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FEATURES OF THE FIRST-YEAR STUDENTS' ADAPTATION FOR STUDYING AT A TECHNICAL UNIVERSITY

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The article analyzes the features of the first-year students' adaptation at a technical university. It deals with the psychological and pedagogical features of the adaptation process of first-year students, reveals qualitative differences as well as the significance of the problem, and presents the results of psycho-pedagogical research.

У статті аналізуються особливості адаптації студентів першого курсу технічного університету. Розглядаються психологічні та педагогічні особливості процесу адаптації студентів першого курсу. Виявляються якісні відмінності та значимість проблеми, а також представлені результати психолого-педагогічного дослідження.

The purpose of the research is to determine the organizational and pedagogical conditions for the adaptation of first-year students to higher education.

Adaptation is a combination of psychological and physiological reactions of the organism that underlie its adaptation to surrounding conditions, aimed at preserving the relative constancy of its internal environment, under which social interaction of the individual, social group, and social environment occurs.

When considering the process of adapting students to a university, a number of questions arise. One of them: *“how much are first-year students satisfied with various aspects of student life?”*

With a certain degree of conventionality, we can talk about the satisfaction of first-year students by the fact of entering the university, changes in their life, regardless of the chosen profession and specialty, the prestige of the university and its territorial location. In the consciousness of young people is reviving the prestige of higher education that with all the negative effects of socio-economic and socio-political reforms in our country is a positive and long-term phenomenon. Another thing is that an understanding of such prestige itself, its place in the system of values and attitudes of students quite heterogeneous.

We did the research and analyzed the answers of first-year students of the Faculty of Economics and Business as well as students of the Agrotechnology Faculty, and identified such problems:

- problems in educational activity;
- problems in interaction with teachers;
- problems in the team.

To the question "Do you easily get used to a new situation?" We got the following results:

- Many students experiencing difficulties, but cope with them (57.9%)
- Another part of students easily copes and feels free in a new environment (36.8%)
- A small part of students get used to a new situation very hard (5.3%) (Fig.1)

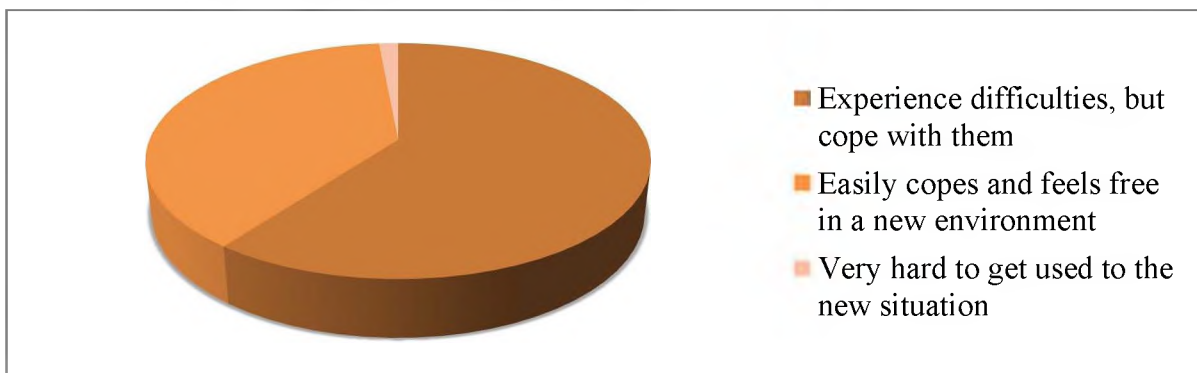


Fig.1. Do you easily get used to a new situation?

In the study, we obtained information about the relations in the tested groups:

- "Everybody is very good and kind-hearted towards me" 73.7% of the polled chose
- "With some students have problems in communication" noted 27.3% of students
- "I have a bad relationship with the group" did not mention any student. (Fig.2)

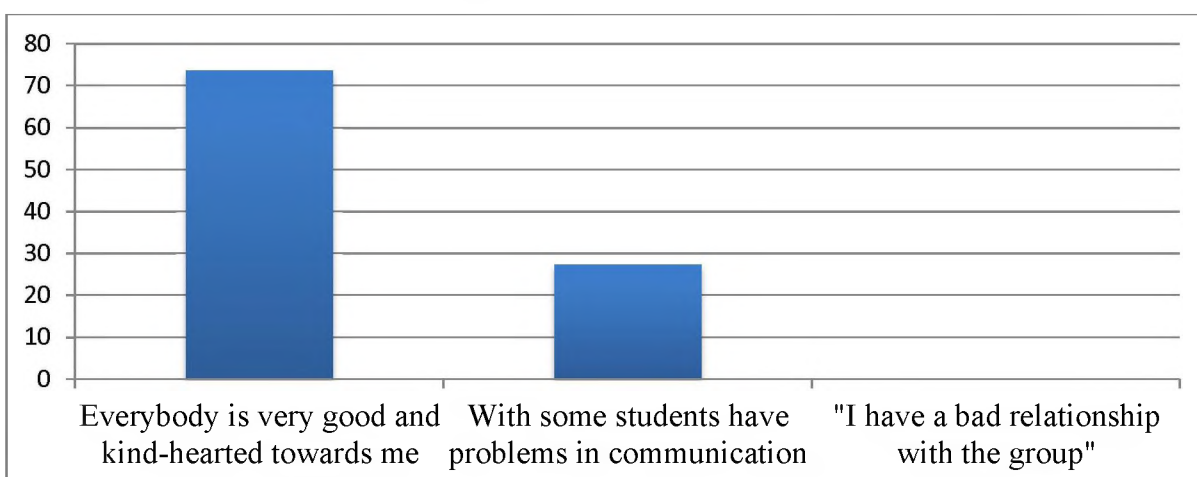


Fig.2. Relations in the tested groups

We also examined how easy it is for students to study:

