

Methods of Psychological and Pedagogical Accompaniment of First-Year Students in Process of Adapting to Learning at University

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ABSTRACT

The relevance of the study is conditioned by the complexity of students' adaptation to learning at University due to the change of social environment, an alarming feelings about the precise self-determination, lack of knowledge in opportunities for self-expression in art, science, sport and public life. The purpose of the paper is to identify methods of psychological and pedagogical accompaniment of first-year students in process of adapting to learning at University. The leading principle of the study is the dialogic principle, which allows the considering of the psycho-pedagogical accompaniment as a specially organized interaction of entities of educational process with the aim to develop the inner potential of students and to engage them in goal-setting, planning, organization and adjustment of learning at the University. The study involved 350 teachers, 450 students, by whom the criteria were identified for the effectiveness of psychological and pedagogical accompaniment of first-year students in process of adapting to learning at University. The main results of the study are to identify organizationally-administrative, psychologically-pedagogical, preventively-adaptive, professionally-network, normatively-legal methods of psychological and pedagogical accompaniment of first-year students in process of adapting to learning at University. The significance of the results obtained is that the set of identified methods of psychological and pedagogical accompaniment ensures the formation of students' reflexive thinking; formation of the attitude to constructive social and professional interaction with others; mastering the abilities and skills of psychological stability in situations of risk.

KEYWORDS

Adaptation of first-year students, psychological and pedagogical accompaniment, the dialogic principle

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Introduction

The relevance of the study is conditioned by the complexity of first year students' adaptation to learning at University due to the change of social

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environment, an alarming feelings about the precise self-determination, lack of knowledge in opportunities for self-expression in art, science, sport and public life. (Izotova, 2009). Psychological and pedagogical accompaniment includes the complete process of development of a positive Outlook of life, relying on internal potential of the personality. This allows one to identify the following components in the structure of psychological and pedagogical accompaniment : 1) knowledge component, including the formation of students' cognitive representations about reflective organization of thinking which is aimed at entity's knowledge and understanding of itself and others, an active rethinking of the content of individual consciousness and activity; assistance to students in understanding the intentions and understanding of the different options to achieve the goal (Tikhomirov, 2008); 2) motivational component, covering the formation of students' professional preferences and ideals, life and professional goals, normative values; formation of the attitude for the acquisition and enrichment of professional experience (Popova, 2008); 3) activity component, that combines dialogical interaction of entities of educational process for representative simulations of situations of vital functions with maximum fullness and a true taking into account of meaningful relationships; assisting of students in the development and implementation of a program of constructive-transformative strategies of their personal and professional growth and ways of their correction; providing of students with opportunities for successful self-realization in educational and professional activities (Gazman, 1995). Thus, psychological and pedagogical accompaniment of first-year students in process of adapting to learning at University can be regarded as a specially organized purposeful process of students' support in productive use of their own resources for the effective mastery of general-cultural and professional competences (Davydov & Rakhimov, 2002). In article 2 in acting in Russia Federal law "On education" emphasizes that education is not only a single purposeful process of education and training, ensuring the acquisition of knowledge, abilities, skills, valuable attitudes, activity experience and competences, but also significant public benefit, carried out in the interests of the individual, family, society and the state (Law of the Russian Federation "On education in Russian Federation", 2012). Therefore, methods of psychological and pedagogical accompaniment as components of the educational management should be aimed at ensuring of the University graduates' employability at the specific socio-economic stage of development of society and their competitiveness on the labor market (Yepaneshnikov et al., 2016). The purpose of the paper is to identify methods of psychological and pedagogical accompaniment of first-year students in process of adapting to learning at University.

