

**ASSESSMENT OF REGULATORY-ADAPTIVE POSSIBILITIES
OF STUDENTS TO THE STUDY LOAD AT A HIGHER
EDUCATION INSTITUTION IN THE CONDITIONS OF A
POLICULTURAL EDUCATIONAL SPACE**

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Abstract: Adaptation of students to the study load and a whole range of specific factors of higher education in a multicultural educational space requires significant strain on the body's compensatory-adaptive systems. The examination of the physiological status under the study load allows timely identifying maladaptation and planning the

necessary corrective measures. The research proposed and tested adaptation index, calculated by the quantitative characteristics of the regulatory-adaptive possibilities of students.

Keywords: adaptation, adaptation index, regulatory-adaptive possibilities, regulatory-adaptive status, students,

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education, university, educational space, multicultural educational space, study load.

1. INTRODUCTION

Of particular importance for the economic development of the country are the skills and abilities of people acquired in the course of the educational process. The state investments in education lead to an increase in the income of the population; they enhance the quality of labor, which in turn affects the performance indicators of sectoral economy.

In the Russian Federation, a course has been taken on the scientific, technological and socio-economic development of the country [10]. As part of this course, the main areas of development are identified, among which the implementation of the priority national project "Education" [24]. Among the objectives of this national project, not only the modernization of vocational education is highlighted, but also the increase by at least two times in the number of foreign citizens studying at higher educational institutions and scientific organizations. In connection with the designated tasks, there is a transformation of the educational space of higher educational institutions, which entails adaptation to the new educational

925
space from both the faculty and the students of the university [6; 16].

The sociocultural environment of the university contributes to the development of the personality of students of higher educational institutions and the formation of their life values. Turning to the sociocultural environment of the university, it should be noted that an increase in the number of foreign citizens will lead to an increase in the multiculturalism of the educational space, where the regulatory-adaptive possibilities of students for the study load at the university in a multicultural educational space will play an important role [30; 36; 37].

The long and complex process of training at the university makes high demands on the dynamics of the psyche, health and physiology of young people [8; 9; 14].

To adapt to the complex of specific factors of higher education in a multicultural educational environment students experience significant strain of the body's compensatory-adaptive systems. The examination of the physiological status during the study load will allow timely identification of maladaptation and plan the necessary corrective measures.

It is indisputable that such examinations are extremely necessary in

terms of the physiology of labor in order to ensure successful training of students in a multicultural educational space, as well as the right choice of their professional affiliation, which, in turn, reflects the interests of the state in qualified and healthy specialists [11; 13].

In accordance with the new federal state educational standards, Bachelor's and Master's graduates in the process of their training at higher educational institutions should form the following competences: the ability to communicate orally and in writing, the ability to work in a team, to be tolerant while perceiving social, cultural and personality differences; which determines the relevance of the research of the regulatory-adaptive possibilities of university students to the study load in a multicultural educational space.

1.1. The degree to which the problem is developed.

The research interest of specialists in this field is associated with the study of the functions of higher education in the modernization of the educational system [22; 3]. Researchers also consider the satisfaction of various social groups with the activities of higher education [31]. When studying satisfaction with the activities of educational institutions,

926
researchers turn to the educational strategies of youth [7], the process of their socialization within the university, and the social health of students [12; 15]. A significant issue for researchers in this subject area is the process of students` adapting to the sociocultural environment of the university: the process of "maladaptation", "social disorganization", "crisis of youth subjectivity" [17; 18], the role of pedagogical support of students' activities in a sociocultural environment [1], the motivation of students to study at a university [21], the conditions for effective adaptation to the sociocultural environment of the university [35;38]. Thus, the analysis of scientific sources shows that the problem of adaptation of students of higher educational institutions is relevant today. The significance of this issue increases due to the development of new areas in education, and determines the purpose of this study - to assess the regulatory-adaptive possibilities of students to the study load in a higher educational space (university) in a multicultural educational space.

2. MATERIALS AND METHODS

In connection with the reform of the higher education system, there are

currently many studies considering this problem field.

