

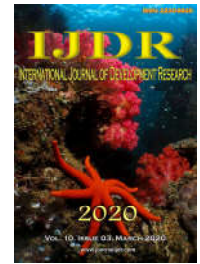


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## THE SPECIFICITY OF SOCIO-PSYCHOLOGICAL ADAPTATION OF STUDENTS OF PEDAGOGICAL UNIVERSITY IN THE CITY AND DISTRICT CENTRE

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### ABSTRACT

The main purpose of this study is to study the influence of socio-pedagogical conditions of the educational environment in the pedagogical University of the megalopolis and the district center on the dynamics of mental health indicators of students in the learning process. The study was based on the results of testing 167 students aged 18-22 at the pedagogical University in Novosibirsk and its branch in Kuibyshev using the author's computer program. The obtained data were processed using the methods of variation and difference statistics. For the study of mental health, the following characteristics were used: the level of socio-psychological adaptation, the degree of anxiety and aggression, motivation for success, memory and attention, mental performance, and neurodynamics. The results obtained indicate certain differences and features of the influence of the socio-pedagogical environment of universities in the megalopolis and the district center on the dynamics of mental health indicators of students at the time of graduation. At the beginning of training, the level of socio-psychological adaptation of students was higher in the metropolis compared to the district center, but by the time of graduation, these differences disappeared. It was due to increase of adaptability of students in the district center, but graduates of the University in the metropolis had higher motivation for success and lower level of situational anxiety. The specificity of these differences was due to the impact on the formation of the psychosocial status of students including socio-pedagogical and personal factors that affected the level of mental health of students.

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### INTRODUCTION

At present, the domestic education system, in spite of the constant reforms, is experiencing a number of difficulties, the most significant of which are the mismatch of the requirements for the supposed, prescribed by the standards, qualification level of the graduate specialists (bachelors) and the real quality of knowledge and skills of higher school graduates. Among the obvious reasons for this state, along with the purely methodological flaws of modern educational concepts, attention is drawn to the underestimation of the importance of the psycho-emotional, cognitive, and hence physiological capabilities of students. This circumstance urgently requires development aimed at identifying ways and means to the transformation of the educational environment into a "healthy" one, into an effective factor in the development of a mentally healthy person. Of particular importance and relevance is this orientation in the context of the requirements for the training of teachers, since only a physically and mentally healthy

teacher can raise healthy students [1]. In this regard, the timely study of the psychophysiological characteristics (psychological health) of modern youth, as well as the identification of factors for the successful adaptation of students to the educational environment is becoming increasingly important. In a number of domestic studies, special attention is paid to the aspects of psychological health and well-being, socio-economic living conditions, adaptive and morphophysiological indicators of students [2, 3, 4,]. In the papers of foreign authors, the connection between mental health, adaptation and suicidal tendency is highlighted, and the criteria of psychological health, happiness and quality of life of students have gender and professional aspects [5, 6, 7]. In general, the psychosocial determinants of the formation and development of students youth have been studied quite widely [8, 9, 10], however, the specifics of these indicators of the socio-pedagogical conditions in the university located at the metropolis and small town are not described. This work is devoted to the study of this question.

## MATERIALS AND METHODS

167 first-year and fourth-year girls- students of humanitarian and natural sciences faculties of Novosibirsk State Pedagogical University (Novosibirsk) and its branch in Kuybyshev city, aged 18-22years-old were studied by longitudinal observation method. All tests were carried out in the morning, from 9 to 12 hours. At the time of the study, the examined students had no deviations in health status. The study of psychophysiological indicators was carried out using computer programs: "A comprehensive assessment of the health and development of students in higher and secondary educational institutions" and "Assessment of the socio-psychological adaptation and personal potential of students" [11, 12]. The obtained material was processed by methods of variation and difference statistics using parametric Student and Fisher criteria for independent samples at a significance level of  $p \leq 0.05$ . To assess the relationship of personal, psychophysiological and neurodynamic indicators, a Pearson-Spearman correlation analysis was performed using the STATISTICA computer software package (version 6.0).

