



PSYCHOLOGICAL AND PEDAGOGICAL SUPPORT IN THE ADAPTATION OF UNIVERSITY STUDENTS

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Abstract

Modern trends in education generate unique challenges for students during their adaptation to higher education institutions. To address these challenges, psychological and pedagogical support emerges as a comprehensive and systematic activity aimed at creating favorable conditions for adaptation. This article examines the theoretical foundations, forms, and principles of psychological and pedagogical support in the adaptation of first-year university students. Based on a review of scholarly perspectives and pedagogical practices, the study defines the essence of support as a technology that facilitates personal development, education, upbringing, and socialization of students. The paper also outlines the stages of adaptation support and emphasizes the role of tutors, teachers, and parents in this process.

Keywords: Adaptation, higher education, psychological and pedagogical support, tutoring, student development.

Introduction

The adaptation of students to higher education remains one of the most complex stages of their academic and social life. Contemporary educational trends and transformations often create new difficulties for students, making it necessary to implement structured psychological and pedagogical support. This concept was first introduced as an educational technology by E.I. Kazakova and M.R. Bityanova, who defined “support” as a process of helping an individual make decisions in various life situations. In their view, it involves a complex interaction



between the guiding professional and the supported student, ultimately contributing to the student's development.

Scholars have identified different forms of support, including psychological, psychological-pedagogical, psycho-medical-social, individual, and purely pedagogical. This study focuses specifically on psychological and pedagogical support, which, according to N.V. Gorbunova, is characterized by direct work with students, teachers, and parents, ensuring conditions for effective adaptation in higher education.

Despite the active development of research in this field, there is still a need for a holistic analysis and an interdisciplinary approach. This paper therefore seeks to systematize theoretical perspectives and outline practical strategies for implementing psychological and pedagogical support in the adaptation of first-year students.

Methods

The methodological basis of the study rests on a theoretical analysis of scientific literature and a systematic review of pedagogical practices related to student adaptation. The following approaches were considered:

1. Conceptual Analysis – Examination of the definitions and interpretations of psychological and pedagogical support in the works of Russian and foreign researchers.
2. Comparative Review – Analysis of humanistic paradigms (E.A. Aleksandrova, O.S. Gazman, N.B. Krylova, N.N. Mikhailova, G.I. Rogaleva, S.M. Yusfin) that form the foundation of pedagogical support.
3. Process Analysis – Review of organizational models and stages of adaptation support proposed by scholars such as M.M. Smailova, N.B. Podsosova, and A.N. Rudenko.

Results

1. Essence of Psychological and Pedagogical Support

Analysis of the literature reveals that psychological and pedagogical support can be defined as a comprehensive technology that promotes development, learning, upbringing, and socialization of students, especially during the initial stages of



study. Unlike psychological assistance alone, support encourages students' independence in resolving difficulties, while maintaining guidance through consultation and observation.

2. Principles of Support in Adaptation

The main principles derived from the literature include: universality, continuity, consistency and flexibility, integration into the educational process, and collaboration among teachers, tutors, specialists, students, and parents.

3. Stages of Adaptation Support

M.M. Smailova's model identifies several sequential stages: preparatory, diagnostic, initial, main, and final. These stages include planning, assessment, integration, support during difficulties, and evaluation of adaptation outcomes.

4. The Role of Tutors and Parents

Tutors act as facilitators of student adaptation, not only managing academic processes but also fostering personal development. Parents also play a vital role in recognizing achievements, supporting initiative, and encouraging resilience during adaptation.

5. Pedagogical Support as Development Strategy

Pedagogical support is interpreted as a special pedagogical activity focused on self-development, self-realization, and overcoming difficulties. It creates a space for cooperation and personal growth, encouraging students to build motivation, strengthen professional identity, and integrate into the academic and social environment.

Discussion

The study demonstrates that psychological and pedagogical support is a multifaceted pedagogical strategy that ensures students' successful adaptation to higher education. Comparative analysis shows that while some researchers emphasize the minimization of teacher intervention to stimulate student



independence (V.A. Slastenin), others stress the importance of collaboration and dialogue (O.E. Kucherova, G.A. Nagornaya).

The adaptation process in universities requires not only academic support but also the creation of an environment that facilitates emotional stability, motivation, and personal growth. Implementing multi-stage support systems provides students with resilience, improves integration into the educational environment, and enhances their chances of long-term success.

Conclusion

Psychological and pedagogical support represents an integral element of student adaptation in higher education. It functions as a targeted, systematic activity that involves teachers, tutors, parents, and peers. By guiding students through diagnostic, developmental, and reflective stages, support programs enable effective integration into academic life, foster professional identity, and stimulate personal potential.

Thus, pedagogical support should be recognized not only as a means of overcoming difficulties but also as a strategy of personal and professional development within the higher education system.

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