



**SOCIO-PSYCHOLOGICAL ADAPTATION OF STUDENTS WHEN CHOOSING  
THE DIRECTION OF GENERAL PHYSICAL TRAINING IN THE EDUCATIONAL  
AND TRAINING PROCESS**

***ADAPTAÇÃO SÓCIO-PSICOLÓGICA DOS ESTUDANTES AO ESCOLHER A  
DIREÇÃO DO CONDICIONAMENTO FÍSICO GERAL NO PROCESSO EDUCATIVO E  
DE TREINAMENTO***

***ADAPTACIÓN SOCIO-PSICOLÓGICA DE LOS ESTUDIANTES AL ELEGIR LA  
DIRECCIÓN DE LA FORMACIÓN FÍSICA GENERAL EN EL PROCESO  
EDUCATIVO Y FORMATIVO***

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**ABSTRACT:** The study examines the distinguishing features of socio-psychological adaptation of students in the Industrial University of Tyumen in the context of physical training in association with the satisfaction with the choice of the direction of general physical training. The features of socio-psychological adaptation are assessed by the Rogers-Dymond Test of Personal Adjustment and examined. The study reveals the relationship between the characteristics of socio-psychological adaptation and satisfaction with the choice of direction of general physical training. Students' satisfaction with their choice in the process of physical training shows a pronounced positive correlation with self-acceptance, internality, and emotional comfort. Dissatisfaction with the choice strongly correlates with escapism (avoidance of problems). As a result, the students satisfied with their choice are found to take on responsibility more often, show greater self-acceptance and acceptance of others, and more frequently experience emotional comfort and desire to dominate.

**KEYWORDS:** Characteristics of socio-psychological adaptation. Choice. Satisfaction.

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**RESUMO:** O estudo examina as características distintivas da adaptação sociopsicológica dos estudantes da Universidade Industrial de Tyumen no contexto do condicionamento físico em relação à satisfação com a escolha da direção do condicionamento físico geral. As características da adaptação sociopsicológica são avaliadas pelo Teste Rogers-Dymond de Ajuste Pessoal e examinadas. O estudo revela a relação entre as características da adaptação sociopsicológica e a satisfação com a escolha da direção do treinamento físico geral. A satisfação dos estudantes com sua escolha no processo de treinamento físico mostra uma correlação positiva pronunciada com a autoaceitação, a interioridade e o conforto emocional. A insatisfação com a escolha está fortemente correlacionada com o escapismo (ato de evitar problemas). Como resultado, os alunos satisfeitos com sua escolha assumem mais frequentemente a responsabilidade, demonstram maior autoaceitação e aceitação dos outros e mais frequentemente experimentam conforto emocional e desejo de dominar.

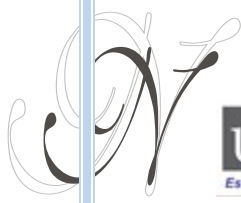
**PALAVRAS-CHAVE:** Características de adaptação sociopsicológica. Escolha. Satisfação.

**RESUMEN:** El estudio examina las características distintivas de la adaptación sociopsicológica de los estudiantes de la Universidad Industrial de Tyumen en el contexto de la formación física en relación con la satisfacción con la elección de la dirección de la formación física general. Las características de la adaptación socio-psicológica se evalúan mediante el Test de Rogers-Dymond de Ajuste Personal y se examinan. El estudio revela la relación entre las características de adaptación socio-psicológica y la satisfacción con la elección de la dirección del entrenamiento físico general. La satisfacción de los estudiantes con la elección en el proceso de entrenamiento físico muestra una pronunciada correlación positiva con la autoaceptación, la interioridad y el confort emocional. La insatisfacción con la elección está fuertemente correlacionada con el escapismo (evitación de problemas). Como resultado, se observa que los alumnos satisfechos con su elección asumen responsabilidades con más frecuencia, muestran una mayor autoaceptación y aceptación de los demás, y experimentan con más frecuencia confort emocional y deseo de dominio.

**PALABRAS CLAVE:** Características de la adaptación sociopsicológica. Elección. Satisfacción.

## Introduction

In the institutional sense, the content of higher professional education is represented by specific curricula and educational programs realized on the basis of educational standards. The primary function of an educational standard is the assessment and monitoring of the quality of education. However, it needs to be noted that such a standard represents the so-called “formal layer” of the level of specialist training, which cannot adequately assess students’ socio-psychological adaptation, satisfaction with the learning process, and further realization of the personal adaptation potential. Nevertheless, socio-psychological adaptation is the act of active interaction with the environment that contributes to the satisfaction of an individual’s needs, the realization of their capabilities, and the expression of their personality and, consequently,



serves to increase satisfaction (ANDREEVA, 2009). In this case, of interest is the issue of interrelation between the choice of the direction of general physical training in the process of physical training and the socio-psychological adaptation of a student. Herein, we consider the relationship between satisfaction with this choice and the characteristics of socio-psychological adaptation.

