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INNOVATIVE APPROACHES TO THE PROBLEM OF SOCIAL ADAPTATION OF FIRST-YEAR STUDENTS

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Abstract. *The article is devoted to innovative approaches that promote social adaptation of first-year students. The article highlights the results of the analysis and the experimental work, which was aimed at identifying problems in the first-year students' adaptation to new learning environment.*

Keywords: *adaptation, social adaptation, innovative approaches.*

Professional training of specialists of socio-pedagogical movement in Ukraine is an extremely important task of the state. Indeed, the «National doctrine of education» directs the whole education of Ukraine to the transition to a new type of humanistic education and innovation, which should contribute significantly to the growth of intellectual, cultural, spiritual and moral potential of society.

This is undoubtedly a long process, and its base is laid in high school. Rapid change of social and cultural conditions as on the global, regional and national levels makes the need for appropriate changes in students' training in higher educational establishments, and therefore – the need for introducing innovative approaches to building an effective, integrated system of training, education, development and socialization of children and youth.

Quality of students' training in higher educational establishments largely depends on solving the problem of social adaptation of first-year students to new learning environment due to a lack of a clear continuity between the organization of educational process in schools and universities, as well as personal and psychological characteristics of self-consciousness and professional self-determination of school-leaver.

Nowadays educational sphere is determined by increasing interest of its subjects to creation of something new: modeling of new educational situations, developing innovative technologies, making products of innovative educational activities.

The educational system is defined as open, self-organizing to some extent, able to self-knowledge and change of the structure. Therefore, innovation in education is a necessary condition – for development of the education system according to constant changing needs of society. Innovative processes promote primarily values saving and simultaneously mean the refusal

of all outdated, thereby laying the base for social change. That is why there is an urgent need to study and analyze the theoretical basis of innovative approaches to social adaptation of first-year students.

Analysis of social, educational and socio-psychological literature shows that various aspects of social adaptation have been the subject of study, both domestic and foreign scientists, but the baggage of ideas and concrete solutions to our research were not fully taken into account.

L. Kosarieva, M. Levchenko, O. Moroz, I. Shapoval and others dedicated their research to the problem of first-year students' adaptation to new learning environment. N. Andreieva, O. Plotnykova and others defined theoretical base of the process of individual adaptation. The works of V. Duhinets, I. Kriazheva, L. Shubina and others are devoted to the features of professional pedagogical adaptation of students. Social, psychological and pedagogical aspects of students' adaptation are considered in studies of E. Boryskin, N. Yermolenko, I. Kriazheva and others.

The goal of this article is to highlight the results and analysis of the experimental work, which was aimed at introducing innovative approaches that facilitate successful social adaptation of first-year students to new learning environment.

Achieving this goal requires solving the following tasks: to analyze scientific literature on a given problem; identify the level of social adaptation of first-year students and develop and test experimental program that will facilitate the successful socialization of students.

One of the urgent problems of modern society is the problem of adaptation of the first-year students to the environment of the university, which is widely discussed in higher education because the further career and personal development of future specialist depends largely on the success of this process. Solving the problem of social adaptation of first year students is one of the most important prerequisites for improving the quality of training of specialists with higher education.

Social adaptation has a complex structure, it is determined by both objective and subjective factors, because it requires an innovative approach to its study.

The term innovation (by I. Dychkivska) means innovation, change, renewal. Sometimes the use of something conscious with slight modification is considered as innovation. Innovation is the subject of special human activity that is not satisfied by traditional terms, methods, techniques and seeks not only of novelty content of their implementation efforts, and especially qualitatively new results [4, p. 21].

M. Klarin notes [6], that in the innovative approaches to learning are defined two main types that meet the reproductive and problem orientation of the educational process.

Just such a reproductive and problem orientation of the educational process is embodied in two major innovative approaches to education reform in contemporary pedagogy – technological and search. Technological approach upgrades training based on the reproductive activity of students. Educational process is focused on traditional didactic tasks of reproductive education, is technological in nature, with clearly described results.

