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PROCESS OF FIRST-YEAR STUDENTS' ADAPTATION TO STUDYING ENGLISH AT HIGH SCHOOL ON THE EXAMPLE OF THE COURSE «ENGLISH FOR SPECIFIC PURPOSES»

Formulation of the problem. Given the qualitatively different ratio of the school system (responsibility and autonomy in the behavior) in comparison with the available at the university, main characteristic difficulties in overcoming the school didactic stereotype can be determined, because the new conditions that the first-year students find themselves need from them the rapid development of a new style of activity: adapting to the university learning, acquiring new habits of cognitive activity, creating of their own mode of work and having a rest for successful mastery of Foreign language learning curriculum.

Unfavorable factors that hinder Adaptation of students is the lack of knowledge of the first-year students of the organization and content learning at higher educational institutions, poor

school education in foreign language, inability adequately plan time, inability to process sources, inability to apply Internet opportunities when working with dictionary and text professional sub-material materials. The student should give up habits of cognitive activity, which consisted of years of studying a foreign language in school, and form a new style of educational work.

A study of a foreign language was and is obligatory at higher educational establishments. The efforts of teachers were aimed at ensuring the students' mastering the spoken phrases and basic grammatical phenomena, able to read and translate. To date the requirements for foreign language proficiency have changed significantly [13].

Analysis of recent researches and

publications. The studying of problems of the adaptation, including professional, was reflected in the numerous studies, both of domestic and of foreign scholars, including: K. Abulkhanova-Slavska, G. Ball, A. Rean A. Nalchadzhyan, A. Filippov, V. Kaznachev, F. Berezin, A. Zhmyrikov, H. Selye and others.

The works of domestic (O. Azhyppo, O. Goncharov, A. Erdniyev V. Kikot', M. Lisina, V. Petrovsky, O. Symonenko, T. Sereda, A. Furman) and foreign scholars (E. Erickson, D. Clausen, S. Freud) were dedicated to the actual problems of youth adaptation to new conditions of life and relationships in a social group. The problems of adaptation of youth for studying in higher education institutions have been analyzed in some psychological studies of O. Borysenko, A. Zaharova, V. Kan-Kalik, M. Levchenko, O. Moroz, V. Shtyfurak). The attention of famous scientists has mainly been focused on the study of various factors, including personality's characteristics that cause maladjustment (disadaptation) process of freshmen.

Today's freshmen are not fully prepared to work in this direction. What does it mean? At the lessons of «Foreign Language for Specific Purposes» we see constant, long-standing problems of students in foreign language listening and comprehension and monological speaking. According to the students themselves, there are several reasons: «There was no implementation of these types of foreign language activities», «Low level skills, abilities in these types of speech», «It is difficult to memorize and reproduce volumetric expressions in a foreign language», «Lack of vocabulary».

We see the decision of this problem as follows: 1 – it is necessary to make an «exam in a foreign language» compulsory for all entrants, and not selective (some shifts have already been made in this direction); 2 – the course of studying a foreign language at the secondary school should be improved according to the course of higher education and according to the latest requirements of educational reform.

Another point is that first-year students are poorly adapted (shortcomings of secondary education) for studying a foreign language at higher educational institutions. It is observed in the unwillingness to improve their knowledge of a foreign language because of the lack of need of it in the future (non-attendance of classes, non-fulfillment of various types of work (listening and comprehension, monological speaking, dialogical speaking), unwillingness to respond at classes (even with completed tasks), fear to answer. Another group of students performs a certain set of activities required to obtain a minimum score for total control. Therefore, a large group of students begins a thorough study of the foreign

language at the first year only in the second term. The only ones who have no problems with improving their foreign language are those students who are going to apply for magistracy (compulsory foreign language exam) and those who need a foreign language for future work.

We see the decision of this problem as follows: 1 – it is necessary to extend the teaching of discipline «Foreign Language for Specific Purposes» for all time of studying in the bachelor's degree or to create an extensive system of courses (both general and selective) of studying-improvement by students of a foreign language for 4 years studying at the university; 2 – to create a system of exchange-internship of the best students at foreign educational institutions both after the completion of studies in the university and during it.

The purpose of writing the article is: to identify and analyze some of the methodological peculiarities of adaptation of first year students in the system higher educational institutions); to consider the peculiarities of teaching foreign language for specific purposes for students of non-lingual specialties in accordance with the latest recommendations; to show and analyze the results of the pedagogical experiment in a specially created pedagogical environment of the Volodymyr Vynnychenko Central Ukrainian State Pedagogical University.

