

# METHODOLOGICAL PECULIARITIES OF ADAPTATION OF FOREIGN LANGUAGE TEACHERS IN THE PROCESS OF INDIVIDUALIZATION OF TRAINING AT HIGH EDUCATIONAL INSTITUTIONS

## PARTICULARIDADES METODOLÓGICAS DE ADAPTACIÓN DE LOS PROFESORES DE LENGUA EXTRANJERA EN EL PROCESO DE INDIVIDUALIZACIÓN DE LA FORMACIÓN EN INSTITUCIONES DE EDUCACIÓN SUPERIOR

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**Abstract:** This study was conducted to identify and to prevent problems of students' adaptation during the first year of study at the faculty of foreign languages of higher educational institutions and it was an important step of doctoral dissertation research. The author investigated and analyzed the concept of adaptation (socio-psychological and professional).

It has been theoretically revealed and practically tested in this article the methodological (psychological, educational, foreign-language features) the system of adaptation of teachers of foreign languages; studied and thoroughly analyzed the results of the experimental study, which was being conducted during the 2015-2016 academic year at three universities of Ukraine (Kirovohrad Volodymyr Vynnychenko State Pedagogical University, Odessa National University named after I. I. Mechnikov, Kharkiv State Pedagogical University named after G. S. Skovoroda).

The results of this pedagogical research showed the qualitative increasing trend in the comparison: the beginning of the academic year – the end of the academic year, this indicated the effectiveness of the creation and conducting of the author's system of adaptation of first-year students.

**Key words:** methodological characteristics, psychological features, educational features, foreign language features, adaptation, adaptation of future teachers of foreign languages, specially created environment, pedagogical experiment, pedagogical research results, first-year students, future foreign language teachers.

**Resumen:** Esta investigación fue realizada con el propósito de descubrir y prevenir los problemas de la adaptación estudiantil en los primeros cursos de estudios universitarios en las facultades de lenguas extranjeras; además este estudio es una de las etapas importantes del trabajo sobre la tesis doctoral. El autor investigó y analizó las nociones de la adaptación psicólogo-social y profesional.

En el presente artículo fue descubierto teóricamente y fue aprobado prácticamente el sistema metodológico (particularidades psicológicas, pedagógicas, de lengua extranjera) de la adaptación del

maestro de idiomas extranjeros; además fueron estudiados y analizados a fondo los resultados del experimento realizado durante los años 2015-2016 en tres universidades de Ucrania (Universidad Pedagógica Estatal Volodymyr Vynnychenko de Kirovohrad, Universidad Nacional Mechnikov de Odesa, Universidad Pedagógica Estatal Skovoroda de Kharkiv).

Los resultados de este experimento pedagógico muestran cierta tendencia cualitativa ascendente en comparación: a principios del año docente – a finales del año docente; eso comprueba la efectividad de la creación y realización del sistema autoral de la adaptación de los estudiantes del primer curso.

**Palabras clave:** particularidades metodológicas, particularidades pedagógicas, particularidades de lengua extranjera, adaptación, adaptación del futuro maestro de idiomas extranjeros, ambiente creado adrede, experimento pedagógico, resultados de la investigación pedagógica.

**Summary:**

1. Defining of the problem and the analysis of the last researches and publications.  
Retardo Mental Sociocultural: ¿una etiología cultural o un riesgo que implica vulnerabilidad?
2. The purpose of writing the article.
3. Conclusiones

## **1. DEFINING OF THE PROBLEM AND THE ANALYSIS OF THE LAST RESEARCHES AND PUBLICATIONS.**

Professional experience is an integral part of modern life. The material, moral and psychological states of the person depend upon the success of the career, the achievements. These processes are most effective in those conditions where a person feels comfortable (i.e. adapted). There is no big secret in the fact that the first years of teaching in higher education institutions are crucial and the most difficult for the first-year students. A necessary condition for successful students' studying is their readiness for cognitive activity, which is largely determined by the degree of adaptation of freshmen for the university educational process.

Adaptation - adjustment, addiction of the person to the requirements of the profession [8, p. 10-11].

