

UDC 378.193

DOI:

Nataliia Kalashnik, Ph.D. (Pedagogy), Associate Professor of the Ukrainian Studies Department,
Vinnytsya Mykola Pyrohov National Medical University

Iryna Shastko, Ph.D. (Psychology), Associate Professor of the Social Sciences Department,
Ivano-Frankivsk National Technical University of Oil and Gas

Evelina Lenha, Ph.D. (Biochemistry), Assistant Professor of Department of Bioorganic and
Biological Chemistry and Clinical Biochemistry Bucovinian State Medical University

Nataliia Logutina, Ph.D. (Pedagogy), lecturer of the Department of Foreign Languages with Latin
Course and Medical Terminology National Pirogov Memorial Medical University

REALIZATION OF EDUCATIONAL POTENTIAL OF STUDENTS WITH INCLUSIVE AND SPECIAL FORMS OF EDUCATION TAKING INTO ACCOUNT PSYCHOPHYSICAL AND MENTAL ADAPTATION

The article emphasizes that for effective educational and training work among students need to take into account their cultural, religious and psychological characteristics, emphasizing the psychology of communication and ethics of behavior, socio-psychological aspects of personality formation.

It is noted that one of the important prerequisites for ensuring the effectiveness of the educational process is to take into account the peculiarities of students' adaptation to the socio-psychological environment in the conditions of HEI. After all, students must not only learn to effectively organize their educational activities at the university, but also go through a complex process of adaptation and adaptation in a new socio-psychological environment, acquire skills of professional communication, master the disciplines of the specialty.

The study found that the most complex and individualized is psychological adaptation. According to research, this aspect of social adaptation is one of the main ones. The authors came to the conclusion that "the creation of appropriate psychological and pedagogical conditions for the adaptation of students to educational activities helps to prevent negative phenomena in their psyche". Conversely, unfavorable conditions of students lead to a violation of their mental balance, inhibition of the active process in the central nervous system which is manifested by suppression of excitation or its complete cessation in response to stimuli and, as a result, partial or complete loss of motivation for further study.

Keywords: higher education; adaptation; professional adaptation; professional activity; professional training of a specialist; pedagogical assessment; socio-psychological environment.

Ref. 12.

Наталія Калашнік, кандидат педагогічних наук, доцент кафедри українознавства
Вінницького національного медичного університету імені М. І. Пирогова

Ірина Шастко, кандидат психологічних наук, доцент кафедри суспільних наук
Івано-Франківського національного технічного університету нафти та газу

Евеліна Ленга, кандидат біологічних наук, асистент кафедри
біоорганічної і біологічної хімії та клінічної біохімії
Буковинського державного медичного університету

Наталія Логутіна, кандидат педагогічних наук, викладач кафедри іноземних мов з курсом
латинської мови та медичної термінології
Вінницького національного медичного університету імені М.І.Пирогова

РЕАЛІЗАЦІЯ НАВЧАЛЬНО-ВИХОВНОГО ПОТЕНЦІАЛУ СТУДЕНТІВ З ІНКЛЮЗИВНОЮ ТА СПЕЦІАЛЬНОЮ ФОРМОЮ НАВЧАННЯ З УРАХУВАННЯМ ПСИХОФІЗИЧНОЇ ТА ПСИХІЧНОЇ АДАПТАЦІЇ

У статті акцентується увага на тому що, для проведення ефективної виховної і навчальної роботи серед студентів потрібно враховувати їх культурні, релігійні та психологічні особливості, акцентуючи увагу на психології спілкування та етиці поведінки, соціально-психологічні аспекти формування особистості.

Зазначено, що однією з важливих передумов забезпечення ефективності навчально-освітнього процесу є врахування особливостей адаптації студентів до соціально-психологічного середовища в умовах ЗВО. Адже студенти повинні не лише навчитися ефективно організовувати свій навчальний процес в університеті,

REALIZATION OF EDUCATIONAL POTENTIAL OF STUDENTS WITH INCLUSIVE AND SPECIAL FORMS OF EDUCATION TAKING INTO ACCOUNT PSYCHOPHYSICAL AND MENTAL ADAPTATION

але й пройти складний процес пристосування й адаптації в новому соціально-психологічному середовищі, набутти навиків професійного спілкування, засвоїти дисципліни за фахом.

