



MEDICAL UNIVERSITY STUDENTS' ADAPTATION PROCESS DYNAMICS

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Abstract. The author has studied medical students' adaptive impact and factors of successive adaptation. It is shown that students' situational anxiety level is increased because of university educational system novelty, professional training principles unfamiliarity and social interaction changes. Most of the first-year students experience emotional stress at the stage of adaptation, regardless of examinees' academic results. Medical university students adaptation is resulted to emotional stability. High academic activity sophomores gain emotional stability throughout the period of adaptation. Low motivated students with low academic results become more stressed in educational process, because of inadequate self-organization skills development, insufficient knowledge base and deficient self-control skills.

Keywords: adaptation process; professional education; adaptation process dynamics; anxiety level; academic activity; motivation.

Adaptation process to university educational environment affects all aspects of first-year medical students' life [1, 5]. Students' academic results are affected as well, as their social activity by process of adaptation [3, 4]. In this regard, study of adaptive impact and analysis of factors of university students' successive adaptation are the objects of modern pedagogical researches.

The aim of study is to consider factors affecting medical university students' adaptation process efficiency.

The following research tasks were formulated:

- to study students' subjective assessment of factors affecting adaptation process;
- to grade students' situational anxiety levels throughout university adaptation process;
- to analyze students' academic activity throughout university adaptation process.

Materials and methods. 53 medical university students were examined: 29 first-year students during the first 3 months of studies and 14 sophomores in 1,5 years of studies.

Examinees study clinical psychology in Kursk State Medical University.

The anxiety level was evaluated by Spielberg-Hanin's scale. Situational (or reactive) anxiety was determined as actual respond to a stress and discomfort. It's considered as an indicator of stress intensity. Personal anxiety was considered as constitutional feature, examinee's tendency to be stressed from a wide range of situations.

To interpret the results, the following scale was used [2]:

- up to 30 points – low anxiety level;
- from 31 to 44 points – moderate anxiety level;
- from 45 points and more – high anxiety level.

Statistical analysis was performed with descriptive statistic that quantitatively describes or summarizes features of a collection of information.

Students' academic activity was analyzed with the use of e-register.



Students' subjective assessment of factors affecting adaptation process was carried out according to the author's questionnaire containing 14 questions.

It was found, that process of medical university students' adaptation is accompanied by emotional discomfort in educational process. Examinees' situational anxiety level is

increased because of university educational system novelty, professional training principles unfamiliarity and social interaction changes. Most of the first-year students experience emotional stress at the stage of adaptation, regardless of examinees' academic results (Figure 1).

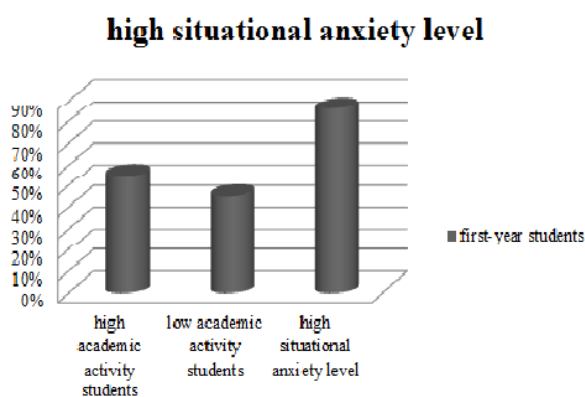


Figure 1. Medical faculty students distribution according to their situational anxiety level (compiled by the author)

According to research results, just 3 % of first-year students didn't get emotional discomfort in university educational process at the beginning of adaptation. All of them are low motivated students with low academic results.

Medical university students adaptation is resulted to emotional stability. Yet 14 % of sophomores do not get emotional stress in educational process anymore (in comparison with 3 % of first-year students). High academic activity sophomores gain emotional stability throughout the period of adaptation. Great educational potential, appropriate knowledge base, high motivation to study and objectiveness of knowledge assessment system, as well, as friendly atmosphere in classroom are reasons of high academic activity sophomores' emotional stability.

At the same time low motivated students with low academic results become more stressed in educational process. Increase in situational anxiety level of low academic activity sophomores is based on inadequate self-organization skills development, insufficient knowledge base and deficient self-control skills. Novelty of university educational space is still relevant, but not dominant for them anymore.

Thus, adaptive impact of medical university educational system, dynamics of adaptation process are suggested to be taken into account to plan and organize educational process, to select teaching methods and forms of knowledge control.



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