school, then comes school time, followed by a collage or university. Nowadays, such changes to new school are becoming even more frequent, as this terrible war has led to a constant flow of families moving both within the country and abroad. This situation poses a particular challenge for our younger generation. The transition of

teenagers to a new school team is an important stage in their lives, which is often accompanied by numerous problems and challenges. This process involves not only changing the learning environment, but also adapting to new social groups, rules and expectations. Adolescence is a critical period of personality development, when their self-awareness, self-esteem and social skills are being formed. Therefore, a change in the school team can affect the emotional state, educational motivation and general psychological well-being of adolescents.

Problems that may arise when moving to a new school team are often associated with difficulties in establishing new social contacts, feelings of isolation and loneliness, and increased levels of stress and anxiety. Adolescents may feel peer pressure, experience bullying, and face difficulties in adapting to new educational requirements and teacher expectations. Such challenges can have a significant impact on their academic performance and mental health.

Understanding these problems and finding effective strategies to solve them are important tasks for both educators and parents. It is important to create a supportive environment that will help teenagers to successfully adapt to a new team, maintain a positive attitude towards learning, and develop social skills. In this context, the study of the problems of adolescents when transitioning to a new school is relevant and important for improving educational practices and supporting the psychosocial well-being of students.

The objectives of this work are as follows:

- to define the concept of transition to a new school team;
- to study the psychosocial aspects of adolescent adaptation;
- to describe the main aspects of interaction with peers, and teachers;
- to investigate the processes of parents' involvement in the adaptation process;
- to investigate the process of socialization of Ukrainian students abroad during the transition to a new team;
- to analyze problems during the transition to a new school team and proposals for their solution.

The practical significance of the work is that the research results may be used:

- in the process of implementing special programs in schools aimed at emotional and social support of teenagers during the transition to a new school. These can be psychological support groups, adaptation trainings and individual consultations;
- in the process of improving the competence of teachers in order to increase their knowledge and skills in the field of supporting adolescents during adaptation. This will help teachers better understand the needs of students and effectively respond to their problems;
- in the process of involving parents during the period of adaptation to the new school. This includes advice on creating a supportive home environment, communication and collaboration with educators.

Analysis of recent research and publications. The issue of the transitioning to another establishment of education is addressed in the works of both domestic and foreign researchers. Many studies emphasize the importance of this period for

teenagers, their embranchment of advantages and disadvantages of the change and their attempts to adapt to the new situation [1, 4, 8, 10].

Much attention is paid to the psychological and social aspects of adolescents' adaptation to a new school environment. Social skills and expectations of adolescents during the transition to a new school are analyzed. psychological problems of vulnerable adolescents and the role of life skills training in their adaptation to new school conditions are emphasized [5, 6].

Social support and its role in maintaining the mental health of adolescents during adaptation to a new environment is investigated and the impact of supportive programs on reducing anxiety levels in adolescents during this period is highlighted in the works [2, 10].

Guidelines for designing strategies for pedagogical support are presented in studies [9, 3]. They offer guidance on developing effective pedagogical strategies to support students' adjustment during the transition to another school.

Presenting main material. Students' experiences when transitioning to a new school are important. Children who make the transition to the school smoothly are most likely to experience a higher degree of academic success as well as finding that socialising with peers and teachers comes more easily [1, p. 100]. When they feel secure and empowered in the process of entering a school and see their experience as positive, it could be argued that their need for emotional safety and wellbeing are most likely being met. This is significant because when students feel safe at school, they may be more likely to exhibit behaviours that indicate engagement-with-learning to the school teacher and they may also feel more empowered to engage in classroom interactions, ask questions and share their ideas. Dockett and Flear write that those who feel safe are more likely to take risks: more likely to ask questions when they don't know the answer, more likely to persist in their search for answers and more likely to share this with others, including the adult.

A new school as an object of socio-psychological research may include the following components:

- socio-psychological adaptation of the school management, including the director, to the new teaching staff and new teaching activities;

- socio-psychological adaptation of teachers in a new teaching team for them;

- socio-psychological adaptation of students in a class group new to them, as it significantly affects not only the quality of their educational activities, but also the process of personality formation as a whole.

Practice shows that there are many cases when the cause of low academic performance, reluctance to study, deterioration of the general mental state of a student, especially in adolescence, after the transition to a new class is not a bad contingent of teachers (as parents often emphasize), not the negative influence of the new comrades, but the individual and psychological characteristics of the newcomer himself, which do not allow him to quickly integrate into a new community of peers, a new school environment.

By inclusion, most authors understand the adequate or inadequate participation of an individual in the vital activities of the collective, in the realization of its goal. With adequate participation in the activities of the class team, the student shows a

desire to act in such a way as to support the "organizational spirit" of the class, activity, initiative, and a desire to contribute as much as possible to the collective cause. In the case of inadequate participation of a newcomer in the life of the class, either irresponsible following of the collective is manifested, which is expressed in conformism ("I'm like everyone else"), or an indifferent attitude towards it to the point of hostility ("Well, I'll show you, you'll still recognize me").

