



сунків. Це дозволяє їй формувати цілісне уявлення про себе, власний світогляд як певну систему знань, переконань та поглядів – свою життєву філософію і, що є найбільш цінним з погляду розв'язання поставленого нами завдання, потребу час від часу заново і критично переосмислювати власні якості, досягнення в особистісному розвитку та задавати перспективи подальшого самовдосконалення, саморозвитку. Набуваючи навичок роботи над собою – таких, як самоспостереження, самоаналіз, саморегуляція, цілепокладання, самопрограмування тощо, – молода людина перетворюється в суб'єкта особистісного саморозвитку.

Висновок. Узагальнюючи викладене вище, підкреслимо, що проведена студентами технічного ВНЗ у межах даного дослідження робота, яка була спрямована на самоаналіз, рефлексію та усвідомлення трьох складових (Я-реальне, Я-ідеальне та Я-соціальне) образу Я, може дати значний поштовх для подальшої побудови власного іміджу. Доки не відбудеться усвідомлення «Який Я є» і «Яким Я хочу бути», робота з формування та розвитку власного цілісного образу Я можлива лише як спонтанна, хаотична, непродумана і, як наслідок, малоефективна. Лише завдяки самовизначенню у процесі рефлексії можна забезпечити продуктивну, послідовну та результативну роботу щодо формування власного бажаного

образу через свідому вибудову складових Я-концепції. Можна зробити висновок, що систематична рефлексивна діяльність сприяє формуванню навичок усвідомленого здійснення особистісного саморозвитку (за умови ціннісної орієнтації на саморозвиток), а отже, і становленню суб'єкта особистісного саморозвитку.

Звідси стає очевидною необхідність спеціально організованої психологічної роботи, спрямованої на розвиток навичок особистісної рефлексії (усвідомлення і аналіз свого життєвого досвіду) та постановки завдань саморозвитку.

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ADAPTATION TO TRAINING AS A PSYCHO-DIDACTIC PROBLEM

Kulesha N.P., postgraduate student
of psycho-pedagogical subjects
National University of Ostroh Academy

У статті проаналізовано наукові підходи до дослідження поняття «адаптація» на рівні філософського, соціально-психологічного, педагогічного, психолого-педагогічного аналізу. Розглянуто значення адаптації до навчання як психолого-дидактичну проблему.

Ключові слова: адаптація, соціалізація, адаптивна поведінка, особистість, навчання.

В статье проанализированы научные подходы к исследованию понятия «адаптация» на уровне философского, социально-психологического, педагогического, психолого-педагогического анализа. Рассмотрено значение адаптации к обучению как психолого-дидактическую проблему.

Ключевые слова: адаптация, социализация, адаптивное поведение, личность, обучение.

Kulesha N.P. ADAPTATION TO TRAINING AS A PSYCHO-DIDACTIC PROBLEM

The article analyzes the scientific approaches to the study of the concept of «adaptation» level of philosophical, social, psychological, pedagogical, psychological and pedagogical analysis. We consider importance of adaptation to training as a psychological and didactic problem.

Key words: adaptation, socialization, adaptive behavior, personality, learning.

Formulation of the problem. The study of the phenomenon of adaptation to study in high school have a dynamic study. Thus in each study period the emphasis is on a particular aspect of the adaptation process [3].

In psychological science, the term «adaptation» has been introduced with the biological sciences [2]. In particular, the term refers to the reaction of Physiology device senses in relation to the effects of relevant stimuli, and biology – adaptation of the structure functions of the conditions of existence of the organism [8].

Psychological meaning of «adaptation» is much broader than in the biological sciences, namely the need to adapt the individual to the new social environment and adapting different types of individual's activity [1]. In a broad sense, adaptation is a dynamic entity result and process of adaptation of the body or person to the environment, and property of any self-regulating system (biological, social or technical), which is the ability to adapt to changing environmental conditions [1]. This understanding is specified at the level of philosophical, social, psychological, pedagogical, psychological and pedagogical analysis [2].

At the level of socio-psychological analysis of adaptation acts as an adaptation of the individual to new groups (cultural, professional, ethnic). In today's domestic and foreign psychology the problem of adaptation to training takes place in a serious practical and theoretical studies.

The purpose of the article is to analyze the problem, the concept of adaptation to training in domestic and foreign psychology.

The results of theoretical analysis of the problem. The history of psychology shows that almost all the major psychological schools contributed to the study of adaptation. Essence, function approximation specifically addressed in the psychoanalytic direction (H. Hartmann, A. Freud, A. Adler), neobehaviorism (H. Eysenck, R. Hankey), interactionism (L. Phillips), cognitive (Piaget), gestalt (F. Perl) and others.

