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ASPECTS AFFECTING THE ADAPTATION OF STUDENTS IN HIGHER EDUCATIONAL INSTITUTIONS

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Purpose. To describe new, modern requirements for higher educational institutions graduates and their adaptation to the future workplace and the effective and productive participation in their professional employment. **Methodology.** The analysis of literature devoted to this problem that replaces the main aspect of the problem has been used. There have been created appropriate conditions for the incitement to the study of the English language students and also to develop skills relative to the learning process, team work, the expression of individual points of view and creative activity. **Results.** Developing a competency-oriented tasks it has been created the conditions for flow direction and stimulating of the young generation education, cognitive, contact and professional motivation, interest, intellectual, creative and practical skills and the development skills to implement their knowledge in practice, work together in a team, formulating own points of view. **Originality** For the formation and development of situational, professional, preparedness it is necessary to prepare students to professional situations while the learning process. **Practical value.** The mechanism, methods and means of students' respective status have been highlighted. A major challenge for higher educational institutions of the country has been defined, first of all, the implementation and effective use of new educational technologies. One of the technologies is a project-based methodology. **Conclusions.** The trends, that are presented in European academic mobility of future professionals, especially in the economic one, have been made unique progress in their promotion and implementation.

Key words: higher educational establishment, University, students, teaching experience, educational technologies.

АСПЕКТИ, ЯКІ ВПЛИВАЮТЬ НА АДАПТАЦІЮ СТУДЕНТІВ У ВНЗ

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Розглянуто соціальну адаптацію молодого покоління в вищих навчальних закладах. Доведено необхідність залучення студентів у ситуації, наближені до реальної професійної діяльності майбутнього фахівця протягом всього періоду навчання. Створено умови для стимулювання навчання студентів англійської мови, а також розвитку навичок, пов'язаних з отриманням знань, у режимі роботи у команді, формуючи індивідуальну точку зору і застосовуючи творчий підхід, який сприяє розвиткові когнітивних, креативних та практичних навичок та професійної мотивації. Зроблено висновок про створення партнерських відносин з європейськими університетами, які сприятливо впливатимуть на вивчення іноземної мови.

Ключові слова: вищий навчальний заклад, університет, студенти, педагогічний досвід, освітні технології.

PROBLEM STATEMENT. Currently, rapidly changing world places new modern requirements for graduates of higher educational institutions. Bachelor, master or specialist has adapted to their new workplace easily and quickly and efficiently, productively participate in professional activities.

In our days social adaptation of young generation in Ukraine is performed in a difficult transformational processes in society, which are the driving force of change and the principles of educational subjects and their objects should be family, government, school, media, non-formal education system, youth and children's organizations and religious organizations.

According to social psychologists I. Miloslavskaya, A. Kudashov, A. Baranova, adaptation of students is going on the specific social

activity

and is regarded as a specific mechanism of socialization in the individual ontogenesis [1].

We have created the conditions for developing competency-oriented tasks to encourage the training of future professionals. Such task will increase the cognitive motivation, intellectual and practical skills, study interest, and of course, the formation of an individual point of view, the development of skills of knowledge implementation into practice, skills of working in teams and applying the theory of relativity [2].

Competence-oriented tasks, which students have performed during a short period of time, have to accustom them to a quick conscious thinking and help them to make own productive decisions.

It has been found out that the result which influenced the educational process, regarding the future specialists training, has been traditionally regarded as the development of readiness of a graduate to find a working place.

However, educational process shows that in the real professional life students don't have enough practical readiness and willingness. It is important and appropriate not only to master and use basic professional competences, but also to be able to apply them properly. It's important for students to use the definite skills and knowledge in a proper situation and to be able to act situationally, to have an immediate readiness. These aspects help the future specialist to become a competent person.

In our opinion, educational process should be primarily focused on the development of students and their ability of multiple teaching, research and cognitive activities, their creative self-realization and self-development.

There are two ways of competence developments. The first block should develop the individual components of the students' competence, which includes skills, knowledge and then should integrate them and create conditions for updating of competencies. The second block is necessary for the formation of competence in the activities, so that all components need in the educational process. This approach is more effective for situational professional readiness and is performed through competence-oriented tasks.

Prospective students, who are studying in secondary schools, are the bearers of intellectual potential of future in Ukraine. Improvement of educational-methodical training of future teachers, philology and educational courses, in particular, can be achieved by means of a rational organization of the independent activity.

EXPERIMENTAL PART AND RESULTS OBTAINED. Pedagogical and teaching experience shows that it is necessary to involve students in a situation similar to the real professional activity of a future specialist during the entire study period. In educational and research activities the student should play the role of the researcher.

You must complete two prerequisites to achieve development goals and its readiness of students:

1) use of interactive methods, which should be complex, interrelated, interdependent and methodically substantiated;

2). students should know why the professional demands of situational professional readiness and consciously trying to develop it.

The teaching staff of the institution can form the students' competence. In educational institu-

tions, the organization of pedagogical support, social adaptation of students is an important methodological and theoretical task of the modern social worker. This days adaptation may be manifested in school as conflicts, inappropriate behavior.

