



Features of social-psychological adaptation of girls and boys 15-17 years during the study period in senior classes of the modern school

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ARTICLE INFO

Received: 10 August, 2020

Accepted: 09 September, 2020

UDC: 613:616-053.82:378

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Social-psychological adaptation is a process of active human adaptation to constantly changing environmental conditions, using various social means, an important component of a person's specific attitude to the world, the main function of which is to ensure a stable and stable standard of living, an important component of development binding of both typical and atypical socially, educational and professionally significant tasks, formation of appropriate behavioral decisions. The purpose of the work is to establish the features of social and psychological adaptation of girls and boys aged 15-17 during their stay in the senior classes of a modern school. To determine the leading features of social-psychological adaptation during the scientific work used a personal questionnaire of Rogers and Diamond, the use of which involved the assessment of a number of both nominal and integrated indicators of adaptation processes, namely indicators of adaptation, self-acceptance, perception of others, internality, internality to dominance. Analysis of the obtained results led to the use of descriptive statistics procedures based on the use of a standard application package of multidimensional statistical analysis "Statistica 6.1 for Windows" (licensed № AXX910A374605FA). The results of the research show mainly the average level of expression of the leading nominal indicators of social-psychological adaptation of pupils 15-17 years old, who are in a modern school, and determine the features of the process of active adaptation of girls and boys to environmental conditions, their socially significant attitude to the world. from the standpoint of ensuring a stable and stable standard of living, the peculiarities of behavioral decisions that contribute to this. These trends are confirmed by the analysis of integrated indicators of the processes of social-psychological adaptation of pupils, especially the characteristics of adaptability and maladaptation, self-acceptance and acceptance of others, as well as emotional comfort and internality. These results should be further taken into account both in diagnostic (development and implementation of methods for comprehensive assessment of adaptive resources of boys and girls) and preventive (development and implementation of effective health technologies and measures of psychohygienic correction of existing changes in the functional state of the body to create preventive educational environment in the educational institution) context.

Keywords: girls, boys, education, modern school, social-psychological adaptation.

Introduction

According to the main provisions of the adaptation-oriented approach, which occupies a leading place in the conceptual structure of modern preventive medicine, the main components of human life, especially a person who is at the stage of social, educational and professionally significant development, should be considered medical and biological, socio-economic and socio-psychological

components and, consequently, measures for the formation of a healthy lifestyle of modern pupils and students should be based on the principles of bringing the level of health of girls and boys to the socially necessary level; cultivation through the media, popular science literature and social networks "fashion for health"; improving the culture of health with the use of active methods of

influencing the body (professional and applied physical training, psycho-hygienic correction, health training, etc.); inclusion of various preventive programs both in the structure of the educational process and in the structure of extracurricular time taking into account individual-typological features of personality and the level of adaptive capabilities of pupils, especially the level of psychophysiological, mental and, above all, socio-psychological adaptation [4, 5, 12, 14, 26].

In this context, it should be noted that socio-psychological adaptation is: 1) the process of active human adaptation to constantly changing environmental conditions, using a variety of social means; 2) an essential component of a person's specific attitude to the world around him, the leading function of which is to ensure a persistent and stable standard of living; 3) an important component of solving both typical and completely atypical socially-, educationally- and professionally-significant tasks, the formation of appropriate behavioral decisions, etc. [5, 14, 23]. Moreover, the way of life of modern youth involves the development of a specific system of thinking and behavior, which determines the formation of prerequisites for maintaining and strengthening health, optimal normal physical and mental development, creating conditions for ensuring a high level of efficiency, etc. [3, 22, 24-27].

The purpose of the work is to establish the features of social and psychological adaptation of girls and boys aged 15-17 during their stay in the senior classes of a modern school.

Materials and methods

The research was conducted on the basis of secondary schools in Vinnytsia, where 309 pupils aged 15 to 17, including 163 girls and 151 boys, were supervised during the period.

To determine the leading features of socio-psychological adaptation, as well as related personality traits, during the scientific work used a personal questionnaire of Rogers and Diamond, the use of which involved the assessment of a number of both nominal and integrated indicators of adaptation processes, namely: indicators of adaptation, self-acceptance, acceptance of others, internality, the desire for dominance [14, 23, 25, 27].

The analysis and prognostic evaluation of the obtained results determined the application of descriptive statistics procedures based on the use of the standard package of multidimensional statistical analysis applications "Statistica 6.1 for Windows" (licensed № AXX910A374605FA).