It can be said that the term "inclusion of the individual in the organization" is similar to a number of socio-psychological concepts that reflect the position of the individual in the team.

How participation in the affairs of the inclusion team determines the line of behavior of the students: they perform specific tasks, assignments, encourage their peers to fulfill their duties, participate in voting when choosing a class asset, express their opinion, make critical remarks to their friends.

At the same time, it turns out that in most cases it is the line of behavior that characterizes its inclusion. In this way, it can be considered that inclusion is not only the membership in the class group, but also their self-activities in this group. This includes both the accumulation of as many facts of positive behavior in the classroom as possible, and a certain state in which the beginner implements the general principle of collectivism in specific matters – he/she does more than is expected of him/her.

It is also difficult to make a more detailed analysis of the inclusion of the newcomer's personality within the organizational properties of the class because inclusion, being the result of a good organization of the team, at the same time is itself an aspect of the organization. By the concept of inclusion of the student's personality in the new class group, we will understand not only the individual's complete acceptance of the goals, motives and values of the organization, but also the manifestation of such personal traits that contribute to the strengthening of the class group as an organized system as a whole [1, p. 96].

Full inclusion in any organization, including a class team, must combine the individual's own activity, demandingness of the activity of other members, as well as knowledge and prediction of the activity of all members of the organization, which is the basis of the activity of the individual himself.

In other words, it can be said that the individual, when fully included in the organization, can be considered as a model of the organization as a whole, as one of the indicators of the quality of intra-group socio-psychological processes, as an indicator of the level of development of the group in general.

Studies of socio-psychological adaptation show that in the same problem situations, different people adapt differently and with different degrees of success. Such facts indicate that there must be an ability to adapt, and there are large individual differences in the level of possession of this property.

The idea of adaptive capacity is widely used in biology. In scientific works on evolutionary biology, it is claimed that evolution is nothing but the process of development of adaptation reactions. Adaptation can be considered the process of formation of adaptive abilities of species and their prerequisite in individuals, although in individuals adaptability is formed in ontogenesis [2, p. 1020].

L. Phillips is talking about the potential adaptability of an individual, which in the future, in new social situations, should become a situational ability to ensure actual adaptation. Considering the problem of actual adaptive abilities, it is probably necessary to single out several of their varieties, corresponding to those varieties of adaptation, which were mentioned above. It is possible, firstly, to assert the existence of the general adaptability of the individual as the ability to adapt in certain types of social situations.

A significant role is also played by the fact that for many non-typical situations a person may lack ready-made, fixed adaptive mechanisms, complexes and strategies. In such cases, the general adaptive capacity should be expressed in the creation of ways of flexible situational adaptation.

What is the problem with the adaptation of people and groups, what is the optimal ratio of specialization of adaptation mechanisms and the level of flexibility and innovation of situational adaptation - in terms of the social psychology of the individual, these questions have not been fully investigated yet. In our opinion, the concept of "social adaptation" of an individual used in the scientific literature can also be defined as the adaptability of behavior in the conditions of micro and macro groups.

At the same time, it is noted that the social and psychological properties and abilities of the personality, which ensure the activity of its behavior, have not yet become the subject of socio-psychological study. We believe that the adaptability of behavior should be understood as nothing more than the adaptability of the individual. And that, in turn, is provided by protective and non-protective mechanisms and their complexes. If this is so, then one cannot agree with the statements about the "properties and abilities" of the individual, which ensure the adaptability of his/her behavior in social situations, because this has not yet become a subject of detailed study in psychology at the moment. Since our work deals mainly with the socio-psychological adaptation of the individual, which is a system, the following problem can be put forward: how the ability to adapt is related to the internal diversity of the individual as a system with a complex structure. As a general answer, it can be stated that a high level of diversity of differentiation of cognitive abilities and processes, motivational substructure and especially adaptation mechanisms, their complexes and strategies of adaptive behavior is a necessary prerequisite for flexibility and a wide spectrum of manifestation of adaptive abilities of the individual. Such diversity is an important aspect of human adaptive reserves or adaptive potential.

Considering the psychosocial aspects of adolescent adaptation it should be said that transitioning to a new school can be a challenge for teenagers as they face new demands, social norms and peer relationships. This period can affect their self-esteem, emotional stability and general well-being

Social relationships and adaptation: teenagers are under a lot of pressure to establish new social connections and find their place in a new group. This can be difficult for some, especially if they tend to be outgoing or introverted. It is important to create a supportive and collaborative classroom environment to support them in this process.

Self-esteem and emotional stability: moving to a new team can affect a teenager's self-esteem and general well-being. It is important to support their positive self-esteem and self-confidence by providing opportunities for success and recognition of their achievements [4, p. 301].

Identity and self-discovery: teenagers are actively forming their identity, and transitioning to a new team can be part of this process. It is important to create opportunities for self-expression and self-development to help them understand their values and interests.