Norms and rules that exist in the educational process and govern the relations between the actors in the educational process are studied in this work with the implementation of the institutional approach (E. Durkheim, M. Weber). The subject-subject approach allows us to assess the equal relations between the participants of the educational process based on mutual understanding, mutual respect, and mutual acceptance. The structural and functional approach allows us to determine the main features and functions of the current education system (E. Durkheim and T. Parsons). Applying the activity approach, we analyze educational activity as co-creation and cooperation based on personal activity and independent actions. Each student has an adaptive potential formed at the expense of the available resources reflecting his ability to survive in the changing conditions of the educational space. When students accept the transformations that are taking place as “growth difficulties”, adaptation proceeds voluntarily and is not forced.

There are a number of psychological methods for assessing the adaptation of students at the university: the scale of socio-psychological adaptation of

927

C. Rogers and R. Diamond, a methodology for determining self-esteem and level of claims; 16-factor personality questionnaire of R. Kettell; Bass-Darki's questionnaire; the questionnaire "Socio-psychological characteristics of the subject of communication", etc. [11].

To solve this problem, we need objective, easy-to-process indicators that can quantitatively express the level of adaptation.

In this study, the regulatory-adaptive possibilities of students are determined by the index of regulatory-adaptive status, which is calculated by the parameters of the cardio-respiratory synchronism test. Mental stability, degree of exploitability, and work efficiency are assessed according to the Schulte table technique and the corresponding scales [Methodology of the Schulte Table, 1995]. The data obtained were processed with the use of statistical methods of direct and indirect differences.

The study proposed and tested the adaptation index, calculated by the quantitative characteristics of the regulatory-adaptive possibilities of students. The adaptation index is calculated in the initial state (at the beginning of the school year) and at the end of the adaptation process (at the end of the school year).

The index in the range of 50-60 indicates a good level of adaptation; when the index is from 20 to 30, it is a low level of adaptation; between 30 - 50- a moderate level of adaptation, over 60 - a high, and less than 20 - an unsatisfactory level of adaptation.

Observations were conducted at the beginning and at the end of the school year on 24 boys and 65 girls among second-year students, and 30 boys and 65 girls among fifth-year students of the Kuban State Medical University. With the consent of the observed, the parameters of cardio-respiratory synchronism were determined on the certified device “VNS-Micro” (manufactured by Neurosoft LLC, Ivanovo), and the index of regulatory-adaptive status (IRAS) was calculated.

To determine the heart rate variability, the VNS-Micro device was used. An electrocardiogram was being recorded for 5 minutes; heart rate variability was analyzed using the Poly-Spectrum-Rhythm software module. According to the parameters of statistical, temporal and spectral analysis, a quantitative assessment of heart rate variability over a certain period was determined.

For statistical analysis of the results of the study, the program

928
«STATISTIKA 6,0 for Windows» was used. In the normal distribution, the t-student criterion at $p < 0.05$ was taken as a variant for significant differences in comparing average values in paired comparisons. Statistical processing was carried out automatically on a computer.

3. RESEARCH RESULTS AND DISCUSSION

In order to assess the regulatory-adaptive possibilities of students to the study load at a university in a multicultural educational environment, we need to operationalize the concepts used in the study.

Assessment of regulatory-adaptive possibilities of students to the study load at the university involves consideration of the essence of such related concepts as social adaptation and psychological adaptation.

According to the researcher G.V. Bezuleva, psychological adaptation is “the process of developing the optimal regime of purposeful functioning of the personality, i.e. bringing it under the specific conditions of time and place to a state where all human forces are directed toward the fulfillment of the main tasks”[4].

The term “social adaptation” has many definitions, among which we have

identified the most suitable for our study. Social adaptation is a process of a person transforming the cultural experience at his disposal with the aim of joining a social group or a collective [29].

Socio-psychological aspects of adaptation are revealed, firstly, in the socio-psychological mechanisms of socialization of an individual, as an indicator of his psychological maturity; secondly, in the processes of active assimilation by a young man of many functions, depending on the conditions of the multicultural educational space.

Full-fledged socio-psychological adaptation of the student's body in relation to the conditions of a multicultural educational space includes three main stages [2]:

- 1) familiarization with the new place of study, the rights and functional responsibilities of the student and the initial learning process in a multicultural student environment (lasts up to 15-30 days);

- 2) in-depth mastery of the rules and standards of the educational institution and quality studies (stage duration up to 6-12 months);

- 3) conscious and creative improvement of study (begins after 1 to 2 years of study).

