

**PEDAGOGICAL CONDITIONS OF SOCIAL-PEDAGOGICAL ADAPTATION OF  
THE FIRST-YEAR UNIVERSITY STUDENTS UNDER MODERN REALITIES**

**CONDIÇÕES PEDAGÓGICAS DA ADAPTAÇÃO SOCIO PEDAGÓGICA DOS  
ESTUDANTES DA UNIVERSIDADE DO PRIMEIRO ANO SOB AS REALIDADES  
MODERNAS**

**CONDICIONES PEDAGÓGICAS DE ADAPTACIÓN SOCIAL-PEDAGÓGICA DE  
LOS ESTUDIANTES UNIVERSITARIOS DE PRIMER AÑO BAJO REALIDADES  
MODERNAS**

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**Abstract:** The article shows the expediency and significance of the work on social-pedagogical adaptation of first-year students of higher educational institutions under the new sociocultural conditions of our time. The search for effective ways of harmonizing the relations (interaction) with the social environment, being the basis for successful socialization and professional training of a future specialist, plays an important role under imperfect organizational and pedagogical support of social-pedagogical adaptation of the first-year students of higher educational institutions. The objective of the research is to theoretically substantiate and experimentally verify the effectiveness of pedagogical conditions of successful social-pedagogical adaptation of the first-year students of higher educational institutions. The research uses theoretical methods (theoretical analysis, generalization and synthesis), empirical methods (observation, questioning, conversation); experimental work; the Student's criterion and correlation analysis were used as methods of mathematical processing of experimental data. To provide the process of social-pedagogical adaptation of the first-year students, the authors propose the following pedagogical conditions for successful adaptation of the first-year students, allowing, from the viewpoint of integrity of the social-pedagogical adaptation processes, to design and implement the group and individual strategies of the personal trajectories of students' self-development, and to simultaneously solve the tasks of social, personal and professional development of future specialists: 1) the ability of the university professor to assist a student in their self-cognition, stimulating their personal self-development through motivating their interest in the chosen profession basing on pedagogy of cooperation, creating adequate conditions for expanding the possibility of personally significant and professional qualities of each student; 2) organization of an educational environment aimed at reducing anxiety, apprehension, inner discomfort, where a student realizes themselves as a team member, feels comfortable, which ensures the

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transformation of the structural components of professionalism as socially important qualities into personal ones; 3) social-pedagogical adaptation of the first-year students becomes an integral part of the university, when the student, without continuous internal and external conflicts, successfully carries out any activity in the educational environment in the context of personality-activity approach, and serves as a means for students to develop adequate self-esteem, advanced self-regulation, and high productivity, which is the basis for the development of activity, independence, and creativity.

The authors provide the ways of implementing the revealed pedagogical conditions and the results of the formative experiment, which lead to the following conclusions: active social-pedagogical intervention, timely correction of the educational process, aimed at effective adaptation of the first-year students, through personal interaction basing on pedagogy of cooperation, ensures rapid adaptation of students in a new educational environment, which leads to value attitude to their future profession.

**Keywords:** adaptation, self-development, value significance, motivation, anxiety, self-regulation, productivity.

## **Introduction**

**Relevance** of the problem of ensuring social-pedagogical adaptation of the first-year students to the new conditions is due to the increased demands to the yesterday's schoolchild, habituation to higher educational establishment, complications and conflicts with the social environment (peers, professors, parents, etc.), which causes a decrease in interest and value attitude of students towards their future profession, contributes to the violation of their emotional state. All this leads to the loss of professional-value orientation towards the future profession in the students by the time of graduation, which requires revision and search for new ways, means and content of social-pedagogical adaptation from the first year. It is in the first year when the actual conceptions concerning the profession, its target and semantic components are formed, as well as awareness of the importance of the chosen profession for personal self-development and self-improvement. A student successfully adapted in the first year easily masters the contents of study disciplines; acquires the skills and abilities necessary to successfully exist in the environment; optimally builds their development trajectory; overcomes the dependence between the state of mental health and the peculiarities of their adaptation to the new conditions of higher education.

Solving this problem requires the development and implementation of the humanistic educational paradigm, which implies successful development of a future specialist's personality, which is a necessary prerequisite for professional development.

**Research objective:** to theoretically substantiate and experimentally verify the effectiveness of the pedagogical conditions of successful social-pedagogical adaptation of the first-year students of higher educational institutions.

The following **tasks** were set to achieve this goal:

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1. To research the contingent of the first-year students and identify the main motives for entering a university, the level of knowledge in the Russian language and mathematics according to the results of the Unified State Exam (USE), and the initial level of personal self-development.
2. To study the difficulties of the new environment in terms of the following parameters: educational process content, socio-psychological relations, conditions for studies, living conditions.
3. To state pedagogical conditions for successful social-pedagogical adaptation of the first-year students, basing on the received data and the theoretical analysis of philosophical and psychological-pedagogical literature.
4. To experimentally verify the effectiveness of the conditions obtained.