Adolescence, typically spanning from ages 12 to 19, is a phase characterized by unavoidable upheaval that occurs during the progression from childhood to adulthood. During this stage, adolescents commonly experience conflicts with their parents, display moodiness and engage in inappropriate behaviors. Experiencing turmoil can facilitate the process of attaining maturity. Adversity and setbacks can serve as valuable opportunities for individuals to reflect, improve, and gain insights for future endeavors [6, p. 85]. Individuals in this stage of development often exhibit distinct behavioral patterns and exhibit a desire for activities that may be detrimental to their well-being.

Consequently, this may alter the dynamics of their relationship with their guardians, as they may struggle to differentiate between ethical and unethical behavior. Alterations in an individual's personality are undoubtedly evident, however, the connections they uphold with themselves and others are comparatively less distinct. During adolescence, individuals develop working relationships with themselves and others, based on their concept of self, which may be either healthy or unhealthy.

Certain adolescents may display physical indications of maturity at an earlier or later stage compared to their peers. The dissimilarities can pose a challenge for adolescents as they may experience self-consciousness or apprehension regarding their nonconformity to the physical appearance of their peers.

Peer groups collaborate to cultivate novel individual tastes and inclinations. An adolescent may exhibit changes in attire, musical preferences, and language usage as a direct consequence of socializing with a novel peer group. During adolescence, individuals tend to engage in identity exploration and perceive their peers as a source of validation and critique for their emerging identities [2, p. 1025].

The onset of adolescence is marked by the onset of puberty, which is characterized by various physiological changes that occur during this developmental stage. During this particular stage, there is a notable surge in height for both genders, accompanied by the maturation of sexual and adrenal glands, which is attributed to hormonal fluctuations. The manifestation of secondary sexual characteristics such as the growth of facial hair and the deepening of voice is observed in male individuals during puberty. During the onset of the menstrual cycle, young females experience physical changes in the form of breast and hip development. During this period, the physical transformations are highly discernible [6].

Teens often engage in physical activities such as sports, dance, and dramatic arts while exploring and identifying their areas of interest. However, due to academic and societal expectations, many people are unable to engage in such activities.

Despite their importance, extracurricular activities have been limited in recent times, preventing people from gaining relevant experiences.

During adolescence, there is generally progress in cognitive development. Improvements in both selective and divided attention can be evident. Both working and long-term memories are developed. The speed of information processing and the ability to introspect are positively correlated with the ability to self-awareness and social awareness, which is enhanced by a well-formed self-awareness. Adolescence is subject to certain social restrictions. The mentality of a young person is often influenced by the social structure and stereotypical thinking. People develop resilience and are additionally influenced by revolutionary and distinctive ideas and transformations in society [7, p. 430].

The period of adolescence is considered to be a crucial phase characterized by swift physical and cognitive growth. The obstruction of the developmental process can frequently result in psychological crises and an array of mental health issues among adolescents. Mental health issues are a significant contributor to the overall disease burden faced by adolescents and are the primary cause of disability in this population. These effects can be long-lasting and have a profound impact on young people's lives. Furthermore, inadequate mental health during adolescence is a contributing factor to engaging in risky behaviors such as self-injury, tobacco, alcohol, and drug use, unsafe sexual practices, and exposure to violence [6].

Research has demonstrated that the family factor, specifically parenting style, is a significant determinant of adolescent mental health. It has a significant impact on the psychological well-being of adolescents, as well as on the long-term development of their personality and other psychological traits. There exists a significant correlation between parenting style, self-esteem, and mental health. As to family systems theory, a parenting style that is characterized by negative attributes, such as parental rejection, can adversely affect a child's self-esteem, resulting in poor mental health and low self-esteem [6].

Practice shows that when the chosen profile corresponds to the psychophysiological and personal traits, interests and inclinations of the student, then, despite the increased requirements and increase in the educational load, fatigue and related neurotic phenomena are observed much less often, and the effectiveness of the educational process increases.

This question arose due to the fact that individual features of the development of neuropsychological functions affect the success of learning complex training programs and the degree of tension of adaptation mechanisms. Therefore, a timely assessment of the complex of individual characteristics of the student and the development of appropriate recommendations play an important role in the education system. The students enter a special stage of age development — the period of early youth.

Adolescence is a transitional period between adolescence and adulthood. Physical development in adolescence generally ends, puberty ends - most boys and girls of this age are already in the post-puberty period, but from the point of view of mental development, early adolescence is a time of the most important and

fundamental changes. The most serious transformations are taking place in the field of self-awareness and identity development.

This is connected with both internal and external reasons, namely, with the specifics of the social situation of development, the essence of which at this age stage is that society puts a young person in a situation where it is necessary to carry out professional self-determination in conditions of real choice. High school students need help from the school in determining their future profession.

Unfortunately, this need is often unmet. In addition, tenth-graders who have made a professional choice are increasingly critical of the school curriculum, they clearly divide subjects into "necessary" and "unnecessary" ones, which cannot help but affect the effectiveness of education. Self-determination is connected with the need of a high school student to take the position of an adult. Very often, the transition to high school is accompanied by hopes of acquiring a special status, and when newly graduated high school students do not see any special changes in the attitude of teachers towards them, misunderstandings and conflicts often arise.

