

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ОДЕСЬКА НАЦІОНАЛЬНА АКАДЕМІЯ
ХАРЧОВИХ ТЕХНОЛОГІЙ**



ЗБІРНИК МАТЕРІАЛІВ

**XIV Всеукраїнської науково-практичної
конференції молодих учених та студентів
з міжнародною участю**



**«Проблеми формування
здорового способу життя у молоді»**

7 жовтня - 9 жовтня 2021 року

м. Одеса

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РОЗДІЛ 2
МЕДИЧНІ АСПЕКТИ ЗДОРОВОГО
СПОСОБУ ЖИТТЯ МОЛОДІ

ANALYSIS OF ADAPTATION FEATURES OF STUDENTS OF DIFFERENT COURSES AND IDENTIFICATION OF THEIR REGULARITIES AT HIGHER EDUCATION

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Abstract. The authors of this study analyzed the features of the process of adaptation of first-year students to study at the higher educational institution of ZSMU, at different faculties of the institution, as the adaptation period of students is different, depending on their individual psychological characteristics, level of readiness for higher education.

Recently, the problem of adaptation in society has become much more acute, because our mood, emotional state often depends on the environment around us and the conditions to which we must constantly adapt. Failures and failures do not allow personal development. Unfortunately, nowadays the adaptive resource (the ability to adapt in a difficult situation) is quite low. But life is a difficult thing, so as long as all conditions are favorable, as long as the loads seem feasible to us, the reduced resource of our stress resistance does not make itself felt. It is enough for a person to find himself in an awkward situation (both emotionally, intellectually or physically), which he can not cope with, then most likely there is a nervous breakdown. Probably many are familiar with this development, as almost all passed the first year - a period of socio-pedagogical adaptation, which, incidentally, often characterized by a decrease in physiological and psychological adaptation. This leads to a sharp deterioration in the psychological and physical health of the student. That is why the topic of social and psychological adaptation of first-year students is relevant and needs better study.

The purpose of our study there is an analysis of the peculiarities of the adaptation of first-year students and the identification of patterns of psychological adaptation of the individual, as well as the establishment of statistical information through questionnaires.

The process of learning in higher education is a special stage of a young person's life, which is associated with gaining professional experience and requires considerable effort, which is mainly aimed at restructuring the student's self-awareness.

The process of adaptation is a long and complex process, and the activity of the subject of activity, in our case the student, involves independent setting of tasks and finding their own ways to solve them. This process requires an analysis of their actions and deeds, the characteristics of

interaction with other actors and the new environment. Most students experience difficulties when they start studying at a university. But will each student be able to gather his thoughts in time and go to his goal, while having an active social position in the new social link.

A.M. Mammadov explains the emergence of such difficulties by a number of features, in particular the fact that the education system in higher education institutions has a large amount of educational material, responsibility and independence of students; change of social position during the transition from school society, change of skills, as well as stereotypes of behavior. According to the scientist, a significant aspect is the awareness of the individual that he is no longer a student, and after graduation that he is no longer a student [1].

It should be emphasized that student age coincides with the period of adolescence, when there is a reassessment of values, personality acquires new features, changes in attitudes to moral values, personality learns the feeling of first love, changes in understanding the meaning of life, is searching for their lives.

T.V. Alekseeva in the study of the problem of psychological factors and manifestations of the process of adaptation of students to study in higher education, identified three forms:

1) formal adaptation - informative and cognitive adaptation of students to the new environment, structure, content and requirements of higher education;

2) social adaptation - the process of internal integration of groups of first-year students and their further integration with the student environment as a whole;

3) didactic adaptation - the process of preparing students for the forms and methods of work in higher education [2].

Within the views on the problem of adaptation, it will be appropriate to talk about such a phenomenon as adaptive behavior. Analyzing this concept, the Ukrainian scientist SI Khairova refers to the study of M. Weber, where adaptive behavior is defined as an individual way of interaction of the subject with the situation in accordance with its own logic and significance in human life and its psychological capabilities. The main task of such interaction is the best possible adaptation to the requirements of the situation. This allows the subject to master it (the situation), weaken or mitigate the requirements, learn to avoid them or get used to them and, thus, to repay the stressful impact of the situation as soon as possible [3, 26-29].

