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Study of factors affecting medical university students' adaptation process efficiency

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Abstract. Medical students' anxiety level was studied by the author throughout university adaptation process. It is found that majority of first-year students get emotional stress in university adaptation process. And external conditions are considered by first-year students to be the most important in reducing emotional discomfort in educational process at the very beginning of adaptation period. University adaptation process results in students' emotional stability. At the end of adaptation period sophomores get emotional stability and achieve high academic results in self-organization process. External factors are still relevant, but not dominant anymore for second-year students. The author suggests to take into account the obtained data to organize university educational process.

Keywords: adaptation process; professional education; pedagogical diagnostics; anxiety level; subjective assessment; relationship.

Qualified specialists are demand of any government and any country. Reliable theoretical and practical bases, great ability of professional activity self-learning and self-improvement are main features of modern professionals, especially in high technology society. Study of various factors affecting educational process effectiveness is main task of modern pedagogues [1, 2, 3, 5]. Therefore, modern researchers make analysis of various teaching technologies effectiveness, pedagogical diagnostics forms potency, educational direction efficiency with regard to students' individual characteristics and different education stages specific features, for example, adaptation stage to educational environment [4]. Number of studies have been devoted to studying adaptive impact of university educational process, however, factors affecting adaptation process efficiency are not studied yet.

To solve the problem, the aim of study was formulated as to determine main factors affecting medical university students' adaptation process efficiency.

The following research tasks were formulated:

- 1) to study students' subjective assessment of factors affecting adaptation process;
- 2) to grade students' situational anxiety levels throughout university adaptation process;
- 3) 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 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 anxiety level;

3) 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.

Results. According to research results, external conditions, such as friendly atmosphere in classroom, psychological support by parents, and decrease in the volume of the study load, are considered by First-year students of Clinical Psychology Faculty to be the most important in reducing emotional discomfort in educational process. And sophomores try to get emotional stability and achieve high academic results in self-organization process. External factors are still relevant, but not dominant anymore for second-year students.

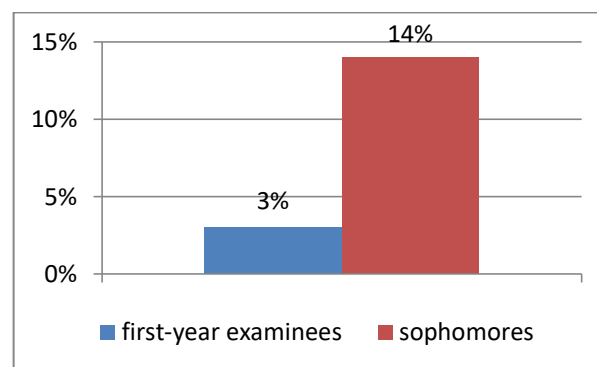


Figure 1. Medical university students' adaptation dynamics (compiled by the author)

University adaptation process results in students' emotional stability: 14 % of sophomores do not get discomfort in educational process (in comparison with 3 % of first-year examinees). At the beginning of adaptation process just low motivated poor academic results students did not get stress in educational process. For the second year, already high academic activity examinees with strong motivation gain emotional stability. Great educational potential, pedagogical diagnostic system objectiveness, adequate (sufficient) educational base, friendly atmosphere in classroom are reasons of high academic results students emotional stability. Emotional discomfort is decreased in 57 % of sopho-

mores (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 ed-



educational base. According to research results, first year students get emotional discomfort in university adaptation process and consider external conditions to be the most important in reducing anxiety level. At the end of adaptation period sophomores get emotional stability and external factors are not considered to be dominant anymore. Students feel need in changes of system of self-organization and self-control to be adapted to university educational system. Thus, university adaptation process causes multiple changes in students' attitudes.

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