The main psychological neoplasm is the discovery of one's inner world. Self-awareness moves to a qualitatively new level. This is manifested in the increased importance of one's own values. The most important feature of youth self-awareness is the formation of a time perspective. Often, in their thoughts and feelings, high school students are already out of school, so they perceive visiting it as an unfortunate necessity.

Finally, the majority of students face a sharp increase in the academic load, which often leads to disturbances in both physical and psychological conditions. The ability to allocate time and plan one's activities can play a special role here.

Also, at this time, the crisis of youth occurs, related to the search for closeness with a loved one, and the lack of experience leads to isolation and closure within oneself [8, p. 2138].

The practice of psychological observations reveals emotional and psychological stress, overload, fatigue and, as a result, a sharp decrease in academic performance. Therefore, beginning with the first months of the school year, the teaching staff and parents try to shorten the period of adaptation of students with the aim of their fastest inclusion in the implementation of the planned educational programs and plans. It helps active inclusion in the socially useful life of the class and school, creation of the most favorable conditions for the self-realization of the personality of older students.

How a high school student adapts sometimes depends not only on further education, but also on the student's ability to work in the "person-to-person" field in the future, since individual support in critical periods of life means to be "help in the self-realization of individuality"

For a modern student, who is in the conditions of updating the content of education, an important problem is social and psychological adaptation to the new learning situation. First of all, it can be adaptation to a new class group (merging classes, or transition from one class to another, or school), adaptation to an increase in the school load from a separate profile (when creating profile classes, most groups are formed from students of different classes), to new requirements of teachers. At

the same time, as the evaluation criteria change, the student's status changes, and he/she again has to form an image of himself/herself in the eyes of his/her peers, teachers, and parents.

This process takes place in parallel with the process of increasing the educational load and requirements of teachers according to the selected profile. Often, schoolchildren, choosing to study in a specialized class, do not understand what awaits them and how to use the acquired knowledge in the future.

Given the significant impact that peer groups can have on adolescents, it is imperative for parents to be aware of their teenagers' social circles. Although an unsatisfactory peer group may still have a constructive impact on a teenager's social growth by fostering self-reliance and self-assurance, parents still desire to exercise some control over their adolescent children. The facilitation of this process can be achieved with greater ease if parents have established a robust bond with their offspring prior to their entry into adolescence [9, p. 34].

If parents notice that their child has become more irritable due to failure (or more gloomy and apathetic) than before, they should help him cope with learning difficulties. For this, first of all, it is necessary to find out what difficulties the student faced, which subjects are the most difficult. Then try to explain that the requirements for him/her have increased and teachers evaluate him/her according to new criteria. Together with their student, it is necessary to analyze the comments made by the teachers, and to formulate new parameters for assessing success, clarifying the conditions that his/her written and oral works, essays, and reports must meet. This may require a teacher's consultation (preferably for the student himself/herself, not for the parents).

Moving to a new school, college or social circle can be full of uncertainty and anxiety for both teenagers and their parents. However, if parents focus only on potential problems and risks, this can reinforce fears and negative expectations in their children. Instead, modeling a positive, optimistic attitude toward the new environment is a much more productive approach.

First, parents should focus on the advantages and opportunities that are open to the teenager. This may include discussing interesting curricula, extracurricular activities, new social connections, etc. By emphasizing the positive aspects, parents help their children focus on the prospects for personal growth.

Second, openly expressing one's enthusiasm and positive expectations for future change can be very energizing for teenagers. When parents demonstrate an optimistic outlook while acknowledging potential challenges, it instills a sense of confidence in children and sets them up for success.

Third, a constructive approach to solving potential problems is also important. Instead of focusing on fears, parents can discuss coping strategies, enlist support resources, and encourage flexibility and adaptability.

Finally, recognizing and expressing pride in a child's efforts and progress while adapting to a new environment is a powerful motivator for teenagers. This helps them maintain a positive attitude and increases self-confidence.

In general, optimistic, positive-minded parents create a favorable atmosphere for the successful adaptation of adolescents in a new environment. Their support and

positive example help children overcome insecurities and failures, focus on opportunities for personal growth.

Active participation and support from parents can greatly facilitate the process of adaptation of a teenager in a new team, help overcome difficulties and form healthy relationships with peers and teachers.

Socializing of Ukrainian Students in New School Environments Abroad

The process of adaptation and socialization of students to the new school team is an important aspect of their personal development and academic success. This is especially relevant for students who come to study in other countries, where they face differences in culture, language and educational system.

The process of socialization of the individual is the subject of study of many sciences, such as psychology, sociology, pedagogy. The main approaches to understanding socialization are presented in the works of T. Parsons, G. Tarde, E. Durkheim, A. Bandura, J. Mead and others. Socialization is considered as the process of assimilation of social experience by the individual, i.e., the system of social connections and relations due to his/her active activity, communication and inclusion in the system of social institutions.