**Object of research:** organization of social-pedagogical adaptation of the first-year students in the university education process.

**Methods of research:** theoretical methods (theoretical analysis, generalization and synthesis), empirical methods (observation, questioning, conversation); experimental work; the Student's criterion and correlation analysis were used as methods of mathematical processing of the experimental data.

**Literature review.** The success of the first year students' academic activity, formation of a moral, responsible person, capable of professional self-realization, primarily depends on their timely adaptation. It is in the first year that the student's attitude to their future professional activity is formed. This fact required to scientifically comprehend the processes of social-pedagogical adaptation of the first-year students. The results of research and discussion, the study of philosophical literature on the problem of social adaptation made it possible to single out the following methodological approaches for organizing the social-pedagogical adaptation of the first-year students in a university: the process of social-pedagogical adaptation of students is based on a humanistic approach to a person that promotes awareness of the personality of its unique individual essence; the necessary condition for the student's social-pedagogical adaptation to the environment is disclosure of personality-value orientations towards choosing the profession, providing internal motivation and creative activity of a student; successful social-pedagogical adaptation implies the study of students' personal needs and creating certain conditions for their satisfaction in the educational environment that contribute to the development of a student's motivation for self-knowledge, which facilitates the ability to behave independently of the circumstances affecting the student.

Adaptation problems were reflected in scientific papers by B. A. Efimov (1980), I. A. Miloslavova (1973), M. Heidegger (1991), K. Jaspers (1991), psychologists L. I. Bozhovich (1995), L. S. Vygotsky (2000), L. G. Dikaya (2007), I. A. Zimnyaya (2001), A. N. Leontyev (2000), S. I. Rozum (2006), D. I. Feldschein (2005), teachers E. G. Abolevich (1998), A. S. Agafonova (1997), A. A. Gazeev (1984) and others.

The papers by S. I. Galitsyn (2005), Yu. V. Zhegul'skaya (2011), O. V. Kreinina (2006), D. A. Margieva (2010), G. I. Prosetsky (1976), L. L. Redko & Yu. A. Lobeyko (2008), P. A. Rogaleva (2015), V. I. Slobodchikov & L. F. Mirzayanova (2008), A. V. Sychev (2004), N. A. Shepilova (2003), O. P. Shiryayeva (2006) are devoted to adaptation of university students.

In our research we adhered to the definition of adaptation offered by P. A. Prosetsky: "Active creative adaptation of the newly enrolled students to the university conditions, in the course of which they develop skills and abilities for mental activity organization, devotion for the chosen profession, rational collective and personal regime of labor, leisure and everyday life, system of enhancing their professional self-education and self-upbringing of professionally significant personal qualities" (Prosetsky, 1976, p. 125).

According to G. V. Bezyuleva, assistance in professional self-determination and social-professional adaptation is based on "creating conditions for the independent solution of social and professional problems, awakening one's own activity and responsibility through development of social (key) and professional competencies, socially significant and professionally important qualities" (Bezyuleva, 2008, p. 168).

In this aspect, one of the conditions for adaptation is the correspondence of self-esteem with actual abilities and qualities. Thus, Yu. V. Zhegul'skaya notes that "as much the student adequately understands their abilities, resources, personal qualities in relation to the requirements that reality presents to them, thus much it contributes to effective adaptation or, in case of inadequate self-esteem, may create difficulties in the socio-psychological situation" (Zhegul'skaya, 2011, p. 10).

One should agree with D.A. Margieva, who represents social-pedagogical adaptation of students as a multilevel process of adaptation to new conditions of activity and communication, integration of the person with the university environment, acceptance of its values, norms and standards of behavior, ways of formation of professional skills and interpersonal behavior skills (Margieva, 2010).

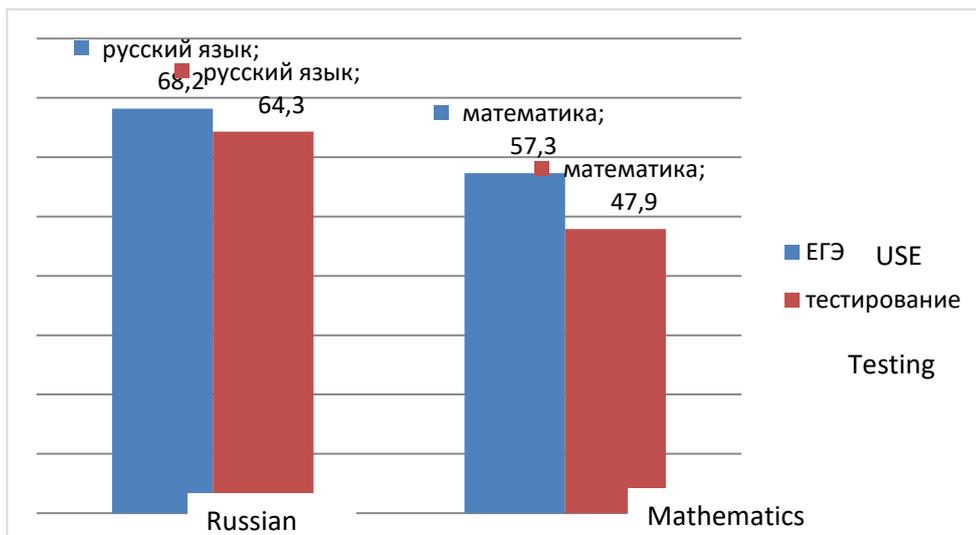
A student group is a kind of a social group that in its development repeats the laws of the

