

Отримано: 04 серпня 2019 р.

Прорецензовано: 09 серпня 2019 р.

Прийнято до друку: 10 серпня 2019 р.

e-mail: mariakozyar77@gmail.com

DOI: 10.25264/2415-7384-2019-9-26-30

Maria Kozyar. Professional adaptation as one of the conditions for successful acquisition of a future profession by medical college students. *Наукові записки Національного університету «Острозька академія». Серія «Психологія»* : науковий журнал. Острого : Вид-во НаУОА, серпень 2019. № 9. С. 26–30.

УДК 37:159.944:316

Maria Kozyar,

*Postgraduate student of the National University of Ostroh Academy
practical psychologist at the Dubno Medical College*

PROFESSIONAL ADAPTATION AS ONE OF THE CONDITIONS FOR SUCCESSFUL ACQUISITION OF A FUTURE PROFESSION BY MEDICAL COLLEGE STUDENTS

The article deals with the problem of socio-psychological and professional adaptation in the conditions of professional formation. The correlation between the concepts of “adaptation” and “adaptability” of a personality has been clarified. The results of the empirical study of medical students are described.

Key words: adaptation, socio-psychological adaptation, adaptability, professional adaptation, professional self-concept.

Козяр Марія Василівна,

*аспірантка Національного університету «Острозька академія»
практичний психолог ВКНЗ «Дубенський медичний коледж» РОР*

ПРОФЕСІЙНА АДАПТАЦІЯ ЯК ОДНА З УМОВ УСПІШНОГО ОПАНУВАННЯ МАЙБУТНІМ ФАХОМ СТУДЕНТАМИ МЕДИЧНОГО КОЛЕДЖУ

У статті розглядається проблема соціально-психологічної та професійної адаптації в умовах фахового становлення. З'ясовано співвідношення між поняттями «адаптація» та «адаптивність» особистості. Представлено та описано результати емпіричного дослідження студентів – майбутніх медичних працівників.

Ключові слова: адаптація, соціально-психологічна адаптація, адаптивність, професійна адаптація, професійна Я-концепція.

Formulation of the problem. One of the most important spheres of public life that needs constant improvement and renewal is the health sector. Non-compliance with international standards, outdated infrastructure, low wages, poor quality of service are all signs of a crisis in the medical field. Medical reform in Ukraine is aimed at overcoming these challenges. In connection with its implementation, the question arises as to the proper formation of the relevant competences of the professionals in the health care system and their continuous improvement.

Socio-economic transformations place increased demands on the individual who needs to take into account new social demands and change while maintaining his or her own attitudes and beliefs. In other words, to maintain relative balance and equilibrium.

Therefore, an urgent problem is the formation of professional adaptation of future medical professionals, starting with entry into the educational institution.

An analysis of recent researches and publications. Domestic and foreign scientists approach study of socio-psychological problems and professional adaptation from different perspectives (F. Berezin, G. Ball, V. Bodrov, J. Virna, V. Dolgov, S. Druzhirov, N. Ershov, A. Galian, E. Karpenko, O. Kuznetsov, A. Maklakov, A. Nalchadjian, A. Rean, O. Sannikov, I. Tarasyuk, A. Furman, etc.). I. Revasevich points out that domestic scientists advocate a predominantly activity-based approach to understanding adaptation, considering it in the context of communication and interpersonal interaction; whereby a person exhibits various forms of activity [5]. In foreign psychology, adaptation is studied from the standpoint of various scientific fields – psychoanalytic, humanistic psychology, behaviorism, cognitive, socio-psychological) etc.

The aim is theoretical analysis and empirical study of the level of socio-psychological adaptation of students – future medical professionals.

Methodology. An empirical study of adaptation at one of the stages of the future professional development was conducted among the students of the Dubno Medical College, in the Rivne Region. The sample consisted of 68 people (14 men, 54 women). The participants of the study were students of the second year. The following method was used for the study: observation, “Methodology for the Diagnosis of Socio-Psychological Adaptation” by C. Rodgers and R. Diamond.

The theoretical basis of the problem. The concept of “adaptation” had a difficult path of development. The difficulties of which are related to the objective complexity of the phenomenon of adaptation itself. This also

applies to scientific views on the concept of “professional adaptation” and the study of its features in the process of professional formation.

First of all, let us say that the generic concept of adaptation is viewed in different contexts: as a state in which the needs of the individual, and the needs of the environment are fully satisfied. It is a state of harmony between the individual and the social environment. Adaptation is also understood as the process by which this harmonious state is achieved [3].