Socialization of adolescents is a complex process that includes adaptation to new social roles and norms, learning interpersonal communication skills, and integration into the social structure of the team. According to theories of social integration an adolescent's personality is formed through interaction with other members of society, which determines the need for social connections and belonging to a group. In the conditions of a change in the social environment, adolescents go through a phase of readaptation, which requires new social skills and the ability to navigate in unfamiliar cultural contexts.

The socialization of Ukrainian teenagers has certain cultural characteristics. The Ukrainian school traditionally supports a more collectivist way of thinking, but with elements of individual independence. Ukrainian teenagers are more oriented towards establishing friendships through joint activities, such as group projects or extracurricular activities. Strong interpersonal ties, in particular between family and friends, also play an important role, which emphasizes the need for social support from loved ones during adaptation. However, when changing schools, Ukrainian teenagers may experience psychological stress due to the need to integrate quickly into a new group.

Ukrainian teenagers can study in secondary schools of the countries that have accepted them together with their parents or guardians. In European countries, such as Poland, Germany, the Czech Republic, Lithuania, and many others, children are integrated into the local education system.

Basic conditions that facilitate this integration are as follows:

1. Free education: in many EU countries, education in schools is free for Ukrainian children.
2. Language courses: to help the integration, students are offered courses in the language of the country.
3. Adaptation programs: special programs that contribute to the social and cultural adaptation of students.

Ukrainian students can also enroll in international schools abroad that offer international educational programs, such as:

IB (International Baccalaureate) is an international secondary education program recognized in many countries.

GCSE or A-Levels are the British education system that allows you to obtain secondary education with the possibility of further admission to universities.

Ukrainian teenagers can participate in exchange programs that involve temporary study abroad within the framework of cooperation between schools or according to international student exchange programs. Such programs allow students to study for one or more semesters in partner country schools.

Due to the war and displacement, some Ukrainian teenagers continue their studies in Ukrainian schools remotely, staying abroad. At the same time, they can combine Ukrainian online education with attending local language courses or lessons in the host countries. Online learning allows them to stay in the Ukrainian education system, even when they are outside the country.

Some countries offer preparatory courses for high school students who want to enter universities. These can be university-based programs or language schools, where students improve their language knowledge and academic skills for admission to foreign universities.

Ukrainian families can independently choose private schools abroad for their children. Private schools usually offer an individualized approach to learning and a high quality of education. Some Ukrainian families also use the services of educational agencies that help with the organization of studying abroad.

After the full-scale war unleashed by Russia, many international humanitarian organizations, such as UNICEF and UNESCO, launched support programs for Ukrainian schoolchildren. These programs may include scholarships, psychological support, and adaptation measures for students.

Thus, Ukrainian teenagers have a wide range of opportunities for obtaining education abroad thanks to both state programs of the host countries, as well as private initiatives and international aid.

Ukrainian teenagers studying in other countries also face a number of features of the socialization process. Differences in culture, everyday life, education system can cause them stressful situations, difficulties in establishing interpersonal contacts, understanding and accepting new social norms.

Ukrainian teenagers may experience culture shock when faced with social and ethical norms that differ from those they had been used to at home. For example, perceptions of the role of gender, interaction with teachers, ways of communicating and the level of tolerance for diversity may differ in the country of study. This creates stressful situations for students and can make social interactions with local peers difficult.

Changing living conditions can be a serious challenge. Students who are used to a certain way of life in Ukraine may face different standards of housing, food and living arrangements. For example, hostels or living with local families can be unusual and sometimes stressful due to different household rules and habits. The lack of familiar foods that are part of Ukrainian culture can also be a source of discomfort.

The education system in European or North American countries can be significantly different from the Ukrainian one. For example, students may experience greater independence in learning, less dependence on the teacher, and an emphasis on project work and group discussions. This requires rapid adaptation to a new learning style, which can cause feelings of uncertainty or stress.

Establishing social contacts can be difficult, especially because of language barriers and cultural differences. Ukrainian students may face difficulties in integrating into the local student community due to differences in communication style, social traditions, and language difficulties, causing feelings of isolation and reduced social support.

New social norms, such as different attitudes to time, interpersonal distance, and behavioral rules, may require considerable flexibility. For example, students may find certain behaviors accepted in another country to be unacceptable, which can cause misunderstandings or even conflicts in social situations.

For successful adaptation, it is important for Ukrainian students to receive support from the university community. Mentoring programs, peer support and events for international students can help to integrate faster and overcome social isolation. The role of teachers, as well as students of the same age, is important in providing a comfortable academic and social environment.

Thus, the process of adaptation of Ukrainian teenagers in a new school depends on their cultural and social background, as well as on the characteristics of the educational environment they enter.

The socialization process of students, especially those teenagers studying in other countries, is an important aspect of their personal development and academic success. Successful adaptation largely depends on support from the educational environment, as well as personal qualities and previous experience of adolescents.

One of the most significant challenges for teenagers in and out of school is peer pressure. This can manifest in various forms – from fashion and lifestyle choices to riskier behaviours like experimenting with substances or breaking rules. Teens often feel the need to conform to be accepted, which can lead to stress and anxiety.