Socio-psychological adaptation is a process of people acquiring a certain socio-psychological status, mastering certain socio-psychological functions... At the same time, the status of a “social person” is understood as a person’s position in the system of interpersonal relations, which determines their rights, obligations, and privileges. In different groups, the same person can have a different status (KRYSKO, 2001, p. 11).

Socio-psychological adaptation requires students to meet the requirements of the training situation according to their own interests, needs, and abilities. It is aimed at the adaptation of the individual to the environment, yet at the same time, it is a process of self-realization, the transformation of the surrounding world in accordance with the individual-personal characteristics. By constantly changing the external conditions, an individual improves their adaptation potential. However, perfection can only be reached if a person recognizes and accepts the situation and the changing conditions, gradually modifying their relationship with the environment (CHERNOBROVKINA; GRUSHKO, 2017).

Socio-psychological adaptation in the process of training presupposes not only students’ mastery of new ways of behavior through the establishment of new adaptation mechanisms but also the formation of a positive attitude towards oneself, self-acceptance, self-confidence, calmness, and internal comfort. The harmonization of relations between the individual and the environment is precisely what conditions satisfaction with the training process and, thereby, the effectiveness of socio-psychological adaptation. Clearly, this also improves a person’s confidence in their strengths and abilities, which enables them to complete exercise sets on their own, master new knowledge, skills, and abilities, independently control the effectiveness of their learning and training, construct their individual development trajectory. This contributes to the development of students’ readiness to independently interact and build the system of social relations within the training process and plan their workload according to their needs and abilities. For instance, the aerobic load may be more intense for some students, while others perform the same exercises in motion, but without using, for example, jumping exercises. Accordingly, all students can get an optimal load according to their psychophysical development, as well as get satisfaction from the performed exercises. The described concept



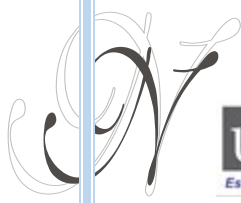
defines the selective value orientation of training activities, which are considered as learning activities in which the natural and artificial factors that condition students' "socio-cultural" environment includes the content and various means of physical education. This "socio-cultural" environment is represented by the reference points that determine subjects' interpersonal relations and relations to education as a whole (ZEER, 2006), which allows students to construct an individual trajectory of development, to establish certain social contacts of different levels, to accumulate experience of emotional and value relationships to themselves, others, and activities. The success of socio-psychological adaptation is expressed in the need to organize one's training activity so that it provides self-learning and self-development, searching for one or another way to solve a training problem. Adaptation means "a constant process of active adaptation of an individual to the conditions of the social environment" (TIURINA, 2007, p. 152).

The effectiveness of the socio-psychological adaptation of students in the process of training is associated with satisfaction with their choice of direction of general physical training, which, in turn, leads to emotional comfort, which is a "component and indicator that outlines the course of adaptation in the educational environment" (TKACHENKO, 2018, p. 360). Research shows that a high level of the emotional comfort of students may point to the presence of such skills as the ability to keep emotional tension under control, which is one of the factors conditioning the connection of locus of control with "internality" (KARAPETIAN, 2018; KULIK; AKIMOVA, 2016; KULIK; NAUMOVA, 2021; SHEINOV, 2020). Thus, satisfaction allows not only to increase students' "internal control" over the training process and meaningful situations but also to increase the level of their emotional comfort from the choice of training activities and the process of training itself, thereby providing for more effective socio-psychological adaptation.

Satisfaction as a general category of psychology explored in the works of D.A. Leontiev, S.L. Rubinstein, C. Rogers, E. Fromm, K.L. Abulkhanova-Slavskaja, and others presents an integral indicator formed under the influence of numerous factors: socio-psychological, psychological-pedagogical, sex, and age. Foreign research also notes the integral nature of the term "satisfaction" (EXTREMERA; REY, 2016; LIU; WANG; LÜ, 2013).