## RESULTS OF THE STUDY

Analysis of socio-psychological adaptation test showed that the general level of adaptation of first-year students was significantly higher in Novosibirsk, but the graduate students in both regions had no significant differences, showing above the average level of adaptation (Table 1). The level of indicators "Adaptability" and "Self-Adoption" was higher than the average in both groups, but statistically significant differences in the dynamics of the learning process were observed only in Kuybyshev. The results on the scales "Striving for domination" and "Adoption of others" in students, learning at Kuybyshev city had a general positive trend, showing, respectively, an average and a high level of values, whereas in the Novosibirsk group there was a negative dynamics of these indicators from high to medium level by the end of training. On the "Internality" and "Emotional Comfort" scales in both groups, there were positive changes to the graduation rate, however, the level of values was higher among female students in the metropolis, both at the beginning and at the end of the course.

In general, if in the first year students of Kuybyshev the indicators characterizing socio-psychological adaptation were lower than in Novosibirsk, then at the fourth course the values in both groups were compared in some parameters ("Adoption of others", "Striving for domination"). This circumstance may indicate, on the one hand, a low level of psychological self-assessment of the subjects in the district center at the initial stage of education, on the other hand, indicate that the educational environment in the Kuybyshev branch contributed to a favorable professional and personal development and self-determination of students. It is known that the level of socio-psychological adaptation largely depends on the personality characteristics of a person, determining his emotional level, the most significant component of which is the level of anxiety. Everyone has their own optimal level of anxiety - the so-called useful anxiety. Man's assessment of his emotional state is for him an essential component of self-control and self-education. Analysis of the results of the test by Ch. D. Spielberg - U.L. Khanin showed (Table 2) that "Personal anxiety" in all groups of subjects was at the level of average; no significant differences were found between the groups of the first and fourth courses. "Reactive anxiety" in both freshmen and graduates was at a low level in both groups, but in the Novosibirsk group there was a significant increase by the end of training. Low indices of situational anxiety at the beginning of training may indicate, according to some data [13], the absence of stress and anxiety in female students, despite the stressful situations associated with a new type of activity and changes in the socio-cultural environment [14]. In groups of fourth courses, situational anxiety was significantly higher among girls from the district center, and the level of differences was statistically significant. It should be noted once again that the level of anxiety in Novosibirsk female students was reduced to the end of the university, while in the Kuybyshev group there were no significant changes during the period of study. This circumstance may indicate that Novosibirsk students look more confidently into the future, while girls from the district center were not sure about the prospects for professional and personal growth, for changes in their personal lives. The characteristics of anxiety as a whole indicated that indicator values were at below average level and remained almost unchanged throughout the entire period of study.

**Table 1. Indicators of the socio-psychological adaptation of female students**

Indicator	Novosibirsk			Kuybyshev		
	1 course	4 course	<i>p</i>	1 course	4 course	<i>r</i>
Adaptivity	64.8 ± 1.3	64.0 ± 2.2	n / s	60.6 ± 1.1	65.5 ± 1.3	**
Self-acceptance	78.0 ± 1.4	79.4 ± 1.9	n / s	73.8 ± 1.2	77.8 ± 1.3	**
Acceptance of others	68.3 ± 1.5	61.9 ± 2.8	*	63.3 ± 1.5	70.1 ± 1.6	**
Emotionalcomfort	63.8 ± 1.9	65.9 ± 3.2	n / s	60.1 ± 1.5	63.6 ± 2.0	n / s
Internality	66.6 ± 1.2	71.1 ± 1.7	*	62.2 ± 1.3	66.9 ± 1.8	*
The desire to dominate	61.1 ± 1.6	52.5 ± 2.4	**	55.4 ± 1.7	59.8 ± 2.6	n / s
Adaptation level	3.73 ± 0.07	4.00 ± 0.07	*	3.48 ± 0.08	3.81 ± 0.08	*

Note: in this and subsequent tables, the significance of differences: \* -  $p \leq 0.05$ ; \*\* -  $p \leq 0.01$ ; \*\*\* -  $p \leq 0.001$ ; n / s - insignificant.