Research methodology

The leading principle of the study is the dialogic principle, which allows considering of the psycho-pedagogical accompaniment as a specially organized interaction of entities of educational process with the aim to develop students' inner potential and to engage them in goal-setting, planning, organization and adjustment of learning at the University. Back in the mid-1980s, the experts of UNESCO countries on the development of learning skills and cognitive abilities of students note that the learning continues to be a monologue, with the result that the learners in the educational process solves the problem of the teacher and their personal motives and objectives remain outside of pedagogical

communication. As a result, unconventional and original approaches to the solving of educational and upbringing tasks, independent formulation of the problems (which is manifested more not so much in answers as in the questions of trainees) remain outside the educational process (Kuzmicheva, 1986). The methodological rationale for the use of dialogue in the process of communication, education and psychological impacts is represented in the studies of M.M. Bakhtin (1979), A.A. Bodalev (1996), V.V. Davydov (1986), S.Y. Kurganov (1989), V.A. Petrovsky (1996) and other authors.

Russian philosopher M.M. Bakhtin (1979), the author of the concept of polyphony in a literary work, writes that truth is not born and is not situated in the mind of the individual, it is born between people jointly seeking the truth in the process of dialogical communication. It actualizes in pedagogical theory and educational practice a search for technologies to form individual and unique attitude towards life in the word, that is, the process of improving the thoughts in the word (Vygotsky, 1982). Therefore, the implementation of the dialogic principle in the process of University education requires from every entity a conscious, responsible act on the basis of independent intellectual activity.

Russian psychologist A.A. Bodalev (1996) considers the dialogue as a form of psychological educational impact, as a result of the organization of joint activity of people to change the subjective world of the individual. Indeed, if the semantic content of the dialogue is personally significant for the participants, it does not only stimulate their activity, but also causes qualitative changes in their personal characteristics (qualities, motives, behavior). The effect can be as immediate, and delayed, distant in time. For example, if the teacher strives to deep personal changes in his pupil (rebuild motivational-need sphere, change value orientations). A.A. Bodalev (1996) for this reason writes that the educational influence acts as a psychological interaction of the teacher and the pupil (intellectual, volitional, emotional). Meanwhile successful this psychological interaction will be only in the context of "entity-entity" paradigm that is, as a process of interaction (Bodalev, 1996) characterized by the partnership, equal relations of the entities of dialogic communication, manifested in the unconditional acceptance of each other as values, orientation to the uniqueness of each individual, the desire to mutual discovery, personal enrichment.

In the publication of S.Y. Kurganov (1989) it is indicated that the essence of dialogue is the development of personal, individual and unique thinking of each student, allowing him to move not only from the "outside to inside" but from "inside to outside", creating himself as an equal with the trainer interlocutor. Indeed, the use of dialogue in the process of University education contributes to the efficiency of professional and personal development of students through the development of creativity, productive thinking, not just reproduction of studied educational material.

Academician V.A. Petrovsky (1996), revealing the essence of subjectivity in personality psychology, established a class of previously unknown phenomena, including: the method of "reflected subjectivity" (effects of perfect representation of a person in other people); the increasing of originality of thought in the presence of a creative personality; increasing of flexibility of trainees in the presence of "flexible" teachers; an individual's ability to build vital contacts with the world (to be a person, an entity of his own life); as well as communication, as



the achievement of mutual ideal representation of the interacting parties (in contrast to communication, which can be purely instrumental in nature). In particular, V.A. Petrovsky (1996) writes that the dialogic forms of relationship are characterized by mutual opposition of entities. However, the reflected entity is so deeply penetrates into the spiritual world of the entity that carries out the reflection that the "I" of the latter is internal and radically mediated by interaction with the first, the dialogic opposition to the other is acting as self-confrontation, struggle with himself, and is transformed to convergence (development). Conclusions of V.A. Petrovsky (1996) are extremely important for the substantiation of the dialogic principle as the Foundation of psychological and pedagogical accompaniment. Dialogue can be considered as a method of reflected subjectivity (being someone in another, ideal representation and continuation of this man, the "otherness" of one person in the other), manifested in the effects of inter-individual influences, the ideal significance of another, transformed subjectivity (identification, confrontation, convergence).