The pressure to achieve high grades can be overwhelming for many teenagers. This stress is often compounded by expectations from parents and teachers, as well as competition among peers. The pursuit of academic excellence can sometimes lead to burnout, anxiety, and a loss of interest in learning.

Bullying remains a critical issue in many schools, with long-term effects on victims' mental health. Cyberbullying has added a new dimension to this problem. Social conflicts, whether due to bullying, rumours, or misunderstandings, can impact significantly a teenager's school experience.

Adolescence brings about physical changes that can be challenging for teenagers. The societal emphasis on appearance and body image can lead to issues with self-esteem and, in severe cases, eating disorders. This is a period when teens are particularly sensitive to how they are perceived by others.

Adolescents are at a stage where they are discovering and asserting their identity, including sexual orientation and gender identity. This stage can be a

confusing time, especially in environments that are not supportive or inclusive. The fear of judgment or discrimination can lead to significant emotional distress.

Social media play a significant role in the lives of most teenagers. While it can be a source of support and connection, it can also lead to issues like cyberbullying, unrealistic comparisons, and distractions from academic responsibilities, playing into issues with self-esteem and/or peer pressure.

High school is a time when teenagers are preparing for adulthood, which includes making decisions about their future, like ongoing learning or career paths. This transition can be daunting, with the fear of making the wrong choices and the stress of navigating adult responsibilities [10].

New School Environment and Pedagogical Support Strategies

A teenager's transition to a new school team is often accompanied by a number of problems and challenges that can negatively affect his emotional state, academic performance and social adaptation.

It is difficult for a teenager to find a common language with new peers, make friends and become accepted in a group, and this can be a serious problem when moving to a new class.

There are common issues that teenagers face at school, offering insights for parents and carers.

- peer pressure: the struggle to fit in;
- bullying and social conflicts;
- academic stress;
- body image and self-esteem;
- navigating identity and sexuality;
- striving to independence;
- social media's influence.

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It is a time when teenagers are preparing for adulthood, which includes making decisions about their future, like ongoing learning or career paths. This transition can be daunting, with the fear of making the wrong choices and the stress of navigating adult responsibilities [15].

Social media play a significant role in the lives of most teenagers. While it can be a source of support and connection, it can also lead to issues like cyberbullying, unrealistic comparisons, and distractions from academic responsibilities, playing into issues with self-esteem and/or peer pressure.

Low self-esteem and insecurity in a new environment is a common problem among teenagers during the transition to a new team. We offer several effective ways to help a teenager overcome these challenges.

1. Provide emotional support and unconditional love: it is important for parents to be patient, understanding and encouraging of the child, regardless of his/her successes or failures in the new environment.

2. Emphasize strengths and achievements: to help a teenager realize his talents, abilities and successes in various spheres of life. This will increase his/her self-esteem and confidence.

3. Set realistic goals and celebrate progress: break complex tasks into smaller steps and celebrate each small victory. This will help the teenager to feel his/her own competence.

4. Teach positive thinking: encourage teen to replace negative thoughts about themselves with more constructive and optimistic ones. Engage in activities that arouse interest: participating in hobbies or sports where a teenager can express their abilities will boost their confidence.

5. Encourage self-discovery and self-acceptance: to help a teenager understand and accept his strengths and weaknesses, realize the value of his own individuality.

6. Create a circle of support: encourage teen to connect with friends and family who can provide emotional support and positive feedback.

If necessary, contact the school psychologist. A professional can suggest additional strategies and exercises to improve self-esteem.

The main thing is to patiently, consistently and with love help the teenager realize his own value and uniqueness. This will strengthen his/her self-confidence and ability to overcome the difficulties of a new environment.

Academic difficulties, where a teenager falls behind academically due to differences in curriculum or teaching methods, can also become a problem.

Here are some suggestions that can help a teenager overcome academic backwardness due to differences in curriculum or teaching methods. Additional classes or tutoring: consider hiring a tutor or signing up for extra classes in subjects in which your teen is lagging behind. An individual approach will help eliminate gaps in knowledge:

- cooperation with teachers: it is important to establish close communication with teachers so that they are aware of the difficulties of the teenager and can offer additional materials, explanations or adapt the curriculum;

- creation of an individual study plan: together with the teachers and the teenager, develop an individual study plan that will take into account his/her strengths and weaknesses, as well as help focus on priority subjects;
- engaging peers as mentors: ask classmates who are familiar with the material to help the teen as informal mentors or to form support groups;
- use of additional resources: give your teen access to online courses, video tutorials, e-textbooks, and other support materials that can make learning easier; here is a supportive review of such tools [12] that can be effectively addressed due to their systematic support, pedagogical clarity, and reflective practice;
- development of time management and organization skills: teach the teenager to effectively plan his time, set priorities and structure the learning process;
- encouragement and support: it is important to regularly praise the teenager for his/her efforts and progress, to motivate him/her not to give up and to believe in his/her own strength;
- psychological support: if a teenager is experiencing severe stress or anxiety due to academic backwardness, it is recommended to contact a school psychologist for additional help.

The main thing is to create a favorable environment where the teenager will receive the necessary support and resources to overcome difficulties. With patience, persistence and the right approach, he/she will be able to catch up with the program and succeed.