The question of the correlation between different psychological mechanisms (cognitive, regulatory, motivational, prognostic) of adaptation [7] remains quite debatable.

In the scientific literature, in the theoretical and empirical terms; they investigate different types of adaptation: physiological, mental, socio-psychological, professional and a number of others. Of interest to us is socio-psychological and professional adaptation as inseparable aspects of successful professional formation of future physicians.

Adaptation is considered mainly in the context of two types of behavioral responses. On the one hand, simple adoption of social norms as a conformal adaptation (attending an educational institution, mastering subjects, establishing friendly relations with peers, etc.) [3]. On the other hand, adaptation means flexibility and efficiency in the face of new potentially dangerous conditions, as well as the ability to direct events in the desired direction. In this sense, adaptation means that a person is able to successfully achieve his or her goals under the right conditions (including in a vocational institution). Adaptive behavior is characterized by successful decision-making, manifestation of initiative and a clear vision of the future [3]. In such understanding of socio-psychological adaptation is the idea of activity of a person, creative, purposeful and transforming character of its social activity [4]. Personality, which mainly performs this form of adaptation, does not run away from problematic situations, but uses them to fulfill their needs, goals, and basic aspirations [4]. Such personalities are largely planning and pursuing their future and are not inclined to passively seek help from others.

In other words, adaptation can be seen as an adaptation to a specific situation, as well as overcoming it, going beyond that situation.

They distinguish between adaptation as a process and adaptability as a result of this process. For example, from the point of view of psychoanalysis, both the personality and the environment are actively changing in the process of adaptation. Whereby the adaptive relationships that develop, mature and are used in the processes of adaptation are established between them [3].

Full-fledged adaptation involves a whole range of personal changes and the development of new qualities. Professional adaptation is a kind of adaptation.

The term “professional adaptation” also has many definitions. For example, N. Ershova sees the essence of professional adaptation in the development of a stable positive attitude towards the chosen profession, in the emergence of a subjective sense of satisfaction with this type of activity. B. Wolfowa under professional adaptation means moral and psychological readiness for professional activity [6]. According to O. Shiyar, professional adaptation is a process of integration into the profession, application of professional knowledge, and skills in specific situations [6]. Some other scholars (G. Baranova, V. Sinyavsky, and others) argue that professional adaptation reflects the process of young professional entry into a new social environment, in the system of interpersonal relationships of a certain team, during which the standards of thinking and values system according to group norms are acquired. [6].

A broader approach to understanding professional adaptation is outlined in the writings of M. Dmitrieva. According to this author, professional adaptation “is the unity of adaptation of the individual to the physical conditions of the professional environment (psychophysiological aspect), the adaptation of the subject of activity to professional tasks, tools, operations and other (operational aspect), and the adaptation of the individual to the social components of the professional environment (socio-psychological component). The satisfaction of a person with the content and working conditions is considered to be a general indicator of adaptability” [1].

The basics of professional adaptation are beginning to form in the future specialist from the moment of entering the educational institution. This process is directly related to the formation of a relevant professional self-concept. R. Kalamazh identifies the following stages in the formation of a professional self-concept in the HEA: adaptation (socio-psychological adaptation to the conditions of an educational institution, awareness of a new social role); stabilization (development of theoretical and practical aspects of future professional activity, formation of normative legal values and professional qualities); self-determination (the formation of professional self-awareness and a clear vision of his/her professional future) [2].

In general, adaptation to professional activity is a multi-level and complex process that contains a number of components and psychological mechanisms for its implementation.

Results and discussion. The following method was used for the study: observation, “Methodology for the Diagnosis of Socio-Psychological Adaptation” by C. Rodgers and R. Diamond. The results of the diagnosis of students by the method of “SPA” Rogers-Diamond are summarized in tables 1-5.

As a result of diagnostics according to this method, 3 levels of students' adaptability were found: low level – 4.4%, sufficient (normal) level – 29.4% and high level – 66.2% of people. Tables 1-3 provide an analysis of data on the SPA methodology after the distribution of study participants by the three levels of adaptability in order to identify the characteristics of adaptation indicators.

