

расстройств показали, что при неврастении наибольшая взаимосвязь прослеживалась между структурными элементами жизненного пути и интернальным локусом контроля, совладающими стратегиями, ориентированными на задачи, и установкой на достижение симптоматического улучшения. У больных с тревожно-фобическими расстройствами компоненты жизненного пути коррелировали с временной антиципационной состоятельностью, ориентацией на процесс, личностной тревожностью и установкой на изменение поведения. При диссоциативных расстройствах наиболее значимые связи были выявлены с экстернальным локусом контроля, копинг-стратегиями отвлечения, ситуативной тревожностью и ориентацией на получение вторичного выигрыша от болезни.

Ключевые слова: жизненный путь, копинг-стратегии, прогностическая компетентность, смысло-жизненные ориентации.

structural elements of life way and internal locus of control, coping strategies focused on the problem and setting to achieve symptomatic improvement. In patients with anxiety-phobic disorders components of life way correlated with the time anticipating solvency, focus on the process, personal anxiety and installation behavior change. In dissociative disorders most significant relationships were found with external locus of control, coping strategies distraction, situational anxiety and focus on obtaining secondary gain from illness.

Key words: life way, coping strategies, predictive competence, meaning of life orientation.

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FEATURES OF AN ADAPTATION OF FOREIGN STUDENTS OF THE FIRST AND THIRD COURSE

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Summary. The article presents a theoretical analysis of the problem of foreign students' adaptation to studying in the Ukrainian universities; major difficulties during the adaptation process are displayed. A theoretical grounds for the development of social intelligence as a component of the student's inclusion in social life is given. The level of foreign students' social intelligence was examined and the difference in its development for students of first and third courses was determined. The success of the adaptation process provides an adequate interaction of international students with socio-cultural and intellectual environment of the university, a psycho-emotional stability, the formation of new personality traits and social status, the development of new social roles, an acquirement of new values, and the comprehension of the importance of the future profession's traditions.

Key words: adaptation, psychological support, foreign students, education, institution of higher education.

Statement of the problem. The internationalization of today's higher education actualizes the problem of the foreign students' adaptation to the strange reality of unfamiliar country's High School. Approximately two in a hundred students of the world, who are studying in high school, are the foreign students at the present moment. Overwhelming majority of them are citizens from developing countries.

Adaptive capacity is the subject of studying in a number of sciences, including all humanitarian and medical-biological sciences. However, the conventional definition of adaptation does not exist yet. There are adaptation as a process [1] and adaptability as the most stable state of the organism in the new environment (the

result of the adaptation process). Despite the differences between social, physiological, bio-social, cultural and other kinds of adaptation, in reality, become entangled, they are separate aspects of a single process.

Learning environment in institutions of higher education has high requirements for adaptive mechanisms of the students. Most neuro-psychiatric and psychosomatic disorders, that students may have, are the result of the disturbances of the adaptation process, and they express the instability of adaptive mechanisms in the long-term and short-term emergency situations [2].

The difficulties of foreign students' adaptation are different by their content from the difficulties

of Ukrainian students (overcoming the didactic barrier), depend on national and regional characteristics, and vary from course to course. All in all stages of foreign students' adaptation to the new language, socio-cultural and educational environment are consist of the entering to the student community, learning the basic rules of the international group, developing their own style of behavior, creating a positive attitude towards the future profession, overcoming the «language barrier» and enhancing the sense of academic equality [3].

For the successful management of foreign students' educational process it should be taken into account that after the entry to the university they get into unusual for them social, linguistic and national environment, to which they should adapt. Organizing of the foreign students' successful adaptation contributes to their rapid inclusion in the student community, facilitates the process of training and education.

The purpose of this paper is to outline the features of foreign students' adaptation to the Ukrainian university realities, which are pointing to the need for using the identified features in teaching and educational work with them.

It is devoted a lot of attention in the modern psychological literature to the problem of students' adaptation to the university. In particular, the scientific research by T. Alekseeva, J. Bohonkova, N. Gerasimova, V. Demchenko, O. Kuznetsova, L. Litvinova, I. Sokolova et al.

Analysis of scientific psychological literature shows that most of the works of scientists reveal general problems of social adaptation as a specific form of person's activity (B. Ananiev, G. Ball, J. Ghana, L. Vygotsky, A. Leontiev et al.), the ratio of social adaptation and social attitudes (A. Nalchadzhyan, S. Nadyrashvili, K. Rogers, L. Festinger et al.), social-psychological problems of young people adaptation to the new living conditions and social environment (A. Goncharov, A. Yerdyev, D. Ishchenko, V. Kikot', O. Safin, A. Symonenko, T. Sereda and so on), people adaptation to the mental and physical obligations (A. Andropova, A. Khripova etc.) [4, 5].