This concept is also examined through the lens of the concept of well-being, the key idea of which is achieving pleasure, satisfaction being one of its aspects. Satisfaction is considered to be a component of subjective well-being. However, scholars note the need for additional characteristics for its description (KARAPETIAN, 2018; KULIK; AKIMOVA,





2016). Therefore, satisfaction should be considered in the context of socio-psychological adaptation as a predictor that shapes the development of other personality characteristics (locus of control, emotional comfort, self-acceptance, leadership qualities, etc.), which, in turn, affect this adaptation.

Satisfaction is also contingent on the realism of students' ideas about the content, methods, and means employed in teaching each of the courses in the given direction of general physical training. This realism acts as a necessary precondition for a conscious choice. Naturally, in this case, consciousness allows setting goals, choosing the methods of self-organization, and defining corrections to the methods and skills of physical training activity, willpower actions, and ways to overcome obstacles. However, students' choice of the direction of general physical training may be random (the first option that comes to mind when given the choice) or social (the choice made under the influence of group mates or friends) (IAKOVLEVA, 2018, p. 220). In this case, satisfaction as an integral indicator transforms depending on the conditions of the educational situation and the necessity of the applied skills and ways of action in accordance with the training tasks at hand. Thus, the situation of training requires to "accept" this situation not "because..." but "in order to...". This gives rise to the need to independently construct one's educational space "from within", actualizing one's individual-personal potential and "personal creativity".

Socio-psychological adaptation of students in the context of the need to "choose a direction" of the training process implies "practical immersion into the sensual experience" (DAVYDOV, 2000, p. 323), in which satisfaction as an integral indicator of an "experience – recognition of relevance" in the "here and now" context entails the need to accept the situation. This requires students "to devote themselves to this particular direction and develop in it" in accordance with their individual personal characteristics and abilities. The level of socio-psychological adaptation is closely tied to the psychological characteristics and peculiarities of a person's behavior in training activities. Therefore, the study of socio-psychological adaptation and its specific characteristics in students in the process of training is considered in light of the interrelation of the concepts of "satisfaction with a choice", "emotional comfort", "locus of control", "escapism", "desire to dominate", "self-acceptance", and "acceptance of others". This integral approach is also found in other studies, which examine the relationship between personal resources and satisfaction as a factor in achieving psychological well-being and socio-psychological adaptation (IDOBAEVA, 2011; KARAPETIAN, 2018; KULIK; NAUMOVA,



2021). These parameters are assumed to determine the activity of a subject in the educational process and the formation of peculiarities of socio-psychological adaptation.

In this light, it becomes important to examine these variables and reveal the relationships between them as components of socio-psychological adaptation in relation to satisfaction with the choice of the direction of general physical training of students in the context of physical education activities.

Socio-psychological adaptation of students to the training process in such an educational environment will be more successful if individuals' needs and interests in the context of this choice are taken into consideration in accordance with the socio-psychological characteristics of adaptation. This will allow for a more complete discovery of the individuality of each student in the context of an "overchoice", in which the diversity of interests needs to become a mechanism for the realization of personal potential.

The variability of interests and abilities is considered in the foreign scientific literature (ARAKI, 2018; COLANGELO; WOOD, 2015a, 2015b; GREEN, 2006). This term is considered and denoted as "multipotentiality", i.e., the possession of several or even many opportunities to develop competencies in the conditions of the so-called "overchoice" (ARAKI, 2018; COLANGELO; WOOD, 2015a, 2015b; GREEN, 2006). Individuals with more internal resources will be more successful in affirming their identity (EXTREMERA; REY, 2016; GREEN, 2006), and, therefore, more successful in adapting to a particular environment.

This concept is also considered as the variety of aptitudes, interests, opportunities, abilities of the person in the conditions of an "overchoice", where multipotentiality (versatility) is connected with the choice of a sphere of activity (KARAPETIAN, 2018; KRYSKO, 2001). In this case, with students' choice of the direction of physical culture and sports training in the conditions of the educational and training process.



## Methods

The problem of socio-psychological adaptation of students is explored in the present study on the sample of 1st-3rd-year students of the Industrial University of Tyumen in all directions and profiles of training. The sample consists of 250 students attending physical education lessons and presented with the choice between the directions of physical training: aerobics, volleyball, basketball, swimming, and athletics. The orientation of the choice is based on the presence of a certain attachment to or preference for one or another direction, learning new things; the formation of a positive attitude towards innovative activities; getting satisfaction from the realization of their abilities in solving educational and training problems.

In this context, we believe, the degree of satisfaction with one's choice is the most critical factor defining the emotional comfort or discomfort of a student and their further individual self-development trajectory.

