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 Research Article

## FEATURES OF SOCIO-PSYCHOLOGICAL ADAPTATION OF MEDICAL STUDENTS

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### ABSTRACT

In the complex interdisciplinary problem of human adaptation to living conditions and activities, the general psychological aspect is one of the most relevant.

### KEYWORDS

Adaptation, student, medicine, personality traits, society, psychological adaptation, identity, coping strategies.

### INTRODUCTION

Currently, the focus of research on psychological problems is the formation of a creative, professionally and socially responsible personality, ready both to set and solve various social and professional problems.

The relevance of the topic is determined both by the need to restructure the system of training specialists in modern conditions, and by the practical tasks of achieving a qualitatively new level of professional training of university

graduates. This need is associated with the socio-economic changes taking place in our society, with increasing demands on specialists, on their activity and responsibility in relation to their own professional and personal development. In modern psychological research, the concept of adaptation is described as the result of the existence and adequate functioning of a subject in the world around him. At the same time, the

subjective, inner world of a person determines the possibility of adaptation to the external.

Adaptation is formed in the contact between internal and external, personal and social. On the same line of personal and social in psychology there is the concept of “identity” as a feeling of self-identity, one’s own truth, completeness, and belonging to the world and other people. The degree of socio-psychological adaptation of a person and his identity are closely interrelated.

The socio-psychological adaptation of students is determined not only by the external conditions of learning, but also by the characteristics of their identity. The identity features of a medical student determine the development of psychological characteristics that are most significant for regulating the adaptation process. Significant individual-personal qualities of the subject of adaptation include his preferred strategies for coping with difficulties, coping, resilience as a person’s perception of a life event as a challenge and test for himself personally, tolerance for uncertainty. These personality properties can be attributed to its resources, which are associated with both the success of activities and the psychological well-being of a medical student.

The process of adaptation of students to the university is carried out simultaneously in several directions: adaptation to the new didactic system, adaptation to the student community, adaptation to future professional activities. Students have a tendency to carry out the adaptation process, focusing either on the external or internal component of this process, which is determined

by personal characteristics. During the adaptation process, the student goes through several stages that have a specific purpose and are significant for further professional development. The nature of the interrelated features of adaptation with the student’s personal characteristics and his activities at each adaptation stage is different.

The effectiveness of passing a certain stage and the effectiveness of the adaptation process are determined by the unity of criteria: emotional comfort, entry into the student community, attitude to study and future professional activity, the formation of socially and professionally significant qualities. In the process of adaptation, adaptation types are formed, the adaptive potential of which is different and changeable. The absence of special conditions aimed at supporting the student during the period of adaptation in the educational process of the university leads to the manifestation of maladaptive personality traits and the predominance of stagnation effects in the development of the student’s personality.

In a study by N.L. Ivanova notes that second-year students are at the stage of understanding the “attributed” identity, “when, on the basis of entering a new social and professional environment, student identity moves from an ascriptive characteristic into an internally accepted, conscious, emotionally charged characteristic.” Among 4th year students, the awareness of professional and educational affiliation is even more pronounced. This may be due to their experience of overcoming the crisis of

professional expectations described in the studies of E.F. Zeer, a normative crisis caused by the first experience of interaction with the professional environment and the subsequent internalization of professional characteristics.

Students of the second group are on average significantly more resistant to the insolubility of the problem compared to students of the first group. This may be due to the experience of encountering similar types of problems gained over the years of training. Entering practical medicine in the 3rd or 4th year allows medical students to feel that the doctor is not always able to radically solve the patient's problems and is constantly faced with the intractability of the social and biological plan. For correctional work aimed at optimizing the adaptation process of students, it is necessary to develop and implement individual consultation procedures in practice. The most informative data for choosing the style of individual consultation are the data of mental diagnostics of the intellectual and emotional spheres of the individual.

The style of consultation and the nature of the recommendations given are selected depending on the combination of the student's levels of intelligence and emotionality. For students with the highest level of intelligence, recommendations should be given in a generalized form, while for students with a lower intellectual level they should be more specific. For anxious subjects, the consultant's directive style of behavior is more optimal, while for emotionally stable individuals, a non-directive rather than a

directive style of searching for joint solutions is more effective.

## CONCLUSION

In conclusion, we can say that with the emergence of a stable professional and educational position in the identity structure of 4th year students, the degree of their socio-psychological adaptation increases. Social and psychological adaptation of medical students is associated with the characteristics of their identity. During this period, the professional and educational position becomes, as it were, the structural core of the emerging personality. Thanks to the formation of a professionally oriented identity in the process of studying at a medical university, students develop those qualities that are necessary for a future doctor. 4th year students, compared to 2nd year students, have a more developed acceptance of other people and an internal locus of control; they more often believe that the events that happen to them are the result of their activity, and place responsibility for their lives on themselves. 4th year students are more often capable of self-control and positive reappraisal of events, are more resistant to the intractability of a problem, are capable of taking risks and have greater resilience compared to second year students. That is, a change in identity is associated with the formation of an active and responsible life position of future doctors.

A student's socio-psychological adaptation is the process of joining a new team, accepting attitudes, norms and values. For first-year students who

come from a rural area to a big city for the first time, this type of adaptation is aggravated by the need to adapt to the city lifestyle, to living in a dormitory, and to build relationships with students not only from their group, but also with students living with them in the dormitory. The difficulties of socio-psychological adaptation of students are due to the novelty of the social environment, the loss of the usual team, family and friends, and the lack of a friendly and cohesive student group. The results of the influence of these problems and difficulties can be negative experiences such as confusion, a feeling of loneliness, a feeling of uselessness, abandonment, homesickness and mood.

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