Adaptation (lat. *Adaptare* – to adapt) – addiction of the organ or organism (physiological adaptation) or individual (psychological adaptation) for changes of the external conditions. If we're talking about interpersonal relationships, man speaks about socio-psychological adaptation. Adaptation almost always refers to the adaptation of the environment as a whole, i.e. the ability to distinguish between subjective perceptions (imagination) and external perception (see. perception), as well as capacity to influence effectively for the environment [12].

Psycho-social adaptation is an adaptation of the individual according to the group norms, and vice versa – the interests of social group for the individual of the group [13].

The studying of problems of the adaptation, including professional, was reflected in the numerous studies, both of domestic and of foreign scholars, including: K. Abulkhanova-Slavskaya, G. Ball, A. Rean, A. Nalchadzhyan, A. Filippov, V. Kaznacheyev, F. Berezin, A. Zhmyrikov, H. Selye and others. The works of domestic (O. Azhyppo, O. Goncharov, A. Erdniyev, V. Kikot', M. Lisina, V. Petrovsky, O. Symonenko, T. Sereda, A. Furman) and foreign scholars (E. Erickson, D. Clausen, S. Freud) were dedicated to the actual problems of youth adaptation to new conditions of life and relationships in a social group. The problems of adaptation of youth for studying in higher education institutions have been analyzed in some psychological studies of O. Borysenko, A. Zaharova, V. Kan-Kalik, M. Levchenko, O. Moroz, V. Shtyfurak). The attention of famous scientists has mainly been focused on the study of various factors, including personality's characteristics that cause maladjustment (disadaptation) process of freshmen.

Some famous researchers, such as (G. Ball, O. Halus, O. Zotova, Yu. Krets'ka, I. Kryazheva, O. Moroz, O. Soloduhova,) defined the complexes of adaptive qualities and personality traits for the representatives of the subculture of future teachers of foreign languages: an essential factor of professional, social-psychological adaptation of young teachers is a number of personal qualities, which include ideological conviction, professional orientation, commitment to educational work, love for children, activity, discipline, endurance, perseverance, fairness, self-criticism, perfectionism and pedagogical tact; empathy, the ability to influence actively for the pupils, emotional stability, values, direction, self-estimation were defined as a set of adaptive qualities of the young teacher; special attention to the study of adaptation of future foreign language teachers should be paid for their motivation, as the motivational sphere of personality plays a leading role throughout the process of adaptation; while the studying of adaptation for the professional activities it is necessary for people to take into account the factors such as communication and students' status; self-estimation is an important factor for adaptation.

We consider the professional competence, communicative culture and professional knowledge as important elements of adaptive function of future teachers of foreign languages [10, p. 32-48].

The adaptive processes gain particular ponderability under the conditions of changing the living environment, in the very first way at the initial stages of training of young people in high school. They require the young person activating mechanisms of adaptation and often lead to a state of psychological overstrain. Thus, it was proved that the formation of a new stereotype of behavior during the first year of studying led to maladjusted (disadapted) syndrome in 35-40% of freshmen. Any significant changes in the educational process, especially unexpected, can complicate the already difficult adjustment mechanisms. Such factors as attitude to the chosen profession, professional orientation, personal determination, system of values, individual-typological features make a significant impact on the processes of social-psychological adaptation of students [9, p. 89].

Most students who come to the faculty of foreign languages, may experience a condition that psychologists describe as "shock caused by the reality." Indeed, during the adolescence, the period of training and mastering the future profession, people often have high expectations in terms of how to develop a professional way. But after the graduation and the beginning of work young specialists are aware that some of their expectations have unrealistic characteristics.

The process of professional adaptation occurs in young people differently. Great difficulty is joining a new team. Once in the new environment, the young specialist constantly monitors itself, adapts to its specificity, makes a new style of behavior. Being in a new association, he inevitably attaches to its experience, learns its traditions and valuable norms. The moral foundation of the collective body, its moral-psychological atmosphere that sometimes can be as creative as destructive are of great importance in professional development and the improvement of individuality of young teacher.