It is assumed that the choice of one or another direction of general physical training has to ensure not the passive adaptation of an individual to the education and training process but their active interaction with the educational environment. This will determine the effectiveness of socio-psychological adaptation in the training process and further realization of individual personal potential.

Socio-psychological adaptation is examined in the study using the Test of Personal Adjustment by C. Rogers and R. Dymond. The method includes six subscales: subscales: 1) self-acceptance – non-self-acceptance; 2) acceptance of others – non-acceptance of others; 3) emotional comfort – discomfort; 4) internality – externality (locus of control); 5) desire to dominate – submission; 6) escapism (escaping from problems) (CHINYU MOZGI I MEBEL', 1970).

The described method is aimed at the diagnostics of a set of psychological phenomena that accompany socio-psychological adaptation. The goal is to use the results of diagnostics in psychological counseling and correct the features of socio-psychological adaptation of the person in the realization of their potential of positive socio-psychological qualities.

The questionnaire consists of 78 statements to be compared with one's image of "Self" and activities in the training process in physical education lessons. The respondents are required to choose the most fitting answer option for each statement. The statements present information about a person, lifestyle, and style of behavior. The scale points are numbered from 0 to 6, where "0" – does not apply to me at all; "1" – this is not typical of me in most cases; "2" – I doubt that can be attributed to me; "3" – I hesitate to attribute that to myself; "4" – this seems



like me, but I am not sure; “5” – this seems like me; “6” – this is definitely about me. In accordance with the key, the scores for each indicator are summed up and correlated with the normative values (CHINYU MOZGI I MEBEL', 1970).

The satisfaction of the students with the choice of the direction of general physical training (GPT) is assessed through their choice of one of the answer options: 1) highly satisfied with the chosen direction of general physical training; 2) rather satisfied; 3) rather dissatisfied; 4) dissatisfied; 5) difficult to answer.

## Results and discussion

According to the conducted assessment, the share of students highly satisfied with their choice is 35.2%, those who are more satisfied than not constitute 20.1%, completely dissatisfied are 5.7% of the students, and 4.2% could not give an answer.

The conducted analysis reveals statistically significant positive correlations between satisfaction with the choice of the direction of general physical training and the characteristics of socio-psychological adaptation in 1st-3rd-year students in all directions and profiles of training.

The most significant are the positive relationships between satisfaction with the chosen direction of general physical training (highly satisfied and rather satisfied) with self-acceptance, emotional comfort, and internality in the process of training ( $p \leq 0.001$ ). This applies to all the students regardless of the year of study. According to the results obtained, the higher the students' satisfaction with their choice, the higher the degree of their emotional comfort, specifically, the satisfied students are confident that they made the right choice. Thus, it can be argued that these students have a positive emotional attitude toward reality in the training process.

The discovered link between satisfaction and self-acceptance suggests that higher satisfaction with the choice made corresponds to higher self-esteem, these students are more confident in themselves and their abilities and satisfied with their personal characteristics that manifest themselves in the training process. The positive relationship between satisfaction and locus of control (in this case, internality) shows that the more satisfied individuals take on responsibility for the actions taking place.

Statistically reliable relationships are also found between students' satisfaction with the chosen direction of general physical training and their acceptance of others and desire to dominate ( $p \leq 0.05$ ). The students completely satisfied with their choice are ready to accept



others as they are, with all their positive and negative aspects. These students also show readiness to be dominant, take on the role of the leader.

The students who are not fully satisfied with their choice of the direction of general physical training also demonstrate readiness to accept others with their peculiarities and flaws. The analysis reveals a positive correlation ( $p \leq 0.05$ ). The obtained results show that the students less satisfied with their choice are less often ready to accept other people with all their merits and flaws compared to the fully satisfied ones. However, dissatisfaction does not show a significant correlation with the acceptance of other people.

A significant correlation is discovered between dissatisfaction and escapism ( $p \leq 0.05$ ). This result indicates that higher values in the first variable correspond to the desire of a person to run away from their problems (escapism). Satisfied students do not show such a relationship.

The obtained results are provided in Table 1.