human society development, and there is a need for a leader or a group of leaders in any society. An important aspect of the social-pedagogical adaptation of students in the first year of education is finding such students who can help curators adjust the interpersonal relations and socio-psychological climate in the group, create conditions for cohesiveness of a young team.

Considering the essence of the adaptation phenomenon allowed us to conclude that psychological support in the process of the adaptation period of the first-year students is necessary. Psychological support being a part of the humanistic educational paradigm, it is studied by the Russian science in the context of the development of the pedagogical support theory and practice (O. S. Gazman (1996), I. B. Kotova and E. H. Shiyanov (1997), and others). Pedagogical support is understood as the activity of the educational process subjects, aimed at providing preventive and operational assistance. Its psychological aspect consists in participation in life self-determination, in preparation for decision making in crisis situations, in self-disclosure and elimination of subjective obstacles to development, in strengthening psychological health, and in providing assistance in a specific psychotraumatic situation.

**Results of research and their discussion.** The first year students of Institute of Mathematics and Informatics and Pedagogical Institute of the North-Eastern Federal University named after M. K. Ammosov, majoring in “Pedagogical Education”, profiles “Mathematics” and “Primary Education”, took part in the experiment from 2013 to 2016. 324 students out of 659 were involved; with the confidence probability of 95%, the sampling error is 3.88%.

Ascertaining stage of the experiment. In order to identify gaps in the knowledge of the first-year students, online testing was conducted in the main disciplines at the end of September and in early October. The average USE score in the Russian language was 68.2, the average testing score – 64.3. The Russian language test results slightly deviated from the USE results. Some students improved their scores (see Fig. 1).



**Fig.1. Comparison of the USE and online testing results**

The results of the first-year students testing in mathematics showed a decrease in score by an average of 10 points (average USE score – 57.3, testing – 47.9) (see Fig. 1). To eliminate the identified gaps in knowledge, the students who scored below 42 points were sent to additional educational courses conducted by the Faculty of Pre-university Education of the NEFU.

During three years, we questioned the first-year students to study the contingent and their motivation for acquiring a profession of a Math teacher.

The study of the first-year students contingent showed that 11% live at home with their parents; 67% live in a student dormitory; 22% rent an apartment. 84% of the students were graduated from comprehensive secondary schools, 16% graduated from gymnasiums and lyceums.

According to the poll, 35% of students were attracted by the prospect to find a good job after university; 21% were attracted by the prestige of the university; 18% showed interest in the profession; each of the following reasons: desire to get a diploma (no matter where), studying in a specialized class or technical school, professional counseling at school – was shown by 6%.

Identification of the initial level of the state of the students’ personal self-development showed that 24.8% of students have the idea of self-education, and 15.2% of students have the idea of self-development. This indicates that a vast majority of students do not have elementary knowledge of self-development and its meaning for personal professional growth. With the status of a student, those enrolled face the difficulties of the new environment: educational process, socio-psychological relations, conditions for studies, living conditions, etc.

The panhuman factor is of special importance for our research; it determines the dependence of the student's life and activity on spiritual and moral values. To identify the values prevailing among the first-year students, the methodology of "Diagnostics of the actual structure of value orientations of a personality" by S. S. Bubnova was used. 316 respondents participated in the diagnostics. The following categories of values were defined:

- 1) Pleasant pastime, rest;
- 2) High material well-being;
- 3) Enjoying the beautiful;
- 4) Help and charity to other people;
- 5) Love;
- 6) Perception of the new in the world, nature, human;
- 7) High social status and managing people;
- 8) Recognition and respect of people, and influence on others;
- 9) Social activity to achieve positive changes in society;
- 10) Communication;
- 11) Health.

As a result of this study, it was found that most of the students who participated in the questioning chose the following value orientations: "Help and charity to people (84.3% of respondents), "Recognition and respect of people, and influence on others" (72.4%). Hence we can conclude that the modern youth still considers mutual assistance and mutual support to be important in the relations between people; and in relation to themselves they are concerned about the attitude of the surrounding people, their acceptance or non-acceptance to certain social groups. "Pleasant pastime, rest" occupies the third position, accounting for 66.7% of the total number of respondents. That is, students also give one of the first positions among the values indicated in the questionnaire to rest and communication at leisure time.