Independent and productive work is the main type of independent, purposeful activities of a future specialist in the credit-modular system of educational process that accurately reflects the governing principle of sufficient specificity of modular technology. This is the principle of pedagogical and psychological improvement of the educational activity. An important problem of independent work is the monitoring and evaluation of results. We can say that it does not attract attention to the problem of situational development of professional readiness of students.

As E. Zaikov points out, information re-productive type of study confirms where a future specialist of his profession is learnt to think in a linear, causal, by stereotype. The student does not create substantive and professional competence.

In our opinion, the educational process should be directed primarily to the formation and development of future specialists' with many aspects of the simulation teaching, research, and cognitive activities, self-developent, their creative and self-realization. The student should play the role of the researcher, perform training and educational activities. Pupils who are carriers of the intellectual potential, who are studying in secondary schools, are the future of Ukraine. Improvement of educational-methodical training of future teachers of philological and training courses, typically, is achieved by a rational and productive organization of their creative, independent activities, which requires qualitative renewal of the methodical content preparation forms. According to Kazakov, the goal of independent work of students is dual: first, the acquisition of knowledge and skills, and second, the formation of independence as a personality.

Thus, the study shows that the development of situational readiness of graduates can be reached in case of involvement of highly qualified teaching personnel, to create concret of education, ensuring the implementation of the interactive methods. The transition of Ukrainian universities on a multi-stage training of specialists («the bachelor», «specialist», «master») allows the student to increase their own level of training. So getting these educational levels allows us to begin study and then to continue and improve the formation of fundamental and special skills and knowledge in practice. Social and pedagogical support of future specialists is provided by the «all natural

reactions, processes, and conditions of life of the child». Moreover, successfully organized support can help you to enter the «area of development and to give a perspective of personal development» [3].

The issues of improving the quality of teaching and level of students' knowledge have been priority in modern teaching methods. It is important to highlight the structure of educational process on FUIM, ACI which lasts 5 years and provides a unique opportunity for students to combine the acquisition of Ukrainian and French diplomas. The first two years are devoted to acquiring the B2 level of the French language by improving and deepening the study of the language. Thus, the results demonstrate the effectiveness and priority of FUIM: more than 10 students received master's diplomas, the graduates received 250 bachelor's and 98 master's degree, in Paris and London, three of the most prestigious diplomas in Berlin [4]. Reform of the education system and the introduction of new pedagogical technologies in educational practice should be considered as an essential condition of intellectual, creative and moral development of the student. This development is the key word of the pedagogical process, the concept of deep learning.

The main purpose of training at the present stage of development is the formation of the individual student. First of all, the main task for higher education institutions of the country should be the implementation and effective use of new educational technologies. One of such technology is a project-based methodology. Using the methodology of the project is especially relevant in higher education institutions of higher education. It is the undergraduate education is used of independent of new informations, enrichment of vocabulary, expansion of linguistic knowledge and their application in various fields. Using the methodology of the project for the lessons, we need to focus on student individuality and his personality. The initiative and spontaneity of the student's language plays an important role. Students will use authentic texts as problematic sources of information, which naturally expands their view of the world when they prepare scientific materials. For successful acquisition of the project activity the student need to have intellectual, creative and communicative skills. The new project allows students a deeper approach to decide the issues, conduct research, and then analyze the results. Project method is an alternative to the traditional approach, in particular, teaching in schools. The traditional approach was based mainly on the assimilation of

knowledge and willingness to reproduce it. The popularity of the project method in teaching and especially the development of communication skills of students allows us to solve the problem of creative abilities of students ability to construct new knowledge and to apply them to complement the cognitive and practical problems, navigate in the information space, to analyze the information. The main advantages of the project method in comparison with other methods are:

- firstly, a pragmatic focus on results;
- secondly, the opportunity to see the results, to interpret and apply in practice;
- third, the ability to integrate students' knowledge from different areas around the solution of a problem. [5]

Using the method of projects in teaching and communication skills for students is important to determine the appropriate amount of work, and developing the framework of the project. Technology the project consists of three phases:

- preparation;
- main;
- final.

The project methodology is based on a personal approach, which means that it is necessary to rebuild the educational process and focus on what the students have to decide cognitive-communicative and research tasks. This will allow us to consider a project-based learning as one of the most effective and intensive teaching methods.

The project methodology helps to the achievement of high efficiency in training, which is the purpose of learning.

In our years there has been increasing interest in the development and working out of student academic mobility in Ukraine.

Many future professionals have already participated in mobility programmes, and it encourages educational institutions to expand the number of these mobility programmes it appears that the bachelor's and master's programs with a Ukrainian and a foreign diploma is the highest demand.

For example, more than 350 French state diplomas have already received future specialists in the French-Ukraine channel institutions for ten-year period of operation.

Several studies and observations of academic mobility have held: academic mobility as a way in Bologna process of integration, language proficiency as an integral and necessary part of the mobility [6].