## **2. THE PURPOSE OF WRITING THE ARTICLE.**

The purpose of writing this article is – to identify and analyze some of the methodological peculiarities of adaptation of foreign language teachers in the system of individualization in higher educational institutions (based on three main subjects: pedagogics, psychology, foreign language). **The task** of this research is the analysis of the results of the pedagogical experiment of our doctoral dissertation in a specially created pedagogical environment of three pedagogical universities (Kirovograd, Odessa, Kharkiv).

**The main material.** Professional adaptation is usually associated with the initial stage of professional-labour activity of a young man. However, it actually begins with obtaining a profession when not only the knowledge, skills, rules,

codes of conducting have been assimilated, but a typical lifestyle for a particular subculture of workers has been formed. Total activity adaptation period depends on the characteristics of a particular profession and on individual abilities, aptitudes and interests [8, p. 10-11].

In the writings devoted to the issue of adaptation of students while studying at the high school the scientists note the complexity and duration of the adaptation process of students and often refer to difficulties: 1) in the field of educational activity: lack of time; difficulties in mastering pedagogical, psychological and methodological knowledge; 2) social and psychological aspects of adaptation of students: complicated relationships with groupmates, conflicts, lack of stability in interpersonal relationships; 3) professional aspect of adaptation of students: difficulties and contradictions of the formation of professional identity in the practical application of knowledge and so on. Among the reasons of difficulties the researchers qualify: inability to allocate time properly; lack of interest in learning; lack of the necessary techniques and skills for independent teaching and learning activities; universities complexity requirements and lack of preparedness of students; poor awareness of the disciplines that will be taught in the university; the shortcomings of upbringing of yesterday university entrants in family and school; joining a new association and changing the social status; poor awareness of future professional activity; inability to analyze and to understand the main goals and objectives of their training at high pedagogical universities and themselves as future teachers, etc [6, p. 48].

We conduct this research as part of our doctoral dissertation experiment "Theory and methods of individualization of training of future teachers of foreign languages in higher educational institutions." So at the base of three universities (Kirovograd Volodymyr Vynnychenko State Pedagogical University, Odessa National University named after I.I. Myechnikov, Kharkiv National Pedagogical University named after G.S. Skovoroda) we created a special adaptive environment. The gist of it is in the next: the conditions of students' transition from school to higher education and adapting in it were the most painless for future teachers of foreign languages. We allocated experimental (10 people) and control (20 people) groups in each educational institutions. A program of our experiment has been implemented in experimental groups, and in control groups the training of teachers of foreign languages and their adaptation have been introduced naturally according to the standards of university environment. In total, 90 people were involved in the experimental research. We cooperated with teachers of psychology, of pedagogy, tutors of academic groups. This study is intended for the first two years of study students (because we consider them particularly dangerous). In

this article we present the results of the first (intermediate) phase of the study. This study was conducted during 2015-2016 in two phases (September 2015, May 2016).

The psychological aspect of adaptation of first-year students consists of destruction over the years developed attitudes, skills, habits, values of secondary school pupils and labour collective bodies, losing years fixed relationship with the collective. By joining the high pedagogical university boys and girls get into a new, unusual conditions for them, which inevitably entails by breaking dynamic stereotype and related emotional experience. Often psychiatric-social maladjustment generates loss generated positive attitudes and relationships of first-year students. Heavy consequence of maladjustment is the state of tension and suspicion of beginners, decreasing of their activity in education, decreased interest in social work, worsening of behavior, the failure of the first session, and in some cases - the loss of faith in their capabilities, frustrated life plans.

To prevent these problems, we (together with psychology professors and tutors of academic groups) created and conducted a program of adaptation of students, which was implemented as part of our doctoral dissertation (i.e. aimed at individualization). To achieve the objectives of our study were identified following methods of psychological diagnosis:

- Method of determining the basic motives of choice of profession (Ye.Pavlyutenkov);
- Test questionnaire self-attitude (V. Stolín, S. Panteleev);
- Methodo "Self adaptability" (a modified version of technique of S. Boltivets’);
- Evaluation Method of communicative and managerial aptitudes of B. Fedoryshyn.

