

РОЗДІЛ: ПСИХОЛОГІЯ ЗДОРОВ'Я ТА КЛІНІЧНА ПСИХОЛОГІЯ

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TO THE PROBLEM OF PSYCHOLOGICAL ADAPTATION OF THE STUDENTS WITH DISABILITIES TO STUDY AT THE HIGHER EDUCATIONAL ESTABLISHMENT

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У статті проаналізовано поняття соціально-психологічної адаптації, а також розглянуто рівні адаптації – фізичний, освітній і соціально-психологічний. Проведено аналіз особливостей кожного із зазначених рівнів щодо студентів з обмеженими можливостями здоров'я. Найбільш оптимальний варіант соціально-психологічної адаптації таких студентів передбачає впровадження комплексної моделі. Успішність процесу адаптації в студентів такої категорії до навчання у вищих навчальних закладах залежить від ряду факторів, де головним є соціально-психологічний, який розкривається у сутності взаємодії «студент-середовище».

Ключові слова: соціально-психологічна адаптація, студент з обмеженими можливостями здоров'я, соціалізація, активність, середовище.

В статтє проанализировано понятие социально-психологической адаптации, а также рассмотрены уровни адаптации – физический, образовательный и социально-психологический. Проведен анализ особенностей каждого из указанных уровней по отношению к студентам с ограниченными возможностями здоровья. Наиболее оптимальный вариант социально-психологической адаптации таких студентов предполагает внедрение комплексной модели. Успешность процесса адаптации у студентов такой категории к обучению в высшем учебном заведении зависит от ряда факторов, где главным является социально-психологический, раскрывающийся в сущности взаимодействия «студент-среда».

Ключевые слова: социально-психологическая адаптация, студент с ограниченными возможностями здоровья, социализация, активность, среда.

Nowadays the model for adaption complex in students with disabilities for studying in higher educational establishments is being developed and implemented that supposes the following main components: 1) physical adaptation to the space of institution (spatial component); 2) inclusion in the educational process (educational component); 3) adaptation to the environment of course-mates and faculty staff (socio-psychological component).

In comparison with spatial component, educational and socio-psychological components are not well-developed.

Scientists define the following factors of successful professional adaptation of the students with disabilities: basic level of preparation for study at university; correspondence of skills and experience with the volume and level of knowledge of academic activity; aspiration to acquire the chosen profession and to work in the given field; interest to the subjects of the general and special cycle; acquisition of skills to work independently; availability of tutors' institution; professional and pedagogical expertise of teaching staff; psychological monitoring of teaching process and etc.

Students with disabilities face the specific difficulties in the process of interaction with course-mates. These difficulties are connected with the course-mates not always being able to perceive and accept such

people adequately. While showing sympathy, patience and understanding to these students, notionally healthy students are not eager to consider them as their friends and spend free time with them. On the other hand, the difficulties in interaction with course-mates and teachers for the students with disabilities resulted from their communicative skills – adequate self-expression in the process of communication, tendency to establish tight contacts, orientation to the compromise and cooperation.

The process of adaptation of the students with disabilities to study at higher educational establishments is a complex and specific process. The specifics of the considered process is due to negative impact of student's disability on it. Therefore, the process of adaptation to study at the university occur in two ways: adaptation to the outer conditions of the learning process and by way of displaying activity with the aim of overcoming own disability. Despite the described ways of students with disabilities adaptation to the learning process at higher educational establishments are closely connected, that is the second way that is considered to be the most successful one.

Keywords: social and psychological adaptation, the student with disabilities, socialization, activity, environment.

Relevance. Recently, the problem of adaptation of students with disabilities in the higher education system is highly relevant among behavioural sciences. The increasing interest to the given issue is due to not only examining the adaptability of the students with disabilities to the specially created studying conditions but is also due to examining the main aim of the process – self-actualization of these students in the real social environment. The problem of adaptation to education in the higher educational establishment becomes highly relevant in the young age because of this period of person's life being one of the most important in the development of personality and its close connections with the significant moments of social and professional development.

Degree of development and statement of the problem. The notion “adaptation” (from lat. adaptation – adjust) is used widely in many fields of modern science and practice. This is caused by the fact that adaptation is understood as a continuous process of an individual's adjustment to the environment at different levels of their functioning – physiological, psychological and social. Thereat, different types of adaptation can be identified: physiological adaptation (organism systems' reorganization and adaptation), psychological adaptation (accordance of the person's mental activity to the demands of the environment), social adaptation (the system of acquirement new social connections). The most common term in the psychological literature is the concept of socio-psychological adaptation, which is purposeful assimilation of the norms, rules, and values of both society as a whole and the specific, immediate social environment of a person. The definition of the scientific meaning of socio-psychological adaptation intersects with the concept of socialization, due to which occurs the process of becoming a mature person.

Socialization is understood as a process of dual nature: as individual assimilation of social experience by entering the social environment; as a process of reproduction of social ties due to the active inclusion in this social environment [1].

Adaptation is one of the aspects of socialization, which is carried out in three areas: consciousness (formation of the image of one's “I” as an active subject of activity), activity (expansion of the subject's areas of activity) and communication (expansion of the circle of communication).

We are very close to the position of F. Berezin, E. Lutsenko, who understand social and psychological adaptation as a process of establishing the correspondence between a person and the environment in the process of carrying out their own activities, which allows an individual to meet current needs and realize significant goals [9].

The literature review allows us to argue that in the domestic psychology, regardless of the level of human interaction with the environment (physiological, mental or social) in the process of adaptation, the active nature of activity is emphasized on the one hand and the role of the environment on the other [3, 9]. Adaptation is an adjustment of the organism means the adaption to the outer conditions of the real environment and in the same time adaptation as an active interaction between the person and environment means additionally the transformation of this environment, promotes the realization of personal needs and aspirations, serves to reveal and develop their personality [5]. It is this understanding of the essence of adaptation that provides the most adequate description of the features of this process for the students with disabilities.