The values with an intermediate level of significance include "Enjoying the beautiful" (43.8%), "Love" (36.4%), "Perception of the new in the world, nature, human" (35.4%), "Communication" (31.7%). The least number of positive responses was gained by the value orientation "Social activity to achieve positive changes in society" (23.5%). Consequently, most students do not consider it necessary to participate in public life and change it for the better.

Thus, the first-year students showed a rather high spiritual level, which can contribute to accelerating the social-pedagogical adaptation and preventing disadaptation difficulties in

their lives.

According to sociometric research, the desire for independence and self-reliance is vividly observed in study groups at the beginning of a year; students ignore social norms and moral standards. They have a variety of intellectual interests, are characterized by weakness of motives and desires, they are satisfied with any state of affairs, they do not aspire to changes. Nevertheless, we can note that most students can exert themselves if it has a personally significant motive for them.

The theoretical analysis of the above literature and of the ascertaining experiment results made it possible to conclude that social and organizational activities are required, aimed at social-pedagogical adaptation of the first-year students through implementation of the following pedagogical conditions:

1. The ability of a professor to help a student in their self-cognition, stimulating their personal self-development through motivating interest in the chosen profession, basing on pedagogy of cooperation, creating adequate conditions for expanding the possibility of personally significant and professional qualities of each student.

2. Organization of the educational environment aimed at reducing anxiety, apprehension, inner discomfort, where the student realizes themselves as a team member, feels comfortable, which ensures transformation of the structural components of professionalism as socially important qualities into personal ones.

3. Social-pedagogical adaptation of the first-year students becomes an integral part of a university, when a student, without continuous internal and external conflicts, successfully carries out any activity in the educational environment in the context of personality-activity approach, and serves as a means for students to develop adequate self-esteem, developed self-regulation, high productivity, which is the basis for the development of activity, independence, and creativity.

At the next, transformative, stage (October-May), activities was carried out to implement the proposed pedagogical conditions of the first-year students' adaptation. In the first semester, the events were aimed at familiarizing students with the normative documents, rules and orders of NEFU. Such events were carried out as: curatorial hours "Corporate culture at NEFU", a meeting with the administration of Institute of Mathematics and Informatics, familiarization with the educational process schedule and score-rating system, prevention of offenses and promotion of a healthy lifestyle, preparation for exams with consultations of the "Development" Psychological Support Center personnel. During the year, group

psychologists and curators organized and conducted such events as rope trainings “Acquaintance and Cohesion”, participation in the All-Russia “Cross-country Race of Nations”, excursion to the libraries of Yakutsk, meeting with representatives of the Ministry of Youth of the Republic of Sakha (Yakutia), conference of the NEFU first-year students, participation in the All-Russia Olympiad in elementary geometry, attracting students to the research activities as part of a term project.

Organization of personal interaction between professors and students was purposefully organized in classes, where special attention was paid to the development of a positive attitude towards future success among the students. In the course of the experiment, adaptation was an integral part of the educational process, as a holistic, focused and continuous process of organizing studies, free time, everyday life and other types of life activities of students. Active social-pedagogical intervention and correction of the educational process was provided, aimed at organizing personal interaction between a professor and a student.

This was facilitated by the fact that at the first stage, seminars were held with professors and curators working with the first-year students in order to change the role stereotypes of interaction in the educational environment based on humanizing interaction according to the scheme of cooperation: professor – student, student – student, professor – student. New pedagogical technologies were used in the educational process (problem training, game, educational and cognitive, project techniques, etc.), as well as forms and methods: organizational (hobby groups, communication groups, etc.); developmental (methods of self-control, self-assessment, self-regulation, trainings, improving psychological health – reducing anxiety, etc.); educational (meetings, holidays, olympiads, etc.).

The socio-educational adaptation had a constant feedback, which manifested itself in purposeful monitoring with the goal of both recording and accounting of the current processes, and timely correction of the process of social-pedagogical adaptation.

The work of a group of scientists L. N. Boronina, Yu. R. Vishnevsky, Ya. V. Didkovskaya, and S. I. Mineeva (2001) was of interest for our research. According to the proposed method, a generalized assessment of social well-being and its concretization were made by measuring the satisfaction (or dissatisfaction) with individual aspects of student life. The results are given in Table 1.

**Table 1**

*Are you satisfied with student life?*

N	Values	%
1	completely satisfied	44
2	rather satisfied than not	50
3	rather dissatisfied than satisfied	0
4	completely dissatisfied	0
5	do not know	6

Apparently, the overall social perception of the students is quite good. As noted by the researchers, this is proved by the nature of the assessment of adaptation to student life (Boronina, Vishnevsky, Didkovskaya, and Mineeva, 2001).