The main material of research. A new stereotype of learning activities for the study of a foreign language suggests the priorities of perception and comprehension of the material other than at school, which is being studied. Basic school work on comprehension of new knowledge takes place at a lesson under the direction of the teacher, and the homework of the students is to repeat and memorize the material. It is important to teach students how to work with dictionaries, with a glossary, with online sources, and a structure analysis foreign language terminology of professional industry, logical possession operations to understand the material being studied, the correct organization self-educational work of students on the expansion and deepening of knowledge.

Adaptation – adjustment, addiction of the person to the requirements of the profession [11, p. 10–11].

Adaptation (lat. Adaptare – to adapt) – addiction of the organ or organism (physiological adaptation) or individual (psychological adaptation) for changes of the external conditions. If we're talking about interpersonal relationships, man speaks about socio-psychological adaptation. Adaptation almost always refers to the adaptation of the environment as a whole, i.e. the ability to distinguish between subjective perceptions (imagination) and external perception (see.

perception), as well as capacity to influence effectively for the environment [17].

Psycho-social adaptation is an adaptation of the individual according to the group norms, and vice versa – the interests of social group for the individual of the group [18].

We consider the professional competence, communicative culture and professional knowledge as important elements of adaptive function of future teachers of foreign languages [19, p. 32–48].

The adaptive processes gain particular ponderability under the conditions of changing the living environment, in the very first way at the initial stages of training of young people in high school. They require the young person activating mechanisms of adaptation and often lead to a state of psychological overstrain. Thus, it was proved that the formation of a new stereotype of behavior during the first year of studying led to maladjusted (disadapted) syndrome in 35-40% of freshmen. Such factors as attitude to the chosen profession, professional orientation, personal determination, system of values, individual-typological features make a significant impact on the processes of social-psychological adaptation of students [12, p. 89].

In the writings devoted to the issue of adaptation of students while studying at the high school the scientists note the complexity and duration of the adaptation process of students and often refer to difficulties: 1) in the field of educational activity: lack of time; difficulties in mastering pedagogical, psychological and methodological knowledge; 2) social and psychological aspects of adaptation of students: complicated relationships with group-mates, conflicts, lack of stability in interpersonal relationships; 3) professional aspect of adaptation of students: difficulties and contradictions of the formation of professional identity in the practical application of knowledge and so on [8, p. 48].

We conduct this research as part of our pedagogical practical activity at the base of Volodymyr Vynnychenko Central Ukrainian State Pedagogical University (all non-linguistic faculties). The gist of it is in the next: the conditions of students' transition from school to higher education and adapting in it were the most painless for future teachers of foreign languages. We allocated experimental (10 people) and control (20 people) groups in each educational institution. A program of our experiment has been implemented in experimental groups, and in control groups the training of teachers of foreign languages and their adaptation have been introduced naturally according to the standards of university environment. In total, 90 people were involved in the experimental research. This study is intended for the first two years of study students

(because we consider them particularly dangerous). In this article we present the results of the first (intermediate) phase of the study. This study was conducted during 2016–2018 in two phases (September 2016, May 2017 September 2017, May 2018).

The psychological aspect of adaptation of first-year students consists of destruction over the years developed attitudes, skills, habits, values of secondary school pupils and labour collective bodies, losing years fixed relationship with the collective. By joining the high pedagogical university boys and girls get into a new, unusual conditions for them, which inevitably entails by breaking dynamic stereotype and related emotional experience. Often psychiatric-social maladjustment generates loss generated positive attitudes and relationships of first-year students. Heavy consequence of maladjustment is the state of tension and suspicion of beginners, decreasing of their activity in education, decreased interest in social work, worsening of behavior, the failure of the first session, and in some cases – the loss of faith in their capabilities, frustrated life plans.

To prevent these problems, we (together with psychology professors and tutors of academic groups) created and conducted a program of adaptation of students, which was implemented as part of our doctoral dissertation (i.e. aimed at individualization). To achieve the objectives of our study, the following methods of psychological diagnosis were identified:

- Method of determining the basic motives of choice of profession (Ye.Pavlyutenkov);
- Method of «Self adaptability» (a modified version of technique of S. Boltivets');)
- Evaluation Method of communicative and managerial aptitudes of B. Fedoryshyn.

The results of the study (method of E. Pavlyutenkov) as of September 2017, the top reason that influenced on the students' choice of university in *both groups* is about the same: – prestige, opportunity to go abroad – 50%; the geographical position of university – 10%; state form of education – 25%; desire to work as a teacher of foreign languages at school – 15%. On the question of compliance with the chosen specialty expectations of students in *both groups* only 40% of the researched students answered positively, 30% of freshmen – not at all, 30% of beginners – did not answer. According to the thought of students, their level of general education agrees with the requirements of education in universities (48%), not really agrees – (50%), does not agree with – (at 2%). The moral-psychological climate in their academic group 52% of students assessed as healthy, optimistic, friendly; 38% of researched students – not exactly friendly, there are conflicts; 10% of first-year students noted the persistence of

conflicts, lack of friendliness.

