

**SCI-CONF.COM.UA**

**MODERN PROBLEMS OF  
SCIENCE, EDUCATION  
AND SOCIETY**



**PROCEEDINGS OF II INTERNATIONAL  
SCIENTIFIC AND PRACTICAL CONFERENCE  
APRIL 24-26, 2023**

**KYIV  
2023**

# **MODERN PROBLEMS OF SCIENCE, EDUCATION AND SOCIETY**

Proceedings of II International Scientific and Practical Conference

Kyiv, Ukraine

24-26 April 2023

**Kyiv, Ukraine**

**2023**

# EDUCATIONAL ADAPTATION OF STUDENTS OF MODERN MEDICAL INSTITUTIONS AND PRIORITY WAYS OF ITS CORRECTION

**Serheta Ihor**

Doctor of Medical Sciences, Professor  
Head of the Department of General Hygiene and Ecology  
National Pirogov Memorial Medical University  
Vinnitsya, Ukraine

**Introductions.** An integral factor in ensuring a high level of functional readiness of the young women and young men to acquire new knowledge and skills, the formation of a high level of mental and physical capacity of student youth is a certain level of educational adaptation, thanks to which stable and unstable organism systems, despite the variability of conditions and factors affecting them support the stability necessary for adequate personality development [1, 2, 3, 4, 5, 6]

**Aim.** The aim of the work was study of the peculiarities of educational adaptation of students of higher educational institutions of medical profile and scientific substantiation of priority ways of its correction and improvement.

**Materials and methods.** Scientific research was carried out using a specially developed personalized questionnaire, which made it possible to determine the peculiarities of the medical and social conditions of students' life, and to determine the level of educational adaptation of young women and young men.

**Results and discussion.** In the course of the conducted research, it was established that in the structure of the data obtained during the assessment of the level of educationally significant adaptation of students of medical and dental faculties to the conditions of stay in a medical higher educational institution, it was necessary to note that the majority of the studied young women (65.6%) and young men (46.7%) studied at a traditional comprehensive school before entering a higher medical education institution, 23.0% of future female students and 35.0% of future male students graduated from a specialized lyceum school with a medical focus, studied at a medical institutions – 11. 4% of young women and 18.3% of young men. 9.9% of

young women and 11.6% of young men who studied at a higher educational institution of a medical profile noted the very stressful nature of the previous school education that took place, as stressful – respectively, 14.7% and 25.0% of people, as moderately stressed – the largest share of students, namely: 42.6% and 26.7%, slightly stressed - 21.3% and 21.7%, not stressed - 11.5% and 15.0%.

The young women associated the main problems that arose during their studies at a higher educational institution with a feeling of constant fatigue (55.7%) and personal reasons (own laziness, etc.) (23.0%).

A much smaller share of female students determined that the problems in education were caused by the peculiarities of the organization of the educational process (9.8%), poor health (8.2%) and family circumstances (3.3%). arose in the course of studying at a higher medical education institution, first of all, they were associated with personal reasons (43.4%). A slightly smaller share of students determined that the problems in learning were caused by a feeling of constant fatigue (33.3%), a much smaller share of young men associated them with the peculiarities of the organization of the educational process (15.0%), family circumstances (5.0%) , as well as with a poor state of own health (3.3%).

According to the conducted survey, the level of neuro-emotional tension of students during the implementation of usual educational activities in the conditions of a higher educational institution of a medical profile, mostly had a moderate degree of expression. That is how 44.3% of young women and 45.0% of young men defined him. On the other hand, 24.6% of female students and 28.3% of male students noted the level of neuro-emotional stress as significant, 14.8% of young women and 6.7% of young men – as very significant, 4.9% of female students and 18.3% of male students – as insignificant, 5.0% of students – as small.

Evaluating the level of adaptation to study at a higher medical education institution, it should be noted that it was defined as extremely unsatisfactory by 1.7% of young men, unsatisfactory by 8.2% of female students and 5.0% of male students, satisfactory by 24.6% of young women and 26.7% of young men, good – the largest share of students, namely: 57.4% of young women and 58.3% of young women,



excellent – 9.8% of female and 8.3% of male.