It is clarified that the implementation of the dialogic principle in the process of adaptation of first-year students to learning in the University is possible through the organization of joint activities of teachers and students that will contribute, firstly, to the creative development of their personality, formation of students' personal qualities that meet the moral ideal; second, improvement of the efficiency of anti-corruption policy in universities (Zamaletdinov et al., 2016). During research the following methods were used: theoretical (analysis, synthesis, generalization, systematization); sociological (observation, interviews, questionnaires).

Results

The main results of this study are: 1) methods of psychological and pedagogical accompaniment of first-year students in process of adapting to learning at University (organizationally-administrative, psychologically-pedagogical, preventively-adaptive, professionally-network, normatively-legal); 2) experimental verification of the effectiveness of methods of psychological and pedagogical accompaniment.

Methods of psychological and pedagogical accompaniment of first-year students in process of adapting to learning at University. Under the methods are understood means of achieving the goal, solving a specific problem. On the basis of the orientation of the totality of methods of psychological and pedagogical accompaniment of first-year students in process of adapting to learning at University it is possible to allocate the following groups:

1) organizational and administrative group, including direct administrative guidance, control and supervise the prevention and constructive resolution of conflict situations in the process of educational-professional activity, organization of public student organizations, equipping libraries with special literature (Pugacheva et al., 2016a);

2) psychologically-pedagogical group, combining methods of a) formation of tolerance (a positive example, editing of wall Newspapers, placing of information at stands, conferences, debates, persuasion, suggestion, exhibitions of achievements of students, support of adequate self-esteem, biographical method, etc.) b) the development of resistance of the individual (method of projects, personal and role-playing of student in the learning process, collective creative

activities, the situation of choice of behavioral model, approval, support, etc.) в) diagnostics of personal and professional growth of students (Petrova et al., 2016);

3) preventive-adaptive group, covering business games, trainings, meetings with experts, informing, interview, talks, lectures, excursions, promotions, creation of special sections on the University website (Ivanov, 1989);

4) professionally-network groups, combining sports and cultural events, contests, grants (Niyazova, 2008; Lunev et al., 2016);

5) normative-legal, containing legal informing, exhibitions of normative-legal literature, presentation of normative-legal acts (Kamasheva et al., 2016).

It is found that the methods of psychological and pedagogical accompaniment dialectically are interrelated with forms, tools and complement each other. Under the tools in the pedagogical science are understood objects of material and spiritual culture which are necessary to solve problems. For example, I.P. Podlasiy (2003) says that the tool is not already a technique, but still is not a method. For example, the word (in the broad sense) is a tool, but the remark, an ironic comment, the comparison are techniques. In this regard, sometimes the method is defined as a system of techniques and tools used to achieve the goal, as in the structure of the method there are techniques and tools. It is found that according to the composition of objects in the set of means of psycho-pedagogical accompaniment it is possible to allocate the following types: 1) sign-symbolic (verbal, non-verbal); 2) 2) visual-electronic (special stands, booklets, leaflets, multimedia, screen, sound materials, videos, digital library, etc.); 3) activity based (dialogue, club organization of life activity, social samples); 4) professionally-special (occupational roles, rituals, ceremonies, etc.); 5) psychological- diagnostic (observation, survey, testing).

The form of psychological and pedagogical accompaniment can be seen as the external expression of dialogical interaction between the entities of educational process carried out in the prescribed order by defined methods and means. Forms of psychological and pedagogical accompaniment are aimed at actualization of students' own resources for representative simulation of situations of vital functions with maximum fullness and a true taking into account of important significant relationships, as well as assisting students in the development and implementation of the program of constructively-transformative strategies of personal and professional growth and ways of their correction (Pugacheva et al., 2016b). A dialectical relationship of methods with forms and means causes the content of psychological and pedagogical accompaniment.