The results of the study (method E. Pavlyutenkova) as of September 2015, the top reason that influenced on the students’ choice of university in *both groups* is about the same: - prestige, opportunity to go abroad - 50%; the geographical position of university - 10%; state form of education - 25%; desire to work as a teacher of foreign languages at school - 15%.

On the question of compliance with the chosen specialty expectations of students in *both groups* only 40% of the researched students answered positively, 30% of freshmen - not at all, 30% of beginners - did not answer. According to the thought of students, their level of general education agrees

with the requirements of education in universities (48%), not really agrees – (50%), does not agree with – (at 2%). The moral-psychological climate in their academic group 52% of students assessed as healthy, optimistic, friendly; 38% of researched students - not exactly friendly, there are conflicts; 10% of first-year students noted the persistence of conflicts, lack of friendliness.

Test questionnaire self-attitude of V. Stolin and S.Panteleeva was used by us as a technique that analyzed the different levels of self-attitude.

This version of the questionnaire can detect three levels of self-attitude that differ in the degree of generality, which will allow us to single out the most important characteristics in the analysis of personal adaptation of first-year students. We received results, which were summarized in the presented table. 1 and table. 2.

**Table 1. THE LEVELS OF EXPRESSING OF INDICATORS OF SELF-ATTITUDE OF FRESHMEN, IN PERCENTAGE (PART 1) SEPTEMBER 2015**

Integral feeling "for" and "against"	Self-respect	Auto sympathy	Expected attitude from others	Self-interest
82	65	66	68	80

As you can see in experimental group EG (Table. 1) integrated indicators of sense of "for" and "against" and self-interest were quite high; this indicated about the nonambiguity of attitude of the individuality to himself and searching the ways of self-perception - so there is the self-interest, it is organic and even necessary for this age period. At approximately the same level there are the indicators of auto sympathy, self-respect and attitude of others. That is to say, that a high level of positive self-attitude should be the same as the attitude from others.

From the data of EG (tab. 2) we see that the highest rate detected on a scale self-interest that is, as we mentioned, necessary and useful property of this age stage. Developed and deeply reflective self-interest is the key to the successful future of teacher of foreign languages so it is very important for freshmen to use the desire for self-interest in a favorable direction.

**Table 2. THE LEVELS OF EXPRESSING OF INDICATORS OF SELF-ATTITUDE OF FRESHMEN, IN PERCENTAGE (PART 2) MAY 2016**

Self-confidence	Attitude of other people	Self-acceptance	Self-control	Self-accusation	Self-interest	Self-understanding
65	50	66	67	40	80	62

The lowest, from the data, were indicators of self-incrimination, which were also a prerequisite for the successful establishment of the student as future foreign language teachers. In addition, self-blame may adversely affect the course of the process of adaptation of the individual, so low results on this scale indicated a fairly successful adaptation to the learning environment of freshmen in high school.

Method "Self adaptability" included the definition of adaptability of student during early studies in the first year. This methodology gave an overall picture of complex process of adaptation of freshmen to the learning environment. Obtained summary indicators are presented in Table. 3.

**Table 3. The level of adaptability of freshmen (By the method of "Self adaptability" of Boltivets' S.) September 2015**

Level of adaptability	Number of investigated		Percentage of investigated	
	EG	CG	EG	CG
Initial	10	35	33 %	59%
Medium	14	22	47%	36%
High	6	3	20%	5%

As you can see from the table 3, the most part of the studied students of EG (47%) have medium level of adaptability, the third part of them – an initial, and 20% of students have a high level of adaptability, which is not a very significant indicator. In its turn, 59% of the researched students of CG meet the initial level of adaptability, typical 36% are of medium level and only 5% of these students have high level, which is a threatening figure. At the end of the academic year the experimental research was repeatedly conducted with the same students. The results are:



As you can see from tabl. 4, most part of the studied students in EG (80%) have a high level of adaptability, which is a very significant indicator; only one student is on the initial level, and 17% of students of this group have a medium level of adaptability. In its turn, 50% of the students of CG correspond to a high level of adaptability, and equally to 25% of the students are characterized as such of the medium and the initial levels of adaptability. These results show the effectiveness of our system of adaptability in comparison with traditional.