Table 1

**Results of diagnostics of social and psychological adaptation by the method of Rogers-Diamond
(subscale scores for people with low adaptability, N = 3 people)**

№	Names of scales	Level / average in points			
		Low	Average value	Norm	High
1	Self-acceptance	100%	22,6	–	–
2	Failure to accept yourself	–	28,7	–	100%
3	Acceptance of others	66%	22	–	34%
4	The rejection of others	–	24,3	34%	66%
5	Emotional comfort	66%	12,7	34%	–
6	Discomfort	–	27	34%	66%
7	Internal control	–	32,7	100%	–
8	External control	–	50,3	100%	–
9	Domination	100%	3,7	–	–
10	Inferiority	–	25,3	34%	66%
11	Escape from problems	–	24	–	100%

For persons with low levels of adaptation, the following dynamics were observed for each of the indicators: the level of acceptance of self, acceptance of others, emotional comfort and domination were at a low level. Rejection of self, rejection of others, discomfort, subordination and escapism were at high levels. That is all the participants of this group unable to solve their problems run away from them into the world of fantasies and dreams. Only internal and external controls were within normal limits. One participant with low adaptation showed virtually all indicators within the norm.

Data on indicators of socio-psychological adaptation in the group with normal (sufficient) adaptability is presented in Table 2.

Table 2

**Results of diagnostics of social and psychological adaptation by the method of Rogers-Diamond
(indicators of subscales for persons with norm of adaptability, N = 20 persons)**

№	Names of scales	Level / average in points			
		Low	Average value	Norm	High
1	Self-acceptance	–	39,5	30%	70%
2	Failure to accept yourself	30%	18,3	70%	–
3	Acceptance of others	–	31,6	60%	40%
4	The rejection of others	35%	17,5	60%	5%
5	Emotional comfort	10%	23,5	65%	25%
6	Discomfort	40%	20,7	45%	15%
7	Internal control	–	47,6	90%	10%
8	External control	20%	25,2	55%	25%
9	Domination	15%	8,1	60%	25%
10	Inferiority	20%	18,5	70%	10%
11	Escape from problems	15%	18,8	55%	30%

Self-acceptance of persons with normal adaptation rate was within the norm (30%) and high (70%). The rates of non-acceptance were within the normal range and low. Acceptance of others by the participants was high (40%) and within the normal range (60%). However, the indicator “rejection of others” showed that of the total number of the surveyed 5% of participants do not accept others. This may indicate some prejudice against the outside world and people. Emotional comfort and discomfort were high and within normal limits. In other words, balance, optimism and harmony with one another, the other and the environment prevailing in the majority of the studied. However, there are 15% of individuals who have high levels of emotional discomfort (concern, anxiety, and apathy). Internal control within the norm (90%) and at a high level (10%) indicates that the studied believe that the events that happen to them in life depend primarily on their personal qualities and are the consequences of their activities. Such people are determined, confident and not afraid to take risks. 25% of participants had a high rate of external control. It indicates that this group of persons shows signs of conformity and tendency to manipulate. Indicators of dominance are prominent among the participants of this group. For example, 25% of the total surveyed have a high tendency to dominate and oppress others. 10% of people tend to

be subject to stronger personalities or group demands. 30% of students are prone to escaping from problems in the world of illusions, dreams, and fantasies.

Data on indicators of social and psychological adaptation in the group with high adaptability is presented in Table 3.

Table 3

Results of diagnostics of social and psychological adaptation by the method of Rogers-Diamond (indicators of subscales for persons with high adaptability, N = 45 persons)

№	Names of scales	Level / average in points			
		Low	Average value	Norm	High
1	Self-acceptance	4%	45,4	9%	87%
2	Failure to accept yourself	44%	13,5	52%	4%
3	Acceptance of others	–	27,5	65%	35%
4	The rejection of others	42%	16,4	49%	9%
5	Emotional comfort	2%	27,4	62%	36%
6	Discomfort	32%	27	60%	8%
7	Internal control	–	32,6	40%	60%
8	External control	29%	50,3	49%	22%
9	Domination	13%	3,6	52%	35%
10	Inferiority	20%	25,3	67%	13%
11	Escape from problems	16%	24	68%	16%

Across the group, the high self-acceptance rate is 87%. This indicates positive self-esteem, self-confidence and self-acceptance. 4% of people with high levels of failure to accept themselves were found. Acceptance-rejection of others prevails within the norm, which is an example of a harmonious attitude towards others and the world. Emotional comfort for the individuals in this group was within the normal (62%) and high range (36%). 8% of the participants felt emotional discomfort. The vast majority of those studied proved to be inner personalities. 29% of respondents are externals who shift responsibility for their actions to external circumstances and other people. 20% of the respondents in this group are prone to subjugation, which may manifest itself in achieving common goals with others. 16% of the surveyed individuals with high adaptation rate are inherent in avoiding problems.