Ключові слова: вища освіта; адаптація; професійна адаптація; професійна діяльність; професійна підготовка спеціаліста; педагогічне оцінювання; соціально-психологічне середовище.

Introduction. The current stage of development of society requires the system of higher education to train highly qualified specialists with deep knowledge of methods of search, processing, systematization and practical application of information, knowledge of a foreign language. The main function of modern education is the socialization of the individual as ensuring the entry of the individual into society, the transformation of social experience in joint activities and communication, resulting in the formation of its social status. One of the problems of the second half of the XIX century in higher education became especially important psychological and psychophysiological aspects of student fatigue during the educational process. The greatest harm that can affect a student is constant stress, nervous tension, which can lead to a variety of neuropsychiatric disorders. The causes of nervous diseases include excessive mental load, inability to cope with the training material. However, underloading is just as bad as overloading: both excess and lack of information can be a source of neurosis. Thus, one of the most important tasks of high school is to maintain and strengthen mental health.

A. Makarenko, S. Myropolsky, P. Yurkevych, L. Vynnychuk, N. Kotsur, T. Honcharenko and others dealt with the issues of discipline in education as the basis for maintaining mental health.

Higher education with its highly professional staff is a functioning system of education with constant improvement of organizational, informational, educational and methodological support. In working with students with an inclusive and special form of education, practical psychologists and social educators who provide direct assistance and support in the implementation of educational potential are a central link in the training of future professionals. Of great importance for successful social pedagogical activity and work of teacher and student is individualization of learning, analysis of social practice and social sphere, use of different methods, development of scientific programs, publication of scientific reports, books and articles on social work belongs to the teacher.

Of great importance for successful social pedagogical activity and work of teacher and student is individualization of learning, analysis of social practice and social sphere, use of different methods, development of scientific programs, publication of scientific reports, books and articles on social work belongs to the teacher. The nature of the teacher-

student relationship is paramount in the development of mental health.

Thus, the friendliness of the teacher, timely words of encouragement and praise, fair, though strict assessment, a favorable attitude to the student form what is called the psychological climate in the group, creating a positive emotional one that promotes better learning. Positive emotions stimulate the heart, resulting in increased blood flow to the brain, which improves the nutrition of brain tissue. Friendly attitude of the teacher is a condition of effective educational influence in the educational process. Education for students is a guideline in self-organization and self-control over the quality of mastering professional activities. The transition to a new social environment is accompanied by the tension of adaptation mechanisms, and in some cases there is an overload. The complexity of the organization of educational work is a kind of design of the individual, taking into account the psychophysical and mental professional adaptation in the educational process with the coordination of requirements. The result of the adaptation period is a change in the usual formation of new stereotypes and the inclusion of the individual in the new environment [8, 10]. The complexity of the teacher's work is that he must provide a kind of personality design, to form high professional qualities of the specialist together with universal traits: conscience, honor, pride in their own success, humanity, kindness, taking into account their cultural, religious and psychological characteristics, emphasizing the psychology of communication and ethics of behavior, socio-psychological aspects of personality formation. The teacher's activity with students should be aimed at: formation of culture and professional qualities of a modern specialist; acquisition by the group of students of modern experience of inheriting the spiritual heritage of the Ukrainian people; involvement of students in scientific work, conducting national-cultural, educational and organizational-pedagogical work among young people; formation of historical memory, national consciousness, dignity and clear civic position of the student; assistance to students in mastering a new intellectual vision of the world and their place in it, the development of individual abilities, their full implementation in various activities; constant cooperation, co-creation with student assets and student self-government bodies, youth creative associations, movements, as well as organization of life of academic groups, development of initiative,

creativity, independence, acquisition of organizational knowledge, skills and abilities; active involvement of students in the management of the educational process by transferring real rights and powers in solving various problems of life, creating a healthy moral and psychological climate in the academic group; conducting educational work with students living in dormitories, promoting the organization of their healthy lifestyle, solving housing problems; constant psychological and pedagogical diagnostics of the level of intellectual development and moral education of students; attending classroom or individual group classes; making proposals to improve the work of the department; involvement of students' parents in the educational process; encouraging student youth to actively counteract the manifestations of immorality, spirituality. It is known that the unformed life priorities of young people at the level of consciousness and behavior makes this category of population vulnerable to various influences from society, social environment due to insufficiency and incompleteness of the process of formation and strengthening of consciousness, due to the complexity of personality development. But it is worth remembering that the upbringing of young people depends not only on the teacher, but largely under the influence of circumstances and factors such as the state, society, family, media, religion and others [7, 61].