According to F.B. Berezin, it is necessary to take into account the individual psychological and socio-psychological levels of students' regulatory-adaptive possibilities in a multicultural educational environment. The first level includes the personality and typological characteristics of the young man, aimed at maintaining his mental homeostasis and mental health. The socio-psychological level, reflecting the characteristics of micro social interaction, is aimed at creating an adequate interpersonal interaction and taking into account the social environment in a multicultural educational space, as well as at achieving socially significant goals. Violation of the homeostatic balance, according to F.B. Berezin may occur under a sharp change in the conditions of the educational environment, as a result of which the existing adaptation mechanisms may not be effective enough, with a serious transformation of the needs and goals of students, with a significant decrease in the psychosomatic, physical and psychosocial resources of students [5].

The socio-psychological maladjustment of the student's personality is expressed in the inability to realize his own needs and claims, to meet the requirements and expectations that are

imposed by the multicultural educational space.

Thus, the assessment of students' regulatory-adaptive possibilities to the study load and interaction should be based on the fundamental principles of adaptation theory, since we are talking about the mechanisms of the adaptive activity of the body, about the reconfiguration of physiological functions control systems, about the processes of activation and mobilization of various regulatory links.

Personality types were identified for students observed with the method of G. Eysenck. According to Y. Strelyau's method, students were divided into 2 groups depending on the personality type: more adapted (97 people) and less adapted (87 people).

Table 1 shows that the index of regulatory-adaptive status at the beginning of the school year was 17.1% higher by the most adapted students than that by the less adapted students. Among the most adapted students, it was 35.3% higher by girls than

by boys. Among the least adapted students, the gender difference was similar and amounted to 36.2%. Among the most adapted girls, it was 87.9% higher than among the less adapted; and among the most adapted boys, it was 38.9% higher than among the less adapted boys.

At the end of the school year, the index of regulatory-adaptive status decreased. However, it was 61.0% higher among the most adapted students than among the less adapted. Among the less adapted students, it was 22.2% higher among girls than among boys. Among the most adapted girls it was 140.5% higher than among the less adapted; and among the most adapted boys it was 150.7% higher than among the less adapted.

After analyzing and summarizing the data obtained, we took the ratio of the values of the index of regulatory-adaptive status at the end of the school year to the value of the index at the beginning and multiplied by 100. We designated this ratio as the adaptation index (AI).

Table 1. The index of regulatory-adaptive status and the adaptation index for students with the most and least adaptations at the beginning and at the end of the school year.

Observed groups	Statistical indicators	IRAS at the beginning of the school year	IRAS at the end of the school year	Adaptation index (AI)
Most adapted students	n	97	97	97
	M	113,3	64,8	57,2
	±m	±1,0	±1,8	±1,7
	P		<0,001	
	SD	9,8	17,7	16,7
Less adapted students	n	87	87	87
	M	93,9	25,3	26,9
	±m	±1,0	±1,6	±1,8
	P		<0,001	
	SD	9,3	14,9	16,7

The adaptation index of the most adapted students was 53.0% higher than that of the less adapted students; among the most adapted boys, the adaptation index was 24.4% higher than among the less adapted. Among the most adapted boys, the adaptation index was close to that of girls, the same way among the less adapted.

As for the girls, it was found that the most adapted girls had an adaptation

index of 21.8% higher than that by the less adapted girls.

The introduction of this index allowed us to quantify the adaptive possibilities of students.

For comparing the effectiveness of assessing adaptive possibilities with the proposed method, the method of heart rate variability was applied.

Table 2. Heart rate variability parameters of the students with the highest and lowest adaptation at the beginning and the end of the school year (M ± m).

Data	Most adapted n=97		Less adapted n=87	
	At the beginning of the year	At the end of the year	At the beginning of the year	At the end of the year