Adaptation (from lat. adapto – adjusted) – human adaptation to environmental conditions (primarily social environment) and the result of this process [3].

Psychoanalytic approach allows us to distinguish two components of adaptation: the process and result. As the process of adaptation is to launch and deployment of defensive reactions that provides adaptation in more difficult conditions. They work with the notion of adaptation (process) and adaptability (the result of this process). Well adapted personality show high performance, ability to enjoy life and mental balance. Therefore, we can

say that in the process of adapting actively changing as a person and the environment, resulting in established relationships adaptation and adaptation process is governed by the «I» [7].

It is important to note that during the adaptation is searched person of such an environment that is favorable for its operation. Such phenomena as «power I», «I limit» described by psychoanalysts also affect the adaptation process and its success. As a criterion of successful adaptation psychoanalytic school considers the situation in which a person is not affected her performance, psychological balance and ability to enjoy life.

Thus, representatives of the psychoanalytic concept of trying to develop a clear theory of adaptation of the individual to determine broad system of concepts that reflect the process of adaptation to the social environment. According to Freud, human behavior are strongly affected by biological desires (especially sexual) that contrary to culture. A socialization – a process of «taming» of these trains [3].

Functions of psychological defense in the context of an adequate response to challenges and new situations that constantly arise in a person's life, studied the works Gestalt psychologists. For example, F. Pearl, considering the process of distortion of protective mechanisms, distinguishes basic reactions that hinder adaptation and personal growth [7].

Starting position neo Freudian (G. Sellivan, E. Fromm, K. Horney) was the principle of cultural determinism, which recognizes the crucial role of the social environment as a factor in the development of the individual psyche and its relations with the outside world. K. Horney considered social identity as a successful adaptation of the individual to the social environment, and its violation – as a pathology. However, this theory denies links between nature and culture and recognize mental processes in adapting individual unilateral responses to the external environment [7].

Researchers neobehaviorists (H. Eysenck, R. Hankey) detail the adaptations and share them on social adaptation in general and adaptation in particular. Note that scientists usually pay attention to the biological condition of individuals in the process of adaptation, and the very social adaptation is understood as the adaptation of social groups rather than individuals [8].

Representatives of cognitive theories of personality and the theory of differential emotion as a means of social and psychological adaptation considered fundamental human emotions, which play an important role at all stages of the socialization of the individual.



For example, the emotion of joy has a positive value for the formation of mutual affection between parent and child, and also affects the development of social relationships adult, its adaptive function is to create a sense of joy affection and mutual trust between people, which is an important criterion for successful socialization individual. Adaptive function of emotions of grief is to ensure group cohesion. R. Plutchik suggests these basic prototypes of adaptive behavior and the corresponding emotions: incorporation – the emotion of acceptance, rejection – disgust; destruction of – anger, protection – dread; reproductive behavior – joy deprivation – the mountain; orientation – fright; research – hope or interest. Valuable in that statement is that the analysis of the emotional state of the individual may be used in the diagnosis of effectiveness or ineffectiveness of adaptive behavior [7].

In the framework of behaviorism adaptation acts as: 1) the state in which the ratio of observed individual needs and requirements of the environment, 2) the process by which achieved harmonious condition. Adaptation as a process and as a result is a consequence of physical, social, economic or organizational changes in group behavior, social relations and culture. External influences determine the effectiveness of the adaptation process [6].

Supporters intercommunicative directly emphasize learning the other hand adaptation. They include adapting to the way of life that allows a person to adapt to new situations and deal with typical problems. Therefore, the characteristics of adaptive behavior is considered successful decision-making, clear definition of their future, taking initiative. Thus, L. Phillips believes that effective adaptation features include: the ability to establish emotionally intense relationships in the field of personal relationships, the presence of a sense of empathy, understanding the motives of human behavior, the ability to finely and accurately reflect changes in the relationship [8].

Piaget considers adaptation as two inter-related operations: accommodation (assimilation rules environment, «assimilation») and assimilation («assimilation» itself, transforming the environment). In general, adaptation is the process of adaptation of the organism to the environment and to achieve a harmonious balance with it [7].

Specific understanding of adaptation seen in the works of William James, in his study of trans-personal experience. The author believed that some of the differences that we make to each other and the outside world, conditional, so there may be a variety of adaptive responses depending on the state of personal consciousness and ability to selectivity,

it the choice of that individual is significant at this point. Therefore, the adaptation process is continuous and depends on where the borders of individual is perceived themselves [4].