Adaptation from a general biological point of view is the ability of a living organism to adapt to changing environmental conditions, developed during evolutionary development [5], it is of great importance for humans because it allows not only to withstand significant environmental changes, but also to rebuild their physiological functions and behavioral actions in accordance with these changes.

As noted by some authors, [3] socially conditioned elements of the environment (hard work, its irrational regime, working area conditions, housing, food, material security, level of education and culture, socio-legal status), as well as natural factors affect on the driving forces of health, can increase or decrease its level. As a rule, the transition to a new social environment is accompanied by the tension of adaptation mechanisms, and in some cases there is an overload and breaking [8]. According to domestic experience, "the period of full socio-cultural adaptation in Ukraine from the beginning of training lasts 1–1,5 years". The current lever for educating ethical norms in future professionals belongs to curators who conduct individual and group discussions and recommendations on success, personal affairs, life problems, health and health care, youth, life and leisure. The success of such conversations happens

when there is cooperation and mutual understanding between the curator and the students. The teacher's ability to work interestingly with students increases his authority in the team.

To manage the process of student development in educational activities, the teacher must know the driving forces of this process. Although these issues are the subject of psychology, but it is their psychological essence is taken into account by didactics in the organization of educational work [6].

Analysis of scientific sources and publications.

One of the main principles of organizing the education of students in higher education is the formation of positive motivation in the study of basic theoretical disciplines. Here the direction of students on practical application of the acquired theoretical knowledge in the future acquires special value. General pedagogical aspects of training future specialists were studied by V. Andrushchenko, G. Vasyanovych, R. Gurevich, I. Zyazyun, M. Kademiya, A. Kolomiets, V. Kremen, O. Matyash, V. Shtyfurak, V. Shakhov and others; ways of creative professional development of the future specialist's personality – O. Akimova, N. Kichuk, O. Kobernyk, O. Kutsevol, S. Sysoeva, G. Tarasenko; V. Mulyar considered the self-realization of the individual as a social problem; M. Sadova psychological components of the potential of self-realization of the individual; G. Milchevska psychological and pedagogical approaches to the study of the problem of personal self-realization of an older adolescent; N. Pilipenko psychological features of self-realization of the personality in the conditions of professional crisis, etc.

Socio-hygienic and treatment-and-prophylactic value of motor activity of man was studied by M. Amosov, J. Benedt, experimental and applied researches of efficiency of methods of a improving direction were carried out by L. Ivashchenko, S. Dushanin, scientific positions on the system approach in development and self-development of the person I. Bekh, M. Boryshovsky, O. Skrypchenko, the specifics of the formation of physical culture in them as one of the means of self – realization and self – improvement T. Apanasenko, N. Androschuk, O. Kushch, the formation of a healthy lifestyle V. Bashkov, Y. Korop, V. Makhov, I. Muravov.

The purpose of training in HEI is to prepare for those activities that should be used after graduation. Thus, this approach makes it possible to approach the purpose of education, including professional training, from the real life tasks, for which the specialist is trained (N. Talizina, N. Pechenyuk, L. Khokhlovsky). As N. Talizina notes, "the quality of professional training of specialists of any profile depends on the degree of validity of the three main nodes: the purpose

of training (why teach), the content of training (why teach) and the principles of organization of the educational process (how to teach). "For students, training is a guideline in self-organization and self-control over the quality of professional mastery. An effective stimulus for student activity is pedagogical assessment, because success in learning is the only source of inner strength that generates energy to overcome difficulties, the desire to learn".

Psychologist B. Ananiev identified two functions of teacher evaluation:

- orienting, which affects the mental work, promotes awareness of the process of this work and understanding of their own knowledge;
- stimulating, which affects the volitional sphere through the experience of success or failure [6].

