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ANALYSIS OF THE FORMS OF WORK AS FOR OVERCOMING DEADAPTATION MANIFESTATIONS OF THE FUTURE EDUCATORS IN HIGHER EDUCATIONAL ESTABLISHMENT

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Abstract. The author reveals theoretical approaches to the problem, interprets the views of other researchers. The problem of higher educational establishment deadadaptation is cleared up in the article, interpretation of the phenomenon of teenagers' deadadaptation in different spheres of psychological-pedagogical science is given. At the modern stage deadadaptation is understood as a totality of features and manifestations, which affirm inconsistency of a person's interaction with his or her environment. And as deadadaptation ruins the results, which were achieved in the process of adaptation, it is necessary in the first place to found out the essence of this phenomenon. Literature analysis and practical experience of work in the pedagogical university allow us to determine some characteristics of social status of a student of the first years of study. The analysis of different forms of pedagogical work as foe the overcoming of deadadaptation manifestations of the future educators in higher educational establishment is done. The author analyses the questionering conducted at the faculty of pre-school education, which allows to affirm that at the beginning of study students overcome educational difficulties and aren't very thoughtful as for the perspectives of their future professional activity. In this period great responsibility is on the academic group supervisors. To prevent the manifestations of deadadaptation the supervisors should should create psychological comfort in the group for the students – desirable for students state, affirming harmony in the inner, psychological and social life. To avoid the manifestations of deadadaptation of the students-freshmen and in order to accelerate their adaptation, we have created the program for special course for the teachers and supervisors of academic groups.

Keywords: teenagers' deadadaptation, future educators, psychological comfort.

Interpretation of the phenomenon of teenagers' deadadaptation in different spheres of psychological-pedagogical science provides for covering these sides of the mentioned process, which form the subject of the proper branches and the role, which is assigned to the scientific comprehension and management of this process. The problem of higher educational establishment deadadaptation is extremely topical, because the difficulties in teaching and upbringing of teenagers offer the challenge before the society. Age of adolescence is called turning age, because in this period the transition from childhood to maturity takes place. Difficulties of age of adolescence are explained by the fact that this period is connected not only with the remote rebuilding of anatomico-physiological peculiarities of the organism, but also with the essential changes in psychological, physical and moral development⁴.

In psychological-pedagogical and medical literature the problem of "adaptation-deadaptation" has been studied at different levels: from the determination of the content of the notions

(Yu. Aleksandrovskiy, F. Berezin and others) to the detection of forces of deadaptation, which determine such processes (S. Rubinshtein, M. Ratter, V. Semychenko and others). A number of works is dedicated to the study of peculiarities of adaptation and deadaptation of children of different age (L. Zakutskaya, O. Novykova, P. Prosetskiy). The forces of children's deadaptation were studied by O. Bodelan, G. Burmenska, L. Liders and others; diagnostic aspects of the problem of pre-school deadaptation were investigated by N. Luskanova; manifestations of deadaptation, caused by accentuation of personality traits – by V. Kagan, O. Lichko; neurotic reactions of manifestation of psychological deadaptation – by Yu. Aleksandrovskiy; the influence of sudden change of the “situation of social development”, necessity of reconstruction of the modus of adaptive behavior, which was formed – by L. Vygotskiy; influence of deadaptation of a pedagogue to the students' adaptation – O. Ponomariova, O. Solodukhova.

Aim of the article is to make analysis of different forms of pedagogical work as for overcoming manifestations of deadaptation of the future teachers in higher educational establishment.

At the modern stage deadaptation is understood as a totality of features and manifestations, which affirm inconsistency of a person's interaction with his or her environment. And as deadaptation ruins the results, which were achieved in the process of adaptation, it is necessary in the first place to find out the essence of this phenomenon. Complicacy of study of the problem is stipulated by the absence of unity in the interpretation of the notion “adaptation”. In the widest sense adaptation is determined as the process of “entering” of an individual into the integral system of social relations and connections. Simple adjustment is substituted for the active regulation of the process of interaction with the surrounding. At the social level adaptation becomes of double-sided character: on one side it includes the substitution of adapting subject, that is adjusting to the demands of the environment, and on the other side it provides for the active change of environment by the subject depending on the inner determination^{2,6}.

It should be mentioned that the problems of transition, entering of a personality into the new social environment can't be called sufficiently studied. We have to certify that research of such periods is directed mostly to determination of psycho-physiological and age aspects of students' adaptation to the new for them organization of educational work. Entering to the higher educational establishment is a strong stressful experience, which must be softened. According to American researchers, such state can be compared to emotional experience of an adult in the situation of divorce. It is easy to understand because the usual stereotype of the future student is disturbed. One more fact of psychology damaging is parting with mother and other close people, with whom the future student has been constantly communicating (entrants from the other city or town).

In higher pedagogical educational establishment adaptation is connected with the inclusion of the students – former university entrants into the new conditions of living. Moreover the notion “students' adaptation” is of particular character and means first of all adjustment of a personality, personal qualities and properties to the specific conditions of the given pedagogical higher educational establishment.