<b>Table 4. The level of adaptability of freshmen (By the method of "Self adaptability" of S. Boltivets') May 2016</b>				
Level of adaptability	Number of investigated		Percentage of investigated	
	EG	CG	EG	CG
Initial	1	15	3 %	25%
Medium	5	15	17%	25%
High	24	30	80%	50%

Therefore, the results of the methodology may indicate that the adaptation level of the majority ranges between medium and high levels and "lack of adaptation" was not revealed in any of the studied students as in the previous cut of this technique. In terms of learning ability the high level is that is more than half, and medium level – that is a little less than half of the investigated future teachers, there was not a single man who received the lowest level of assessing of learning ability. The indicator "mental status" stands not as significant presence of a high level among the studied students as last time because there was an increase in indicators of medium level, amounted to less the half of the respondents and only 1 student (27 percent) was revealed on a low level of mental and emotional status. Therefore, we can say that during the second cut, i.e. at the end of the second semester, according to the method of "Self-adaptability" fairly high levels of adaptation of students-freshmen, the ability to understand educational material, transferring of the learned method of training actions for performing similar tasks and a manifestation of cognitive interest, working capacity, stable emotional state have been found, but they showed slightly in comparison with the results obtained at the beginning of the academic year. Evaluation of communicative and organizational skills according to the method of COS of B. Fedoryshyn was carried out in order to analyze the adaptability of the students. After all, communication and organizational skills contribute to the quality of adaptation of students in the academic group (communicative aspect), and in the process of educational and personal adaptation (organizational aspect). Assessment of the level of

communicative and organizational skills was carried out on a scale (from 1 to 5). Data were obtained, collectively represented in table. 5 and 6.

**Table 5. The distribution of the levels of communicative and organizational skills of first-year students (by method of B. Fedoryshyn) September 2015**

The level of manifestation of tendencies	An indicator of the severity of communicative aptitudes				An indicator of the severity of organizational aptitudes			
	EF		KF		EF		KF	
	The number of the studied	The percentage of the studied	The number of the studied	The percentage of the studied	The number of the studied	The percentage of the studied	The number of the studied	The percentage of the studied
low	5	17 %	22	37 %	12	40 %	25	42 %
below average	4	13 %	9	15 %	6	20 %	15	25 %
average	4	13 %	8	13 %	7	23 %	10	17 %
high	7	24 %	6	10 %	3	10 %	8	13 %
very high	10	33 %	15	25 %	2	7 %	2	3 %

Analyzing the results, it should be noted the fact that *in the experimental group* almost a third of all students has a very high level of communicative aptitudes (33 %), while 17 percent of students are characterized by a low level of such an investigated notion. In terms of organizational aptitudes only 7 percent of students expressed a very high level of this element, whereas 40% of the students in this group have a low level of organizational tendencies. In its turn, *in the control group* only 25% of students have pronounced communicative tendencies, while 37% of all the investigated respondents have a low level. In terms of organizational aptitudes the indicators are the same as in the experimental group. This testifies to the fact that the school students had a satisfactory ability to communicate at different levels and poor opportunities of organizational activities.

Analyzing the results, it should be noted the fact that in the experimental group the rate of all students who have a very high level of communicative tendencies (67%) increased almost twice, while only 3 percent of students are characterized by a low level of such an investigated notion. In

terms of organizational aptitudes only 33% of the studied students expressed a very high level of this element, whereas 24 % students of this group remained low level of inherent organizational tendencies. In its turn the results in the control group slowly increased but remained at the same rates. This suggests that our experiment gives students an opportunity to adapt better and faster to the environment of the university than students who did not take part in our experiment.