**Table 2. Indicators of anxiety and aggressiveness of students**

Indicator, points	Novosibirsk			Kuybyshev		
	1 course	4 course	<i>p</i>	1 course	4 course	<i>p</i>
Reactive anxiety	27.5 ± 1.2	22.5 ± 0.8	*	25.4 ± 0.9	25.8 ± 1.0	n / s
Personal anxiety	42.3 ± 1.1	39.1 ± 1.2	n / s	43.1 ± 0.9	42.1 ± 1.4	n / s
Anxiety level	2.6 ± 0.1	2.3 ± 0.1	n / s	2.7 ± 0.1	2.6 ± 0.1	n / s
Negativism	2.5 ± 0.2	2.6 ± 0.2	n / s	2.4 ± 0.2	1.8 ± 0.2	*
Verbal aggression	6.8 ± 0.2	6.6 ± 0.4	n / s	4.8 ± 0.2	6.4 ± 0.4	**
Guilt feelings	5.8 ± 0.2	5.8 ± 0.3	n / s	6.6 ± 0.2	5.9 ± 0.2	**
Hostile index	10.0 ± 0.3	9.8 ± 0.5	n / s	10.4 ± 0.4	10.4 ± 0.4	n / s
Aggression index	16.1 ± 0.7	15.5 ± 0.8	n / s	15.9 ± 0.5	14.6 ± 0.8	n / s

This is probably the result of a sufficient degree of girls' confidence in themselves and in the success of their actions, which is due, obviously, to a certain delay in the social maturation of students in the conditions of study in high school [15]. The characteristics of anxiety as a whole indicated that indicator values were at below average level and remained almost unchanged throughout the entire period of study. This is probably the result of a sufficient degree of girls' confidence in themselves and in the success of their actions, which is due, obviously, to a certain delay in the social maturation of students in the conditions of study in high school [15]. The psycho-emotional status of a person includes aggressiveness-a property that characterizes the presence of destructive tendencies, mainly in the area of subject-subject relations. To assess the manifestations of aggressiveness, we used the Bass-Darki test, in which the concepts of "aggression" and "hostility" were separated. The results obtained by the "Hostile Index" (Table 2) indicated the average level, both in the groups of freshmen and graduates of both cities without significant differences.

Kuibyshev, which may indicate some preference of the educational environment at the regional center, which significantly expanded opportunities for career growth and self-actualization of graduates (Table 3). Success in learning activities and adaptation to it depends on the level of development of cognitive qualities [20], in the formation of which memory plays a leading role. Memory, among many definitions, can be described both as a substructure of the intellect and as a subsystem of personal development [21]. Evaluating the mechanical memory, it was found that in all the examined groups the level of values was below the average, and by the end of the training the students showed a decrease in this indicator, the negative dynamics in the Kuibyshev group was especially noticeable (Table 3). Despite the fact that mechanical memory is based on nervous connections, the preservation and reproduction of information caused difficulties for the subjects. This alarm can be viewed as the result of the specificity of "innovative" training and, accordingly, of superficial perception and information processing by modern youth.

