

Organization of the curator's work for students' adaptation in higher educational institutions: on the example of a technical university

Organización del trabajo del custodio para la adaptación los estudiantes en las instituciones de educación superior: en el ejemplo de una universidad técnica

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ABSTRACT:

The relevance is determined by the need for professional development of a student, which takes place in the new educational environment of higher educational institutions. The purpose is to analyze the problem of student's adaptation in HEIs, suggest an approximate list of activities at the level of the curator's activity, and determine the curator's role (if there is a feedback). The materials can be useful for teachers of HEIs, curators of student groups in the implementation of curator's activities.

Keywords: Students' adaptation, higher education, curator, educational environment

RESUMEN:

La relevancia está determinada por la necesidad de desarrollo profesional de un estudiante, que tiene lugar en el nuevo entorno educativo de las instituciones de educación superior. El propósito es analizar el problema de la adaptación del alumno en las IES, sugerir una lista aproximada de actividades a nivel de la actividad del custodio y determinar el papel del mismo (si hay comentarios). Los materiales pueden ser útiles para los profesores de las IES, custodios de grupos de estudiantes en la implementación de sus actividades.

Palabras clave: adaptación de los estudiantes, educación superior, custodio, entorno educativo

1. Introduction

Education at the university is a very difficult period for the student, who can change his life

experience, providing his own satisfaction. However, many studies indicate that there are a large number of external factors in the educational environment of higher educational institutions (colleges) that do not contribute to the completion of the education process (Martin Jr. et al., 1999; Abdullah et al., 2009, 2015; Clinciu, 2013). An important role is played by the influence of beliefs, motivation on the socio-psychological students' adaptation (Shamionov, Grigoryeva & Grigoryev, 2014, Tyurin, Levchenko & Sukova, 2015).

Separate authors emphasize the first year of education especially important, as yesterday's schoolchild immerses himself in a new educational environment for him, the collective in which he must pass self-assertion (Shevelev, Berestneva & Nguyen, 2012; Abdullah et al., 2009, 2015). In addition, they prove the need to study the model of pedagogical support for the first-year students' adaptation to the information and educational environment of higher educational institutions (Sergeeva, Voskrekasenko & Parshina, 2008; Andreeva, 2014).

Such pedagogical support for the students' adaptation in a higher educational institution can be provided by the curator of the student group (Belskaya & Startseva, 2015, Bosker & Goetz, 2018). The curator is a key figure capable of uniting the activities of students, teachers, administration of higher educational institutions, etc.

The authors of the study will consider the problem of the students' adaptation in a technical university throughout the entire education process with the participation of the curator.

The study hypothesis that needs to be carried out can be based on the assumption that the process of students' adaptation to training at a technical university with the participation of curator's activities will be carried out with the achievement of the final result - the completion of education if:

- The features of the process of students' adaptation to education in higher educational institutions are analyzed and problem points are identified;
- The choice of scientifically grounded pedagogical measures for the solution of the task is determined;
- Practical implementation of theoretical provisions is based on the developed model of optimization of students' adaptation throughout the entire period of education in a technical university through means of joint cooperation with the curator.

The purpose of the study follows from the above-said: analyze the problem of student's adaptation throughout the entire period of education in higher educational institutions (on the example of a technical university), suggest an approximate list of activities at the level of the curator's activity on this issue, and determine the curator's role through the student's eyes (to identify the presence or absence of feedback).

Objectives of the study:

1. Identify the conditions for ensuring the stability of the "student-educational environment of higher educational institutions" system.
2. To propose a list of activities from the long-term experience of curator's activity on the example of a technical university, which allows assisting students in adapting the educational environment of higher educational institutions.
3. Identify the presence of feedback from students about the perception of the curator's role in their adaptation in higher educational institutions.