An important factor in the adaptation of a first-year student is their satisfaction with student life: living conditions; food; established socio-psychological relations with fellow students, roommates and dormitory personnel (if the student lives in a dormitory), professors and the management of the university; organization of the educational process; content and quality of teaching of the academic disciplines; material and technical support of the educational process (equipment of classrooms, libraries, availability of textbooks, teaching aids and educational and methodological literature); opportunity to take up sports, creativity, etc. in the free time. Satisfaction of the first-year students was researched according to the methodology of the above authors: satisfaction measured by self-assessments of students on standard scale, estimating each value in points: completely satisfied (+2); rather satisfied than dissatisfied (+1); rather dissatisfied than satisfied (-1); completely dissatisfied (-1); I do not know (0) (Boronina, Vishnevsky, Didkovskaya, and Mineeva, 2001).

**Table 2**

*Satisfaction with different aspects of university life*

Are you satisfied with:	Yes (%)	Not very satisfied (%)	No (%)
- the list and content of academic subjects?	83	17	
- the organization of educational process?	78	22	
- your results in the winter exam session?	50	22	28
- the quality of teaching?	83	17	

- the provision of educational and methodological literature?	22	67	11
- the technical equipment of classes?	61	39	
- the relationships with professors?	100		
- the relationships in the study group?	100		
- the conditions at university?	61	39	
- the living conditions in the dormitory?	61	39	
- food at university?	61	39	
- the conditions for full-fledged leisure?	67	33	
- the organization of mass events in the university?	78	22	
- the opportunities to play sports?	72	22	6
- the opportunities for artistic creativity?	77	17	6

Thus, all 15 questions were answered: “yes” by 70.3% of respondents on average, “not very” – by 26.3%, “no” – by 3.4%. As Table 2, students are not satisfied with provision of educational and methodological literature (67%).

The average satisfaction index of the first-year students in the array was +1.39. As part of the socio-psychological block, this value of satisfaction index is considered to be very high. As the most remarkable aspect, we can note the same index of satisfaction with relationships in the group and with the professors. This testifies to certain changes for the better: recently it was a common opinion that the most part of the professors are inherently indifferent to students. The first-year students in their answers and assessments tell about the opposite: attentive, respectful attitude of professors to students is growing. And this is all the more indicative that satisfaction with the results of the first exam session is not very high. Comparison of these different parameters of the assessment brings about another positive aspect: students are becoming more self-critical about their academic success.

The students were less satisfied with their living conditions. This can be explained by the fact that home conditions can not be commensurate with the conditions in the dormitory.

Finally, the satisfaction with the block of cultural and leisure activities is rather high – about 70%. But 6% of the respondents did not find an opportunity to be engaged in sports and art. Perhaps these respondents are not focused on active participation and initiative, they are not

used to being leaders.

The results of the questioning showed that the conditions for education of the first-year students at NEFU are created; this will facilitate the rapid adaptation of the students.

The following can best help the first-year students in the process of adaptation (in their opinion): favorable microclimate in the group (this was noted by 72% of the respondents), friends, acquaintances (mostly senior students) and joint participation in public life in the events and competitions at university (28%). However, 6% of the respondents noted that nothing can help to adapt, because everything depends on the personality of the first-year student. 17% count on the active work of professors and the curator in this field.

**Table 3**

*Who or what helped you to adapt in the new social role of a student?*

№	Values	%
1	Fellow-students	72
2	Friends, acquaintances	67
3	Teachers	28
4	Joint participation in the events, competitions	28
5	Senior students	22
6	Student union	22
7	Mass events at the university	22
8	Curator	17
9	Nobody and nothing	6
10	Other	0

The study showed that the change in the nature of interaction in the course of implementing pedagogical conditions led to a decrease in the level of personal anxiety.

At the beginning of the experiment (September), 62% of the students showed high anxiety, by the end of the experiment (May) only 7% of students had high anxiety (Table 4), which characterizes the balance of interpersonal relationships, and shows that students are self-confident, feel comfortable, aware of themselves as full-fledged team members.

**Table 4**

*Change in anxiety levels of students at the beginning and end of the experiment*

Number of students	Levels	Beginning of the experiment		End of the experiment	
		Number	%	Number	%
324	Low	45	14	214	66
	Intermediate	78	24	87	27
	High	201	62	23	7

Comparison of the results of measurements using the Student's t-test shows:  $t_{emp} = 21.4$ ,  $t_{crit} = 2.58$  with significance level  $\alpha = 0.01$ , which indicates a significant difference in the level of anxiety of students at the beginning and at the end of the experiment.

The changes in the development of self-development components were monitored during the experimental work. Thus, self-esteem was observed within the limits of up to 24% at the beginning of the experiment, while at the end there was a significant increase in the average indicators up to 76%, self-regulation in the range from 32% to 66%, and self-productivity from 37% to 63% (Table 5).