According to I. Kryvtsova, one of the most important conditions for the successful socio-cultural adaptation of the international students (in the new learning environment) can be considered the organization of interpersonal interaction and understanding between teachers and students, students and people of different cultures within the group of faculty, academy. Next condition, which is inseparably linked with the previous one, is the inclusion of a foreign student into the practical intercultural communicative activities.

The process of adaptation to a new socio-cultural environment occurs both within the educational activity, and during extracurricular activities to accelerate this process, and generates linguistic and socio-cultural competence.

Due to the fact that the process of adaptation is not always take place without problems, sometimes foreign students are forced to seek help. According to O. Bardeena-Vizh'ye [6], usually students of the first and second courses trying to find support from the students of elder courses but the same nationality, and the last – from the teachers, the dean of the faculty and the dean's office. It is also noted that foreign students are beginning to turn more to the Ukrainian students only on the third or fourth years; therefore, perhaps, psychological support of foreign students should start from the beginning of higher education. Recently, in modern psychological science among models of psychological services and aid, paradigm of support becomes particularly popular (A. Aleksandrovs'ka, M. Bityanova, T. Dvorec'ka, E. Kazakov, E. Kozyreva, A. Kolechenko, R. Ovcharova, V. Semikin, T. Chyrkova et al. Despite the relatively short period of its existence, this model of psychological services is widely used in various educational institutions, including higher education (G. Andreeva, V. Bahirbekov, R. Ahavelyan, J. L'vin).

The word "adaptation" (from the Latin «adapto») originated in biology to designate the process of accommodation of the organism's structure and functions to the environment [7]. I. Shyryaeva defines adaptation of foreign students as «the formation of stable attitudes to all educational components of a system that provides adequate behavior that is promoting achievement of the educational system's aims».

According to M. Ivanova, an adaptation is a prerequisite for activity and a necessary condition for its activity [8]. This is a positive value of the adaptation for the successful functioning of an individual in a particular social role. Adaptation ability is an ability to adapt to the different requirements of the environment (social and physical) without a sense of inner discomfort and without conflict with the environment.

V. Korolins'ka identifies three levels of adaptation: physiological (sensory adaptation), psychological and social (social adaptation). In this case, when the objects of research are foreign students, an adaptation is the process of establishing of a specific correspondence of the individual and new social environment, usually with foreign language and new climate zone. The process of adaptation in this case

is complex and involves several types of adaptation: individual-psychological, social-psychological, ethno-psychological, cultural, communicative, physiological, and others. They are closely related and caused by cultural and language barriers, as well as the body's adaptation to new climatic conditions [9].

According to G. Shevelyev, L. Kabanova and K. Mihalchenko, there are several forms of adaptation:

- maladaptation is characterized by indifferentiating goals and types of human activities, narrowing the circle of communication and problems to be solved, rejection of the norms and values of the social environment;

- passive adaptation – assumes individual's acceptance of the norms and values according to the principle «to be like everyone else» (goals and activities are simple, circle of communication and solving of the problems is wider compared to maladaptation);

- active adaptation – promotes successful socialization: individual is not only accepts the norms and values of the social environment, but also builds on the their basis his activities and his relationships with people; his main goal is a complete self-realization; circle of communication and interests is greatly increased [10].

Some types of adaptation, especially at the initial stage of education, occur simultaneously and are represented serious obstacles, both in cognitive and communicative activities. Overcoming these barriers is associated with significant costs of intellectual, mental and physical strength of students.

Researchers of the foreign students' adaptation often identify three groups of adaptive problems: academic, that is related to the learning process; individual – related to the personality characteristics; and socio-cultural – related to the conditions of the new social environment, which are intensively studied and successfully applied in the practice of teaching of foreign students in the universities [11].

According to I. Kryvtsova, the most significant psychological problems for foreign students are:

- difficulties associated with entering into the life in a new climate, unusual living conditions, a need to adapt to the new rules and traditions of behavior and interaction with others;

- frequent manifestations of ethnic and cultural stereotypes and prejudices, including in the form of domestic nationalism and racism in the areas of education;

- various and complex, often unpredictable situations of socio-cultural, educational and domestic manner, which are generating social

and psychological difficulties and lead to the impossibility of realization of the personally urgent motives, emotional, cognitive, behavioral problems and sometimes to the frustration;

- maladaptive reactions that lead to deterioration of the health, increased anxiety, severe alienation from the collective, intrapersonal and interpersonal conflicts and, as a consequence, reduction of the progress, loss of interest and sense of the educational and professional activities [12].