Results

When studying the leading indicators of socio-psychological adaptation, in particular, during the assessment of adaptability indicators, which establish the peculiarities of the level of adaptation to both normal and completely unusual living conditions, it was found that girls had a clear tendency to increase, making 131.2±4.3 points

at the age of 15 years, 141.4±2.6 points (7.8 %; $p < 0.05$) at the age of 16 years and 140.9±2.7 points (7.4 %; $p > 0.05$) at the age of 17 years (Table 1). At the same time, among young men the indicators that were determined initially increased from 127.4±3.4 points among 15-year-old pupils to 134.9±4.2 points (5.9 %; $p > 0.05$) among 16-year-old schoolchildren, then decreasing to 128.6±4.8 points (0.9 %; $p > 0.05$) among 17-year-old pupils, ie actually to the level of baseline values. Significant gender differences were observed only among adolescents with measles at the age of 17 years ($p < 0.05$).

Studies have shown that the adaptive level of pupils to accept themselves during the usual daily educational and extracurricular activities and, consequently, the degree of self-affirmation, the level of self-esteem and self-esteem among girls had a tendency to increase by 4.5 % ($p > 0.05$) at the age of 16 years and by 8.4 % ($p < 0.05$) at the age of 17 years. On the other hand, among young men the level of the studied indicators also initially increased by 5.2 % ($p > 0.05$) in 16-year-old schoolchildren, decreasing further to the lowest level in the dynamics of observations - 42.80±1.87 points (2.4 %; $p > 0.05$) in 17-year-old pupils. Significant gender differences, as in the previous case, were registered only among persons aged 17 years ($p < 0.05$).

Extremely stable during the period under review were indicators of acceptance of others and the degree of emotional comfort inherent for organism of pupils during educational and extracurricular activities, which determine the degree of assessment of others and their intentions in communication, interaction and cooperation, level of emotional-significant components of educational-significant comfort, etc. In the first case, among girls their level ranged from 24.15±0.55 points among 17-year-olds to 25.43±0.66 points among 16-year-old girls, among boys - in the range from 21.94±1.04 points among 17-year-olds to 23.98±0.91 points among 16-year-old pupils. In the second case - in the range from 22.61±1.09 points among 15-year-olds to 25.01±0.74 points among 16-year-old pupils, among boys - in the range from 23.35±0.87 points among 15-year-olds to 24.48±0.92 points among 16-year-old pupils.

Significantly more significant changes took place in terms of indicators of the degree of inner comfort of the subjects, and, consequently, the level of their intrinsic confidence in their intentions, decisions and next steps. First of all, it applied to girls: at the age of 15 their value was 46.40±1.69 points, at the age of 16 it increased by 10.6 % ($p < 0.05$), at the age of 17 - by 17.0 % ($p < 0.001$). At the same time, among young men, the values of the studied indicators first increased by 5.9 % ($p > 0.05$) at the age of 16, then decreased by 4.7 % ($p > 0.05$) at the age of 17. Gender differences were characteristic only of 17-year-old schoolchildren ($p < 0.05$).

Slightly smaller shifts were recorded in the definition of indicators that characterized pupils' propensity to dominate

Table 1. Indicators of the state of socio-psychological adaptation of pupils in the dynamics of learning according to the personal questionnaire of Rogers and Diamond (scores).