2. Literature review

An analysis of modern scientific studies has shown that the paramount task for higher education institutions is to create the conditions for an educational environment for maximizing the opportunities for students' intellectual activity. Getting into new conditions, yesterday's schoolchild must learn to adapt to them. In this connection, scientific approaches can be divided into the following areas:

2.1. Students' adaptation as a multifactorial process

Tinto (1996) names the main reasons for expelling students from higher educational institutions:

- Academic difficulties and difficulties of adaptation;
- New and difficult purposes;
- Weak external motivation to education;
- Financial shortcomings;
- Isolation.

A.I. Clinciu (2013) believes that adaptation to the university environment is a rather complex process, which is carried out mainly during the first academic year (especially in the first semester) and involves the use of many opportunities and personal resources, i.e. transition from the initial stage (where emotionality, tension and stress predominate) to the final stage - the state of well-being and adequate functioning in the new requirements.

I.Yu. Tyurin, G.V. Levchenko E. A. Sukova (2015) refers to the process of students' adaptation by a complex multifactorial process, the influence of factors of which can lead to the dropout of students in the first year. At the same time, they note that at school the class teacher provided help to the students, this function belongs to the curator of the group in higher educational institutions.

2.2 First-year students' adaptation

Many authors have devoted their papers to this direction. Some suggest a model of psychological and pedagogical support, which is a complex system of interaction between the structural divisions of higher educational institutions and first-year students, in order to satisfactorily proceed with the period of adaptation and self-development of the student (Sergeeva, Voskrekasenko & Parshina, 2008; Andreeva, 2014; Pshenichnova, Perevozchikova & Konovalova, 2017).

Other authors analyze the psychophysiological adaptation of undergraduate students (Clinciu, 2013; Ivanova, 2016). The emotional-psychological characteristics of the individual, the physiological and biochemical characteristics of each student are considered.

The third group of authors analyzes the features of professional self-determination (Abashkina, 2011; Pavlova, 2015).

2.3 Designing curator's activities for the process of student's adaptation

Describe the model of the curator's work to create conditions for the all-round positive development of the student's personality (Belskaya & Startseva, 2015). Identify the main difficulties in the first-year students' adaptation and develop ways to address them through curator's activities (Zeleeva, 2000; Vasilieva, 2004; Bosker & Goetz, 2018).

2.4 Foreign students' adaptation in higher educational institutions of the Russian Federation

The market of educational services of the international level opens wide opportunities for universities of the Russian Federation. And at the same time, the education of an international student carries a number of problems. Thus, the successful foreign students' adaptation not only largely depends on the level of their readiness for professional activity, but also on the adaptation of socio-psychological knowledge of the language, etc. Separate authors have developed information technology containing decisive rules for the formation of a classification based on the comparison of the applicant's personal data with a set of psychological qualities necessary to assess the foreign students' adaptation Shevelev, Berestneva & Nguyen (2012). This method will be used in order to develop corrective measures for the foreign students' adaptation in particular higher educational institutions.

N.R. Maksimov, S.V. Panina (2017) analyze the problems of social adaptation of students of the Chinese People's Republic in Russian higher educational institutions. The authors propose the development of a comprehensive program of social adaptation of first-year students with the inclusion of the module "Social Adaptation", which takes into account the psychological and social characteristics of Chinese students.

2.5 Adaptation of students with disabilities

This direction has become the most widely developed only recently. Thus, some authors performed an analysis of academic and social norms and mechanisms concerning hearing impaired, visually impaired, students with autism spectrum disorders and orthopedists in higher educational institutions of Turkey (Kayhan, Sen & Akcamete, 2015). Studies by Russian authors also touch upon the difficulties of students' adaptation with disabilities (Mityaeva, 2017). At the center of the adaptation process are three key figures: "Student with disabilities", "student's family", and "curator". It is the curator, according to the studiers, who mediates this process.