- 78.9% noted that they have problems with some disciplines;
- 10.5% noted that they do not have problems with their studies;
- 10.5% admitted that most disciplines give them hard. (Fig. 3)

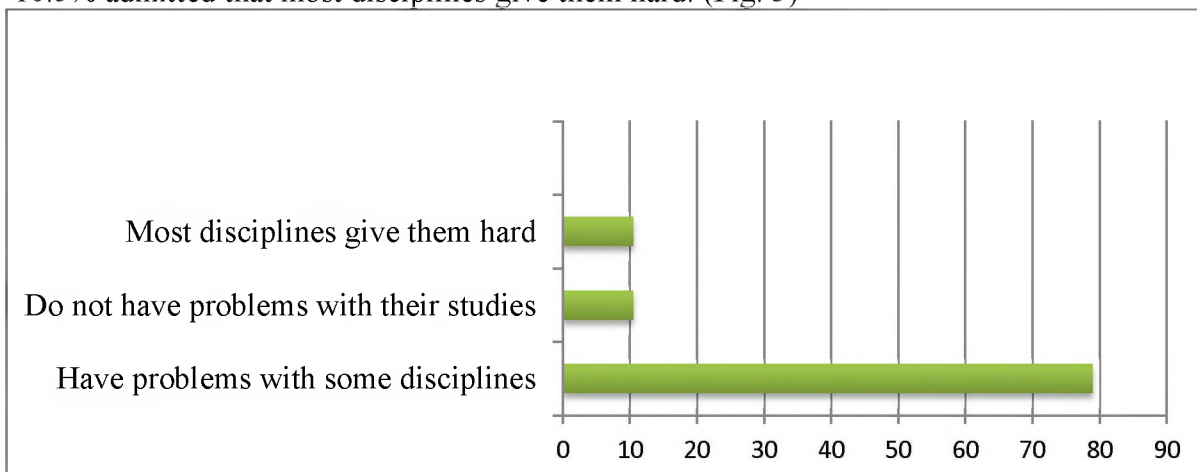


Fig. 3. How easy it is for students to study

We also interviewed students about their relations with their teachers and received the following results:

-47.4% consider their teachers as competent specialists with whom there are no problems in communication;

-52.6% have problems with some teachers. (Fig. 4)

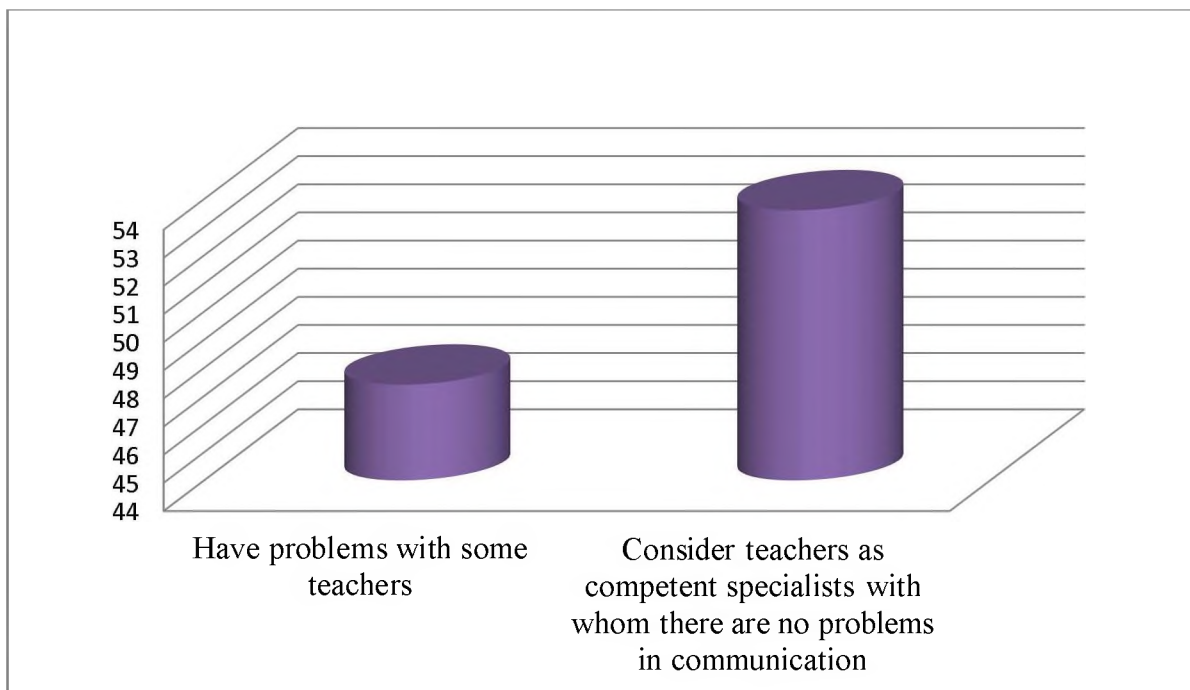


Fig.4. Relations with the teachers

Thus, it is obvious that one of the possible ways of the success of the adaptation process is the solution of the effectiveness and quality problems of the educational process in the period of first-year students' adaptation.

References

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