**Table 5**

***Manifestation of individual components of self-development before and after the transformative experiment***

Stages	Self-esteem (%)	Self-regulation (%)	Individual productivity (%)
Beginning of the experiment	24	32	37
End of the experiment	76	68	63

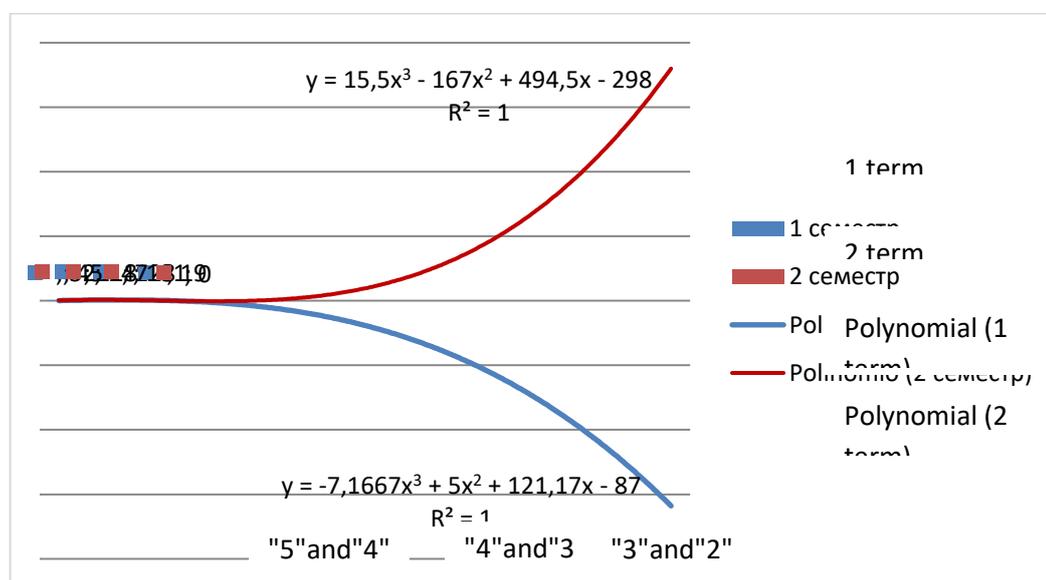
These criteria show the following: self-esteem is characterized by the level of self-knowledge, adequacy of evaluating one's own abilities and actions; self-regulation – the higher its level, the higher the student's self-control, will power, responsibility and activity; individual productivity – at a high level, students have the need for high achievements, aspiration for creative self-realization, as well as recognition of the future profession as the leading personal value, ensuring the development of both personally significant and professional qualities.

**Table 6**

*Academic progress upon the results of two exam sessions*

	Total number of students in the group		Assessment for education			
	Beginning of the term	After exam session	“5”	“5” and “4”	“4” and “3”	“3” and “2”
1 term	324	297	32	118	128	19
2 term	297	293	45	147	101	0

Academic progress upon the results of the second exam session has a close correlation with the average score of the school attestation (with an average USE score), while it is not observed between the results of the first exam session and the USE score. Also note that the trend line of the first term has a negative coefficient of asymmetry, while trend line of the second term has a positive one; it means that the most likely favorable deviation of the random value (mode) from the mean value is to the left (see Fig. 2). This indicates that the academic progress depends on the level of socio-psychological adaptation of the student.



**Fig.2. Comparison of students' progress in 1 and 2 terms**

A questionnaire was also conducted on the “Final study of the level of adaptation of the first-year students”. The questionnaire was answered by 317 people or 48.8% of the total number of students.

Researchers have taken self-estimation of the students regarding the difficulties of their adaptation to student life as a parameter to judge on the nature and duration of adaptation. In

general, these estimates are as follows (Table 7).

**Table 7**

*Was it difficult for you to get used to student life?*

N	Values	%
1	yes, the adaptation process was difficult and long	33
2	no, the adaptation process was not difficult and not long	50
3	no adaptation was required, I immediately felt like a student	17
4	do not know	0

Apparently, for the absolute majority of respondents, adaptation to education at university went unnoticed – for 50% of respondents it was not difficult and long, for 17% □ adaptation was not required at all, and they immediately felt like students. However, adaptation was difficult for 33%. The most informative is the ratio of the answers of those for whom adaptation to student life (according to their perception) “was difficult and long” and for whom it was “not difficult and not long”. This ratio as a whole for the array was 1:1.5. Thus, the idea of a certain ease and relative speed of adaptation prevails. And this is one of the most important aspects of the research.

The major problems of the first-year students are: a high educational load – 67%, lack of free time – 44%, 33% of respondents marked insufficient level of pre-university preparation and lack of a familiar circle of communication (Table 8).

