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**EXTERNAL AND INTERNAL FACTORS, AFFECTING TO QUALITY OF
TRAINING OF FIRST-YEAR STUDENTS HIGHER EDUCATIONAL
INSTITUTION**

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Introduction In Ukraine, students make up a large part of society, therefore the system of higher education is rapidly improving, modernizing and optimizing, creating new specialties, changing the relevance of certain professions, improving old and developing new methods and approaches to learning. During period of studying, the potential capabilities of a person are revealed, his intelligence is improved, the system of value orientations is transformed, new social guidelines are formed, professional abilities are developed due to the mastery of a specific profession [1].

One of the most important prerequisites for a successful active learning activity, as well as a necessary condition for its effectiveness, is the timely adaptation of students to higher education. This applies, first of all, to first-year students who, entering university, encounter a number of problems associated with insufficient psychological readiness for new learning conditions, changing social environment, the structure of relationships with classmates and teachers, as well as the difficulties encountered in socio- everyday attitude. For many students, there are also manifestations of anxiety about doubts about the correctness of the chosen profession. To overcome all these numerical problems, only efforts and general training are not enough - a readiness for significant qualitative changes is required from the student. Failure to adapt to new demands can lead to serious disappointments, alienation, passivity, and even unwillingness to study and generally acquire higher education.

One of the primary tasks of studying at the first year of the university is the formation of a student's attitude to the process of educational activity, a positive attitude to the future profession. From the successful adaptation of the first-year student, namely the ability to meet the requirements and norms of the learning environment, the ability to develop, to realize their needs and abilities, the further course of their professional life depends to a large extent. The process of adapting students to higher education is multifaceted and includes social, psychological, didactic and other components [1-3].

The analysis of scientific and methodological literature on adaptation problems suggests that researchers distinguish four forms of adaptation of first-year student

students to the conditions of studying at universities:

1) formal adaptation, concerning the cognitive and informational adaptation of students to the new environment, the structure of higher education, the content of studying in it, its requirements, to its responsibilities;

2) social adaptation, that is, the process of internal integration (association) of groups of first-year student students and the integration of these groups with the student environment in general;

3) adaptation of the didactic, concerning the preparation of students for new forms and methods of academic work in high school;

4) professional adaptation: the decision of doubts about the correct choice of higher educational institutions, specialty; the ability to see the direction of the learning process [4,5].

The problems associated with the adaptation of students at the initial stage of study need to be thoroughly and persistently studied and analyzed, taking into account the peculiarities of the specialty acquired by the student, the characteristics of the contingent being trained (foreign or domestic students), the traditions of the higher educational institution, p. In order to facilitate the process of adaptation processes, it is necessary to identify the difficulties faced by students and find the most effective forms of work of all structures of a higher educational institution.

The purpose of the study - to analyze the problem of adaptation to study at a higher medical school of first-year student of the medical faculty. To this end, it is necessary to identify the main problems that arise when adapting to the study of first-year student; find out external and internal factors that influence the speed of the adaptation process; to determine the main directions of activity of a higher educational establishment in order to facilitate the process of adaptation of first-year student.

Research methods. In the study, 64 girls and 31 boys aged from 17 to 22, who volunteered to complete the first course of the medical faculty of the university volunteered through questionnaires. The questions of the questionnaire were formulated directly by the author according to the given scientific and

methodological literature on the problems of adapting students to higher education institutions [1-5].

Research results. Discussion of results. According to the results of the survey, it was determined that the majority of first-year student, which is 88,3% of all participants in the study, are satisfied with studying at their chosen higher educational institution. 75,2% of the students noted that they were willing to visit the university, and 57% of all respondents - that their lifestyle changed for the better when they became students. Expectations from studying at a higher educational institution coincided with the reality of 75,3% of students. 16,9% of respondents determined that reality was better than what they were expecting. In general, the results of the survey showed that most students correctly and adequately chose a higher education institution.

Subsequently, the first-year students answered questions related to the adaptation process and identified the difficulties that students experienced during the first year of study at a higher educational institution.

According to the data, in most students the process of adaptation at the end of the school year was completed. However, if we sum up the percentage of students for whom adaptation was difficult and long, with those percent of first-year student who have not yet been adapted, and partially those who failed to answer the question, then one can admit that such a problem as adapting students to new ones the conditions of existence are present and must be carefully studied in order to effectively overcome.

The next block of questions concerned the definition of socio-psychological, educational and professional difficulties faced by students in the first year. Socio-psychological problems include the following: the change in the social environment, the peculiarities of communication with its representatives (fellow students, teachers, etc.), solving household issues, choosing rational work and leisure conditions, etc. Problems of educational character are the lack of skills of independent work, inability to annotate, lack of pre-university training, the growth of the volume and complexity of educational material, etc. Professional difficulties are caused by fuzzy professional motivation, lack of understanding of the importance and expediency of studying

some disciplines for the formation of professional knowledge of a specialist, doubts about the right choice of future profession [6]. Students were asked from the list of difficulties that may arise when adapting to higher education, choose the ones they encountered.

