

ACADEMIC ADAPTATION OF STUDENTS

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ABSTRACT: This article presents scientific ideas based on the information collected on the basis of research conducted in the field of theoretical studies of what a modern student should be like and changes in the educational process, the problem of the teacher in the new century, mainly analyzing the relationship between psychological views on this issue, and drawing conclusions based on the results obtained based on the research method of studying the problem.

KEYWORDS: SMART student, adaptability, emotional stress, stress, distress, aesthetic education, defense mechanism, student, social role, psychological states.

Introduction

Social adaptation is the process of constant active adaptation of an individual to the social environment and the result of this process. Despite the fact that I.m. has a continuous nature, it is usually associated with periods of radical change in the individual's own activities and the social circle surrounding him. The adaptation process is a form of active influence on the social environment and a form of passive acceptance of the goals and values in the environment with compromise. I.m. is one of the main socio-psychological factors of individual socialization. The effectiveness of I.m. largely depends on how similar (adequate) the individual perceives himself and his social relations. Incorrect or insufficient social perception of himself leads to a violation of I.m., the most tragic manifestation of this condition (reality) is autism (the individual avoids communicating with others and is immersed in the world of his own inner experiences). I.m. The problem of adaptation is being studied in world psychology in such scientific directions as psychoanalysis, autism, deprivation. The main attention is paid to adaptation disorders (mental disorders, alienation, apathy, alcoholism, drug addiction, etc.) and psychotherapeutic methods of its correction (correction), autotraining, sociotraining tools. If a person's entry into the environment occurs through his behavior, activity, and behavior, then perfection of adaptation occurs. The adaptation of a person to the environment of large or small groups of people increases their efficiency, helps to improve the educational process.

Recent reforms in the higher education system, the introduction of the credit-module system, and the widespread use of digital educational technologies have significantly increased the academic and psychological burden on students. As a result, the issue of a student's ability to adapt to the new educational environment and educational requirements has become a relevant area of scientific and pedagogical research. In this process, "academic flexibility" is emerging as the main factor determining the success and stability of a student's educational activities.

The problem of academic flexibility has been studied by foreign and domestic psychologists within the framework of personal adaptation, educational psychology, stress and coping strategies. In particular, the student period is a complex stage of personal development, and the insufficient formation of adaptation mechanisms during this period can lead to various academic and psychological problems.

Scientific interpretation of the concept of academic flexibility

The concept of academic flexibility is interpreted differently in scientific literature. A. Bandura (1986) in his social-cognitive theory indicates the ability of a person to manage his own activities and adapt to the requirements of the environment as an important factor. In his opinion, self-efficacy is a central component of academic flexibility.

Tinto (1993) explains the adaptation of students to the higher education system through academic and social integration. According to him, a student's adaptation to the learning process is determined not only by intellectual capabilities, but also by his social integration into the university environment.

In domestic psychological research, academic flexibility is interpreted as a person's ability to effectively organize his educational activities, overcome difficulties in mastering knowledge, and withstand stressful situations (G.B. Shoumarov, 2018).

The structure of academic adaptation

Based on scientific sources, the following main components of academic adaptation can be distinguished:

1. Cognitive component

This component includes the student's ability to perceive, understand, analyze and apply educational materials. According to the theories of J. Piaget and L.S. Vygotsky, the process of acquiring knowledge occurs through active cognitive adaptation.

2. Motivational component

According to the studies of D. McClelland and R. Ryan, E. Deci (Self-Determination Theory), students with high intrinsic motivation adapt to the academic environment faster and achieve stable results.

3. Emotional component

Academic anxiety, stress and emotional tension directly affect the student's level of adaptation. Lazarus and Folkman (1984) distinguish problem-oriented and emotion-oriented strategies in the theory of stress and coping.

4. Behavioral component

This component covers the skills of planning educational activities, time management, independent work and self-control.

5. Social component

The student's ability to effectively communicate with teachers, peers and the academic community ensures social adaptation.

Factors affecting academic adaptation

Personal-psychological factors

- * level of intellectual development;
- * temperament and character traits;
- * stress resistance;
- * level of reflection and self-assessment.

Socio-pedagogical factors

- * psychological environment of the educational institution;
- * pedagogical skills of the teacher;
- * transparency of the assessment system;
- * family and social support.

The impact of academic flexibility on educational performance

Empirical research shows that students with high academic flexibility achieve higher academic performance, have lower levels of academic stress, and are less likely to drop out (Baker & Siryk, 1999). Such students are more critical of their own work and tend to solve problems independently.

Strategies for developing academic flexibility

1. Introducing adaptation programs for first-year students.
2. Organizing psychological training and consultations.
3. Developing a mentoring and tutoring system.

4. Formation of a reflexive approach to educational activities.
5. Development of stress management skills in students.

Conclusion

Students' academic flexibility is a multifaceted psychological and pedagogical phenomenon, which is inextricably linked with the intellectual, emotional and social development of the individual. Scientific research shows that the systematic development of academic flexibility serves to increase the effectiveness of higher education and the harmonious formation of the student's personality.

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