A teenager may face conflicts, insults or bullying from peers.

Here are some effective **strategies for dealing with conflicts, insults or bullying** from peers that a teenager faces. Openly discuss the situation with the teenager: it is important to listen to his story and experiences without judgment. Help him/her realize that he/she is not to blame for the situation and does not deserve to be treated this way. What can be done to support your student?

- teach assertive behavior: explain to the teenager the difference between passive, aggressive and assertive behavior. Help learn the skills of assertive but polite refusal and asserting your boundaries.
- involve the school administration: report bullying to teachers and administration as most schools have protocols for situations like this. Demand measures such as mediation, punishment of offenders or increased supervision.
- document incidents: record the dates, times, locations, and details of each bullying episode. This will help prove the systemic nature of the problem.
- offer to change class/school: if the school administration cannot guarantee the teenager's safety, consider transfer to another class or school;
- involve a psychologist: bullying can harm a teenager's mental health. A psychologist will help restore self-esteem and confidence;
- expand the circle of communication: encourage your teen to join clubs, clubs, or interest groups to find a positive environment;
- learn how to relieve stress: help your teen learn healthy ways to relieve stress: sports, creativity, meditation, etc;
- strengthen family ties: show unconditional love and support, spend quality time together to create a favorable atmosphere at home.

The key is to act decisively, attracting all the necessary resources. Only a comprehensive approach can stop bullying and help a teenager regain a sense of security and dignity.

A teenager may have difficulty adjusting to new rules, demands and expectations of teachers.

As to **adaptation**, here are some suggestions for solving the problem of a teenager's adaptation to new rules, requirements and expectations of teachers.

1. Open communication with a teenager: it is important to find out why it is difficult for him to adapt to new requirements. Perhaps he does not understand certain rules or feels that they are unfair. Listen to his arguments and explain the importance of following the general rules.

2. Clear explanation of rules and expectations: ask teachers to explain in detail to the teen all the rules, requirements, and expectations for behavior and learning. Emphasize why they are important and useful.

3. Involvement of a teenager in the process: give the teenager the opportunity to express their wishes and suggestions regarding certain rules or requirements. This will help him feel involved and understand their feasibility.

4. Allowing time for adaptation: adaptation to new rules takes time. Be patient and don't expect instant changes. Support the teenager and praise each step forward.

5. Setting consistent expectations: parents and teachers must agree on common expectations and approaches. Such a sequence will help the teenager better understand and accept new norms.

6. Mentoring by teachers: a teenager can be helped if one of the teachers takes on the role of a mentor and regularly provides feedback and support in the adaptation process;

7. Use of the system of rewards and sanctions: introduce a system of positive reinforcement for compliance with rules and requirements, as well as justified consequences for their violation.

8. Referral to a psychologist: if a teenager strongly resists new rules, it may be useful to consult with a psychologist to identify the underlying causes of such behavior.

The main thing is to ensure an open dialogue, patiently explain the need to follow the rules and involve the teenager in the process of establishing them. This will help him better understand and accept new requirements.

The transition to a new environment can cause **emotional stress, anxiety and other psychological problems** in a teenager.

Here are some suggestions on how to solve this problem.

1. Provide emotional support: it is important for parents to create an atmosphere of trust and openness in which the teenager could freely share his experiences. Be empathetic, listen carefully, and reassure him that all his feelings are normal.

2. Seek professional help: if necessary, it is worth contacting a school psychologist or an external specialist for consultation and psychological support of the teenager. They can offer effective strategies for coping with stress and anxiety.

3. Learn stress-relieving techniques: help your teen learn different practices to reduce stress and anxiety, such as breathing exercises, meditation, visualization, going outside, etc.

4. Encourage a healthy lifestyle: regular exercise, a balanced diet and adequate rest can significantly improve a teenager's emotional state.

5. Suggest creative hobbies: involvement in creative activities, such as drawing, music, and writing, allows you to find an outlet for emotions in a constructive way.

6. Expand the circle of support: help your teen develop positive relationships with friends and find people who can provide emotional support and understanding.

7. Set reasonable expectations: explain to your teen that some anxiety during transitions is normal. It is important to be patient and not insist on quick adaptation.

8. Track progress: regularly check the emotional state of the teenager and note the improvement. This will help him see positive developments.

The main thing is not to ignore the emotional difficulties of a teenager, but to provide the necessary support and involve specialists if necessary. With time and proper help, he/she will be able to overcome stress and successfully adapt to a new environment.

Successful adaptation of a teenager in a new school team requires a comprehensive approach involving teachers, school administration, parents, and the teenager himself/herself. Creating a supportive environment, providing emotional support, developing social skills and academic assistance are key factors in overcoming difficulties and ensuring a smooth transition.