Statistical analysis				
HR	M±m 76,0±0,3 P SD 3,0	73,7±0,3 <0,001 3,0	89,1±0,6 5,6	103,5±2,9 <0,001 26,9
D	M±m 0,0046±0,0001 P SD 0,001	0,0038±0,0005 >0,05 0,005	0,0008±0,0001 0,0093	0,0010±0,0005 >0,05 0,005
σ	M±m 0,060±0,008 P SD 0,08	0,056±0,004 >0,05 0,04	0,026±0,001 0,093	0,023±0,004 P>0,05 0,04
V%	M±m 8,0±0,8 P SD 7,8	6,9±0,6 >0,05 5,9	3,5±0,4 3,7	3,0±0,4 >0,05 4,0
Time analysis				
rMSSD	M±m 66,5± 1,2 P SD 11,8	65,3±1,2 >0,05 9,8	22,3±0,4 3,7	17,7±0,4 <0,001 4,0
PNN50%	M ±m 9,7±0,3 P SD 3,0	9,6±0,3 >0,05 3,0	1,3±0,06 0,6	0,40±0,02 <0,001 0,2
Variational pulsometry				
Mo	M±m 0,791±0,003 P SD 0,03	0,829±0,003 <0,001 0,03	0,686±0,003 0,03	0,704±0,002 <0,001 0,02
AMo	M ±m 57,2±0,5 P SD 5,0	62,9±0,3 <0,001 3,0	79,8±0,5 4,7	76,8±0,5 <0,001 4,7
Tension index	M ±m 78,5±0,8 P SD 7,8	47,1±0,5 <0,001 5,0	726,2±33,3 309,7	426,1±6,8 <0,001 63,2
Spectral analysis				

TP	M±m 3119,9±29,8	3018,5±33,9	750,1±12,6	595,0±7,8
Spectral power	P SD 29,2	>0,05 332,2	117,2	<0,001 72,5
HF%	M±m 39,5±0,4 P SD 4,0	45,9±0,1 <0,001 1,0	32,9±0,7 6,5	22,1±0,4 <0,001 3,7
LF%	M±m 28,1±0,2 P SD 2,0	25,0±0,2 <0,001 2,0	21,1±0,3 3,0	18,9±0,2 <0,001 1,9
VLF%	M±m 33,9±0,3 P SD 3,0	29,1±0,4 <0,001 4,0	46,0±0,7 6,5	61,7±0,3 <0,001 3,0

In the two reference groups of students, both at the beginning and at the end of the school year, the parameters of the statistical analysis of heart rate variability did not significantly change.

The parameters of the temporal analysis among the most adapted students did not change, while among the less adapted students they decreased, which indicated a decline of parasympathetic influence.

The results of variational pulsometry indicate moderate sympathicotonia in both groups.

Under spectral analysis in both groups at the end of the school year, the spectrum power was reduced. The high-frequency spectrum increased among the more adapted and decreased

among the less adapted. The low wave spectrum decreased among the both. The spectrum of very low frequency waves was decreasing among the more adapted, and increasing among the less adapted. According to spectral analysis, more adapted students increased parasympathetic influence, while less adapted students showed a more sympathetic effect.

Thus, the variability of the heart rate of students decreases at the end of the school year. However, the information content of this method in assessing the adaptive possibilities of students at the beginning and at the end of the school year is reduced due to the multidirectional change in a number of indicators.

4. CONCLUSION

Student life starts from the first year, and therefore a successful, effective, optimal adaptation of a freshman to life in a multicultural educational environment is the key to the further development of the student as a person and a future specialist. To determine the adaptive possibilities of students to the study load in a multicultural educational environment, on the basis of the proposed index, the following gradation in adaptation levels was introduced: a high level with adaptation index greater than 60; good - 50-60; moderate - 30-50; low - 20-30; unsatisfactory - less than 20.

Thus, this quantitative indicator of adaptation, based on an integrative objective assessment of regulatory-adaptive possibilities, is proposed for widespread use.

In conclusion, it is worthwhile to dwell on the recommendations of pedagogical management of the process of adapting students to the study load in a multicultural educational space. This management involves firstly, informing students about the difficulties of the adaptation period and how to overcome them; secondly, the formation of

934

students' desire for optimal adaptation, restructuring behavior, improving their personality in accordance with new university requirements, i.e. activation of self-education; thirdly, helping students organize such self-education.

Thus, the problem of students adapting to learning conditions in the educational space of higher education is one of the most important tasks currently studied in psychology, pedagogy and medicine. The scientific and practical significance of the problem of regulatory-adaptive possibilities of students to the study load at a university in a multicultural educational environment is that modern society is interested in maintaining and improving the physical, mental and social health of the student's personality [26], increasing its adaptive capacity. In this regard, it is important to study the mechanisms and patterns of students' adaptation to the study load in a multicultural educational space.

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