Thus, based on the analysis of the theoretical sources, there were identified difficulties which foreign student of the first year feels particularly acute. They can also be grouped as follows:

- physiological difficulties, associated with the restructuring of the personality, its «entry» to the new environment, psychological and emotional stress, climate change, etc.;

- educational and cognitive difficulties, associated first of all with the lack of the language training, overcoming the differences between educational systems; adapting to the new requirements and knowledge control system; organization of the educational process, which should be based on the principles of self-development, «growing» the knowledge, instilling the skills of an independent work;

- social and cultural difficulties, associated with the familiarization of a new social and cultural areas of the higher education institution; overcoming the language barrier in solving communication problems both with the administration of the faculty, teachers and staff, and during the process of interpersonal communication within an international small learning group, educational stream, at the domestic level [13].

An absolute majority of the foreign students after arriving to Ukraine faces many difficulties both physiological (getting used to the climate, food), and socio-psychological nature (adaptation to the living conditions, norms of behavior and requirements of educational activity). The most difficult field of the adaptation is learning activities, due to the need to achieve a high level of Ukrainian language, sufficient to obtain a professionally relevant knowledge and skills. Most foreign students find their level of Ukrainian (Russian) language sufficient for everyday communication, but not sufficient for the learning process. The task of the institution of higher education during this difficult time for the student is to help him to adapt to the new learning environment, to join the ranks of students as quickly and successfully as possible.

Issues mentioned above can and should be properly resolved by both psycho-pedagogical,

and medical science and practice. In most research works question of supporting foreign students, especially those who use English language, considered as a part of the general problem of training and education of the students in higher education institutions. In this connection, there is a need in deep and comprehensive synthesis of all experience, in identifying common patterns of foreign students' training, and in assessment and reassessment of the tools, forms and methods of academic and extracurricular work with them.

Materials and methods. To determine the levels of social intelligence of foreign students from different courses were used test J. Guilford and M. Sallivan «Social intelligence», the results of which are shown below.

The sample was consisting of the foreign students from first (203 persons) and third (111 people) courses of medical faculty of V. N. Karazin Kharkiv National University. Total number of investigated is 314 persons (17 to 30 years old).

Results are calculated for each subtest and throughout the whole test. Composite score makes it possible to compare the severity of individual ability to a particular behavior of a person, and to compare the level of ability to understand the behavior of other people. This test allows to find out how people can anticipate consequences of behavior and predict it based on nonverbal reactions; to assess sensitivity to non-verbal expressions states; to assess sensitivity to nuances of human relationships, true understanding of what people say to one another in certain situations; to identify the ability to recognize the dynamics of interpersonal relationships, logic of their development; to assess whether a person is able to use logical reasoning for the prediction of behavior based on incomplete data.

Results and discussion. Based on the research and received data, also considering that a level of social intelligence in the applied method is interpreted as a leading ability that affects a person's adaptation in society, helps provide the following results.

First of all, each score received by subjects was assigned to a corresponding level. Thus, students of the first and third courses were divided by levels – low, medium and high. The percentage figures as follows: among first-year students 14,78 % have a low level of social intelligence, 69,95 % – average and 15,27 % – high. 18 % of third-year students have a low level, 67,58 % – average and 14,42 % – a high level of social intelligence.

Study found that most high rates were found among students of the first course, while the third-year students, where indicators of

social intelligence are expecting to be higher according to the peculiarities of personality development, mostly have an average level of this ability. Development of the students' ability to understand the feelings and express their attitude to them is directly related to the personal students' success in various activities: educational, professional, communication. Due to age-related physiological and psychological characteristics of students of different age groups and based on leading activities for each age, there is a possibility to explain the distribution: year by year student's behavior becomes more socially adapted, social interaction goes among the interaction with peers, where it is difficult to establish clear characteristics. In this case, the results are pointing to the more developed overall level of social intelligence in the first-year students, where the need for social adaptation that takes place mostly through the communication, – the most high. Also it should be noted that the results which corresponded to the low level of social intelligence (according to this test), for the students of both courses are quite significant figures (14–18 %), which could be reasoned by the influence of the phenomenon of social intelligence to adaptation of the individual to the social environment: formation of social intelligence usually takes place at the first stages of human development, human capacity to perceive the universal language of features (but not an understanding of separate words and interpretation of situations) promotes social intelligence as a «base» for the development of all other forms of intelligence at a high level, and therefore is a difficult and lengthy process.

Secondly, the majority of subjects with low level of social intelligence was found among students at the third year of study, which may indicate the presence of certain difficulties in the communication, some activities, group and intergroup interactions, leadership. Due to the possibility of both courses to improve their communication skills and increase social intelligence while studying at the university, where there is everything what is necessary for development of communication skills, the next step in the study of social intelligence of foreign students is to develop developmental program based on certain features of social intelligence of students of all ages.