**Table 6. The distribution of the levels of communicative and organizational skills of first-year students (by methodic of B. A. Fedorishin) May 2016**

The level of manifestation of tendencies	An indicator of the severity of communicative aptitudes				An indicator of the severity of organizational aptitudes			
	EG		KT		EG		KT	
	The number of the studied	The percentage of the studied	The number of the studied	The percentage of the studied	The number of the studied	The percentage of the studied	The number of the studied	The percentage of the studied
low	1	3 %	15	25 %	7	24%	20	33 %
below average	1	3 %	5	8 %	3	10 %	20	33 %
average	1	3 %	8	13 %	4	13 %	10	17 %
high	7	24 %	10	17 %	6	20 %	4	7 %
very high	20	67 %	22	37 %	10	33 %	6	10 %

The pedagogical aspect of adaptation of first-year students is characterized by a slow entry of the student in the educational process of the universities and the adaptation to the conditions of the educational environment of the faculties of foreign languages. The study of the process of adaptation in the conditions of the university reveals the following major challenges-problems (September 2015):

- experiences associated with the transition period from school to adult life ( 84 %);
- lack of skills of independent work (88 %);
- the search for optimal regime of work and leisure in a new environment (54 %);
- establishment of life and self-service, especially in the transition to hostel life (77%);
- the uncertainty of motivation of choice of profession (40 %);

- inability to carry out psychological self-regulation of behavior and activity that is enhanced by the absence of routine monitoring of teachers and parents ( 69 %);
- lack of psychological preparation for independent living, the need to make decisions, to take responsibility for their own actions and deeds (75 %);
- - new conditions for activities of the student in the university is a qualitatively different system of balance of responsibility and dependence, where, in the foreground the need for self-regulation of their behavior (90 %);

Therefore, together with the supervisors of academic groups, we have developed a program of adaptation for the students of faculties of foreign languages of the studied universities, which would be implemented in the context of our doctoral dissertation research (i.e., individualization of training future teachers of foreign languages). Here are some of the aspects of this program:

*Socio-educational objectives of the program:*

- To encourage the individual characteristics of first-year students in the conditions of pedagogical University;
- To promote the skills of emotional regulation of behavior,
- To reduce anxiety and insecurity;
- To develop the skills of positive social behavior, self-regulation and self-control;
- To form positive attitude to their own “I”;
- To create a sense of cohesion of a group of freshmen through their inclusion in the group action for the solution of tasks;
- To promote the formation of self-estimation and skills of self-education.

*The program provides:*

- individual work with first-year students according to their needs and problems;
- methodological work, development of scenarios of various educational events, evenings of rest;
- carrying out mass activities, social and volunteer activities;
- socio-educational work aimed at the successful socialization of students in the conditions of pedagogical University;
- group activities are designed to create a positive emotional comfort in an academic group of first-year students;

*The program has the following sections:*

1. Individual work.
2. The organizational work.
3. Social adaptation and practical work.
4. Educational-methodical work.
5. Socio-cultural activities.

*The content of the work:*

I. Individual work

1.1 Solving the pressing problems on:

- establishment of life;
- interaction with family;
- conflict situations;
- learning difficulties;

II Organizational work

2.1 Creating asset groups according to interests and wishes, through a survey of first-year students;

2.2 The results of the information letter ("To help first-year students").

III. Social-adaptational practical work (training, talks, round tables)

3.1 "Introduction"

3.2 "Cohesion of the group"

3.3 "Interpersonal communication"

3.4 "Self-regulation of emotions and behavior"

3.5 "Self-assessment of first-year students"

3.6 "Preparation for the winter and summer sessions"

IV. Educational-methodical work

4.1 To highlight the socio-educational work in the group through the creating and making the photobooth, poster displays, exhibitions of creative skill;

4.2 To plan activities of organizational and educational work in the group in accordance with the interests and requests of students and to coordinate with the plan of organizational and educational work of the University;

4.3 To develop scenarios of scheduled events: holidays, parties, round table discussions, a day of Faculty and so on.

V. Socio-cultural activities

5.1 Organization of mass actions of social work (congratulation of veterans, the charitable action devoted to Day of disabled persons, participation in mass actions of student social services);