Conclusion

Summing up the research, we made the following conclusions:

1. A teenager's transition to a new school is a significant event in his/her life, which is accompanied by a number of challenges and difficulties. This is the process of adapting to a new social environment, establishing new interpersonal relationships, learning new rules and norms of behavior. The success of a student's entry into a new team largely depends on his psychological readiness, social skills and personal qualities. The characteristics of the team itself, its cohesion, psychological climate and attitude towards new students also play an important role. The transition of adolescents to a new school is an important and complex process that affects their emotional, social and academic spheres. The concept of transition to a new school collective covers a wide range of changes faced by students, including adaptation to a new environment, establishment of new social relationships, adaptation to new requirements and expectations from teachers and peers.

2. Adaptation of adolescents to new conditions and circumstances is a complex process that encompasses various psychosocial aspects. This period is characterized by significant changes in the emotional, social and psychological spheres of teenagers' lives. Understanding and supporting these aspects is extremely important to ensure the successful adaptation and harmonious development of young people.

Adolescents often experience increased levels of stress, anxiety and uncertainty in new situations. It is important to provide emotional support to help them overcome these challenges and maintain their mental health. Adaptation to new social groups

and collectives is a key aspect of this process. Teenagers need to develop new social skills, establish friendships and find their place in a new social environment. Support from parents, teachers and peers plays an important role in the adaptation process. Creating a supportive and safe environment contributes to the successful adaptation of adolescents and their overall well-being. Adaptation requires adolescents to use and develop their own resources, such as stress resistance, self-esteem, and the ability to self-regulate. Supporting this development is an important task for all participants in the educational process.

Successful adaptation of adolescents is important for their further development and formation as individuals. Understanding and taking into account the psychosocial aspects of this process helps to ensure conditions for harmonious development, reduces the risks of negative psychological consequences and contributes to the formation of a healthy and successful generation.

3. The successful adaptation of teenagers to a new team largely depends on the interaction of the school and family environment. The creation of a supportive environment, active cooperation between school and family, as well as the implementation of adaptation programs are key factors contributing to the successful integration of adolescents into a new social and academic context.

Teachers play an important role in the adaptation process by providing emotional support and creating a conducive learning environment. Their attention, understanding and willingness to help can make the transition much easier for teenagers. Involvement of teenagers in various school events and activities contributes to faster socialization. Joint projects, sports teams and clubs help students establish new social ties and find their place in a new team.

The family plays a crucial role in ensuring the emotional stability of adolescents during the transition. Parents should actively communicate with their children, listen to their problems and provide the necessary support. The family should contribute to the development of the teenager's independence, which helps him adapt to new conditions. Giving a teenager some freedom and responsibility contributes to the formation of his confidence in his abilities.

4. The study of the process of socialization of Ukrainian teenagers during the transition to a new team, both in their native country and abroad, shows the presence of common problems, but also significant cultural differences in adaptation processes. Regardless of the geographical context, students face challenges, such as the need to establish new social connections, adapt to new rules and expectations, and overcome psychological stress. However, in the case of studying abroad, these difficulties are amplified by additional factors: cultural differences, language barriers, differences in educational systems and social norms.

Socialization during the transition to a new team is a complex and multifactorial process for students, and this process is significantly complicated in the conditions of studying abroad. Ukrainian students need special attention and support from the host educational institutions, as successful socialization directly affects their academic performance and emotional state. The difference in cultural contexts requires a flexible approach to the organization of integration programs, which must take into account both cultural and psychological aspects of the adaptation process.

5. The transition of teenagers to a new school environment is a complex and multifaceted process that requires attention from teachers, parents and students themselves. We have analyzed the challenges that teenagers face during this transition and this has allowed us to propose effective strategies to overcome them.

The first problem is emotional stress and anxiety. Teenagers often experience significant stress and anxiety when transitioning to a new school environment. These emotional reactions can affect their ability to adapt to new conditions. New students may feel isolated due to the lack of familiar friends and difficulties in making new social connections. This can lead to feelings of loneliness and low self-esteem. Moving to a new school is often accompanied by different academic requirements and teaching methods, which can cause learning difficulties and affect student performance. New students may be the target of bullying or face conflict, which further complicates their adjustment.

We offer the following strategies to solve these problems comprehensively. Providing access to psychological support, including counseling with psychologists and social workers, will help teenagers cope with stress and anxiety. The implementation of special adaptation programs aimed at facilitating the socialization and integration of new students may include group trainings, team activities and mentoring programs. Organizing activities that promote acquaintance and friendship between students, such as joint projects, extracurricular activities and events for new students, will help to reduce feelings of isolation. Providing additional academic support, including one-on-one tutoring, extra classes and learning resources, will help new students adapt more quickly to the new requirements. Implementing anti-bullying programs to prevent and respond to bullying will create a safe and supportive environment for all students. Active involvement of parents in the adaptation process, including regular communication with teachers and participation in school activities, will help create favorable conditions for the transition. Conducting training for teachers to develop support skills and interaction with new students will contribute to the creation of a positive learning environment. Regular monitoring of the adaptation process of new students will allow timely detection of problems and providing the necessary support.

A successful transition of teenagers to a new school is an important condition for their harmonious development and academic success. Analysis of problems and implementation of appropriate strategies help to create a favorable environment that promotes successful adaptation and ensures the psychological and social well-being of students.

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