Observation results by the educational process and their analysis allow to make assumptions about the main trends in the process of adaptation of freshmen, for example, in the field of educational activities,

psychophysiological states, as well as in the field of communication with peers and teachers.

The study of adaptation processes was conducted through a questionnaire and was carried out during the initial process, which greatly helped to obtain more fresh and objective results. Students of both the first and third-fourth courses of various specialties took part in the survey. Senior students were involved in the study for control purposes, ie to compare how much older students feel more comfortable than first-year students. The survey was conducted taking into account two aspects: adaptability to educational activities and adaptability to the study group.

Sixty ZSMU students took part in the study, thirty of whom are first-year students, and the other thirty are third- and fourth-year students. Each questionnaire consisted of sixteen questions. The maximum score was sixteen.

Thus, turning to the general statistics, we can immediately say that the first and third-fourth years have an equally high level of adaptation to the study group, namely 90%, which indicates that most socialization processes are positive and consistent. A more contrasting picture can be observed by considering the aspect of adaptability to the educational process: the level of adaptability in the first year is 77%, and in the third, fourth - 80%. (Fig. 1)

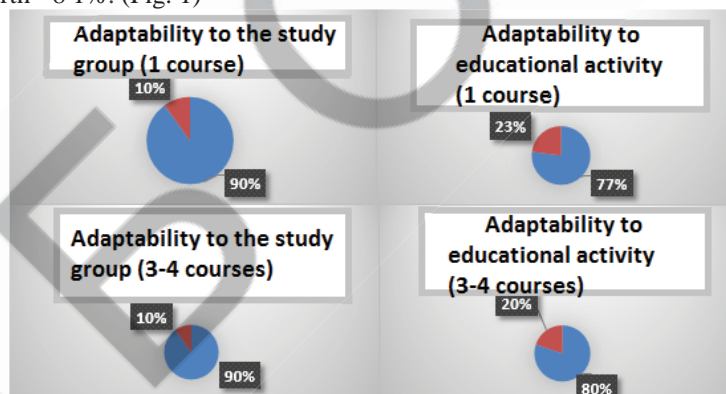


Fig.1 - Aspect of adaptability to the learning process

For a better and better study, four main questions were identified with their respective percentages. The subjects were offered the following answer options: "yes", "difficult to say" and "no". List of questions regarding adaptation to the group:

1. "I am active in the group, I often take the initiative."
2. "It's hard for me to communicate, to find a common language with my classmates."

Among first-year students, 37% can say with full confidence about their active social position, 83% communicate freely with classmates and only 10% of thirty have problems interacting with others. The percentages of the third and fourth courses are quite similar to the previous ones. Here 39% actively participate in the life of the group, 81% have no problems with communication and only 6% have too little adaptive resource.

The list of selected questions concerning adaptation to educational process:

1. "In training I can fully show my individuality and abilities."
2. "I need help and additional advice from teachers in many subjects."

57% of the thirty freshmen feel confident during classes, 76% do not need extra classes and 9% have experienced some learning difficulties.

Among seniors, 71% take an active position during the learning process, 71% do not need help, 16% tend to attend consultations more often.

So, having studied the topic of adaptation of freshmen, we can conclude:

- First, the topic is really relevant, because today the problem of low adaptive resources accompanies the lives of students and pupils almost every day. This topic is especially important for freshmen, because their ability to interact with the new environment in most cases depends on educational activities, ie its success.

- Secondly, analyzing the products of activity, it can be noted that the students of ZSMU in terms of percentage have good results, most students are well adapted to the conditions of higher education and take an active position on learning.

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ОЗДОРОВЧЕ ПРОФЕСІЙНО СПРЯМОВАНЕ ФІЗИЧНЕ ВИХОВАННЯ СТУДЕНТІВ СПЕЦІАЛЬНОГО МЕДИЧНОГО ВІДДІЛЕННЯ Шмикова А.О.....	48
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