The influence of assessment on educational activity is discussed in many studies by V. Sukhomlynsky, Sh. Amonashvili and others. Psychologists and educators are unanimous in the fact that the assessment-score is only one of the means of motivation, it should not displace the more important and long-term incentives for active and conscientious learning. Taking care of the ethical impact of the assessment, the teacher seeks to understand its fairness, otherwise the best intentions may lead to the opposite result. Thus, it is important to analyze and evaluate not only the results but also the procedural side of the educational work (in what way it was performed). In the assessment thus, the rationality of activity, the level of cognitive independence should be taken into account.

To ensure the effectiveness of the educational process, an important prerequisite is to take into account the peculiarities of students' adaptation to the socio-psychological environment in the university. It is clear that the teacher must take into account the problems of initial adaptation when working with students.

The organization of cooperation between teacher and student will be considered optimal when educational efforts reach pedagogical resonance, in educational influences will correspond to the tasks and content of self-education. In order to create such requirements, it is necessary to know what educational ideals teachers are guided by, what human values they are guided by. However, support should not turn into indulgence. It is important that all rules and requirements are clearly communicated to each student in an accessible clear form and are the same for the whole university; otherwise, students may perceive indulgence as the norm, and demanding teachers will be considered biased [4].

At the next stage of adaptation, students already have certain skills in organizing their studies and life,

have the skills of effective communication in the university environment, as well as social norms and beliefs. It would be useful to use foreign experience, because, for example, in US and German universities, any student or researcher receives a special set of directories that contain the necessary information on all aspects of education, internship and life, medical services, personal safety and features interpersonal relationships in American society [1].

Research scientific material. The study of the history of Ukraine and several elective courses for example, such as "Modern problems of intelligence and intelligence in society", the study of psychology and pedagogy in the sections "students as a social group", "psychology" are aimed at implementing the direction of socio-psychological adaptation in the university communication and ethics of behavior, "The influence of the Internet: socio-psychological aspects of the formation of the information society", etc. However, the main factor of influence is undoubtedly informal communication with people in informal circumstances, as well as information that constantly comes from the media (television, press, radio, etc.). Thus, it can be argued that a well-organized educational work, taking into account the psychophysical and mental professional adaptation can significantly contribute to the elimination of certain propaganda in the education system.

The most complex and individualized is psychological adaptation. According to research, this aspect of social adaptation is one of the main ones. Due to the lack of space, in a concise thesis, we note that "the creation of appropriate psychological and pedagogical conditions for the adaptation of the student to educational activities helps to prevent negative phenomena in their psyche" [11].

Numerous scientific studies convincingly demonstrate the fact that human health, and accordingly a number of its criteria, should be considered as a dynamic system that is constantly changing due to constant changes in the environment due to changes in the functioning of individual organs and systems and the corresponding stress of the body's regulatory mechanisms [2, 10]. Moreover, in the process of maintaining adequate relations in the system "man-environment", during which can change the internal state of man and the parameters of the environment, the crucial role is played by such types of adaptation as mental, psychophysiological and socio-psychological adaptation [7].

Socio-economic adaptation is related on the one hand to the level of material security, and on the other hand – the possibility (or, conversely, its absence) in the realization of potential capabilities.

Professional adaptation is a purposeful systemic

reaction of the organism, which determines the active adaptation of a person to the content and working conditions. The success of professional adaptation is considered to be one of the main criteria for the correct choice of the acquired profession and the level of professional suitability and an indicator of the degree of professional training, professional orientation in general [9].

Results of the scientific research. Modeling of a new educational space in terms of psychophysical and mental professional adaptation was carried out taking into account the following principles of work with information and communication technologies: the student is defined as an active subject of study; the student is focused on self-education and self-development; reliance on subjective experience, taking into account its individual mental and psychophysical features in the development, organization and implementation of learning technologies; taking into account the psychological features of the functioning of the system “student – technical means of learning – learning environment”. The results of complex scientific research allow to identify the leading features of psychophysiological and mental professional adaptation of students that need to be taken into account at the undergraduate stage of higher education. The data of studying the peculiarities of dynamic changes on the part of leading psychophysiological functions and personality traits of girls and boys testify to the presence of significant prognostic differences between the characteristics of the functional state of students, which requires search, justification and introduction to the educational process, adaptive resources of the student’s body.