Despite so many studies, the problem of students' adaptation at higher educational institutions continues throughout the entire period of education and the curator's insufficient involvement in this matter is still topical. We explain the reason for the increased interest of the authors of the study in this issue. It is possible to trace the relationship between successful student's adaptation in higher educational institutions, his further education and, as a consequence, orientation in the profession. At the same time, only the curator has the opportunity to form and maintain the interaction of the system "the personality of a student - a collective of students - the educational environment of higher educational institutions" throughout the entire education phase. From this it follows that the curator's activity should be built up within the framework of specific activities aimed at student's adaptation in the educational environment of higher educational institutions.

There is a need to determine the meaning of the term "curator" and the direction of their activities in higher educational institutions.

The dictionary by S.I. Ozhegov (2004) contains the definition of the term "supervise", which means "performing surveillance and assistance".

The most complete definition of the term "curator of a student group", in our opinion, is offered by L.M. Vasilyeva (2004): "A person who carries out educational activities in higher educational institutions, which is a spiritual intermediary between society, profession and student in the development of general and professional culture, organizes a system of value relationships through the various activities of the student collective, creating the conditions for the development of each individual, protecting the interests of students."

The authors are close to this definition, because the emphasis is placed in favor of, first of all, the personality of the student and the processes occurring around him, as well as his focus on mastering the profession.

In addition, it allows determining the direction of the curator's activities: successful students' adaptation to the conditions of education in higher educational institutions; realization of the rights and duties of students; assistance to the student in the spiritual and moral formation of the personality of the future specialist; assistance to the student in the professional development of the personality of the future specialist, etc.

3. Materials and methods

The long-term experience of curators' work (more than 15 years) in the Department of Technical University, which was based on which a list of activities has been developed and implemented, contributes to the students' adaptation in the educational environment. Student questioning, conducted by the authors of the study, identified the presence of feedback from students about the perception of the curator's role in their adaptation in higher educational institutions. The number of participating respondents is 102.

In order to identify the conditions for ensuring the stability of the "student-educational

environment" system, a cybernetic mechanism was used - the compensation homeostat Yu.M. Gorsky (1990, 1995). The homeostat is arranged in such a way that regulators-executors are located at the entrance to the system under study (in our case participants of the system "student" and "educational environment"). Next, each regulator is analyzed the effect of negative feedback of the second regulator. As a result, the four adder modes are determined, assuming four possible combinations of feedbacks in the interaction of the system under study.

The main methods for developing a system of activities aimed at students' adaptation through curator's activities in a technical university are: modeling of pedagogical situations; methods of studying the pedagogical experience; observation and analysis; studying of higher educational institutions documentation in the field of the curator's activities (on the example of a technical university). The curator's activity determines the solution of various problem situations in the lives and activities of students. Its purpose is not to allow the transition of the problem situation to a conflict. Of course, in this methods will help him: modeling pedagogical situations and studying the pedagogical experience of colleagues who can open new opportunities for pedagogical activity. Correction of the curator's actions is impossible without the use of methods of observation and analysis. They allow correlating the purpose of the planned activities with the curator and the intended result. The method of analyzing higher educational institutions documentation (in our case, the documentation of a technical university) in the field of curator's activities helped to determine the directions of the institute of curators in particular higher educational institutions.

In the process of modeling pedagogical situations, an important criterion is the presence of feedback from students about the perception of the curator's role in their adaptation in higher educational institutions. In this regard, the method of questioning was applied, as well as the method of expert assessments, statistical processing of quantitative study results. The questioning was conducted at the technical university, where 102 respondents took part (39 students - students of the 1st and 2nd courses, 63 students - students of the 3rd and 4th year). The questionnaire is made up as a sequence of structured questions that reveal the student's opinion about the curator's role and his activities in the student's adaptation process. In addition, the approach of assigning different curator's roles, which occurs in practice (Zeleeva, 2000), has been used. It should be noted that in general, when the curriculum developed by the curators of technical university is implemented, students meaningfully approach the curator's role in the process of their adaptation and place emphasis on its importance at the initial stage of education.