Conclusions and further research. As a summary, we can establish the need to create conditions for optimization of the foreign students' adaptation to the learning process in universities. In this situation the socio-cultural adaptation is an adjustment of the

individual (or a group) to the conditions of a new socio-cultural environment and, therefore, to the new values, preferences, norms of behavior, traditions so that to thrive in the new environment.

Thus, the adaptation of foreign students to the educational environment in Ukrainian universities is a complex phenomenon, success of which is determined by multiple parameters and criteria to improve the quality

of foreign students' education and to achieve the best academic results. The success of the adaptation process provides an adequate interaction of international students with socio-cultural and intellectual environment of the university, a psycho-emotional stability, the formation of new personality traits and social status, the development of new social roles, an acquirement of new values, and the comprehension of the importance of the future profession's traditions.

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ОСОБЕННОСТИ АДАПТАЦИОННЫХ ПРОЦЕССОВ ИНОСТРАННЫХ СТУДЕНТОВ ПЕРВОГО И ТРЕТЬЕГО КУРСОВ ОБУЧЕНИЯ

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Аннотация. В статье осуществлен теоретический анализ проблемы адаптации иностранных студентов к обучению в украинских высших учебных заведениях, выявлены основные трудности во время адаптационного процесса. Приведено

ОСОБЛИВОСТІ АДАПТАЦІЙНИХ ПРОЦЕСІВ ІНОЗЕМНИХ СТУДЕНТІВ ПЕРШОГО ТА ТРЕТЬОГО КУРСІВ НАВЧАННЯ

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Анотація. У статті здійснено теоретичний аналіз проблеми адаптації іноземних студентів до навчання в українських вищих навчальних закладах, виявлено основні труднощі під час адаптаційного процесу. Наведено теоретичне обґрунтуван-

теоретическое обоснование необходимости развития социального интеллекта как компонента включения студента в социальную жизнь общества. Исследован уровень социального интеллекта иностранных студентов и установлены различия в его развитии у студентов первого и третьего курсов. Успешность процесса адаптации обеспечивает адекватное взаимодействие иностранных студентов с социокультурной и интеллектуальной средой высшего учебного заведения, психологическую стабильность, формирование новых качеств личности и социального статуса, освоение новых социальных ролей, приобретение новых ценностей, осмысление значимости традиций будущей профессии.

Ключевые слова: адаптация, психологическое сопровождение, иностранные студенты, обучение, вуз.

ня необхідності розвитку соціального інтелекту як компонента включення студента у соціальне життя суспільства. Досліджено рівень соціального інтелекту іноземних студентів та встановлено розрізнення в його розвитку у студентів першого та третього курсів. Успішність процесу адаптації забезпечує адекватну взаємодію іноземних студентів із соціокультурним та інтелектуальним середовищем вищого навчального закладу, психоемоційну стабільність, формування нових якостей особистості та соціального статусу, освоєння нових соціальних ролей, засвоєння нових цінностей, осмислення значущості традицій майбутньої професії.

Ключові слова: адаптація, психологічний супровід, іноземні студенти, навчання, ВНЗ.

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СВОЙСТВА ТЕМПЕРАМЕНТА КАК БИОЛОГИЧЕСКАЯ ОСНОВА ТИПОВ ЛИЧНОСТИ

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Аннотация. В статье предпринята попытка выявления взаимосвязи между темпераментными свойствами и типами личности. Были объединены современные представления павловской и британской школ дифференциальной психологии. На основе выявленных взаимосвязей между свойствами темперамента и типами личности построена модель личностного пространства на 4-базовых осях: активность – тревожность, произвольная саморегуляция – непроизвольная саморегуляция, эмоциональная стабильность – нейротизм и импульсивность – сдержанность. Эти оси выступают условием устойчивости поведенческих реакций на определенные качества стимулов.

Ключевые слова: свойства темперамента, типы личности, профиль свойств темперамента.

Введение

Современная психология выделяет три базовых фактора развития: биологический, социальный и психологический. Определение роли каждого в генезисе развития личности имеет большое значение. Состояние биологических наук, в частности, генетики, нейрофизиологии, биохимии и др., позволяет раскрывать сложные закономерности, определяющие поведение живых существ. В то же время накапливается огромный материал о роли социальных и психологических механизмов развития личности. Важное значение для понимания процесса становления человеческой индивидуальности имеют исследования, раскрывающие возможность

взаимодействия между биологическими, социальными и психологическими аспектами развития. Нами предпринята попытка выявления взаимосвязи между темпераментными свойствами и типами личности.

Жизнедеятельность высокоразвитой живой системы обеспечивается несколькими базовыми инстинктами (самосохранения, размножения, развития) [1, 2], функционирующими в виде различных драйвов, потребностей, и структурами по их реализации: энергетическими и динамическими механизмами (активность) и уровнями информационного отражения и управления (саморегуляция).

Под активностью понимается способность живой системы взаимодействовать со средой