The organization of a new educational space taking into account psychophysical and mental professional adaptation allowed us to:

- to form not only cognitive, but also professional motives, interests;
 - to bring up systematic thinking in the specialty, including a holistic understanding not only of nature and society, but also of oneself, one’s place in the world;
 - to give a holistic view of professional activity;
 - to teach collective mental work;
 - to form social skills and communication skills.
- Individual and joint perception of the decision;
- to bring up the responsible attitude to business, attitudes of professional collective, a society as a whole;
 - master the methods of modeling, including social design.

However, the implementation of positive social adaptation of students requires a coordinated effort of all levels of government, higher education and health care.

Conclusions. The social orientation of the educational process is provided by the socially-oriented communicative interaction of the teacher with the students. For such interaction to be effective, the teacher needs to be a reference person. This means that students not only receive certain information from him, but also learn its assessment from a public standpoint. If the teacher is an undecided citizen, a civic-passive, it will negatively affect the development of students’ civic worldview. The teacher has no moral right to teach students those qualities of a citizen which he does not possess.

The general purpose of the educational process is to form the priority of universal values, human development as a person and the highest value of society, development of its talents and abilities, education of high moral qualities, formation of a citizen ready for conscious social choice (from the Law of Ukraine “On Education”) [1].

Further study of the educational potential of students with inclusive and special forms of education requires consideration of the following issues:

- Social health of students with inclusive and special form of education as a strategic problem;
- Health factors of students with inclusive and special forms of education;
- Occupational stress. Emotional burnout syndrome;
- Professional longevity;
- Psychological methods of restoring and maintaining occupational health;
- Self-healing psychotechnologies.

The above scientific problems should be covered in the development of courses and guidelines for the educational potential of students with inclusive and special forms of education, such as “Occupational health for future professionals with inclusive and special forms of education”, “Fundamentals of professional self-rehabilitation”, “Psychological methods of restoring and maintaining the professional health of students with inclusive and special forms of education”, which is a prospect for further research in this sphere of scientific investigations.

ЛІТЕРАТУРА

1. Alba Richard D., Handl Johann, Müller Walter (1994). Ethnic uniqueness in the German education system. In: *Kölner Zeitschrift für Soziologie und Sozialpsychologie*. pp. 209–237.
2. Бердник О.А. Чувствительность организма к факторам окружающей среды. *Довкілля та здоров’я*. 2000. №1. С.38–41.
3. Blight J.G. Trends in medical education. *Eur.J.Dent*. 1998. V. 2, No. 1. pp. 2–7.
4. Craig Storti *Culture Matters: The Peace Corps*

Cross-Cultural Work Book. Washington: Peace Corps, 1999. pp. 102–107.

5. Вільна енциклопедія. Вікіпедія. URL: <https://uk.wikipedia.org/wiki/Адаптація>

6. Калашнік Н.В., Голярдик Н.А. Організація навчально-виховної роботи студентів з урахуванням психофізичної та психічної професійної адаптації. Іноземні мови у вищій освіті: лінгвістичні, психолого-педагогічні та методичні перспективи. *Матеріали V Всеукраїнської науково-практичної інтернет-конференції. Національний юридичний університет імені Ярослава Мудрого*. Харків: НЮУ ім. Ярослава Мудрого, 2021. 320 с.

7. Калашнік Н. В. Особливості освітньо-виховної роботи з іноземними студентами у вищих медичних навчальних закладах України. Вип. 1(83), 2016, Вісник Житомирського державного університету імені Івана Франка: педагогічні науки. URL: <http://eprints.zu.edu.ua/21937/1/12.pdf>

8. Калашнік Н. В., Логутина Н.В., Барус М.М. Науковий гурток як вид креативної діяльності в духовно інтелектуальному вихованні та навчанні студентської молоді. *Вісник Житомирського державного університету імені Івана Франка. Педагогічні науки*. Вип. 3 (102), 2020. с. 45–55.

9. Коробчанський В.О. Гігієнічна характеристика системогенез професійної діяльності та адаптації підлітків які освоюють різні професії в ПТУ: автор. дис... д-ра мед. наук. Харківського державного медичного університету. Київ, 1998. 35 с.

