

# First-Year Students Professional Identity Formation During Adaptation to the System of Undergraduate

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**Abstract-Undergraduate students find it difficult to adapt to university education system. They can suffer a high level of stress because of this. This stress can be mental or physical. The causes of this stress are the high requirements to overcome both learning new things and general social problems.**

**Keywords-bachelor degree, freshman, adaptation, profession, identification**

## I. INTRODUCTION

In Kurgan state university, a study was done about the lack of adjustment of 1st year students. A system to help prevent these problems was developed and put in place.

Nowadays, education at university involves using high levels of mental and physical energy.

Elkonin D. B. connects students' age crisis with the change in social role: their lives are changing and university education needs to be successful for them to achieve their life plans. So the pressure of these changes, together with using so much brain power for studying, causes this exhaustion.

Adapting to university life for 1st year students is influenced by many things. Objective things- university process, more hours per day to study, more intensity of study, social activities.

Subjective things - the students character traits important for studying at university: discipline, organisation skills, motivation, diet, healthy lifestyle.

Prokhorov A.O., Ananiev B.G. and Vasilyuk F.E. found that the process of adaptation of 1st year students is linked to 3 things: mentality (intelligence), volition and emotional passivity. [1, 2, 3]

The thought processes and activities of intellectual sphere are connected with the belief of better future life, development of independent life, formation of moral conscience, development of value and ideals, sustainable outlook, civic qualities.

However, a reduction in cognitive function (speed of learning, weakening of focus and attention) results in reduction in productivity of the students. 1st year Students in the first month of training have difficulties with memorizing, focusing on lecture material, they suffer from

physical stress when preparing summaries, difficulties understanding the teacher because they are not used to the voice and vocabulary of university teachers. Whether a student is successful depends on the willpower of the student. The mental state of 1st year students because of unusual and new conditions together with a change in social conditions leads to weakening of the body and results in abnormalities like changes to willpower and behaviour of the student. This then results in problems with attendance and lesson preparation.

Students who might not be used to usual social relations may suffer from increased emotional stress and anxiety which are known as 'difficult states (of mind)' and can result in short term nervous breakdown, memory impairment, understanding where you are and vegetative state.

The educational activities of 1st year students who suffer from the 'difficult states' can be put into the following groups:

- Frustration because the body has to perform new activities
- Depression because of new environment which leads to tiredness and loneliness.
- Pre-neurotic reactions such as phobias.
- Reduction of personal motivation

Often frustration comes from dissatisfaction with studies and grades which can then cause irritation, anxiety and aggression which in turn can lead to anger, hostility and hatred towards others.

High frustration can cause changes to the bodies' nervous system and hormone system causing stomach spasms, headaches and increase in blood pressure. [3].

To achieve control over this frustration, students need to understand each other and also teachers need to sympathize with students, especially during the first exams.

Adaptation to new conditions will lead to a stress reaction for 1st year students. If the emotional stress is less than what the body can cope with, then the stress can result in a positive reaction. If the stress is too much then a number of mental and physical problems can happen. Signs of depression are:

- tiredness
- mood reduction
- decreased activity
- decreased attention and focus
- decreased memory function
- decreased self esteem (confidence in one's own worth or ability)
- slowing of thought processes and physical movement
- lack of interest in things

Anxiety and fear can come from negative emotions and nervous overload. Student behavior becomes more passive, curiosity is reduced and student avoids new, unknown communicational situations. They become more introvert and want to be alone, this results in reduced learning motivation and missing lessons.

## II. METHODS AND RESULTS

A system to help prevent these problems at Kurgan university was carried out on teaching specialties. There were 2 stages:

1 Finding out what the level of willpower the students have.

2 Finding out how ready a student is to study at high school.

92 students of pedagogical faculty took part in a questionnaire of Falunina E.V, to find out how well they can develop a teaching plan, what made them choose this university course and what their professional mindset is.

The diagnostic results are shown on the picture 1.

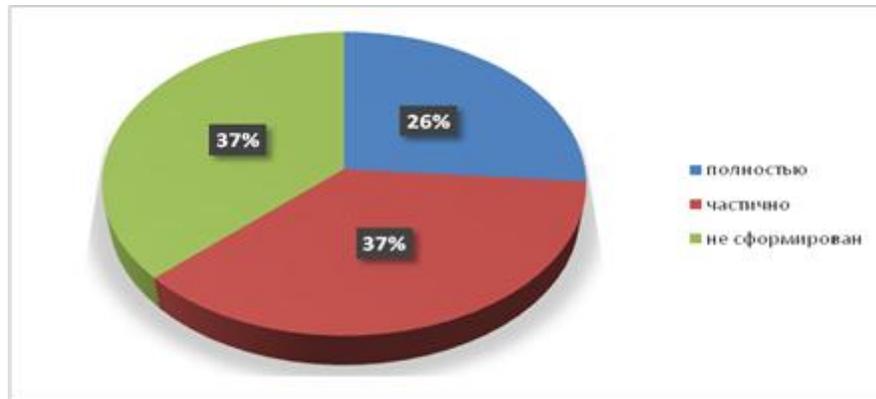


Figure 1. Results of undergraduate students' professional self-determination diagnostics

Only 26% (24 students) have a fully formed professional plan, adequate and justified, the rest of the respondents were divided equally between the groups of partial (33 students) and low (33 students) level of professional orientation.