4. Results

As it was noted earlier, the personality of the student should act as the center for ensuring adaptation. However, we should not ignore the need for a set of conditions for the formation of the student's personality, opportunities for its development. All this can be concentrated in the educational environment of higher educational institutions and is represented by the interaction of the structural divisions of the university, which provide educational and extracurricular activities. This can mean the impossibility of forming a student's personality without the educational environment of the university.

Then there is a need to study the stability of the state of the interacting system "student-educational environment of higher educational institutions". The authors of the study resorted to the use of the Yu.M. Gorsky's homeostatic model (1990, 1995) is convenient for representing the process of interaction at a qualitative level. In addition, it allows for the identification and analysis of various strategies, taking into account their possible consequences. The model of the homeostat for the interaction of the "student-educational environment of higher educational institutions" system is proposed in Figure 1. Let us consider it in more detail

Figure 1 - Block chart of the model of compensatory homeostat interaction of the system "student - educational environment of higher educational institutions"

At the entrance of the scheme, the elements of the "student" system, the "educational environment of higher educational institution" are designated. The first operates within its

own subsystem "student personality - professional orientation". Formation of the personality of the student is carried out from 1 to the last course, where as a result, under the condition of a certain level of adaptation to the educational environment of higher educational institution in the process of educational and extracurricular activities, ideological conviction, professional orientation, developing the necessary skills, increasing sense of responsibility for the success of professional activity

The second element of the system "educational environment of higher educational institution" forms a subsystem "educational activities - extracurricular activities", without which education, development, socialization and education of students is not conducted.

State stability of the system can be considered in 4 modes (Table 1), characteristic for the state stability of the homeostatic model of the "student-educational environment" interaction system. The most reliable is the 1st mode (Table 1), which reflects the stable state in the process of adaptation and the maximum possession of knowledge, skills, and skills in the chosen profession. However, 2nd mode contributes to the onset of the final result - the completion of education with a diploma.

Table 1
Modes of the state stability of the homeostatic model of the "student-educational environment of higher educational institution" interaction system

Modes	Possible homeostat options	Student's adaptation process	
		student	educational environment
1	+ +	<i>Conditionally the most effective.</i> In this case, the conditionally ideal conditions under which the student is fully adapted to the conditions of the educational environment, the training process takes place with the completion of education and the issuance of a diploma. Student's adaptation facilitates the rapid mastery of methods, techniques, forms used in the educational environment of higher educational institution and the effectiveness of the quality of training the future specialist. However, we do not accidentally talk about the existence of a convention, since there are some students who have mastered the disciplines as much as possible, but who express doubts about the correctness of the choice of a profession. In this case, the final result - the completion of education - may not come.	
2	+ -	<i>Moderately effective.</i> In this case, there is no complete student's adaptation in the educational environment. However, the final result is the completion of education.	
3	- +	<i>Not effective.</i> The student is not adapted in the educational environment. Personal inelasticity can lead a person to mental discomfort; reduce student activity in any direction. The final result did not come	
4	- -	<i>Lack of interaction.</i> The final result did not come	

The third mode releases from attention the process of interaction of the student with the educational environment, as a result, this process is absent at all (and / or weakens in both elements of the system); as a result - the completion of education does not occur; in the 4th mode, the standard is unattainable.

Within the framework of this article, the authors analyze curator's activities in a technical

university, where all necessary regulatory documents (including quality management systems) have been developed and approved that ensure the activity of the institute of curators. Educational work with students is determined by the following areas: first-year students' adaptation; improving the quality of students' education; assistance in the student's self-realization; prevention of offenses and the formation of the value of a healthy lifestyle; patriotic education; vocational training; spiritual, moral and aesthetic education; creative development; antiterrorism.

It should be noted that for the implementation of the above-mentioned areas, activities of various levels are carried out: university, the level of the faculty/institute, the curator of the student group, the trade union of students, etc.

Let us examine in more detail the experience of the curator's work on the students' adaptation by the example of the curators of the department of the Technical University. Figure 2 offers a list of activities for the students' adaptation in a technical university.