10. Коцур Н. Роль школи в охороні психічного здоров'я учнів. *Початкова школа*. 1997. №3. С.60–62.

11. Навакатикян А.О., Крыжановская В.В., Кальниш В.В. Физиология и гигиена умственного труда. Киев, 1987. 152с.

12. Физиология. Підручник. Під ред. В.Г.Шевчук, В.М.Мороз та ін. Вінниця, 2012. 448 с.

REFERENCES

1. Alba, Richard D., Handl, Johann, Müller, Walter (1994). Ethnic uniqueness in the German education system. In: *Kölner Zeitschrift für Soziologie und Sozialpsychologie* [In: Kolner journal for sociology and social psychology]. pp. 209–237. [in German].

2. Berdnik, O.A. (2000). Chuvstvitelnost organizma k faktorom okruzhayushchey sredy [Sensitivity of the organism to environmental factors]. *Environment and health*. No.1. pp.38–41. [in Russian].

3. Blight, J.G. (1998). Trends in medical education. *Eur.J.Dent*. Vol. 2, No. 1. pp. 2–7. [in English].

4. Craig Storti Culture Matters: The Peace Corps Cross-Cultural Work Book. Washington: Peace Corps, 1999. pp. 102–107. [in English].

5. Vilna entsyklopediia. Vikipediia [Wikipedia]. Available at: <https://uk.wikipedia.org/wiki/> [in Ukrainian].

6. Kalashnik, N.V. & Goliardyk, N.A. (2021). Orhanizatsiia navchalno-vykhovnoi roboty studentiv z urakhuvanniam psykhofizychnoi ta psykhichnoi profesiinoi adaptatsii [Organization of students' educational work taking into account psychophysical and mental professional adaptation]. *Inozemni movy u vyshchii osviti: lnhvistychni, psykhohohopedahohichni ta metodychni perspektyvy. Materialy V Vseukrainskoi naukovopraktychnoi internet-konferentsii* – Foreign languages in higher education: linguistic, psychological and pedagogical perspectives. Proceedings of the All-Ukrainian Scientific-Practical Conference. National Law University named after Yaroslav Mydryu. Kharkiv Yaroslav Mydryu National University. 320 p. [in Ukrainian].

7. Kalashnik, N. V. (2016). Osoblyvosti osvithno-vykhovnoi roboty z inozemnyimi studentami u vyshchikh medychnykh navchalnykh zakladakh Ukrainy [The Peculiarities of Educational Work with International Students at Higher Medical Educational Institutions of Ukraine]. *Zhytomyr Ivan Franko State university journal. Pedagogical sciences*, issue 1(83). Available at: <http://eprints.zu.edu.ua/21937/1/12.pdf> [in Ukrainian].

8. Kalashnik, N., Logutina, N. & Barus, M. (2020). Naukovyi hurtok yak vyd kreatyvnoi diialnosti v dukhovno intelektualnomu vykhovanni ta navchanni studentskoi molodi [Scientific selective as a type of creative activity in spiritual and intellectual education and training of students]. *Zhytomyr Ivan Franko State University Journal. Pedagogical Sciences*. Vol. 3(102). pp.45–55. [in Ukrainian].

9. Korobchansky, V.O. (1998). Hihienichna kharakterystyka systemohenez profesiinoi diialnosti ta adaptatsii pidlitkiv yaki osvouiuit rizni profesii v PTU [Hygienic characteristics of the systemogenesis of professional activity and adaptation of adolescents. Who master various professions in vocational schools]. Doctor's thesis. Kyiv, 35 p. [in Ukrainian].

10. Kotsur, N. (1997). Rol shkoly v okhoroni psykhichnoho zdorovia uchniv [The role of school in the protection of mental health of students]. *Primary school*. No. 3. pp. 60–62. [in Ukrainian].

11. Navakatikyan, A.O., Kryzhanovskaya, V.V. & Kalnish, V.V. (1987). Fiziologiya i gigiena umstvennogo truda [Physiology and hygiene of mental work]. Kyiv, 152 p. [in Russian].

12. Fiziolohiia (2012). [Physiology]. *Textbook*. (Ed.). V.G. Shevchuk & V. M. Moroz (and others). Vinnytsia, 448 p. [in Ukrainian].

Стаття надійшла до редакції 17.08.2021