In our opinion adaptation to the conditions of living, study, leisure in higher educational establishment is, undoubtedly, connected with the sudden change of social status of a personality, although less essentially, than in case of adjustment to the new conditions of work. It is rather complicated process, which is not only (and not so much) adjustment of a personality to the new conditions of pedagogical higher educational establishment as to the temporary specific phenomenon, but acquisition by a personality new social status – status of a student.

The notion of social status is in dissoluble connected with separation of specific features of students, in particular, students-freshmen, which determine social status and psychology of this special group. S.M. Godnyk mentions principle difference in the notions “student” in sociological and psychological-pedagogical literature: “A student for sociologist is a representative of a certain social group, for a pedagogue – it is object (subject) of educational process of the higher educational establishment, first of all of a specific year of study”. That is why a teacher of a university must know not only general characteristics of a student, but also peculiarities of his or her social state at each year of study³.

Literature analysis and practical experience of work in the pedagogical university allow us to determine some characteristics of social status of a student of the first years of study. The gist of such status can be considered in mastering the norms and functions of the future professional activity. Different features of social status can be: realization of the new merit in his or her social position, raised feeling of own dignity, ("I'm not a schoolboy any more, but I'm a student"); striving to consolidate in this new position; striving to the first success, which confirms new, higher position; interest and diligence in performing educational and other work in pedagogical higher educational establishment; diversity of educational and out-of-class interests.

Students-freshmen, who yesterday felt much attention and care of their school teachers, feel discomfort under the conditions of pedagogical university. New conditions of their activity in pedagogical university – it is absolutely new system of relations, where the necessity of individual regulation of their behavior, availability of those degrees of freedom in organization of their lessons and mode of life, which were unavailable for them before, appears on the foreground.

During their adaptation the students have to master the skills of educational and scientific information in new for them environment. Reorganization of educational activity of a student begins. The forms of educational process organization change, as well as the ways of educational subjects study and the system of control.

The questionering conducted by us at the faculty of pre-school education allows to affirm that at the beginning of study students overcome educational difficulties and aren't very thoughtful as for the perspectives of their future professional activity. That's why the students should be incited to work on themselves, to analyze their activity in the university, and to form the necessity for individual work, skills of self-regulation of their activity. To achieve this we should redirect educational process of the university, paying special attention to the personality of a student^{1,3}.

In this period great responsibility is on the academic group supervisors. To prevent the manifestations of deadaptation the supervisors should create psychological comfort in the group for the students – desirable for students state, affirming harmony in the inner, psychological and social life. The student feels comfort, when he or she satisfies the basic needs, when the people around express their benevolence, when he or she is satisfied with the results of the activity.

For the normal adjustment to the new conditions of vital functions, the student must get free from worries, anxiety, distrust, fear; master the means of organizing friendly relations with the group mates and teachers.

In order to achieve this aim the group supervisors should: orient themselves in the problems of adaptation, deadaptation; study real needs of the students; have calling to pedagogical work; conduct confidential conversations with the students, which allow the students to express their worries, and later – to overcome them.

It is reasonable to ask students about their mood, the reasons of offences and discontent; to conduct individual conversations with their parents with the aim to learn the families better; to organize upbringing activity, in the process of which to correct students' behavior, namely to consolidate self-confidence of the students, ability to behave naturally among other people; to train manifestations of students' will in different situations of life, to approve for attempt to overcome the obstacle, to favor preserving their self-respect, to develop the qualities necessary for survival; to conduct questionerings, verification of students' feelings; to test the students with the aim to study personal peculiarities of students.

To avoid the manifestations of deadaptation of the students-freshmen and in order to accelerate their adaptation, we have created the program for special course for the teachers and supervisors of academic groups.

The special course reveals basic scientific notions, principles, methods of studying children, peculiarities of deadaptation manifestation at different age periods of a child's development. Important place is given to the content of work on prevention deadaptation, ways of pedagogical influence to the personality of a student.

Different forms of teaching are expected during the course: lectures and practical classes, different exercises are used, tasks solving, preparing summaries. Topics of the lessons: pedagogical deadadaptation as a social and psychological-pedagogical problem; peculiarities of deadadaptation manifestations of students-freshmen of pedagogical universities; principles and methods of studying children and teenagers; diagnostics of social environment and peculiarities of a student-freshman; content of work on prevention and overcoming deadadaptation among young people; pedagogical correction of behavior deviation of deadadapted students-freshmen; individual approach in the work with deadadapted students.

The course ends with the test, where the students are offered to present their own programs on adaptation and methods of work with deadadapted students. The program consists of 26 academic hours, among them 16 hours are lectures, 10 hours are practical, test is 4 hours per group.

When studying the problem of deadadaptation, we affirm that young people under pressure of some unfavorable influences lose their ability to fulfil normal kinds of activity, they are often in the state of teenage crisis, have little knowledge of the world which can lead to deadadaptation.

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