Thus, the university pays much attention to the organization of educational work, the constant development of the institute of curators, the systematic improvement of the qualification level of each curator, and also the process of student's adaptation in the educational environment.

However, in this situation, we see a one-sided view of the formation of educational work, where university staff who perform it make a lot of efforts to form their activities. The authors of the study found it interesting to analyze the opinion of the students of the department of higher educational institutions in question about the curator's activities. Purpose: identify the presence of feedback from students; learn more about the curator's role and functions in their lives through the eyes of students.

To implement the purpose, a questionnaire was conducted with full-time education students (1-4 courses). The number of respondents is 102. The results are presented below.

According to the authors, great importance in the students' adaptation is their age. It is in adolescence (the final stage of primary socialization of a person) that interactive mechanisms of self-consciousness develop, the development of a world outlook and a vital position [6], without which communication with the future profession is difficult. For this reason, the age cut of students was made at the time of admission to higher educational institutions. Thus, 1% of respondents entered higher educational institutions at the age of 16, 35% - 17 years, 48% - 18 years, 4% - 19 years, 9% - 20 years, 1% - 21 years, 2% - 22 years.

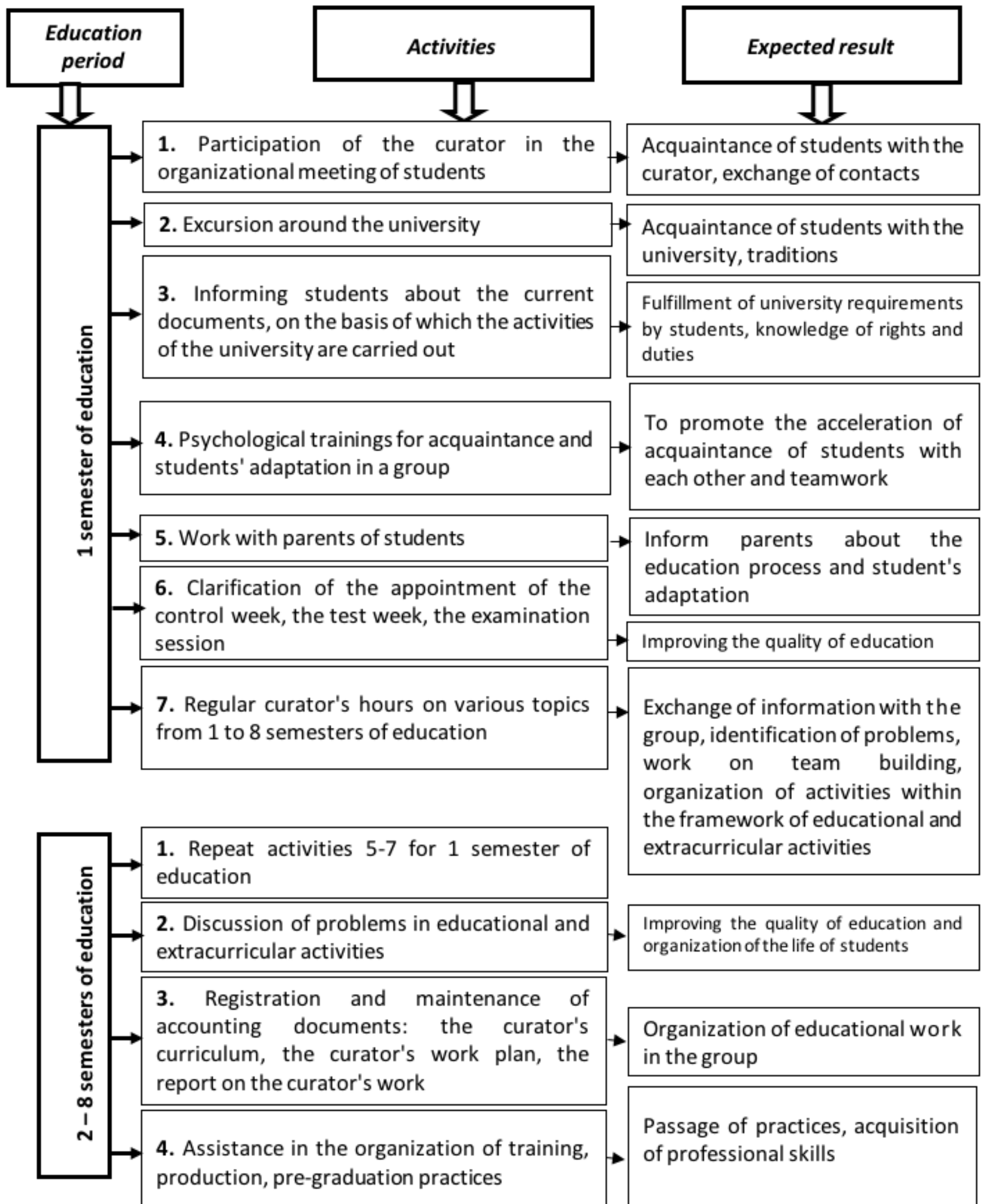
Further, the students' opinion on assigning functions to the curator's hours was analyzed. Thus, to the function of "informing students about the organization of the educational process" - 26% of respondents and "getting acquainted with some subject teachers" - 5% students support interest throughout all the years of education. The function of "informing students about normative documents" - 20% is important for them on the 1-3th year, and the students of the 4th course sharply reduce interest to it. The value of the function "discussing various problems associated with the education process" - 20% increases as learning. Apparently, students are becoming more aware of the importance of the learning process and the focus on results. The function of "ability to team building" (19%) - pay great attention to 1-3 courses. "Assistance in organizing the life of students" - 10% remains approximately the same level throughout all the years of education.