Search approach transforms traditional education based on productive students' activities, works out educational models, initiated by students. The purpose of this study is to develop the students' ability to acquire independently new experience, flexibility to adapt to difficult situations, ability to acquire independently the necessary knowledge, to see the problem and be able to solve them, to understand clearly how and in what way acquired knowledge can be used, to be able to generate new ideas, think creatively, work professionally with information. Namely, it is important to draw attention to personality-oriented education, such education when the teaching personality – cognitive activity rather than teaching – is the main in the tandem teacher-student, and traditional education «teacher-textbook-student» has been resolutely changed to a new «student-teacher-textbook». This approach is considered in the world educational practice as an alternative to traditional, based on mastering ready knowledge and reproduction of it [3].

In other words, there is a constant movement from theory to practice, the combination of academic knowledge with practical skills. In addition, the role of the teacher, the way of his interaction with students is changing. He is no longer a simple transmitter of knowledge, he is the organizer of students activity, the system integrator. He stops being the bearer of ultimate truth, he is a colleague, consultant.

In summary, we conclude that innovative approaches to teaching subjects arouse the interest of students, make them think unconventionally, perceive new world and ourselves in it, promote social adaptation, help to organize their life.

Social adaptation is a part of the general concept of «adaptation».

Adaptation according to O. Bespalko – is adaptation of organisms to conditions of existence. In social psychology adaptation is defined as arrangement of individual to group norms and social group. Psychological adaptation of the individual in society takes place due to psychological mechanisms such as reflection, identification, empathy, method of social feedback and etc. According to the same scholar, social adaptation – the process of individual adaptation to the conditions of the social environment, the formation of an adequate system of relations with social objects, the integration of the individual into social groups, activities for the development of stable social conditions, acceptance of norms and values of the new social environment. Psychological and social adaptations are in interdependence.

Without psychological adaptation that encourages people to adaptive activities that supposedly «launches» social adaptation, the latter would have been simply impossible. Individual psychological characteristics of personality (thinking, attention, memory and feelings); temperament characteristics (intensity, rate of reaction, rehidnist, flexibility); personal traits (curiosity, responsibility, communication, industriousness or idleness) influence the typical social adaptation. But we can not overestimate the influence of mind on social adaptation of human, as reasons, continuing social adaptation and defining its essence, lie in the social sphere [2, p. 25].

Based on the most important spheres of personality becoming A. Agarkov defined the main content of the adaptation of junior students, such as: a new attitude to the profession; mastering new educational standards, marks, methods and techniques of independent work and other requirements; adaptation to a new type of training staff, their habits and traditions; learning new activities; adaptation to new conditions of life in the hostel, new samples of «student» culture, new forms of free time use.

In the structure of adaptation he identified three distinct elements: 1) psychological adaptation – forming of psychological comfortable state of the individual in the learning process; 2) social and psychological adaptation (adaptation to classmates and other university students, teachers, administration); 3) social (normative) adaptation as the acceptance of norms and values of social organizations and university students of the institute [1].

Considering the problem of first-year students adaptation to the learning environment in higher educational establishments, O. Moroz singles out three forms of adaptation of first-year students: 1) formal adaptation that concerns cognitive and informational students adaptation to the new environment, the structure of higher education, to training content in it, its requirements and their duties; 2) social adaptation, the process of internal integration of groups of first-year students and the integration of these groups of student environment on the whole; 3) didactic adaptation that relates to preparing students for new forms and methods of teaching work in higher educational establishments [7, p. 67].

Factors of social adaptation were considered in research by S. Izbash: social and moral maturity; level of psychological culture; level of cultural behavior; level of law culture; level of speech culture; individual and personal property; desire to participate in social life of the institution; individual accustoming to group, relationship with it; satisfaction from communication with classmates, teachers; conflict-free behavior; forming their own style of behavior [5].

An important role concerning social adaptation plays the curator of first- year students, he has to work hard to organize successfully, coordinate and implement educational and psycho-social and educational support during

students' adaptation period. As accompanying – means going together, going along, sometimes – a little ahead, if you need to explain possible ways; help these students adapt to new conditions, create a favorable climate in the group. And for this it is necessary to conduct adaptive training, various activities, tours and more. This work contributes to acquaintance, interaction with classmates and teachers, cohesion, establishing of interpersonal relationships, and the most important is that it gives rise to rapid adaptation of students. Another important factor for successful social adaptation of first-year students is the interdependence of social and psychological adaptation.

So, in order to manage the process of adaptation of first-year student high school teachers and heads should realize what innovative approaches should be used, what restructuring of the environment and personality structure should be implemented, what values should be inculcated to student to ensure his social adaptation to new conditions of learning.