Experimental verification of the effectiveness of methods of psychological and pedagogical accompaniment. Experimental verification was conducted from 2014 to 2016. Experimental testing involved 350 teachers and 450 students of Kazan Federal University. Experimental testing took place in three stages: ascertaining, forming, and control.

At ascertaining stage, a special program of psycho-pedagogical accompaniment was developed, including a club form of organization of life activity, to bridge the gap between teachers and students and to create conditions for self-realization of all entities of educational process; the set of methods (Freshman Day, competitions among first year students, Session of



health, Student club, providing of material assistance, individual and group counseling) and resources.

At the formative stage this program was tested. At the freshman's Day a gala concert was organized, which featured the best talent of the freshmen. The gala concert was attended by rector of Kazan Federal University, who made a welcome speech and instructions for first-year students: "I congratulate the freshmen with the first large-scale event in the University. Freshmen have already become an integral part of our University. The University today is a large Corporation, with 10 thousand employees and more than 44 thousand students, which together make up one big family. I wish younger colleagues to open up more themselves, to feel free and find new friends. While the University may remain in memory as the place allowed forming in this dynamic world".

The program of sports contest among the freshmen included several sports: swimming, chess, table tennis, mini-football and multi-Athlon. The winners were awarded with Diplomas and cups. The purpose of the Session of health was a reminder to students that it is not worth to forget about their health and it is better to try to strengthen it. The event brought together students who competed in endurance and speed. The participants overcame various stations to unite, to uplift the warrior spirit and knowledge about healthy lifestyles. All winners and prize-winners were awarded with prizes and gifts.

The student club is a voluntary Association of students. Student years – this is a time of bright, interesting and unforgettable experiences in the life of every student. This is the time when people are full of energy, of feelings and emotions, interesting ideas and plans, creative ideas and optimism, open to their development and improvement. The student club provides great opportunities for creative self-realization: to support and develop the talents can help the creative teams of the Student club; organizational and leadership skills one can show, becoming the administrator of the student's club, the producer-director. The student club provides an opportunity for young talents and artistic groups to visit the main artistic events of the country as members of various Republican, interregional, all-Russian and international competitions and festivals. For achievements in the cultural and creative activities the students can receive an increased stipend. For all the others the Student club suggests to become an active viewer: to visit all the concerts, competitions, festivals, held both in the University and in the city. The activities of the Student club attracted more than 20,000 people. All of them are participants, spectators, solo actors, managers, are the members of the creative teams. 64 people are cultural organizers, artistic Directors, producer -Directors in the institutions/Department. To date, more than 90 creative teams in different areas act and work: choreography, vocal, instrumental music, visual arts, literary arts, theater, original genre, techno-art and club of cheerful and resourceful. A unique creative collective was created - the Assembly of the University orchestra. The activities of the Student club are always exciting and high quality performances, revealing the unique culture of the students of the University. To identify creatively gifted students and to involve them in the activities of creative teams for first-year students events are conducted such as: "a Solemn meeting of 1st year students with the University administration"; Concert program "Tour into student life"; "the open Day of students' club"; the Day of freshman.

Financial support is provided to students whose parents are retired or disabled, as well as in cases of birth of a child; serious illness; death of a close relative; the loss of personal property.

Individual consultations were organized in the framework of the activities of the psychological service of the University. On the website of the University for Psychological Services a separate page is devoted. Individual consultations were aimed to help students to master the techniques of note-taking; independent work with a book; rational use of free time. In the group consultations were conducted special classes.

The Lesson "Acquaintance". Purpose: formation of the attitude on the interaction, identifying of possible tactics of behavior and psychological security. Resources: business cards with the names of the participants. Step 1. Participants are divided into pairs and 10-15 minutes conduct mutual interviews. Step 2. At the end of the interview everyone represents his interviewed. Recommendations to the facilitator: the discussion should be soft and unobtrusive; to activate the event one can use methods such as games in the associations, the questions from each group member.