The authors of the next question of the questionnaire are the curator's roles (Zeleeva, 2000).

As a result, 54% of students call the curator an informant, 28% - the organizer, 5% - the parent, 7% - the administrator.

Figure 2

List of activities conducted by the curator in order to students' adaptation in a technical university



The next question of the questionnaire concerned the needs of first-year students in the curator as an assistant. This question was answered by students of 1-4 courses. 71% of respondents noted the need to help the curator, 24% - the curator is needed only to solve 1-2 questions (no more), 5% - do not feel the need for the help of the curator. In our opinion, the age of students of 1-2 courses is of great importance in this matter.

The students of the senior courses estimated the need for a curator as follows: 29% of respondents noted the need for the help of the curator, 46% - the curator is needed only to solve 1-2 questions (no more), 25% - do not feel the need for the help of the curator. If we

compare the results of the curator's needs for 1-2 courses with 3-4, then we can note that they see the students' adaptation with the direct participation of the group's curator in the educational environment of higher educational institutions.

5. Discussion

The problem of students' adaptation in the educational environment of higher educational institutions is considered from the point of view of adapting to new conditions and forms of education, as well as the formation of its subjective position in relation to educational and professional activities and interaction in the team. An analysis of the long-term experience of the curators' work in the study higher educational institutions of higher education has revealed a number of regularly conducted activities that facilitate the students' adaptation in the educational environment. Student questioning conducted by the authors of the study identified the presence of feedback from students about the perception of the curator's role in their adaptation in the environment of higher educational institutions. The number of participating respondents is 102.

One can single out a modern scientific study of individual authors who also analyze the students' adaptation at the Tomsk Polytechnic University (Belskaya & Startseva, 2015). They provide a description of the curator's work model for creating conditions for a comprehensive positive development of the student's personality. However, the authors did not set out to identify the specific features of the process of adapting the sustainability of the "student-educational environment of higher educational institutions" system. We, within the framework of this article, considered the mechanism for ensuring the stability of the system "student - educational environment of higher educational institutions" with the use of compensatory homeostat (Gorsky, 1990, 1995). Four modes of the state stability of the homeostatic model of the "student-educational environment of higher educational institutions" interaction system are revealed, each of which placed problem points, where the attention of the curator is necessary, taking into account the knowledge of a group of students contingent.