Indicators of adaptation	Research period	Groups of pupils				P _{g,b}
		Girls		Boys		
		n	M±m	n	M±m	
Adaptability	15 years old	52	131.2±4.3	51	127.4±3.4	>0.05
	16 years old	53	141.4±2.6	50	134.9±4.2	>0.05
	17 years old	53	140.9±2.7	50	128.6±4.8	<0.05
	p ₁₅₋₁₆	<0.05		>0.05		
	p ₁₆₋₁₇	>0.05		>0.05		
	p ₁₅₋₁₇	>0.05		>0.05		
Accepting yourself	15 years old	52	45.59±1.53	51	43.84±1.35	>0.05
	16 years old	53	47.66±1.15	50	46.10±1.60	>0.05
	17 years old	53	49.43±0.99	50	42.80±1.87	<0.01
	p ₁₅₋₁₆	>0.05		>0.05		
	p ₁₆₋₁₇	>0.05		>0.05		
	p ₁₅₋₁₇	<0.05		>0.05		
Acceptance of others	15 years old	52	24.25±0.96	51	23.13±0.88	>0.05
	16 years old	53	25.43±0.66	50	23.98±0.91	>0.05
	17 years old	53	24.15±0.55	50	21.94±1.04	>0.05
	p ₁₅₋₁₆	>0.05		>0.05		
	p ₁₆₋₁₇	>0.05		>0.05		
	p ₁₅₋₁₇	>0.05		>0.05		
Emotional comfort	15 years old	52	22.61±1.09	51	23.35±0.87	>0.05
	16 years old	53	25.01±0.74	50	24.48±0.92	>0.05
	17 years old	53	24.28±1.00	50	23.48±0.92	>0.05
	p ₁₅₋₁₆	>0.05		>0.05		
	p ₁₆₋₁₇	>0.05		>0.05		
	p ₁₅₋₁₇	>0.05		>0.05		
Inner comfort	15 years old	52	46.40±1.69	51	46.43±1.31	>0.05
	16 years old	53	51.33±1.14	50	49.16±1.78	>0.05
	17 years old	53	54.28±1.27	50	48.60±1.82	<0.05
	p ₁₅₋₁₆	<0.05		>0.05		
	p ₁₆₋₁₇	>0.05		>0.05		
	p ₁₅₋₁₇	<0.001		>0.05		
Domination	15 years old	52	9.38±0.55	51	9.23±0.59	>0.05
	16 years old	53	10.20±0.49	50	10.88±0.53	>0.05
	17 years old	53	10.94±0.55	50	10.54±0.61	>0.05
	p ₁₅₋₁₆	>0.05		<0.05		
	p ₁₆₋₁₇	>0.05		>0.05		
	p ₁₅₋₁₇	<0.05		>0.05		
Escapism	15 years old	52	15.30±0.68	51	14.92±0.78	>0.05
	16 years old	53	14.28±0.66	50	14.32±0.67	>0.05
	17 years old	53	14.92±0.70	50	13.70±0.74	>0.05
	p ₁₅₋₁₆	>0.05		>0.05		
	p ₁₆₋₁₇	>0.05		>0.05		
	p ₁₅₋₁₇	>0.05		>0.05		
Adaptation	15 years old	52	63.32±1.66	51	62.35±1.46	>0.05
	16 years old	53	64.86±1.35	50	65.98±1.50	>0.05
	17 years old	53	62.28±1.34	50	61.98±1.61	>0.05
	p ₁₅₋₁₆	>0.05		>0.05		
	p ₁₆₋₁₇	>0.05		>0.05		
	p ₁₅₋₁₇	>0.05		>0.05		
Self-acceptance	15 years old	52	77.44±1.79	51	75.86±1.65	>0.05
	16 years old	53	76.71±1.79	50	78.38±1.58	>0.05
	17 years old	53	75.96±1.92	50	74.56±2.09	>0.05
	p ₁₅₋₁₆	>0.05		>0.05		
	p ₁₆₋₁₇	>0.05		>0.05		
	p ₁₅₋₁₇	>0.05		>0.05		
Acceptance of others	15 years old	52	66.98±1.92	51	66.00±1.60	>0.05
	16 years old	53	68.84±1.53	50	69.30±2.01	>0.05
	17 years old	53	65.24±1.61	50	61.76±2.13	>0.05
	p ₁₅₋₁₆	>0.05		>0.05		
	p ₁₆₋₁₇	>0.05		<0.05		
	p ₁₅₋₁₇	>0.05		>0.05		
Emotional comfort	15 years old	52	61.55±2.47	51	62.60±2.40	>0.05
	16 years old	53	61.75±1.97	50	65.70±2.32	>0.05
	17 years old	53	58.64±2.46	50	62.58±2.28	>0.05
	p ₁₅₋₁₆	>0.05		>0.05		
	p ₁₆₋₁₇	>0.05		>0.05		
	p ₁₅₋₁₇	>0.05		>0.05		
Intermality	15 years old	52	63.98±1.92	51	67.35±1.99	>0.05
	16 years old	53	66.73±1.75	50	69.02±2.09	>0.05
	17 years old	53	63.05±1.49	50	65.94±1.87	>0.05
	p ₁₅₋₁₆	>0.05		>0.05		
	p ₁₆₋₁₇	>0.05		>0.05		
	p ₁₅₋₁₇	>0.05		>0.05		
The desire for dominance	15 years old	52	52.75±2.44	51	51.15±2.25	>0.05
	16 years old	53	51.13±1.79	50	58.84±1.74	<0.01
	17 years old	53	52.96±2.23	50	53.18±2.25	>0.05
	p ₁₅₋₁₆	>0.05		<0.01		
	p ₁₆₋₁₇	>0.05		<0.05		
	p ₁₅₋₁₇	>0.05		>0.05		
Insincerity	15 years old	52	29.63±0.93	51	28.64±0.91	>0.05
	16 years old	53	32.16±0.92	50	29.32±1.09	<0.05
	17 years old	53	32.09±0.58	50	29.70±1.07	<0.05
	p ₁₅₋₁₆	>0.05		>0.05		
	p ₁₆₋₁₇	>0.05		>0.05		
	p ₁₅₋₁₇	<0.05		>0.05		

their peers during daily learning and extracurricular activities and, consequently, to try to establish their own position,

their own preferences over others, their own preferences and so on. In general, their values were 9.38±0.55 points

and 9.23 ± 0.59 points among 15-year-old girls and boys, 10.20 ± 0.49 points (8.7 %; $p > 0.05$) and 10.88 ± 0.53 (17.9 %; $p < 0.05$) points among 16-year-olds girls and boys, 10.94 ± 0.55 points (16.6 %; $p < 0.05$) and 10.54 ± 0.61 (14.2 %; $p > 0.05$) points among 17-year-old girls and boys. No significant sex-related differences were observed ($p > 0.05$).