Method of «Self adaptability» included the definition of adaptability of student during early studies in the first year. This methodology gave an overall picture of complex process of adaptation of freshmen to the learning environment. Obtained summary indicators are presented in Table. 1.

Table 1

The level of adaptability of freshmen (By the method of «Self adaptability» of S. Boltivets’) May 2018

Level of adaptability	Number of investigated		Percentage of investigated	
	EG	CG	EG	CG
Initial	1	15	3 %	25%
Medium	5	15	17%	25%
High	24	30	80%	50%

As you can see from table 1, most part of the studied students in EG (80%) have a high level of adaptability, which is a very significant indicator;

only one student is on the initial level, and 17% of students of this group have a medium level of adaptability. In its turn, 50% of the students of CG correspond to a high level of adaptability, and equally to 25% of the students are characterized as such of the medium and the initial levels of adaptability. These results show the effectiveness of our system of adaptability in comparison with traditional.

Evaluation of communicative and organizational skills according to the method of COS of B. Fedoryshyn was carried out in order to analyze the adaptability of the students. After all, communication and organizational skills contribute to the quality of adaptation of students in the academic group (communicative aspect), and in the process of educational and personal adaptation (organizational aspect). Assessment of the level of communicative and organizational skills was carried out on a scale (from 1 to 5). The obtained results are collectively represented in table 2.

Table 2

The distribution of the levels of communicative and organizational skills of first-year students (by method of B. A. Fedoryshyn) May 2018

The level of manifestation of tendencies	An indicator of the severity of communicative aptitudes				An indicator of the severity of organizational aptitudes			
	EG		KG		EG		KG	
	The number of the studied	The percentage of the studied	The number of the studied	The percentage of the studied	The number of the studied	The percentage of the studied	The number of the studied	The percentage of the studied
low	1	3 %	15	25 %	7	24%	20	33 %
below average	1	3 %	5	8 %	3	10 %	20	33 %
average	1	3 %	8	13 %	4	13 %	10	17 %
high	7	24 %	10	17 %	6	20 %	4	7 %
very high	20	67 %	22	37 %	10	33 %	6	10 %

Analyzing the results, it should be noted the fact that *in the experimental group* the rate of all students who have a very high level of communicative tendencies (67%) increased almost twice, while only 3 percent of students are characterized by a low level of such an investigated notion. In terms of organizational aptitudes only 33% of the studied students expressed a very high level of this element, whereas 24 % students of this group remained low level of inherent organizational tendencies. In its turn the results *in the control group* slowly increased but remained at the same rates. This suggests that our experiment gives students an opportunity to adapt better and faster to the environment of the university than students who did not take part in our experiment.

The pedagogical aspect of adaptation of first-year students is characterized by a slow entry of the student in the educational process of the

universities and the adaptation to the conditions of the educational environment of the faculties of foreign languages. The study of the process of adaptation in the conditions of the university reveals the following major challenges-problems (September 2017):

- experiences associated with the transition period from school to adult life (84 %);
- lack of skills of independent work (88 %);
- the search for optimal regime of work and leisure in a new environment (54 %);
- establishment of life and self-service, especially in the transition to hostel life (77%);
- the uncertainty of motivation of choice of profession (40 %);
- inability to carry out psychological self-regulation of behavior and activity that is enhanced by the absence of routine monitoring of teachers and parents (69 %);

➤ lack of psychological preparation for independent living, the need to make decisions, to take responsibility for their own actions and deeds (75 %);

➤ new conditions for activities of the student in the university is a qualitatively different system of balance of responsibility and dependence, where, in the foreground the need for self-regulation of their behavior (90 %);

The foreign language aspect of adaptation of first-year students depends on the level of their school training. It is not a secret that 70% of secondary school graduates have a fairly mediocre level of knowledge of a foreign language. When the freshmen began to study at the faculties of foreign languages, the breaking of stereotypes happened). Therefore, in the framework of our doctoral research, we proposed to create a process of training future teachers of foreign languages differently. Now the training of future specialists in foreign languages is carried out in groups of 15-20 people. We believe that it is not good. Therefore, we propose to implement the individualization of professional training (it means that the training of future foreign language teachers will be carried out individually or in groups of two).

Conclusions and prospects for further researches of direction. We understand that our observation is only a part of the research program we have created to this issue. Further studies we see in analyzing of the system of the methods of studying English at non-linguistic faculties of our university.

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