This article aims to conduct a theoretical analysis of the features social and psychological adaptation of the students with disabilities to study at higher educational establishments.

Statement of the main material. Features of the adaptation of people with disabilities to education in higher education establishments are determined by the specifics of their disease. Such students have special needs that must be met by providing them with equal opportunities in the system of higher education. Today, the new concept is being approved for solving the problem of disability in the modern Ukrainian state, within the framework of which a change in the attitude of society to this category of people is carried out, their usefulness as subjects of the state is recognized, the process of integration of people with disabilities into society is carried out. An important factor of this integration is the professional education, and the university environment, in its turn, is a factor that allows students with disabilities to feel full-fledged. This is the higher education establishment's environment that provides not only the assimilation of knowledge, but also contributes to the formation of the personality of a future specialist, to a successful transition to an independent life, and makes life meaningful, etc.

Recently, a model is being developed and introduced for the comprehensive adaptation of students with disabilities to study at higher educational establishments, which involves the following main components: 1) physical adaptation to the institutional environment (spatial component); 2) involvement in the educational process (educational component); 3) adaptation to the environment of classmates and the teaching staff (socio-psychological component) [7].

Thus, higher education institutions pay quite a lot of attention to the architectural space: they build ramps, special lifts, equip sanitary rooms following the special needs of students with disabilities, etc. In our study, conducted in 2016-2017 on the bases of higher educational institutions in Kharkiv and the Kharkiv region, it was found that students with disabilities are generally satisfied with living conditions. In particular, they highly rate their satisfaction with the following conditions: information accessibility, training conditions, leisure activities [4]. Such results give reason to assert that a higher education institution to the necessary extent ensures the successful adaptation of students of this category to the space of the university. Against the background of the spatial component, the educational and socio-psychological component look poorly developed. Considering adaptation as a continuous process of achieving a correspondence between actual needs and their satisfaction through active positioning, which a person adheres to during their life and which is measured by the quality of life, O.V. Kaminskaya identified a number of criteria for successful professional adaptation. So, the author calls the factors of successful professional adaptation of students with disabilities: the basic level of preparation for studying at a university; correspondence of skills, volume and level of knowledge to the requirements of the educational process; desire to master the chosen profession and work in this field; interest in subjects of the general and special curricula; acquisition of independent work skills; the existence of an institution of supervision; professional and pedagogical competence of the teaching staff; psychological monitoring of the educational process, etc. The results of the study of students with disabilities demonstrate a low level of activity, self-efficacy, the internal motivation of educational activity, a low level of use of productive innovations in the process of life [4, 8, 10, 11]. Such indicators demonstrate that students are not able to develop a positive "I-concept" and to believe in their own strengths, while positive functioning is ensured by the illusion of achieving the goal. Certain difficulties are encountered in students with disabilities in the process of interacting with classmates. First of all, difficulties of the kind are associated with the fact that classmates are not always able to adequately perceive and accept people of this category. In addition to showing sympathy, tolerance and understanding towards such students, conditionally healthy students do not seek to include them among their friends and spend free time together. At the same time, students with disabilities need friendly relations, an atmosphere of support from group members, positive reactions to their behaviour, etc. On the other hand, difficulties in interacting with classmates and teachers for students with disabilities are due to their communication skills – adequate self-expression in the process of communication, a tendency to establish strong contacts, an orientation toward compromise and cooperation. The presence of disability negatively affects their openness to the world, the speed of establishing contacts, flexibility and mobility of communication. Often, people with disabilities have a small, closed circle of friends who share common values.

Considering the study group as a social microenvironment, researchers identify four stages of the process of adaptation of students with disabilities to this environment – the initial stage, the stage of tolerance, the stage of accommodation and the stage of assimilation. The initial stage is characterized by the fact that students with disabilities understand, but do not accept the new value system of the student environment, and therefore adhere to the existing (former) value system. The second stage of adaptation is characterized by mutual tolerance of students with disabilities and a new social environment to each other's values and behaviour patterns. Accommodation requires recognition and approval by students with disabilities of the basic elements of the value system of the new student environment, provided that this environment simultaneously recognizes some of the values of such students. The fourth stage of the adaptation process – assimilation – is characterized by a complete coincidence of the value system of students with disabilities and the student environment [2]. Studies show that the process of adaptation of students with disabilities depends on several factors: the severity of the disease, the motivation of educational and professional activities, the status category in the system of interpersonal interaction, an active life position [3]. Unfortunately, students in this category demonstrate more passive forms of behaviour, low involvement in the life of the group, orientation towards social assistance and guardianship, etc. Such factors lead to student maladaptation, contribute to low academic performance, fixation on disease, frustration and loneliness. In the case of successful adaptation to training in higher education institutions, students with disabilities, on the contrary, do not focus on the disease, are characterized by the realization of their creative abilities, successful educational and professional activities, establishing contacts with group members and teachers, striving to engage in socially useful activities.

Thus, the process of adaptation of students with disabilities to study in institutions of higher education is a complex and specific process. The peculiarity of the process is in question due to the negative impact of student disability on it. In this regard, the process of adaptation to learning at the university takes place in two ways – adaptation to the external conditions of the learning process and through the manifestation of activity to overcome their own illness. Although the indicated ways of adapting students with disabilities to the educational process in higher education institutions are closely interlinked, it is the second method that is more effective.

The prospect of further study is an empirical study of the socio-psychological factor of adaptation in students with disabilities.

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