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PSYCHOLOGICAL ASPECTS OF ADAPTATION TO EDUCATIONAL ACTIVITIES

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Annotation: Adaptability to educational activities is one of the central concepts of modern educational psychology. This concept represents the balance between the requirements of the educational environment and the personal capabilities of the student, as well as the process of effective integration into new social and academic conditions. This article analyzes the psychological aspects of adaptation based on modern scientific research.

Keywords: Social and academic adaptation, balance, integration, social norm, opportunity, physical requirements

1. Theoretical foundations of adaptation to educational activities

Adaptation to educational activities is a set of behaviors that a student displays in response to social, psychological and physical requirements that arise in the educational process. In research, this concept is usually studied through several main components:

Academic adaptation - completion of academic tasks, academic achievements, satisfaction with the learning environment, learning motivation, academic style, level of mastery

Social adaptation - relationships with peers and teachers, social integration, teacher-student relationships

Emotional adaptation - emotional attitude towards school life, feelings and attitudes towards school

Behavioral adaptation - compliance with school rules, discipline, participation, timely completion of assignments

Levels of adaptation

Modern research suggests abandoning the classification of adaptation as simply "good" or "bad", and distinguishing its complex levels:

1. Maladaptation - inability to adapt to the educational environment, negative emotions and behavioral disorders
2. Correct behavior - meeting external requirements, but low internal adaptation
3. Adapted - meeting academic and social demands, positive emotional state
4. Thriving - not only adapted, but also highly developed, with positive psychological well-being

Psychological determinants of adaptation to academic activities

Within the framework of self-determination theory, the satisfaction of three basic psychological needs has been identified as an important condition for successful adaptation to academic activities:

a) Autonomy - the freedom to choose and control one's own actions. Research shows that autonomy is directly related to group activity, and through it, indirectly affects academic adaptation.

b) Competence - a sense of self-efficacy and the ability to demonstrate abilities. Competence forms the student's confidence in his ability to complete academic tasks.

c) Relatedness - the quality of connectedness and interactions with others. Relatedness has a significant impact on group participation and academic motivation.

Motivational factors

The role of motivation in academic adjustment is important at all levels of education, from elementary school students to university students:

- Intrinsic academic motivation - interest in learning and enjoyment of the learning process. This type of motivation is associated with the use of deep learning strategies and achieving high academic achievement.

- Extrinsic academic motivation - associated with external assessments and rewards. Confidence in the fair assessment of teachers has a positive effect on a student's academic adjustment.

Research shows that the use of "deep learning" (based on understanding and integrating material) methods rather than "shallow learning" (based on memorization) is associated with higher academic adjustment.

Cognitive and creative factors:

Research conducted on students has identified differential psychological factors of adaptation to successful learning:

1. Self-confidence - a positive attitude towards one's own abilities
2. Creativity - sensitivity to the perception of new information
3. Responsibility - a responsible approach to educational tasks
4. Collaboration - the quality of social interactions
5. Independent decision-making - cognitive independence and control

180 students participated in this study, and the results allowed us to distinguish the cognitive, emotional and conative (behavioral) control components of adaptation to the learning process.

Relationship between adjustment and emotional state

Relationships with anxiety, depression, and stress

- Five dimensions of school adjustment (academic adjustment, peer relationships, discipline adjustment, teacher-student relationships, and school emotions and relationships) are negatively associated with anxiety, depression, and stress.

It is important to take into account gender-specific characteristics in psychological support aimed at increasing resilience - stress management and relaxation skills for boys, and prevention of depressive states for girls should be the main directions.

The protective role of positive emotions

According to the theory of expansion and construction, positive emotions perform an important adaptive function in adaptation to academic activities:

1. Cognitive expansion - positive emotions expand the focus of attention and ways of thinking
2. Resource construction - feelings of interest and pleasure form long-term personal resources, a knowledge base, problem-solving skills
3. Motivational convergence - positive affect stimulates behavior aimed at achieving goals

On the contrary, negative emotions narrow attention and distract from academic tasks, which in turn leads to a decrease in academic achievement

4. The role of social factors in adaptation to academic activities

In adolescence, the increased need for a peer group has a significant impact on school adaptation. Research shows that:

- Peer rejection limits the development of emotional regulation
- Poor peer relationships increase the risk of depression

- Positive peer environments enhance a sense of belonging to school

Teacher-student relationships

A quality relationship with a teacher can:

- Increase self-efficacy
- Strengthen self-esteem
- Increase a sense of belonging to school
- Reduce problem behavior

However, excessive dependence on the teacher can hinder the development of student independence and autonomy.

Academic and Social Integration

A synthesis of the theories of Tinto (1993) and Astin (1999) suggests that successful adjustment to an educational institution involves two main components:

1. Academic integration:
- Structural integration - meeting academic requirements (attendance, assignment submission)
- Normative integration - intellectual development and relationships with faculty
2. Social integration:
- Peer interactions
- Participation in campus activities
- Lack of feelings of loneliness

Psychological well-being and academic achievement

The relationship between psychological well-being and academic achievement has been confirmed in extensive meta-analyses. Based on the synthesis of 19 studies, a moderate positive coefficient (r = 19) was found between psychological adjustment and freshman grade point average (GPA).

Students who successfully adapt to psychosocial adjustment during the transition to university maintain high academic performance one year later.

Based on the results of the study, the following practical recommendations were developed:

1. Individualized approach - creating adaptation programs that take into account the psychological characteristics of each student
2. Developing emotional literacy - forming skills to recognize and manage emotions
3. Strengthening the social support network - developing quality relationships with peers and teachers
4. An environment that supports autonomy - creating opportunities for freedom of choice and independent decision-making
5. Early detection and monitoring - introducing a system for identifying problems with adaptation at an early stage

The psychological aspects of adaptation to educational activities are a complex and multifaceted structure, involving the interaction of cognitive, emotional, motivational and social factors. Modern research shows that:

1. Satisfaction of basic psychological needs (autonomy, competence, relatedness) is an important condition for successful adaptation.
2. There is an inverse relationship between adaptability and emotional state (anxiety, depression, stress), and gender characteristics play an important role in this relationship.
3. Social relationships (with peers and teachers) and the level of social integration have a significant impact on educational adaptability.

4. Systematic psychological and pedagogical programs allow the development of all components of adaptability.

5. The highest level of adaptability (thriving) includes not only an adapted state, but also positive psychological well-being and continuous development.

The results of this study are of significant practical importance for teachers, school psychologists, and educational policy makers, and can serve as a basis for developing programs aimed at ensuring the successful adaptation of students to the educational environment.

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