**Table 3. Psychophysiological indicators of students**

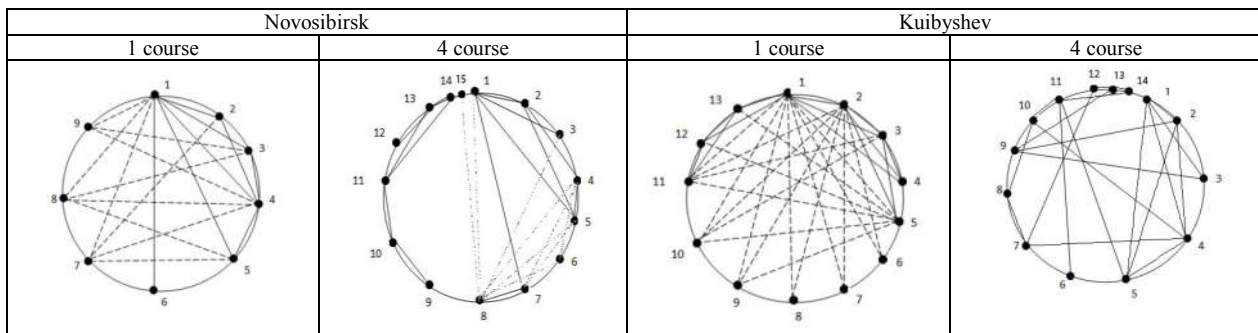
Indicator, points	Novosibirsk			Kuibyshev		
	1 course	4 course	p	1 course	4 course	r
Motivation for success	18.1±0.4	18.8±0.7	n / s	18.0±0.5	16.3±0.5	*
Mechanical memory	4.9±0.2	4.5±0.3	*	4.7±0.2	3.8±0.3	*
Meaning memory	6.6±0.2	7.6±0.3	n / s	8.6±0.2	8.3±0.3	n / s
Figurative memory	7.7±0.1	8.3±0.2	*	8.0±0.2	8.8±0.1	***
Switching attention, sec	53.4±2.4	57.5±2.7	n / s	62.8±3.1	58.7±3.7	n / s
Nervous process mobility	2.0±0.1	1.9±0.0	***	1.9±0.0	1.7±0.0	***
Productivity of the nervous processes	0.46±0.01	0.5±0.0	***	0.52±0.01	0.6±0.0	**

**Table 4. Indicators of the speed of sensor-motor reactions of female students**

Parameter, msec	Novosibirsk			Kuibyshev		
	1 course	4 course	p	1 course	4 course	p
Time of a simple visual-motor reaction	256.0±8.3	201.5±7.3	***	203.3±5.6	183.8±5.7	***
Reaction to a moving object: advance	380 ± 20	390 ± 30	n / s	350 ± 20	390 ± 25	n / s
Reaction to a moving object: delay	430 ± 15	450 ± 18	n / s	450 ± 10	470 ± 17	n / s

The "Aggression index" was at a low level in all groups and practically did not change from the first course to the fourth. The findings allow suggesting that the subjects had understanding needs for creative activity and the ability to remove obstacles that counteract this process. At the same time, the destructive component of human activity is necessary for individual development and a weak response to such call may lead to passivity and conformity [16]. The motivational orientation of an individual on achieving success presupposes the existence of several interdependent components that determine the nature of activity and the motivation to achieve success [17, 18]. Adequate motivation to achieve success can be formed and constructively implemented only within a certain system of relations, an environment that is characterized by the features of genuine cooperation and positive approval of success and failure [19]. To this end, it was important for us to assess the level of manifestation of the motivation to achieve success among students and the specificity of the influence of the educational environment on the process of its formation. The analysis showed that female students of the first courses of both cities had a high level of motivation for success, but to the fourth year the value of the indicator in Kuibyshev girls decreased to average values, while in the Novosibirsk group it remained at high level with a tendency to positive dynamics. Thus, graduates of a university in Novosibirsk had a much higher motivational activity than in

The level of semantic memory of first-year female students was significantly higher among Kuibyshev girls and corresponded to a high level, in the Novosibirsk group - to the average, but by the fourth course the differences were leveled. The "figurative memory" had a high level and positive dynamics in both groups. Thus, the revealed dynamics of different types of memory was identical among the students of both cities, which may indicate the effect of the same type learning system using. Diagnosis of attention allows evaluating such neurodynamic features of mental activity as the pace of work and determining the conditions for the manifestation of fatigue and satiety signs. In addition, the method we used by V. Schulte gave an idea of the speed and quality of the formation of a simple activity program, the degree of development of elementary graphic skills and hand-eye coordination. When assessing the diversion of attention, statistically significant differences in the dynamics of both groups were not detected; however, the level of the indicator among Kuibyshev students decreased from high to medium, and in Novosibirsk remained at the upper limit of average values (Table 3). The negative dynamics of concentration by the end of training in the Kuibyshev group most likely indicated a non-optimal influence of the educational environment on the development of cognitive function or on the increasing level of fatigue of graduates. The combination of the processes of attention and memory affects mental performance - the ability of a person to