**Table 8**

*What caused the most problems in student life?*

N	Values	%
1	overload with study hours, inconvenient timetable	67
2	lack of free time	44
3	insufficient level of pre-university preparation	33
4	lack of a familiar circle of communication	33
5	hard to get used to the new environment, to get along with new people	28
6	inability to organize oneself	22
7	no significant problems	17

8	lack of money, lack of skills to use it	17
9	inability to find a hobby	11
10	little attention from the dean's office, curators	6
11	low technical equipment of classrooms, laboratories	0
12	poor hygienic and sanitary conditions	0
13	poor quality of teaching	0
14	other	0

At the end of the first academic year, the students believe that a friendly team has developed, which has had a favorable effect on adaptation (Table 9).

**Table 9**

*How do you evaluate student relationships in the group?*

N	Values	%
1	a friendly team has developed	83
2	active persons were distinguished, but most students are passive	11
3	everybody keeps their own company	0
4	students are indifferent, many have interests outside the group	0
5	there are conflict situations	0

The results of the transformative experiment show that with the effective organization of social-pedagogical adaptation of the first-year students, the need for personal self-development significantly increased by the end of the academic year; the qualitative analysis of the indices shows that reduction in anxiety and internal discomfort of students helped them to cope with the problems of "entering a new educational environment", accepting new values, moral standards, even if they contradicted their own, since they have learned to assess the reasons for their behavior in real life.

In general, we can conclude that active social-pedagogical intervention, timely correction of the educational process aimed at effective adaptation of the first-year students, through personal interaction based on pedagogy of cooperation, ensures rapid adaptation of students in a new educational environment, leading to the development of a value attitude towards their

future profession. Thus, the theoretical and experimental research on the problem of socio-educational adaptation of the first-year students in the educational environment of universities has proved its effectiveness and feasibility.

## **Conclusions**

1. Social-pedagogical adaptation of the first-year students in the educational environment of a vocational educational institution is interpreted as a purposeful pedagogical process, which consists in harmonization of the relationships (interactions) between a student and the social environment, when a student enters the new environment without internal and external conflicts through active motivation of their internal regulatory systems to disclose the potential for developing motivation for their professional and personal self-development.
2. The research showed that organization of social-pedagogical adaptation of the first-year students of higher educational institutions promotes their self-development, disclosure of personality-value orientations to professional choice. At the same time, adaptation is a means of developing the students' spiritual and moral values.
3. The professors' interest and appropriate level of pedagogical culture ensure the choice of the form and content of the process of social-pedagogical adaptation of the students, based on the combination of interactive methods of teaching, modeling, and creating problem situations linked to future professional activities.
4. The humanistic approach, taken as a basis in our experimental work on the basis of pedagogy of cooperation, forms the activity of the student through equal, trust-based subjective relationships with the professors.

## **CONDIÇÕES PEDAGÓGICAS DA ADAPTAÇÃO SOCIO PEDAGÓGICA DOS ESTUDANTES DA UNIVERSIDADE DO PRIMEIRO ANO SOB AS REALIDADES MODERNAS**

**Resumo:** O artigo mostra a conveniência e o significado do trabalho de adaptação sócio-pedagógica de estudantes do primeiro ano de instituições de ensino superior, sob as novas condições socioculturais de nosso tempo. A busca de formas efetivas de harmonizar as relações (interação) com o ambiente social, sendo a base para a socialização bem-sucedida e a formação profissional de um futuro especialista, desempenha um papel importante sob o suporte organizacional e pedagógico imperfeito da adaptação sócio-pedagógica do primeiro alunos de instituições de ensino superior. O objetivo da pesquisa é fundamentar teoricamente e verificar experimentalmente a eficácia das condições pedagógicas da adaptação sócio-pedagógica bem-sucedida dos alunos do primeiro ano das instituições de ensino superior. A pesquisa utiliza métodos teóricos (análise teórica, generalização e síntese), métodos empíricos (observação, questionamento, conversação); Trabalho experimental; o critério de Student e a análise de correlação foram utilizados como métodos de processamento matemático de dados

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experimentais. Para proporcionar o processo de adaptação sócio-pedagógica dos alunos do primeiro ano, os autores propõem as seguintes condições pedagógicas para uma adaptação bem-sucedida dos alunos do primeiro ano, permitindo, do ponto de vista da integridade dos processos de adaptação sócio-pedagógica, projetar e implementar as estratégias grupais e individuais das trajetórias pessoais do autodesenvolvimento dos alunos e, simultaneamente, resolver as tarefas de desenvolvimento social, pessoal e profissional dos futuros especialistas: 1) a capacidade do professor universitário de auxiliar o aluno em seu auto reconhecimento, estimulando seu autodesenvolvimento pessoal, motivando seu interesse na profissão escolhida, com base na pedagogia da cooperação, criando condições adequadas para ampliar a possibilidade de qualidades pessoais e profissionais significativas de cada aluno; 2) organização de um ambiente educacional voltado à redução da ansiedade, apreensão, desconforto interno, onde o aluno se realiza como membro da equipe, sente-se à vontade, o que garante a transformação dos componentes estruturais do profissionalismo como qualidades socialmente importantes em qualidades pessoais; 3) a adaptação sócio-pedagógica dos alunos do primeiro ano se torna parte integrante da universidade, quando o aluno, sem conflitos internos e externos contínuos, realiza com êxito qualquer atividade no ambiente educacional no contexto da abordagem da personalidade-atividade; e serve como um meio para os alunos desenvolverem auto-estima adequada, auto-regulação avançada e alta produtividade, que é a base para o desenvolvimento da atividade, independência e criatividade.

