

I. A.Sokolovska, PhD in medical sciences, ass. professor
V. A. Bulanov PhD in psychological sciences, ass. professor
Zaporizhia State Medical University, Zaporizhia Ukraine

FEATURES OF ADAPTATION OF FIRST-YEAR STUDENTS TO STUDY AT UNIVERSITY

The authors of this study analyzed the features of the process of adaptation of students of different courses to study in the higher educational institution of ZSMU, at medical faculties of the institution, as the adaptation period of students is different, depending on their individual psychological and age characteristics. high school.

Keywords; students. adaptation.

The purpose of our study was to analyze the peculiarities of adaptation of first-year students and identify patterns of psychological adaptation of the individual, as well as the establishment of statistical information through questionnaires, because the learning process in higher education - a special stage of life of a young person. any efforts, which are mainly aimed at restructuring the student's self-awareness.

The results of observation of the educational process and their analysis allow us to make assumptions about the main trends in the process of adaptation of freshmen.

The study of adaptation processes took place through a questionnaire and took place during the initial process, which greatly helped to obtain more fresh and objective results. Students of both the first and third-fourth courses of various specialties took part in the survey. Senior students were involved in the study for control, that is, to compare how much older students feel more comfortable than first-year students. The survey was conducted taking into account two aspects: adaptability to educational activities and adaptability to the study group. Each questionnaire consisted of sixteen questions. The maximum score was sixteen.

Thus, turning to the general statistics, we can immediately say that the first and third-fourth years have an equally high level of adaptation to the study group, namely 90 %, which indicates that most socialization processes are positive and consistent. A more contrasting picture can be observed by considering the aspect of adaptability to the educational process: the level of adaptability in the first year is 77 %, and in the third, fourth – 81 %.

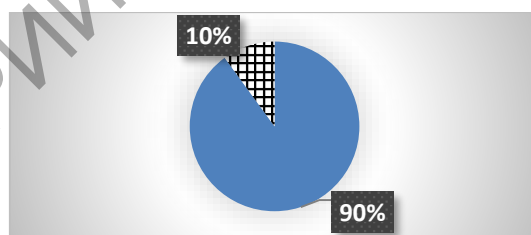


Figure 1 – Adaptation to the study group

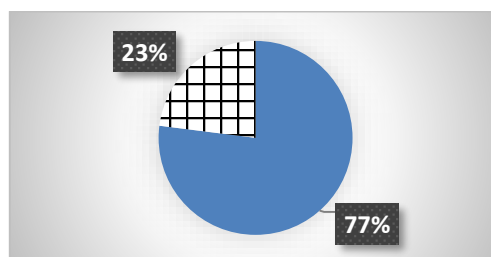


Figure 2 – Adaptation to learning activities

Among first-year students, 37 % can say with full confidence about their active social position, 83 % communicate freely with classmates and only 10 % of thirty have problems interacting with others. The percentages of the third and fourth courses are quite similar to the previous ones. Here 39 % actively participate in the life of the group, 81 % have no problems with communication and only 6 % have too little adaptive resource.

Regarding questions about adaptation to the learning process, relevant results were obtained: 57 % of the thirty freshmen feel confident during classes, 76 % do not need additional classes and 9 % have experienced some learning difficulties. Among seniors, 71 % take an active position during the learning process, 71 % do not need help, 16 % tend to attend consultations more often.

So, having studied the topic of adaptation of freshmen, we can conclude.

First, the topic is really relevant, because today the problem of low adaptive resources accompanies the lives of students and pupils almost every day. This topic is especially important for freshmen, because their ability to interact with the new environment in most cases depends on educational activities, ie its success.

Secondly, analyzing the products of activity, it can be noted that ZSMU students in terms of percentage have good results, most students are well adapted to the conditions of higher education and take an active position in learning.

List of sources used

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Г. М. Цыркунова, А. В. Бутько

Белорусский государственный университет культуры и искусств
г. Минск, Республика Беларусь

САМООЦЕНКА ФИЗИЧЕСКИХ НАГРУЗОК КАК ФАКТОР ИНДИВИДУАЛИЗАЦИИ ФИЗИЧЕСКОЙ ПОДГОТОВКИ СТУДЕНТОВ

В статье рассматривается самоконтроль как необходимая практика для повышения продуктивности тренировок без вреда для здоровья занимающегося. Процесс проведения самоконтроля и дальнейшая самооценка физической нагрузки всегда опираются на субъективные и объективные показатели.

Ключевые слова: физическая нагрузка, физическая активность, самоконтроль, здоровье.

Преимущества физической подготовки выходят за рамки физического здоровья и хорошего самочувствия организма. Помимо укрепления сердечно-сосудистой и мышечной систем и снижения риска многих заболеваний исследования показывают, что физическая активность также положительно влияет на мозг и улучшает когнитивные способности, настроение, внимание и успеваемость студентов [1]. Таким образом, чтобы поддерживать положительные результаты как для здоровья, так и для обучения, студентам необходима физическая активность.

Физическая подготовка направлена на развитие физических качеств с помощью выполнения упражнений, на повышение уровня функциональных возможностей организма и, конечно, на улучшение общего состояния здоровья занимающихся – она является ключевым компонентом здорового образа жизни. Именно поэтому физическая культура является одним из главных