The results of the survey showed that the main difficulties of the first-year students are due to socio-psychological adaptation. For girls it was difficult to adapt to the new environment, and also a significant problem for them was the lack of a regular circle of environment (friends, relatives, teachers). It was more difficult for boys than for girls to plan their free and working hours, and also adapt to domestic problems (living in a hostel, self-catering, etc.). All students noted that one of the biggest problems that appeared at the beginning of their studies was the lack of free time.

The main educational problem was that most of the boys identified an inability to work independently (68,9%). For girls, the main educational difficulty was the overload of educational work (62,5%), although the percentage of those who recognised the lack of skills in self-employment was also quite high (56,3%). Both boys and girls noted that it was difficult for them to get used to new forms of education.

After analysing the data of student surveys, it can be concluded that the most complex form at the beginning of training for them was a seminar (45,5% of all respondents). At the end of the academic year, almost 24,7% of first-year student responded in the same way. 33,8% of students complained about the practical work, and after 26,0% of girls and boys they remained difficult to study. 11,7% (all of them boys) recognised the most difficult form of teaching, and 3,9% of students did not adapt to this form of education. Almost 9,0% of the students interviewed easily and quickly with all forms of education, and at the end of the year this percentage was 45,4% of the first-year student. Students attributed gaps in their school knowledge to educational difficulties. It should be noted that 54,5% of the first-year students surveyed completed regular secondary education, 18,2% studied in the classes with in-depth study of the subjects of the natural-scientific cycle, and other students

studied in schools with a different orientation, more often than not, with in-depth study of foreign languages. All the difficulties encountered by students at the beginning of study led to the fact that 62,3% of the polled boys and girls named their results in the winter session as the main reason for dissatisfaction with student life.

To analyse the probable professional difficulties of students, they were asked to answer questions about the motives of admission exactly at this university. Interest in the future profession was a leading motive in 84,4% of the respondents. 45,5% of students believed that they had the best abilities in this area. Family traditions became a weighty motive for 22,0% of first-year student, most of whom are girls. The fact that only 5,2% of the interviewed students received advice from teachers and specialists in vocational guidance attracted attention. According to the survey, internal and external positive motivation for studying in first-year student is quite pronounced. 64,9% of students understand the importance and expediency of studying university subjects, students are content with the set and content of academic disciplines. All this suggests that the problem of professional adaptation among the interviewed students was not expressed, and perhaps this issue should be addressed on the following courses of study.

The next block of questions concerned the acceleration of adaptation processes to new learning conditions. According to the results of the questionnaire, the speed of adaptation processes depends on a number of factors, namely: human qualities (58,6% of boys and 56,3% of girls), favourable microclimate in the group (41,4% of boys and 68,8% of girls) , the assistance of teachers (31,0% of boys and 37,5% of girls), family support (24,2% of boys and 39,6% of girls), organisation of joint activities (24,2% of boys and 22,9% of girls)) Interestingly, 41,4% of the polled guys believe that only the internal factors of adaptation, namely the composition of nature, the style of behaviour, are the most important in the process of adapting to the new conditions of life. Just think about 12,2% of girls. All other respondents - both boys and girls - are counting on outside help (groupmates, fellow students, senior students, friends, relatives, teachers).

It is very important for every person to be able to ask for help when there are

any difficulties in either studying or in a life situation. However, according to our survey (it was possible to select several positions from the provided options), 59,7% of students believe that they should try to solve their own problems independently (with half of them alone), 23,4% are ready to share their problems with the elderly, 29,9% - to contact relatives, 23,4% - to ask for help from teachers, and only 6,5% of first-year student - to contact a psychologist.

The results of the survey show that students received basic assistance in adapting to the new conditions of life in their environment (fellow students and friends), which is understandable given the age of the respondents. However, the actual problem is to increase the share of influence on the process of adaptation of first-year students of curators and teachers who are professionals on this issue.

Conclusions. The problem of timely adaptation of first-year student students to the new conditions of life and educational activity is one of the most important issues of higher education.

The main problems of adaptation of students during the first year of study are related to socio-psychological and educational difficulties, among which the most important are the lack of free time, inability to organize themselves, overloaded with educational tasks, lack of skills for independent work.

At the end of the first year, most students, according to their thoughts, had completed the process of adaptation, but in most of them it was long and complex, in some it was not formed, the participation of teachers and curators in it was rather small.

The directions of the activity of a higher educational institution that would facilitate the adaptation of first-year student students could be optimization of educational load, consultations of psychologists and curators on the rational planning of work and free time, the development by teachers of the disciplines of a clear plan of independent work and recommendations on its correct organization.

Prospects for further research, in our opinion, are to clarify the needs of students in the participation of professionals (psychologists, teachers and curators) to increase the efficiency of adaptation processes.

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