

Factors of Students' Adaptation to University Educational Environment

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The article presents theoretical analysis of modern state of the problem, regarding adaptation of students to the university environment. The article discusses manifestations and types of disadaptation, its psychological and educational risks, and analyzes adaptive strategies. The use of psychodiagnostic tools (T.D. Dubovitskaya's methods of research of student's adaptation to university, C.Rodgers and R. Diamonds methods of socio-psychological adaptation, V.I. Morsanova's methods "Adaptive strategies of behavior" and "stylistic self-regulation of human behavior", "Alexithymia" test) on the student sample (n=130, aged 18-22 years) allowed to reveal that high level of socio-psychological adaptation and adequate adaptation of students to educational activities are associated with good self-regulation of behavior and, especially, with pronounced flexibility of regulatory processes, as well as with low alexithymia. The article states that students' adaptation to educational group, first of all, is provided with pronounced expressiveness, impracticability, and extraversive orientation of person. Applied aspect of the problem under study can be realized in the optimization of parameters of participants' interaction in the educational process and psychological-pedagogical assistance for students with learning and professional development difficulties.

Keywords: adaptation; adaptive strategies; educational environment; reflection; reflexivity; emotional comfort; self-regulation.