

Psychological follow-up of processes of the first year students adaptation to the educational environment of the university

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The article presents data of theoretical and empirical investigation of the problem of socio-psychological organization of first year student's adaptation to university educational environment. It shows that the development of personal adaptational system is ensured not only by the complex of its separate components (subsystems), but by their interaction as well. The article presents empirical research data. The sample included first year university students (n=85); the following diagnostic tools were used: A. G. Maklakova and S.B. Chernyanina's multi-level personality questionnaire "Adaptability" (MPQ – AM), A.A. Rean's socio-psychological questionnaire of environment comfort, methods of mathematical and statistical analysis (comparative and correlation analysis). The article sets specific features of tension variation of correlation interrelations of parameters of respondent's cognitive and socio-psychological spheres under conditions of first-year student personality's psychological follow-up. Applied aspect of the problem under study can be realized in the optimization of parameters of interaction of educational process participants.

Key words: personal psychological follow-up; adaptation; personal adaptational potential; educational environment.