In order to determine the level of social adaptation of first-year students we conducted the research at the State Institution «South-Ukrainian National Pedagogical University named after K. D. Ushynsky» at the faculty of primary education among first-year students in an amount of 60 people.

Based on the systematization and analysis of scientific, educational, psychological and socio-pedagogical literature, we identified the criterion as a key essential feature which should reflect innovative approaches to defining the problem of social adaptation of first-year students. Components were selected as criteria. Indicators are qualitative characteristics of peculiarities of this problem. In this connection, we have chosen the following components (motivational prescriptive, content-procedure, socio-communicative).

So, motivational prescriptive component is determined by the following factors: positive motivation and guidance on learning activities; the presence of constant interest in learning and participating in various activities, workshops, etc; communicating with classmates; motives for success in educational activities; understanding the relevance of learning in higher education; the desire to learn and help others; the desire to display own abilities. Content-procedure component is characterized by: the intellectual development of the individual; availability of theoretical and practical knowledge and skills courses, which are taught in the first year; organizational and communication skills; knowledge and understanding of friendship, happiness; ability to behave in a particular society, system knowledge; knowledge of etiquette, rules of behavior, communication styles, clothing, etc.; knowledge of self-discipline, volitional actions; the need for active action life.

As to social and communicative component, it is characterized by: the ability to establish social relationships, contacts; interaction with other students, the presence of friends; capacity for constructive communication; the ability to approach the other interlocutor; participate actively in the life of the group,

department, institution; ability to settle conflicts; the ability to get easily in touch and feel pleasure from it etc.

Each criterion was evaluated with the help of methods of observation, questionnaires (including methods of diagnosing educational motivation of students A. Rean, V. Yakunin, to identify the level of motivation of students to future professional activities, with a certain level of adaptation of first-year students to the learning environment in higher educational activities we used method of A.Vynohradova, methods of interpersonal relationships by J. Moreno, methods of self-estimation of first-year students, the test «Sociopsychological climate in the group», questionnaire «I and my group», H. Eysenck's test «Your character», «Identifying individual temperament» and others).

On the base of questionnaires, observations, interviews with the first year students the following results were revealed: at a low level among first-year students are 23.3% of respondents, on the intermediate – the most 56, 7%, and on the high level – 20% of first-year students.

The high level was characteristic of the first-year students, which have a high level of social adaptation of motivational prescriptive, content-procedure and socio-communicative components. These students are characterized by enthusiasm and interest in the chosen profession; ability to establish relationships with teachers, group and beyond; advanced communication and organizational skills, ability to work in a team, an activity, independence, systematic mastery of knowledge; identifying of creative, volitional and moral qualities; the availability of independent work on skills development.

Intermediate – characterizes those first-year students who are interested in the chosen profession, are able to build relationships with teachers and group, but do not have developed organizational and communication skills, are embarrassed to work in team; speak the theme of the report to classmates, not active, show no creativity, independence and so on.

Students with low level have: difficulties in adapting to new learning environments; difficulties in self-revealing of personal features in new environment; difficulties in learning new activities; not developed communication and organizational skills; avoidance of group work, team.

After the diagnostic study was implemented (with the help of teachers, curators, teachers, and undergraduates during practical training courses «Organization and methods of social and pedagogical training» and «Educational Innovation») experimental program, which included the innovative approaches (training, events intended to create a positive emotional comfort of first-year students in academic groups, individual work with first-year students for their needs and problems, developing various scenarios of educational and social activities) to the problem of social adaptation of first-year students.

Our task was to create primarily favorable conditions for successful educational socialization, help orient and be ready for the appropriate student life in the new conditions of life through education and involving in various kinds of extracurricular activities. To promote disclosure of individual features of first-year students in the conditions of pedagogical university; help better get acquainted with one another to reduce the distance of communication; develop the skills of positive social behavior, self-regulation and self-control; to form a positive attitude towards their «I»; promote emotional regulation skills to improve behavior, reduce anxiety and uncertainty in themselves; to form a sense of group community of first- year students through their involving in a group action for the task; promote adequate self-esteem and skills.

Prospects for further research we see in the second research, which will be hold with the same students at the beginning of the second year to verify the effectiveness of the experimental program.

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