1 –Adaptivity, 2 – self-acceptance, 3 – acceptance of others, 4 – emotional comfort, 5 – internality, 6 – desire to dominate, 7 – situational anxiety, 8 – personality anxiety, 9 – irritation, 10 – negativism, 11 – verbal aggression, 12 – hostility index, 13 – aggressiveness index, 14 – physical aggression, 15 – reaction to a moving object.

**Figure 1. Correlation of psychological health indicators of students**

perform specific mental work within specified time limits and efficiency parameters [22]. Indicators of mental performance depend on the activity of many neurodynamic processes and serve as an integral characteristic of the psycho-functional personal status. As fatigue develops, the neural processes underlying these functions deteriorate and the effectiveness of work decreases [23, 24]. The results of the study of mental performance on the correction test (method by V.Ya. Anfimov) showed its average level and decrease in productivity and quality of work in both groups (Table 3). This may indicate a high degree of psychological stress before graduation from the university associated with the upcoming attestation tests and the need to change the specifics of the activity. To assess the role of neurophysiological processes in providing cognitive functions in students, we evaluated the functional state of the central nervous system by the speed and stability of the response to the stimuli. The results of the test “Time for a simple visual-motor reaction” showed significant differences in the sensory response of first-year students in favor of the Kuibyshev group, who demonstrated a high reaction speed. To the 4th course, the reaction time decreased in both groups approximately equally, while maintaining a higher speed among Kuibyshev female students (Table 4). Studying intra-system connections (Fig.1) it was found that the number of reliable correlations in the groups was not the same: first-year students had significantly more reliable connections than older girls. The maximum number of significant correlations was found in first-year girls from Novosibirsk (53) and Kuibyshev (43), that indicated a more rigid relationship between various psychophysiological characteristics and greater resistance of representatives of these groups to the effects of endogenous and exogenous factors, and less flexibility under changing external conditions, including factors of the socio-pedagogical environment. Thus, a smaller number of connections among senior students (18 and 33, respectively) may reflect a higher level of socio-psychological adaptability to the educational environment of the students at Novosibirsk University. Cognitive characteristics of graduates of both cities in general also had a positive trend, but Kuibyshev graduates decreased motivation for success, and the girls of the metropolis-the activity of neurodynamic processes.

## Conclusion

Analyzing the dynamics of indicators of psychosocial development of students in the learning process, it should be noted the positive impact of the educational conditions of the university on the personal qualities and cognitive characteristics of students. In both groups, the overall level of anxiety and aggressiveness was low, with a high level of

motivation for success and an average development of cognitive functions. This ratio of characteristics probably provided a high level of social and psychological adaptation of students to the educational space of both large and small universities. At the same time, it is necessary to note the significant influence of socio-economic and cultural factors of the urban environment on the specifics of the formation of the psycho-social status of young people in the district center and megalopolis. So, in the conditions of a regional university, students had a more pronounced dynamics of the qualities of self-organization, self-determination and the ability to rationally plan, therefore the social and value motivations for activity, against the background of a high level of motivation, were activated in the direction of transforming the environment of their existence. In the district center, with a low level of assessment of the ability of life to meet their expectations, the personal potential of female students was progressing more due to greater commitment, perseverance and resilience, and life activity aimed to overcoming possible risks and personal financial independence. The indicators of socio-psychological adaptation, cognitive abilities and sensory-motor characteristics of girls allow to suggest that in the system of specialist (bachelor) training the educational environment of a pedagogical university created more conditions for developing the potential of personal qualities, social adaptability and creative thinking of students than realized the focus on the acquisition of deep knowledge and professional skills. Understanding the characteristics of the psychosocial state of modern youth makes it possible to adjust educational programs in accordance with the concept of personality development based on diagnostics of the adaptive capabilities of future teachers.

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