Next step was to analyze 1st year students' attendance. It showed that out of 92 participants of the experiment were at least once absent in September 45% of 1st year students

and in October 41% because of "poor health" or "family circumstances". Then a study of the 1-st year students' emotional state, who often leave classes was done. It was done due to the method of A. Wessman and D. Riks "Self-assessment of emotional states" (sample was 35 students) and by rapid diagnostics of Spielberg - Hanin in October. The aim was to identify the level of anxiety with the participation of 67 respondents.

TABLE 1. INDICATORS-ASSESSMENT OF THE 1 -ST YEAR STUDENTS' EMOTIONAL STATE, PEDAGOGICAL FACULTY

Self-assessment levels	Anxiety		Fatigue		Depression		Helplessness	
	Number	%	Number	%	Number	%	Number	%
Low	5	14.2	8	22.8	5	14.2	1	2.8
Medium	10	28.5	25	71.4	30	85.7	16	45.7
High	20	57.1	2	5.7	0	0	18	51.4

The condition was evaluated on scales: anxiety, fatigue, depression, helplessness. A high level of anxiety was found out in 20 students (57.1%) and a high level of helplessness was observed in 18 students (51.4%). Only two students (5.7%) didn't have fatigue and depression as an emotional state. It can be concluded that the state of internal discomfort, the desire to restore strength in the usual conditions was the reason for missing classes by students, especially on Fridays and Mondays.

The reasons for the increased anxiety of students were the following: 22.1% want to go home; 19.8% tired; 14.4% quarrel with friends; 13.1% weather reaction; 9.5% feeling unwell; 10% trouble at home; 5.2% upcoming exams; 1.8% dissatisfied with themselves; 1% difficulties in learning;

0.8% relationship with teachers; 0.6% thoughts about the upcoming seminar.

Thus, 41.9% (28) of students tend to the usual living conditions, 25.2% (16) people have relationships problems. 6.8% (4) of first-year students have difficulties in learning activities. Analysis of the received information about the students allowed to build a system of work to support them.

First, it is a set of measures for students to develop their educational skills. Specially organized weekly classes for the first two months on the legal documentation of bachelor programs, game training, "rope course" for team building, creative autumn field fees, group and individual counseling psychologist.

Various forms of adaptation measures attendance were correlated with the results of professional self-determination diagnostics. Out of 24 students with fully formed professional plan, 83.3% of them participated in all forms of activities. Second group of school graduates with medium rate of professional plan formation were active on 60.1%, with low - 45.4 %.

Curators of these groups were very important in the adaptation period. Their daily help, guidance and support

positively influenced on students' motivation for learning in their chosen specialty and on conscious behavior formation. First-year students' involvement in social activities was the next stage of the adaptation program. Activities in clubs and sections gave the opportunity to reduce personal anxiety, and social activity helped to overcome communication barriers and formed public and professional consciousness of future specialists,

The system of work on first-year students' adaptation program was corrected due to the analysis of activities and the results diagnostics training. First, it is the creation of favorable training conditions: an unloaded timetable that gives students an opportunity to spend more time at home; each group of students has its own audiences; the friendly relationships with teachers. Second, the decision of household questions: normal timely lunch; normal conditions for preparing to lessons; friendly relationships among them.

Third, the cooperation of curators with the families of students to implement parental support: material support; attention to the internal state of children; their interest in learning.

Fourth, the educational process was based on a value-oriented approach to pedagogy [5]. The organized networking between the university and supplementary education institutions aimed to help students manage their free time appropriately and enhance their both social functioning and creative skills. 83 per cent of the responders pointed out that they felt free enough to cooperate with others within informal learning groups [6, 7].

The results of the first winter exam period became the control step of our research and allowed to reveal the following correlation: more successful were the students who entered the direction of training on the first priority.

A method of studying the status of professional identity of Azbel (figure 2).

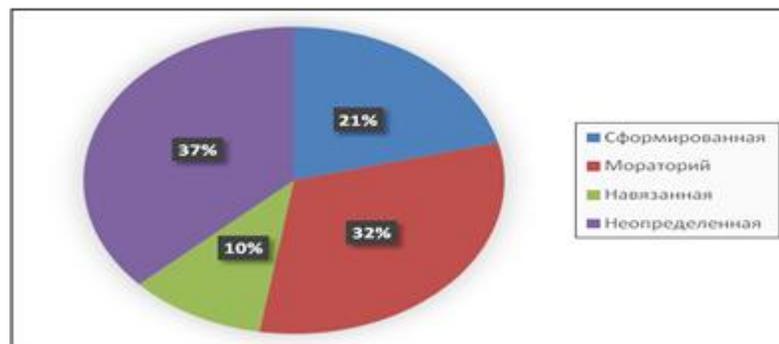


Figure 2. Results of Studying the Status of the First-year Students' Professional Identity

The already formed status has 21% of students. 32% of students found themselves in a state of moratorium, which is characterized by the search for alternative training

options. In 10% of young people there is a transition from the external to the internal motive of professional identity. All three groups of respondents showed a high level of

knowledge (up to 79% of quality) in the subjects of the professional cycle. According to the questionnaire results in May 2018, 87.3% of first-year students were satisfied with the choice of profession.

### III. CONCLUSION

Thus, the work, that was done by the teachers made it possible to identify the problems of the first-year students on early stage and to determine the system of their adaptation to the bachelor training.

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