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TO THE PROBLEM OF STUDY OF WAYS THAT PROVIDE SOCIO-PSYCHOLOGICAL ADAPTATION OF PERSONALITY IN THE CONDITIONS OF HIGHER EDUCATION

Socio-economic changes exacerbate the urgency of the problem of the person's socialization and the formation of personality in the conditions of higher educational establishments in Ukraine.

The problem of a human adaptation is considered in the writings of such scientists as V.G. Krysko, A.V. Petrovsky, M.G. Yaroshevsky, O.A. Urbanovich, A.A. Nalchajyan, Ye.I. Holostova, O.V. Zotova, V.K. Kryazheva, and others. Attention is given to the possibilities of reducing an anxiety and, in general, a misadaptation of students in the professional (J. Bujenthal, L.F. Vyaznikova, G.P. Zvenigorodskaya, A. Maslow, R.R. May, C.R. Rogers, V.E. Frankl, etc.), and intimate-familial spheres of life in the works of scientists (E.I. Zritneva, N.V. Malyarova, A.N. Sizanov, V.A. Sysenko, V.S. Torohtiy, T.A. Florenska, etc.). However, we have not found data on the connection between the success of the students' socio-psychological adaptation and personal self-actualization, specifically self-actualization in the professional and intimate-family spheres of life. This caused to

conduct theoretical and empirical research, which was carried out in the aspect of the combination of professional and personal growth of students.

The object of the study was the socio-psychological adaptation of students, but the subject was the socio-psychological adaptation of students in connection with their personal self-actualization in different spheres of life. The research aimed at the following objectives:

1. To reveal the essence of the research problem, its main questions and key concepts on the basis of theoretical analysis of psychological and pedagogical literature.

2. To study empirically students' success in socio-psychological adaptation and general personal self-actualization; to find out the existence and nature of the connection between these phenomena.

3. To study empirically the success of self-actualization in the professional and intimate-family spheres of life empirically (the main stage of research).

4. To find out the presence and nature of the connection between the success of socio-psychological adaptation and self-actualization in the professional and intimate-family spheres of life.

Theoretical analysis of psychological and pedagogical literature on the research problem was used to solve the first objective. To solve the second problem, namely, to study social and psychological adaptation, were used: the methodology of C. Rogers and R. Diamond, the method of studying the anxiety of Ch.D. Spielberger, the method of A.V. Lazurkina in adaptation of N.F. Kalina (SAMOAL) was used to study general self-actualization. To solve the third task, namely the study of professional self-actualization, a questionnaire was used that studies students' knowledge of themselves in a professional self-realization, and the method "Differential and diagnostic questionnaire"

E.O. Klimov (cognitive component); the method for studying the motives of educational activity in modification A.O. Rean and V.O. Yakunin (motivational component); the method of document analysis for studying the students' success (behavioral component). On the other hand, psychological methods and standardized techniques were used to study intimate-family self-actualization: the method "Role expectations and harassment in marriage" A.M. Volkova (ROP) (cognitive component); the method "The motives of marriage" S.I. Golod (motivational component); the test-card for assessing

readiness to family life I.F. Yund, and questionnaire (behavioral component). Procedures for qualitative and quantitative processing of empirical data were used to solve the second, third and fourth tasks.

At the research's theoretical stage were studied of the works of such scientists as Anokhin P.K., Andreeva G.M., Nalchajyan A.A., Parsons T., Piaget J., Ananov B.H., Matyuschenko I.M., Khokhlina O.P., and others. It demonstrated that adaptation is an important phase of the person's socialization, which means the process of a human adjustment to the new conditions of existence as an organism, as a medium of mental and social [3; 7]. A special place among the types of adaptation is occupied by the socio-psychological adaptation, which is understood as the process of personal adjustment, and vice versa; the process of active interaction of the individual and social environment in order to achieve harmony, which ensure the most effective activity, development of the collective, and personal growth [4] (including Khokhlina O.P. [7]). It is noted that one of the determinants of the success of social and psychological adaptation of a person is its self-actualization [1; 2]. However, a specific empirical data about the nature of such connection have not been identified.

Self-actualization is seen as the human desire to the fullest possible detection and development of his personal abilities [6] as an implementation in various spheres of life, primarily in the professional and intimate-family.

Professional self-actualization (according to R. Assagioli, O.V. Samal', O.K. Zavylova, etc.) is defined as the search for "oneself in the profession", the individual style of professional activity, the definition of professional goals, the desire for the disclosure and realization of its potential in the chosen profession [5]. Instead, intimate-familial self-actualization (according to I.V. Grebennikov, I.S. Kon, B.S. Krouglov, L.B. Schneider, etc.) understood as finding its continuation in a partner, a family; as positive, stable, personally meaningful relationships, which is the basis for achieving their own life goals, as well as for the creation of marriage and family. In studies L.O. Korostyleva, M.V. Syomina, L.D. Stolyarenko, E.H. Erikson, etc. were indicate a special significance for personal growth of intimate-family self-actualization, which prove that intimate-family relationships can either promote or hinder the self-fulfillment of each spouse's (partners') personality.

The result of the empirical stage of the study was the data were obtained on the peculiarities of self-actualization of students in the professional and intimate-family spheres, the relationship between adaptation and self-actualization and, specifically, between socio-psychological adaptation and self-actualization of students in these components of life. This caused to become the basis for consideration self-actualization as a factor in improving the adaptation of the researched to the university, which has a theoretical and practical significance.

So, it's found that most students have an average level of success in professional self-actualization according to indicators, which correspond to its components (cognitive, motivational, and behavioral): student's knowledge of oneself, motives for professional activity, and success in learning. The students were discovered a sufficient awareness of the choice of profession, an adequacy of goals, but uncertainty in their capabilities, or knowledge that must manifest itself in the study of cognitive component. The study of the motivational component of professional self-actualization among students showed that the professional motives are the dominant motives of their educational activity: the desire to become a highly skilled specialist and to ensure the success of future professional activities. It was found that students had an average level of academic success in the range of 89-75 points ("good", "B") in studying the behavioral component of professional self-actualization. The correlation analysis of empirical data showed an existence of the expressive interconnection between socio-psychological adaptation and professional self-actualization of students.

It has been found that the students are dominated by high and middle level during the study of intimate-family self-actualization of students by indicators: student's knowledge of future roles in intimate-family relationships (cognitive component), motives for entering into intimate-family relationships (motivational component), and readiness or implementation of intimate-family roles (behavioral component).

The students were discovered availability of adequate knowledge, representations, role demands and expectations of oneself or partner in marital relations in the study of cognitive component. The dominant motives of family activity are identified the motives for entering into intimate-family relations, such as love and community of views or interests, when studying the motivational component. That is, the level

of intimate-family motivation of students is high that express an adequate motives for creating a family. In studying the behavioral component of the students was identified the sufficient preparedness for family life, the presence of a loved one and roles that a person performs in his intimate-family life. The correlation analysis of empirical data showed an existence of the high interconnection between socio- psychological adaptation and self-actualization in the intimate-family spheres of life.

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