The Lesson "Kindness". Goal: development of trust, cohesion of the group. Resources: are not required. Step 1. Instruction is given to participants: "In each of us, to one degree or another, a sense of kindness, good attitude to people is developed. Now we will hear kind words about people. What can you say the good about your friends. You have 5 minutes to prepare for the story. You yourself choose people from the group about which You will tell. Your story should be brief and specific, with the need to emphasize that you value in each of those about whom You tell." Step 2. Each tells, the others try to guess about whom they are talking. Step 3. Discussion.

The lesson "a Friendly hand". Goal: maintain an atmosphere of cohesion and friendliness. Resources: are not required. Step 1. All the participants sit spins in a circle, closing eyes or blindfolded. Step 2. The coach comes to one of the participants and raises him. This man needs to step up and put his hands on the shoulders of whoever he likes. Limit on number no. Other participants do not know who came to them. Task - not to open eyes. Patience is important: no matter how long time passed, it is necessary to be patient and not to open eyes. Step 3. Discussion: "how Hard was it not to spy?", "what did you feel at the moment of touching?" Recommendations to the facilitator: if the coach notices that someone of the participants received the smallest number of choices, he should come to him.

The lesson "a License for the acquisition of knowledge." Goal: the group participants must articulate for themselves what they wanted to learn, and what motivates them to do so. This activity gives an opportunity to recognize both desirable and undesirable consequences of their study, helps to understand what knowledge is needed now, and for what kind of training the time has not come yet. This lesson helps participants more meaningfully and responsibly to come to learning, learn to consider and productively use their internal resistance, which inevitably occurs during the assimilation of a new. Resources: paper and writing utensils for each participant. Step 1. Explanation of the lesson: "We learn all our lives. Since it was intended by evolution, this is required by our nature. But knowledge acquisition is uneven. In certain periods of life we learn a lot and quickly, moving forward at a fast pace. Then it's time to



apply the acquired knowledge, sometimes - the time of apparent stagnation. The content of what we learn depends on our age and level of development. In different periods of life we are interested in various topics, childhood and teenage years - these, when we grow up - those. Listening to the voice of the unconscious, we can choose what to learn, to understand what fits our life situation and the logic of our inner development." Step 2. Start the lesson: hand out paper and pencils. Ask participants to think what they want to learn what they are ready, and what - not. Then each makes a "License for the acquisition of knowledge." It is necessary to specify what he already has the right to study, and to explain why he thinks so. In this case it should be answered primarily the following questions: does my age correspond to my desire to learn? Is it consistent with my life goals? Is it consistent with my current life situation? 20 minutes is given to it. Step 3. After 20 minutes ask participants to think about what limits their learning. Let them write what they do not have the right to study and give justification, again by answering three given questions. 15 minutes is given to it. Step 4. Participants must answer the following questions: How the knowledge you hope to gain, will help you cope with life's difficulties? What authority gave you this license? Maybe it's your own voice, or is it the expectation of your family, or anything else? Step 5. Guide the group discussion. Step 6. Summarize.

At the control stage, the criteria were identified of the effectiveness of psychological and pedagogical accompaniment of first-year students in adapting to learn at University through a questionnaire survey of students and teachers. Objective and subjective criteria were identified. Indicators of objective criteria are: the success of learning activities (ongoing and sessional academic performance); stability of functional state of organism of students (the lack of sharp changes in the state of psychophysiological functions); the absence of pronounced signs of fatigue when performing educational activities. The indicators of the subjective criteria are: satisfaction with learning; satisfaction with the team and the existing in it relationships (psychological climate); manifestation of activity in educational and social activities. Analysis of the process of adaptation of students-freshmen to study at the University on the basis of these criteria allowed identifying of three stages. The first stage of the adaptation process is autonomization which is characterized by the fact that the freshman is opposed the student's environment. Second stage is identification – involves the inclusion in the system of the student environment. The third stage – integration – is achieved only when the student feels as a part of the student environment of the University.