Sufficiently stable results were inherent in the characteristics of escapism, ie the efforts of pupils to "move away" from the consideration, analysis and expression of their own problems. At the age of 15 years, their values were 15.30 ± 0.68 points and 14.92 ± 0.78 points among 15-year-old girls and boys, 14.28 ± 0.66 points (6.7 %; $p > 0.05$) and 14.32 ± 0.67 points (4.0 %; $p > 0.05$) among 16-year-old girls and boys, 14.92 ± 0.70 points (2.5 %; $p > 0.05$) and 13.70 ± 0.74 points (8.2 %; $p > 0.05$) among 17-year-old girls and boys. Significant gender differences were not registered in the studies ($p > 0.05$).

The high level of sincerity of the answers of the studied pupils was confirmed by the data on the assessment of the degree of expression of these indicators among representatives of different age groups, which fully corresponded to the level of average values.

Discussion

Socio-psychological adaptation, associated with the adaptive processes of psychological and social content in their close combination, allows individuals to achieve a high level of self-realization in harmony with the social environment [5, 14, 23]. In this case, these manifestations of adaptation are not identical, and sometimes even contradict. Thus, the social environment can both facilitate the process of adaptation and complicate it. However, the psychological state can also facilitate the course of adaptive reactions that occur, and complicate their course [1, 2, 8-10, 13, 18, 28, 29].

Thus, socio-psychological adaptation as a phenomenon occurs in the case of interaction of two systems - personality (first system) and social environment (second system), and in a situation of changing the usual social environment, and in case of need to change the way of interaction with him. Moreover, the main criteria for determining and subsequent assessment of the leading components of socio-psychological are: socio-communicative (development of communication skills of girls and boys), emotional-volitional (psycho-emotional state of pupils), cognitive (development of cognitive functions of pupils) and psychophysiological (level of psychophysiological functions and personality traits of the subjects) components [6, 7, 15-17, 19-21].

Therefore, the interpretation of integrative indicators, which are calculated on the basis of specific statistical transformations of the primary data obtained, is extremely important for adequate interpretation of the results obtained during testing [11, 12, 14].

One of the most important indicators in this regard should be considered an integrated indicator of socio-

psychological adaptation, which is determined by assessing the leading characteristics of adaptability and maladaptation. It should be noted that we did not observe any significant fluctuations in the studied indicators during the age range under consideration. No significant sex-related differences were observed over time ($p > 0.05$).

Almost similar results were observed in the analysis of integrated indicators of self-acceptance and acceptance of others, as well as emotional comfort and internality, which, firstly, confirmed the data obtained during the determination of nominal indicators, and secondly, showed a stable and small-scale nature of changes which took place, thirdly, determined the highest level of socio-psychological adaptation regardless of gender, mainly among adolescents aged 16 years.

Only in the case of assessment of integrated indicators, which reflected the desire of pupils to dominate the pupils' environment, trends of somewhat different content were registered. In girls, during the observation period, the values of the studied indicators were 52.75 ± 2.44 points among 15-year-old pupils, slightly decreased to 51.13 ± 1.79 points (3.1 %; $p > 0.05$) among 16-year-olds, increasing further to 52.96 ± 2.23 points (0.4 %; $p > 0.05$) among 17-year-olds. Among young men aged 15 years, their values were 51.15 ± 2.25 points, at the age of 16 years - increased significantly to 58.84 ± 1.74 points (15.0 %; $p < 0.01$), at the age of 17 years - amounted to 53.18 ± 2.25 points (4.0 %; $p > 0.05$). Gender-related features were observed only among 16-year-old adolescents ($p > 0.05$).

These results should be further taken into account both in diagnostic (development and implementation of methods for comprehensive assessment of adaptive resources of boys and girls) and preventive (development and implementation of effective health technologies and measures of psychohygienic correction of existing changes in the functional state of the body to create preventive educational environment in the educational institution) context.

Conclusions

1. The results of research show mainly the average level of expression of the leading nominal indicators of socio-psychological adaptation of pupils aged 15-17, who are in a modern school, and determine the peculiarities of the process of active adaptation of girls and boys to changing environment, their social-significant attitude to the world from the standpoint of ensuring a stable and stable standard of living, the peculiarities of behavioral decisions that contribute to this, and so on.

2. These trends were confirmed by the analysis of integrated indicators of the processes of socio-psychological adaptation of pupils, especially the characteristics of adaptability and maladaptation, self-acceptance and acceptance of others, as well as emotional comfort and internality.

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