Many authors of modern studies speak about the problem of designing curator's activity for the process of students' adaptation of initial courses (Zeleeva, 2000; Vasilieva, 2004; Belskaya & Startseva, 2015; Bosker & Goetz, 2018). The role of the activities in the process of first-year students' adaptation is analyzed at the Tomsk Polytechnic University in the framework of the "Program for the first-year students' adaptation", which involves attracting students to active leisure activities (Zommer, 2017).

Undoubtedly, adaptation to the conditions of the educational environment of a particular higher educational institutions is characteristic precisely at the initial stage of educational activity, and with the student's transition to more senior courses, becomes less relevant. However, at each stage of the education the student can face various problems; therefore we do not put emphasis on the process of first-year students' adaptation only.

Some authors of modern studies analyze the process of adapting only one category of students - foreign students (Shevelev, Berestneva & Nguyen, 2012; Maksimov & Panina, 2017). For this category, of course, this problem has a wider meaning. In addition, there is an intercultural adaptation, understood as a complex process of achieving conformity (compatibility) with the new cultural environment. Nevertheless, the given problem can be solved under condition of activity of the skilled instructor - the curator of student group.

Summarizing the above, we made an attempt to develop and implement a list of activities, based on many years of the curators' experience of the department that issues the department with students, which ensures not only the capacity of the "student-curator-educational environment of higher educational institutions" system, but also facilitates the students' adaptation in the university environment. In addition, it includes separate activities for the foreign students' adaptation.

Individual authors analyze the problems associated with students' adaptation with disabilities (Kayhan, Sen & Akcamete, 2015). They analyze academic and social norms and mechanisms relating to hearing impaired, visually impaired, students with autism spectrum

disorders and orthopedists in higher educational institutions in Turkey. Studies by Russian authors also touch upon the difficulties of students' adaptation with disabilities (Mityaeva, 2017). Nevertheless, the given problem can be solved under condition of activity of the skilled instructor - the curator of student group. The authors of this study did not raise the issue of students' adaptation with disabilities due to the absence of such students among their trained contingent at the present time. Nevertheless, it is necessary to set ourselves such a task for the future.

The presence of feedback from students about the perception of the curator's role is an important criterion for curator's activity. In our case, the students' opinion about the curator's role in the process of their adaptation in the environment of higher educational institutions is of interest. A similar study was conducted at the National Research Tomsk Polytechnic University (Belskaya & Startseva, 2015). However, the questioning was conducted on the basis of students of the first and second courses, and the third and fourth were not taken into account. In our case, a questionnaire was conducted, in which 102 respondents took part (39 students - students 1 and 2 courses, 63 students - students 3 and 4 courses). It should be noted that in general, when the curriculum developed by the curators of technical university is implemented, students meaningfully approach the curator's role in the process of their adaptation and place emphasis on its importance at the initial stage of education. However, do not exclude his help in senior courses of education.

6. Conclusions

Analysis of modern scientific studies has made it possible to formulate the problem of study as the students' adaptation in the educational environment of higher educational institutions and the insufficient participation of the curator in this matter. The reason for the increased interest of the authors of the study in this issue lies in the fact that there is a correlation between the successful student's adaptation and his further education, and, as a consequence, orientation in the profession.

As a result, the following results were obtained.

1. Application of the Yu.M. Gorsky's compensation homeostat model (1990, 1995), allowed revealing four modes of the state stability of the homeostatic model of the "student-educational environment of higher educational institutions" interaction system and arrange problem points, taking into account the curator's knowledge of a group of students contingent.
 2. A list of activities from the long-term experience of curator's activity is offered on the example of the graduating department of a technical university, which allows assisting students in adapting the educational environment of higher educational institutions.
 3. The presence of feedback from students about the perception of the curator's role in their adaptation in higher educational institutions, on the basis of the implemented list of activities in the student groups, and the analyzed results of their questioning was identified.
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