Analysis of the literature of general psychology and pedagogy showed that adaptation to human life and activity – a complex phenomenon, which seeks to ensure the formation of behavior and effective human interaction with the environment. It was found that in science there are different approaches to the classification of adaptation. Exploring human entry into a new environment, V. Brudnyy, S. Mardorska, P. Prosetskyy, R. Yakunin et al. distinguish the following types of adaptation: psychological, social and psychosocial [3].

Problems of adaptation has been the subject of scientific analysis and many local researchers such as B. Ananiev, G. Andreev, B. Asmolov, L. Vygotsky, Y. Golinskii, I. Cohn, I. Kryazheva, L. Larionov, A. Leontiev, A. Nalchadzhyan, L. Orban-Lembryk, A. Peter, S. Rubinstein and others. In some psychological studies solved the problem of adaptation to learning in higher education (A. Borisenko, A. Zakharov). It should be noted that the issue of adaptation to training in high school, unlike the stages of adaptation in natural and industrial factors studied enough. Insufficient attention is paid attention to the study of practical mechanisms adapt students to study at a university that will give the opportunity to build learning process based on personal qualities of students will ensure the fastest process of adaptation of learning activities to optimize d transition to new models of education in high school.

The most complete and accurate definition of socio-psychological adaptation gave A. Nalchadzhyan – is a state of relationship of the individual and the group, when a person without long external and internal conflicts productively performs its primary activity meets their basic needs sociogenic, fully goes towards those expectations of role-playing, which makes it a reference group, a state of self-determination and the free expression of their creative abilities. Accordingly, adaptation – it is the socio-psychological process that a favorable flow leads to the identity of adaptability [1].

The term «adaptation» studied and used in various fields of knowledge, but researchers have not yet produced a consensus about its content. Researchers differ in their ideological position, the notion of «adaptation» in the sense of «accommodation» with certain connotations, within the specifics of a science. Depending on the object under study the concept of «adaptation» can be used to describe: the process, which is a natural

development of adaptive capacity of people in different environmental conditions of life, bearing the balance between body and environment, a result which is testament to the extent to which people adapted to the environment of life, these conditions and how her behavior, relationships with others and the impact of age-appropriate, social norms and rules adopted in this society [3].

S. Golovin gives a definition of «adaptation». Adaptation – this adaptation of the structure and functions of the body, its organs and cells to environmental conditions aimed at maintaining homeostasis. One of the central concepts of biology, is widely used in theoretical concepts that interpret the relationship between the individual and the environment as processes homeostatic balance [8].

Representatives of the activity approach in psychology argued that human adaptation is determined not only by subjective psychological factors, but also social, socio-psychological. Activity, in their opinion, is a form of communication of a living organism with the environment, a specific feature of which is a conscious, active transformation of the world. Adaptation – the process of establishing optimal under individual and the environment in the implementation of the inherent activity. This process allows the individual to meet current needs and implement related meaningful goals while ensuring compliance with human mental activity and its behavioral requirements of the environment. Adaptation is in the process of socialization, employment and professional development [7].

I. Kryazheva realizing socialization as the inclusion of the individual in the system of social relations, mastering her socially produced means activities adaptation treats the inclusion of the individual in the social environment by finding social status [3].

V. Moskalenko defines adaptation as a function of the process of socialization. Adaptation – is mastering individual social norms, social values, meanings, symbols, perception of social stereotypes, standardization of language, gestures specific to individuals of a particular society, shaping social nature of personality [3].

P. Belkin defines adaptation as, firstly, the ongoing process of active adaptation of the individual to the conditions of the social environment, and secondly, the result of this process. The ratio of these components that determines the behavior depends on the goals and values of the individual, the opportunities

for their achievements in the social environment. An important aspect of adaptation is to adopt the social role of the individual, and this is due to the consideration of social adaptation as a major socio-psychological mechanisms of socialization [3].

Conclusions. The analysis of the main approaches to the study of adaptation showed that they all contributed to the study of adaptation. But in each approach, there is a kind of vision of its nature, functions, criteria for success. Adaptation as a process or condition (neobehaviorism) as adequate productive efficiency (interactionism) as the ratio of changes in the environment and personality (psychoanalysis). So, considering approaches to the study of the adaptation process, we can conclude that adaptation is a complex phenomenon, which is characterized by the unity of the three levels of adaptive behavior: physiological, psychological and social. Thus, adaptation is defined as a complex and multifaceted psychological process in the way of personality and adapt to the conditions of existence.

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