**Table 1** – Correlation between students’ satisfaction with the choice of the direction of GPT and the characteristics of their socio-psychological adaptation

Adaptation problems	Degree of satisfaction with the chosen direction of GPT				
	Highly satisfied with the choice	Rather satisfied with the choice	Rather dissatisfied with the choice	Dissatisfied with the choice	Difficult to answer
Self-acceptance	0.31***	0.28***			
Emotional comfort	0.28***	0.27***			
Internality	0.27***	0.25***			
Desire to dominate	0.16*	0.15*			
Acceptance of others	0.15*	0.15*	0.15*		
Escapism			0.15*	0.15*	0.15*

The table shows only statistically significant correlation coefficients:

\* –  $p < 0.05$ ; \*\* –  $p < 0.01$ ; \*\*\* –  $p < 0.001$

Source: Prepared by the authors

The study indicates that self-acceptance, emotional comfort, and internal locus of causality in the training process positively correlate with satisfaction with the made choice, in this case, of the direction of general physical training (aerobics, volleyball, basketball, swimming, or athletics). This association is found to be quite strong. Higher satisfaction is linked with greater self-acceptance, emotional comfort, and internal locus of causality. This suggests that the students who are satisfied with their choice accept themselves as they are, experience emotional comfort more often, try to have the situation under their control (internal locus of control), and accept other people with all their merits and flaws. Furthermore, the higher the satisfaction, the greater are these indicators. These students assess the strengths and



weaknesses of others and themselves more objectively and realistically. Accordingly, it allows one to feel emotional comfort from one's actions and from the process of internal control over the situation. As a result, the training activity is more satisfying. They rely more on their internal control (internal locus of control) in training situations and more often take responsibility for what happens. These students accept the situation at hand and analyze their actions in accordance with their individual characteristics, skills, and abilities, which further promotes emotional comfort and increases it. As their satisfaction with the situation and their decision grows, they more often have the desire to dominate and take the initiative to “control the situation from within”. It is not in their nature to avoid the problem.

The students who are dissatisfied with their choice and those who found it difficult to answer the question, on the contrary, are more prone to running away from their problems (escapism). The study results reveal a positive correlation between dissatisfaction and escapism. The students who are satisfied with their decision do not show such a link between the variables. We believe that this finding is associated with the fact that dissatisfaction with one's choice and, accordingly, possibly the overall training situation pushes students to avoid their problems rather than solve them. It appears that this strategy of behavior may serve as a kind of defense mechanism expressed in ignoring and escaping from unpleasant and conflict situations to minimize the emerging emotional tension. The tendency to avoid problems and conflict situations found in those who are dissatisfied with their choice is probably also related to the fact that they do not want to provoke an even greater increase in conflicts that causes discomfort. That is why they are not ready for domination and internal control, while avoidance often acquires the character of “leaving” rather than “solving”. It is worth suggesting that they are more likely to “ignore” problems rather than solve them.



## Conclusion

The conducted analysis of the features of socio-psychological adaptation of students as a result of their choice of a certain direction of general physical training in the education and training process allows us to draw the following conclusions:

1) Satisfaction with one's choice, namely, the choice of a particular direction of general physical training, is expressed by 60% of the surveyed students. This parameter has a strong positive correlation with the students' self-acceptance, emotional comfort, and internal locus of control. This indicates that higher satisfaction with one's choice in the training process entails greater internal locus of control, self-acceptance, and emotional comfort. These students demonstrate high self-acceptance, are ready for self-control, and more often experience emotional comfort from themselves, their activities, and other people. Higher satisfaction is also associated with the desire to dominate and acceptance of other people. Although this relationship is less pronounced, it is present and indicates that the more satisfied students tend to prefer the role of the leader in relationships, while accepting other people as they are.

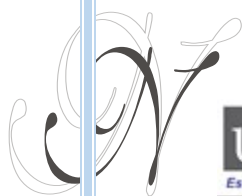
2) Dissatisfaction with one's choice correlates with escapism. This finding suggests that higher dissatisfaction most often pushes the students to ignore their problems instead of solving them. These students do not strive for dominance and most often lack the internal locus of control. In most cases, they are not ready to take on responsibility and accept themselves, the situation, and others as they are. Accordingly, they often do not recognize their own abilities and needs and cannot realistically assess them, which, in turn, affects their level of satisfaction.

Overall, the findings outline certain specific characteristics of students' socio-psychological adaptation in the training process in the conditions of an "overchoice". Students who are satisfied with their decision and choice of the direction of general physical training, in our view, go through the process of socio-psychological adaptation more easily.

The presence of multipotentiality and diversity of choices (aerobics, swimming, track and field athletics, volleyball, basketball) should be focused on the actualization of the individual-personal potential of students and its further realization. Socio-psychological adaptation and the choice of the direction of physical training should be made conscious through the assessment of certain systemic socio-psychological components so that students can better understand their individual characteristics and get appropriate counseling.

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