

THE PROBLEM OF SOCIAL ADAPTATION OF STUDENTS TO THE CONDITIONS OF TRAINING IN THE MEDICAL UNIVERSITY

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ABSTRACT — In the review article, the main approaches to the study of social adaptation of students to the conditions of study at a medical university are considered. Problems that hinder the successful adaptation of students were highlighted.

KEYWORDS — social adaptation, individual behavior, mental processes, sociocultural environment.

The question of social adaptation of students to training conditions in medical schools represents one of the major tasks which are investigated in sociology and psychology [1] now. There passes a large number of time before students adapt to new conditions of training. Besides, specifics of a technique and the organization of educational process in medical school, a big flow of information, lack of skill of independent work cause provokes emotional burning out that, most often, leads to disappointment in the choice of future profession [2].

According to many domestic researchers, social adaptation of the individual to educational activity also includes both biological, and social components. In opinion, V.V. Lagerev who has defined adaptation of students to training as "intensive and dynamic, multilateral and complex process of activity during which the person on the basis of the corresponding adaptation reactions develops steady skills of satisfaction of those requirements which are imposed to him during training and education in HIGHER EDUCATION INSTITUTIONS [5].

At the same time, according to some authors, in the beginning (on the first and second courses) there is an adaptation to the social environment of HIGHER EDUCATION INSTITUTION, and on older years to the chosen profession and specialty [3].

One of the major tasks which face medical schools in the course of training of specialists is creation of special psychological climate which has to minimize terms of social, psychological and cultural adaptation of students [3].

The idea of social and mental adaptation isn't new. She is investigated in works of prominent sociologists, psychoanalysts, interaktionist and a number of the psychologists belonging to other directions of psychology [5].

In foreign science considerable distribution was gained by neobehaviouristic definition of adaptation which is used, for example, in a research of G. Ayzenk and his followers [1] who define adaptation doubly:

a) as a state in which need of the individual, on the one hand, and requirements of the environment — with another, are completely satisfied;

b) process by means of which this state (a condition of harmony) is reached. Interaktionista, for example L. Filips, consider that all kinds of adaptation are caused by both intra mental, and environmental factors.

According to L. Phillips's opinion, the adaptability is expressed by two types of responses to influence of the environment:

a) the response to those social expectations which the personality meets (the researcher considers such adaptability expression of conformality);

b) the answer in specific sense at which adaptation doesn't come down just to adoption of social norms and happens flexibly and effectively at a meeting with new events.

At the same time events are given the direction, desirable for the personality. This second, specific understanding of adaptation contains the idea of activity. In this case the personality uses problem situations for realization of the aspirations, the purposes, claims [1].

Formation of positive psychological climate in group actively influences development of educational, scientific and creative skills of students [2]. Getting to the new social environment, many students can uncertainly become isolated, feel. On this background there is a number of problems which in essential degree influence results of training.

According to the sociological research Londadzhim Thierry which has defined that social adaptation represents a special form of social interactions as which parties the subject and object (environment) of adaptation act. Acquisition by subjects of new social experience through development of unusual, unusual situations which accompany different types of activity is result of this interaction. Social adaptation can provide *self-adjustment* of the personality on the due level of interaction with specific individuals, social groups, society in general, follows from individual inquiries and needs of the personality [4].

According to Mazitova, a factor which complicates sotsiobytovy adaptation of students is also the problem of a material and financial condition of foreign pupils. As their most part studies in the direction, the main source of existence for them is the grant which is paid by the government of their country (62,2% of respondents). Many students lack funds for satisfaction of the needs and requirements — 28,9% of respondents have said to us that they aren't satisfied with the financial position [5].

In a sociological research of Sukhova, it was revealed that for students representatives of non-European cultures the level of complexity of adaptation, in general, is higher, than for European students. The research has shown a significant gap between these groups of students both in the sphere of educational activity, and in spheres communicative and the general social (daily) the practician of interaction. It is connected with various level of flexibility, features of culture (mentality), a shortcoming habitual (traditional) the practician and the examples of behavior acquired by the student in the homeland. So, representatives of neighboring countries and Russia are distinguished by lack of high level of mobility and

flexibility in familiarizing with the German sociocultural environment. The factor of group identification which interferes with their full integration into the accepting society is characteristic of students of non-European cultures, along with a notable language barrier. The special complexity of language adaptation is noted by the foreign students studying in Russia, pointing to unavailability of local community to interact in language of the international communication — English [7].

Adaptation process can be considered at various levels of his course, i.e. at the levels of the interpersonal relations, individual behavior, basic mental functions, psychophysiological regulation, physiological mechanisms of ensuring activity, a functional reserve of an organism, health. As considers, F.B. Berezin, at the individual in this row plays an important role mental adaptation, substantially exerting impact on adaptation processes which are carried out at other levels [8].

Y.A. Aleksandrovsky has considered mental adaptation as result of activity of complete self-governed system, which is provided activity of the person at the level of *operational rest*, allows him not only most optimum to resist to various natural and social factors, but also actively and to affect purposefully them".

Further studying of social adaptation of students of medical schools can be interesting not only to teachers of higher education institution, but also to teachers of school, and can be continued for the purpose of practical use in process of management of quality of education.

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