The Rogers-Diamond method should also take into account the values of the integral indicators of socio-psychological adaptation, which are presented in the following tables.

Table 4

Comparison of integral indicators by SPA method among subjects with different level of adaptability

The level of adaptability	Level of adaptation	Self-acceptance	Acceptance of others	Emotional comfort	Internal control	Domination
Low adaptability (4.4% of students)	28%	60%	58%	53%	52%	49%
Adaptability is normal (29.4% of students)	64%	74%	69%	61%	61%	54%
High adaptability (66.2% of students)	77%	89%	78%	89%	79%	60%

It can be concluded that the studied students with high level of adaptability have on average the highest level of adaptation (77%), and in low-adaptive students – the lowest (28%). In addition, highly adaptive students also have the highest level of self-acceptance (89%). On the other hand, low-adaptive subjects show a significantly lower level of self-acceptance (60%). Highly adaptive students are most friendly to other people and society (78%), and expect the same attitude to themselves. Emotional equilibrium, calmness and a sense of security present in such subjects allow them to successfully acquire knowledge and quickly develop professional skills (89%). Most of them are creators of their own reality, and take responsibility for what is happening in their lives. Low-adaptive students show significantly lower levels of acceptance of others (58%), emotional comfort (53%), and internality (52%).

Thus, it can be concluded that the main differences between the poorly adapted, the highly adapted, and adapted in the norm are as follows (Table 5):

Table 5

**The main differences between adaptation rates in students with different levels of adaptability
by the Rogers-Diamond SPA methodology**

Low adaptability	Adequate level of adaptability	High level of adaptability
Poorly adapted; failure to accept myself oneself and others; emotional discomfort; escape from problems, inability to solve problems; submission to others.	Adapted enough; accepting oneself and others within the norm; a sense of relative comfort; responsibility for their lives and events partly taken over, partly transferred to external circumstances; tendency to conquer others is in the norm.	Highly adapted; acceptance of oneself, others, and society are at high-level; comfort, harmony and optimism prevail; they are primarily responsible for their actions and lives; prone to dominate others.

Conclusion and prospects for further research. Socio-psychological and professional adaptation in the conditions of vocational training is a system that contains mechanisms for optimizing the interaction of students with the professional environment and further professional activity. An empirical study conducted with the students of Dubno Medical College showed the peculiarities of manifestation of indicators of social and psychological adaptation in the context of different levels of students' adaptability in terms of professional development. In particular, students who have low levels of adaptability exhibit significantly lower rates of overall adaptation level, self-acceptance, acceptance of others, emotional comfort, internality, and are more prone to submission to other and external circumstances. Since adaptability is the basis and result of adaptation, **our further research** should be aimed at enhancing the adaptive capacity of students, which in turn involves the intensification of internal coping resources.

References

1. Дружилов С.А. Профессиональное благополучие человека и психологические аспекты профессиональной адаптации и профессиональных деструкций. Современные научные исследования и инновации, <http://web.snauka.ru/issues/2016/12/76347>, 2016.
2. Каламаж Р.В. Модель професійної Я-концепції майбутніх юристів. *Наукові записки Національного університету «Острозька академія». Серія «Психологія і педагогіка»*. 2010. № 16. С.85 – 93.
3. Налчаджян А. А. Психологическая адаптация: механизмы и стратегии. 2–е изд., перераб. и доп. М.: Эксмо, 2010. 368 с.
4. Реан А.А. Психология адаптации личности. Анализ. Теория. Практика СПб.: прайм-ЕВРОЗНАК, 2006. 479 с.
5. Ревасевич І. С. Психологічна структура і динаміка особистісної адаптованості учнів загальноосвітніх шкіл: Дис... канд. психол. наук: 19.00.07. Івано-Франківськ, 2007. 234 с.
6. Семез А. Феномен соціально-професійної адаптації особистості педагога у психолого-педагогічній літературі. *Наукові записки [Кіровоградського державного педагогічного університету імені Володимира Винниченка]. Серія «Педагогічні науки»*. 2010. №91. С. 195-199.
7. Тарасюк І. В. Психологічні механізми адаптації особистості. *Наукові записки Національного університету «Острозька академія». Серія «Психологія і педагогіка»*, 2011. № 17. С. 342–349.
8. Фетискин Н. П. Диагностика социально-психологической адаптации (К. Роджерс, Р. Даймонд) / Н. П. Фетискин, В. В. Козлов, Г. М. Мануйлов // Социально-психологическая диагностика развития личности и малых групп. М. : Изд-во Института Психотерапии, 2002. С. 193–197.