Os autores fornecem as formas de implementar as condições pedagógicas reveladas e os resultados do experimento formativo, que levam às seguintes conclusões: intervenção sócio-pedagógica ativa, correção oportuna do processo educacional, visando à adaptação efetiva dos alunos do primeiro ano, por meio da interação pessoal baseada na pedagogia da cooperação, garante uma rápida adaptação dos alunos em um novo ambiente educacional, o que leva a valorizar a atitude em relação à futura profissão.

**Palavras-chave:** adaptação, autodesenvolvimento, valor significativo, motivação, ansiedade, auto-regulação, produtividade.

## **CONDICIONES PEDAGÓGICAS DE ADAPTACIÓN SOCIAL-PEDAGÓGICA DE LOS ESTUDIANTES UNIVERSITARIOS DE PRIMER AÑO BAJO REALIDADES MODERNAS**

**Resumen:** El artículo muestra la conveniencia y la importancia del trabajo sobre la adaptación sociopedagógica de estudiantes de primer año de instituciones de educación superior en las nuevas condiciones socioculturales de nuestro tiempo. La búsqueda de formas efectivas de armonizar las relaciones (interacción) con el entorno social, siendo la base para la socialización exitosa y la formación profesional de un futuro especialista, juega un papel importante bajo el imperfecto apoyo organizativo y pedagógico de la adaptación sociopedagógica de la primera. estudiantes de año de instituciones de educación superior. El objetivo de la investigación es fundamentar teóricamente y verificar experimentalmente la efectividad de las condiciones pedagógicas de la adaptación sociopedagógica exitosa de los estudiantes de primer año de las instituciones de educación superior. La investigación utiliza métodos teóricos (análisis teórico, generalización y síntesis), métodos empíricos (observación, preguntas, conversación); trabajo experimental; El criterio de estudiante y el análisis de correlación se utilizaron como métodos de procesamiento matemático de datos experimentales. Para proporcionar el proceso de adaptación sociopedagógica de los estudiantes de primer año, los autores proponen las siguientes condiciones pedagógicas para la adaptación exitosa de los estudiantes de primer año, permitiendo, desde el punto de vista de la integridad de los procesos de adaptación sociopedagógica, diseñar e implementar las

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estrategias grupales e individuales de las trayectorias personales del autodesarrollo de los estudiantes, y al mismo tiempo resolver las tareas de desarrollo social, personal y profesional de futuros especialistas: 1) la capacidad del profesor universitario para ayudar a un estudiante en su autocontrol -cognición, estimulando su autodesarrollo personal motivando su interés en la profesión elegida basándose en la pedagogía de la cooperación, creando condiciones adecuadas para ampliar la posibilidad de cualidades personales y profesionales de cada estudiante; 2) organización de un ambiente educativo dirigido a reducir la ansiedad, la aprensión, la incomodidad interna, donde un estudiante se realiza como miembro del equipo, se siente cómodo, lo que garantiza la transformación de los componentes estructurales de la profesionalidad como cualidades socialmente importantes en cualidades personales; 3) la adaptación sociopedagógica de los estudiantes de primer año se convierte en una parte integral de la universidad, cuando el estudiante, sin conflictos internos y externos continuos, realiza con éxito cualquier actividad en el entorno educativo en el contexto del enfoque de la actividad de la personalidad, y sirve como un medio para que los estudiantes desarrollen una autoestima adecuada, una autorregulación avanzada y una alta productividad, que es la base para el desarrollo de la actividad, la independencia y la creatividad.

Los autores proporcionan las formas de implementar las condiciones pedagógicas reveladas y los resultados del experimento formativo, que conducen a las siguientes conclusiones: intervención social-pedagógica activa, corrección oportuna del proceso educativo, dirigido a la adaptación efectiva de los estudiantes de primer año, A través de la interacción personal basada en la pedagogía de la cooperación, se garantiza una rápida adaptación de los estudiantes en un nuevo entorno educativo, lo que lleva a una actitud de valor hacia su futura profesión.

**Palabras clave:** adaptación, autodesarrollo, importancia del valor, motivación, ansiedad, autorregulación, productividad.

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