The assessment data of the regime of daily activities and, therefore, the lifestyle of students who learn medical specialties in the conditions of study in a higher educational institution, emphasized the presence of a number of significantly expressed deviations from the leading indicators of the nature of its organization from generally accepted hygienic standards and regulations.

As such, first of all, it should be noted: insufficient duration of night sleep, an irresponsible attitude towards the use of such means as morning gymnastics and hardening as factors of recovery and a healthy lifestyle, a pronounced excess of the normative parameters established by hygienic requirements of the maximum permissible duration of daytime stay in the walls of a higher educational institution, a low level of daily physical activity and insufficient time spent by young women and young men in the fresh air.

So, the data obtained during the assessment of the features of educationally significant adaptation to the conditions of stay in a medical higher educational institution noted the fact that  $\frac{3}{4}$  of the female students and  $\frac{2}{3}$  of the male students who were studied recognized the nature of studying in the educational institution where they were, as stressful and very tense, the main problems that arose in the course of training, girls associated with a feeling of constant fatigue (55.7%) and personal factors (23.0%), young men – with personal factors (53.4%) and a feeling of constant fatigue (23.3%), the level of neuro-emotional stress of students during the implementation of professionally-oriented educational activities in the conditions of a higher medical education institution should mainly be considered moderate.

**Conclusions.** The obtained data confirm that the priority directions for the correction of educationally significant adaptation should be considered a number of physiological-hygienic and health-corrective measures, which include: scientific substantiation of approaches to preserving and strengthening the health of student youth, the introduction of health-preserving technologies with the aim of creating a health-creating environment in a higher educational institution,

determining the patterns of formation of socially and professionally significant characteristics of the personality of students receiving higher education in accordance with different systems of organization of the educational process, development, scientific justification and implementation in the activities of higher medical education means of preventive and health-corrective content; development of approaches to monitoring and prognostic assessment of the features of the processes of health formation, optimization of motor activity and increase of adaptation capabilities of the organism of young women and young men, etc..

## REFERENCES

1. Мороз В. М., Серебреннікова О. А., Сергета І. В., Стоян Н. В. (2021) *Психофізіологічні та психогігієнічні основи ефективного використання здоров'язберігаючих технологій у закладах вищої освіти*. Вінниця: ТОВ "ТВОРИ".
2. Сергета І. В., Панчук О. Ю., Стоян Н. В., Дреженкова І. Л., Макаров С. Ю. Університетська гігієна у контексті імплементації "Закону про вищу освіту": фізіолого-гігієнічні основи, реалії та шляхи розвитку. *Довкілля та здоров'я*. 2016. № 4 (80). С. 46-52.
3. Сергета І. В., Браткова О. Ю., Серебреннікова О. А. (2022) Наукове обґрунтування гігієнічних принципів профілактики розвитку донозологічних зрушень у стані психічного здоров'я учнів сучасних закладів середньої освіти (огляд літератури і власних досліджень). *Журнал НАМН України*. 28 (1). 306-326.
4. Сергета І. В., Серебреннікова О. А., Стоян Н. В., Дреженкова І. Л., Макарова О. І. (2022) Психогігієнічні принципи використання здоров'язберігаючих технологій у сучасних закладах вищої освіти. *Довкілля та здоров'я*. 2 (103). 32-41.
5. Тимощук О. В., Полька Н. С., Сергета І. В. (2020) *Наукові основи комплексної гігієнічної оцінки якості життя та адаптаційних можливостей сучасної учнівської і студентської молоді*. Вінниця: ТОВ "ТВОРИ".

6. Makarov Serhii Y., Stoyan Nataliya V., Serheta Ihor V., Taran Oksana A., Dyakova Oksana V. (2019) Peculiarities of the interaction of the indicators of psychophysiological adaptation of modern students in the context of the effective monitoring of individual health of young women and young men. *Wiadomości Lekarskie.*, LXXII, nr 5 cz II. 1053-1058.