The formation and creating favorable conditions for academic moblins have been

described by R. M. Kantemyrova, A. V. Mokijand, V. A. Lapshin, A. M. and G. L. Kyslova Sokurjanska «analysis of modern Ukrainian students' academic mobility, the study of the determinants of academic immigration» [7].

More in-depth analysis of the European academic mobility in education event in this area reinforced the need for students of economic specialization. Although many studies have proved the increasing popularity of academic mobility in Ukraine, there were enough studies that reported on the development and mobility in the private universities.

The purpose of this research and monitoring is to assess the current stage of development of the European academic mobility in the Kiev National Trade and Economic University, the opportunities and challenges it limits. Kyiv National University of Trade and Economics is the leader among Ukrainian higher educational institutions that train future specialists in economics and management, as evidenced by the ratings.

Thus, in 2013, the school was ranked the 1st programme that allows future professionals to study abroad; the 2nd programme allows future professionals training of specialists in economics, finance, business management and the 6th in the training of top managers [8].

Great attention the university pays to encourage students to participate in the European programs of academic mobility. Academic mobility is observed as an opportunity to study for one or more semesters in a total period of study in another higher educational institution, which prepares specialists and masters in the same specialty, with the recognition of courses (credits) and study periods abroad; the purpose and content of effective development intellectual potential, enabling future specialist to choose a higher educational institution, courses, disciplines independently [9].

It gives students, university, employees a number of advantages:

- the university can promote and advertise themselves at the international level participation in conferences and signing many, especially two - and three-party agreements;
- the university may expand and improve their educational programs and curriculum adopted a positive and promising experience and innovation of foreign universities;
- creating or improving new programs of mobility can be a source of additional income and will help attract new future professionals;
- students become more motivated to learn, because only people with high and efficient performance can apply for the mobility programs;

- students get the best opportunities and chances for future employment, thanks to have international experience, to develop their life skills and have a more active and promising attitude and to develop, improve language skills.

There are different types and levels of academic mobility under full or partial;

- direction: input and output;
- education level: horizontal or vertical;
- a way of organizing: an organized or individual;
- select: voluntary or involuntary
- location: external, internal or intra-university.

Speaking of partial and full mobility, we mean studying in a foreign educational institution during the entire period prior to graduation (full academic mobility), or a temporary period of study for a period of 1-2 semesters to the time of deployment, internships. Classification of mobility, we mean participation in the «mobility program» has the place, conditions and terms of study. Individual or in other words independent mobility is the situation when students can self-refer to an institution or organization and agree on the terms of stay in the university with regard to the level and criteria of education. Then we can say about vertical and horizontal mobility.

Finally, we can distinguish between input mobility (when foreigners come to study in Ukraine) and mobility of the source (when the Ukrainian students temporarily move to other countries for education). Students demonstrating a high and effective level of English or Polish, high and effective academic results and the process of active and prospective ineducational can spend a semester in Poland, while the same number of Polish students can be trained in Ukraine. Studies show that Poland has become one of the main and promising directions for Ukrainian students, often successfully competing with Ukrainian educational institutions. Ukrainian future professionals are group of foreign students in Poland, accounting for almost 30% of all students study abroad, especially in Poland. Poland as a destination encourages the Ukrainian educational future professionals for several reasons:

- the costs of accommodation and reasonable cost of education;
- European educational standards;
- territorial proximity to Ukraine ;
- friendly attitude to Ukrainians people [10].

CONCLUSIONS. The results of the study show the following trends European, academic mobility for students of economic specialization:

- students become more active and inquisitive

in learning opportunities of European academic mobility, as compared with previous years when it was the concern of the Dean's offices;

– the demand for academic exchange programs has been steadily increasing from year to year, students will be prepared to put a lot of effort to study abroad, for example, to learn a foreign language «from scratch»;

– students usually choose a program with low and grant programs;

– joint degree programs, which are most popular among students.

To sum up, we can say that a high progress has been made in the development of European academic mobility. There can be many perspectives developing it in the future, including

increasing the growth and awareness of student levels and motivation through the creation and improvement of new channels of spreading information about academic mobility.

Taking into great emphasis on the need for foreign language skills, we came to the conclusion that the study of foreign languages for academic purposes need more deeper incorporated in the educational process.

Finally, we can say, that the creation of a more partner relations with European educational institutions will be a great tool to promote the development and expansion of academic mobility.

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АСПЕКТЫ, КОТОРЫЕ ВЛИЯЮТ НА АДАПТАЦИЮ СТУДЕНТОВ В ВУЗА

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Рассмотрено социальную адаптацию молодого поколения в высших учебных заведениях. Доказана необходимость привлечения студентов в ситуации, приближенные к реальной профессиональной деятельности будущего специалиста на протяжении всего цикла обучения. Созданы условия для стимулирования обучения студентов английскому языку, а также развитие навыков, связанных с получением знаний, работая в команде, формулируя индивидуальную точку зрения и применяя творческий подход. Также сделан вывод, что создание партнерских отношений с европейскими университетами будет благоприятно влиять на изучение иностранного языка.

Ключевые слова: высшее учебное заведение, университет, студенты, педагогический опыт, образовательные технологии.

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