5.2 Establishing the relationships with cultural institutions, cultural and educational institutions;

5.3 Participation in sports activities (clubs, competitions), visits to clubs of different interests (literary, historical, drama workshops, music ensembles, creative workshops, talent contests);

5.4 Communication as a form of extra-curricular activities (evenings, meetings, conversations, discussions, discos, meetings with native speakers);

5.5 Hiking, sightseeing, visiting museums, exhibitions.

We share the opinion of the scientist V. Hrushevsky, that with all subjects of the educational process (they are the participants of the experiment), it is necessary to carry out special measures to ensure the quality of the pedagogical aspect of adaptation [3, p. 70]. Therefore, during the year, we conducted the following psychological-pedagogical conversation:

- ✓ **with students** – together with psychologists *individual talks-conversations* with students of the experimental group have been conducted (the content of the conversations is: students' problems and adjustment difficulties and ways of overcoming them); together with the supervisors and heads of departments *individual interviews* with students of the experimental group have been conducted (the content of the conversations is: problems of educational and organizational activities, and ways of overcoming them); together with teachers of high schools *individual and collective conversations* with students of the experimental group have been conducted (the content of the talks-conversations is: problems of educational-methodological-scientific activities, and ways of overcoming them). The *general conversations* in all directions were subjected with the students in the control group;
- ✓ **with parents** – together with psychologists, tutors of the academic groups *individual and general meetings-discussions* with parents of the students of the experimental group have been conducted (meetings with parents are usually conducted once per all studying term of the students, in the 1st year (somewhere in October-November and they are of a *general nature*). In our experiment we held such meetings-conversations twice a year – in October it was the total meeting together with the control group, but in February – it was the individual conversation-interview (the content of the conversations is: the results of winter examination period and the problems of adaptation-organizational nature. Also, during the year, the tutors of groups were carrying out constant

- telephone and Internet contact with parents of problematic students);
- ✓ **with the tutors of academic groups and heads of departments** – *general meetings* of informative nature on the organization and conducting the experiment itself and *individual interviews* to assist in creating the environment of effective adaptation for students have been conducted;
  - ✓ **with teachers of high schools** – *both general and individual conversations* (the content of conversations is: to help students in their studying, that is, **to teach students how to learn**) have been conducted.

To verify our experimental studies some measures to identify the results of our operations were undertaken (may 2016). The students consider as the main problems and difficulties in pedagogical adaptation at the end of the 1 year the next ones:

- discrepancy of the school educational system to the University one (much larger volumes of educational material) (65 %);
- discrepancy of the school evaluation system to the high school one (modular-credit accumulation system) (80 %);
- lack of skills and abilities of high-quality independent work (because of the large amount of material is supplied on a self-studying) (45%);
- living separately from their parents and the organization of private life in the university and hostels (50 %);
- presentation of information in a foreign language (because in secondary school, no matter how offensive, this component is not presented much) (68%);
- mismatch of expectations before entering the UNIVERSITY with the real state of things (after all, only a small number of graduates wanted to be teachers of foreign languages) (77 %);
- actually, learning a foreign language itself (68%).

The results of the study indicated that through the ill-considered choice of University for studying and training a lot of our students faced purely pedagogical problems of adaptation that would not arise in their activity, if the choice of profession and choice of higher education institutions were made more thoughtfully and thoroughly. The results of a survey of students in the experimental group at the beginning of the year and at the end of it indicated that our pedagogical methods contributed to a more rapid and efficient process of adaptation of students in comparison with the processes that occurred in the control group.

The foreign language aspect of adaptation of first-year students depends on the level of their school training. It is not a secret that 70% of secondary school graduates have a fairly mediocre level of knowledge of a foreign language. When the freshmen began to study at the faculties of foreign languages, the breaking of stereotypes happened). Therefore, in the framework of our doctoral research, we proposed to create a process of training future teachers of foreign languages differently. Now the training of future specialists in foreign languages is carried out in groups of 15-20 people. We believe that it is not good. Therefore, we propose to implement the individualization of professional training (it means that the training of future foreign language teachers will be carried out individually or in groups of two).

