

# ОПУБЛИКОВАТЬ СТАТЬЮ

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UDC 378.18.062:378.661

### MEDICAL UNIVERSITY ADAPTATION PROCESS DYNAMICS FOR CLINICAL PSYCHOLOGY STUDENTS

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**Abstract.** The author has studied medical students' adaptation process dynamics with regard to academic activities of examinees. Majority of first-year students get emotional stress in university adaptation process regardless to their academic results. Adaptation process completion leads to students' anxiety level significant changes. Emotional discomfort is decreased for sophomores: number of high academic activity students with permanent emotional discomfort in educational process significantly decreases. Educational process is considered as stressful situation mainly by poor academic result sophomores. The author suggests to take into account the obtained data to organize university educational process.

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

Adaptation process dynamics of medical university students is considered by modern researchers as one of the leading factors to determine effectiveness of educational process [2, 4, 5]. Adaptation process affects all spheres of students' life, including emotional, social and academic components. Pedagogues study variety of factors to reduce negative adaptation impact: from university social life inclusion of first year students to usage of various forms of university educational process organization [1, 3, 6]. If adaptation process influence is taken into account, it allows to make the most effective university educational trajectory.

To solve the problem, the aim of study was formulated as to determine medical students' adaptation process dynamics with regard to academic activities of examinees.

The following research tasks were formulated:

1) to analyze students' academic activity throughout university adaptation process;

2) to grade students' situational anxiety levels 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 Spilberg-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: 1) up to 30 points – low anxiety level; 2) from 31 to 44 points – moderate level; 3) from 45 points and more – high level. Statistical analysis was performed with descriptive statistic. Students' academic activity was analyzed with the use of e-register. Results of measuring students' anxi-



ety level were used in research as subjective indicator of adaptation to university educational system to esteem adaptation process dynamics.

According to adaptation indicator studies, majority of first-year students (86 %) get emotional stress in university adaptation process. High anxiety level is caused by university education system novelty, self-doubt, fear of inconsistency with university level, their own hopes and expectations of parents. Emotional discomfort is found for majority of first-year students regardless to their academic results: about half (55 %) of examinees with high anxiety level has high academic activity. The other half (45 %) are students with poor academic results. Students' anxiety level changes significantly in process of adaption (by one third from first year to second year). Emotional discomfort is decreased in 57 % of sophomores (instead of 86 % of first-year students). Students gain emotional stability: 42.9 % of sophomores are characterized by moderate anxiety level (from 31 to 44 points) in comparison with 13.7 % of first-year students. Number of high academic activity students with permanent emotional discomfort in educational process also decreases (from 55 % to 17 %). Educational process is considered as stressful situation mainly by poor academic result sophomores (83 %). University adaptation process is not the main reason of students' emotional discomfort anymore. Poor academic result examinees become stressed in educational process mainly because of poor skills of self-organization and insufficient educational base.

Majority of first-year students get emotional stress in university adaptation process

regardless to their academic results. Adaptation process completion leads to students' anxiety level significant changes. Emotional discomfort is decreased for sophomores: number of high academic activity students with permanent emotional discomfort in educational process significantly decreases. Educational process is considered as stressful situation mainly by poor academic result sophomores. The author suggests to take into account the obtained data to organize university educational process.

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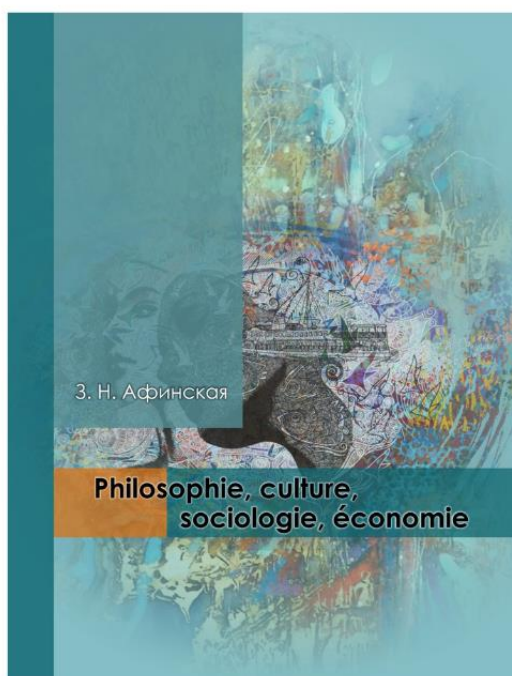
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