Discussions

In the special literature devoted to the problems of psychological and pedagogical accompaniment less attention is devoted to its methods. Russian experts, considering the problems of the accompaniment rely on the concepts and ideas of O.S. Gazman (1995) that the accompaniment is the care and assistance and support in self-determination, self-realization, self-organization and self-rehabilitation of the student in education. The most attention they give to the stages, conditions of accompaniment.

For example, E.I. Tikhomirova (2008), describing the experience of psychological and pedagogical accompaniment of professional and personal development of students, notes that it is carried out not only in the classroom

but in the extracurricular space (the days of good deeds in society, etc.). In addition, students are attracted to the organization of non-standard activities (competitions, parades, etc.). However, in her publication the methods of psychological and pedagogical support are not selected. In the publication of G.V. Bezyuleva (2008) which is dedicated to the comprehensive psychological and pedagogical accompaniment of professional self-determination of colleges' and universities' students, it is noted that the major categories of the accompaniment are: problems of professional and personal development of the entities' development of activities in the educational space; the accompaniments' stages of professional self-determination of students; levels of interaction of accompaniment's participants; the conditions ensuring the quality of psychological and pedagogical accompaniment (Bezyuleva, 2008). The main components in the developed by her model of psychological and pedagogical accompaniment are represented by educational environment, entities and stages of the accompaniment (Bezyuleva, 2008). In the opinion of O.S. Popova (2008), the content of University education and psycho-pedagogical accompaniment are in organic unity and collaboration that is a prerequisite for qualitative growth of students. In the article of O.S. Popova (2008) on the problems of psycho-pedagogical accompaniment of students in early adolescence, as its structural components only goals and objectives are identified. S.G. Azariashvily (2008), considering psycho-pedagogical accompaniment of young people in their professional and personal self-determination, identifies as its core components the purpose, tasks and their respective units, steps and means of the accompaniment.

Meanwhile, O.S. Gazman (1995) considers psychological and pedagogical accompaniment as an independent educational process, believing that, if the need in accompaniment is recognized, it becomes the function of this educational institution, professionals are selected, responsibilities are allocated, and an optimal mechanism is created to establish and maintain relations between the entities of education. The main function of these professionals believed O.S. Gazman (1995), is the willingness to help the students, creating an atmosphere of security, becoming a defender of their interests, the guarantor of their security (Ivanov, 2007). O.S. Gazman allocates in pedagogy two independent pedagogical processes: education, defined by social boundaries and values, and accompaniment conditioned by the individual conditions of development and life practice of the learner (Ivanov, 2007). Following these findings, it can be noted that the forms, methods and means of psychological and pedagogical accompaniment are conjugated but not identical. It actualized the purpose of our study.

Conclusion and recommendations

Psychological and pedagogical accompaniment provides for the formation and development of students' skills to solve educational and personal problems. It is found that the set of identified methods of psychological and pedagogical accompaniment of first-year students in process of adapting to learning at University (organizationally-administrative, psychologically-pedagogical, preventively-adaptive, professionally-network, normatively-legal) provides: 1) the formation of students' reflexive thinking, aimed at the realization of the actualization of tolerant behavior, the recognition of universal human rights and fundamental freedoms of the person; 2) formation of sustainability to the socially



safe individual, ethno-cultural and confessional differences, the focus on constructive social and professional interaction with people; 3) the mastering of abilities and skills of psychological stability in situations of risk.

The results of the study allow us to outline the prospects for further research of this problem that are associated with the development of forms, means, methods, and content of psychological and pedagogical accompaniment of University students. The paper may be useful for leaders and teachers of the institutions implementing curricula of professional teacher education; employees of the centers of training and retraining of personnel in the selection and structuring of contents for improvement of qualification of the teaching staff in universities.

Disclosure statement

No potential conflict of interest was reported by the authors.

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