At the beginning of the first year (September 2015) we asked students: to assess their own level of training in a foreign language. The results of self-evaluations were as follows:

- high level – 50 %;
- average level – 25 %;
- low level – 20 %;
- are unable to answer 5 %.

The most effective means in the organization the environment of professional training of future specialists (according to thoughts of students) are: innovative technologies (90 %); modern methods of training (87 %); information and communication component (92 %); the language environment (100 %); distance education (56 %), individual training (79 %). (The presented results had scored the highest percentage).

The most effective ways of training future teachers of foreign languages are : group – 30 %; individual – 40 %; combined – 20 %; could not answer – 10 %.

Can the level of your today's training help you to create your own program of training of specialist in foreign languages by means of innovative technologies?:

- Yes (20%); - no (70 %); - don't know (10%).

After that, *in the experimental groups*, we have implemented our experimental training system. Its essence is that the support is done on three main blocks (psychological, pedagogical, foreign language). All subjects that have been taught were aimed at the individualization of training. In the



framework of adaptation of students in foreign language disciplines, we asked them to try to communicate everywhere only in a foreign language. The essence of individualization of our training lies in the fact that the investigated students were implemented, in addition to standard methodological tools, by:

- improved system of pedagogical practice (designed for the duration of all the student's learning, not just of the last courses);
- using the latest innovative technologies; means of MOODLE, WIKI; the means of information and communication technologies and multimedia;
- improved system of scientific-research work of students (designed for all the training time and not just of the last courses);
- improved system of special courses;
- improved system of independent-individual work.

Training of future specialists in the field of foreign languages *in the control groups* was carried out according to accepted standards.

At the end of the first year (May 2016) it was made the next cut with the same students. The results were the next.

According to self-evaluations of students with a high level of professional training – 75 %; the average level inherent 20 % of respondents; at a low level are 5% of the studied students;

The most effective ways of training future teachers of foreign languages are : group – 10 %; individual – 70 %; combined – 20 %.  
40% of students in the experimental groups could create their own program of training of specialist in foreign languages; 60 % of these students were not ready to do it.

According to the self-evaluations of students 60 % of participants of our experiment have a high level of adaptation of foreign-language aspect: 30% of students belong to medium level of adaptation and only 10 % of these students pronounced low level of adaptation of foreign languages.

Consequently, the level of adaptation of foreign-language aspect and the level of professional training of students in foreign languages in comparison with the beginning of the year increased and that was approximately at the level of 60-65 % (which is a very good result). At the end of the academic year the individual method of training received vivid expression on a level of (70 %). A

negative factor in the issue of creation own training program of future specialist of foreign languages (less than half of the students could do it) remained at that very low point.

### 3. CONCLUSIONS.

Summarizing all the above it should be noted that the study of processes of adaptation of future teachers of a foreign language has allowed us to see qualitatively the results of our pedagogical experiment. So, theoretically grounded and practically tested our pedagogical experimental achievements, the results of our doctoral research indicate the existing positive-qualitatively improving trend. As the result of the conducted research in 2015-2016 in three high pedagogical institutions of Ukraine in the experimental groups the following generalized results were obtained: the level of the psychological aspect of adaptation is at the indicator of 80%; the level of the pedagogical aspect of adaptation is at the indicator of 70 %; the level of foreign-language aspect of adaptation is at the indicator of 60 %. A comparative analysis of the percentage for each other shows the following results: psychological – 40%, pedagogical – 30 %; foreign language -20 %. This suggests that the students adapted better psychologically and there are some problems in the context of foreign languages adaptation. It should also be said that the results in experimental groups compared with the control groups are much better and have an increasing effect. This underlines once again the relevance and practical value of our pedagogical experiment. We understand that our observations are only a part of the created program of our studies of this problem. Further studies we see in the observation and practical implementation of the system of adaptation of students at the II course of study at the faculties of foreign languages at higher education institutions.

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