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THE CONCEPT “ADAPTATION” IN THE CONTEXT OF MODERN SCIENTIFIC DISCOURSE

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In article it is considered essence of a phenomenon of adaptation of the personality in the new social environment. The author investigated features of understanding of adaptation from the philosophical, psychological and pedagogical points of view. It is defined that in connection with continuous changes of the environment and development of the personality, the problem of adaptation becomes a fundamental basis of existence of a person in society. Adaptation is an obligatory context of socialization of a personality and becomes a basis of realization of a person in society. Success of adaptation depends on creating favourable conditions which have to consider nature of adaptation, level of efficiency of a person. When a young person is include into educational environment of a higher educational institution it is necessary to consider duration and quality of acquiring of knowledge, formations of skills and abilities. Continuous growth and development of a personality become an indicator of success of adaptation, his ability to interact productively in environment and to self-actualize in it.

Key words: personality, adaptation, socialization, social environment.

The optimization of students’ adaptation in higher education institutions is one of the education problems today. This type of adaptation to the new environment for a young person has signs of cultural socialization and integration to society; it is also a part of gradual socialization in future career. Teachers are well aware that in the beginning of education in high school students experience many complications associated with overcoming of the “didactic barrier” (restructuring of school attitude to learning process), and also psychological, social, vocational and other difficulties, which often lead to displays of students’ emotional instability, inadequacy, appearance of uncertainty, frustration, underachievement in education, distrust in environment, and social discomfort.

The phenomenon of adaptation takes interest of scientific community. According to this there is a number of problems investigated associated with the students' adaptation to the high school conditions. Thus, the structure, dynamics, and psychological mechanisms of adaptation were investigated in the works of K. Bodrov, A. Rean, A. Nalchadzhlyana, V. Yakunin and others. The search of pedagogical means to influence the process of students' adaptation is reflected in the works of I. Isayev, V. Boutkevitch, A. Mudryk and others. However, there is no single definition of the adaptation phenomenon because while studying this problem, researchers have been trying to focus on certain aspects of this complex phenomenon.

The factors of students' adaptation in modern conditions are of particular relevance today. This is the period when adaptational processes are being influenced by social and economic factors, by the process of internationalization of education, the need to interact with people of different cultures while studying in high school, everyday life and future career. All those factors create the basis for a thorough study of the adaptation phenomenon. The purpose of this article is to determine on basis of scientific literature analysis the phenomenon of adaptation.

The term "adaptation" (Latin adapto – adapt, adaptation) first arose in biology to determine the adjustment structure and function of organisms to the conditions of existence or acclimatization. At present this concept is quite complex and has its own interpretation in different areas of knowledge. A. Georgievsky attempted to group the existing definition of adaptation through the specific scientific approaches to the study of this phenomenon, and L. Corel tried to group the definition based on aspects of adaptation.

Thus, A. Georgievsky, in his research highlights:

- tautological definitions as a simplified translation of the definition from Latin, but rather used in the references;
- determination due to the "home sign" that comes with features of structural and functional organization of living things in general, and, accordingly, examines the phenomenon of adaptation, however, he gives no explanation of its mechanisms;

- polysemantic definition that provides an understanding of adaptation as a process and outcome [1].

The variety of approaches for dealing with the science concept of “adaptation” was generalized by L. Corel who identifies the following aspects of adaptation:

- Adaptation as a process of individual adaptation to new environment as a result of this process and as a way to achieve any goal and receive benefits to the individual;

- Adaptation as a balance, the relative harmony between the subject and environment, as well as a process that ensures not only stability but also capabilities of the individual;

- Adaptation as the process of achieving consistency between objectives and results of the individual [2].

As one can see, the concept of adaptation is valued. From the perspective of philosophy adaptation is interpreted as a social phenomenon, the kind of interaction between the individual and the social group with the social environment, during which there are demands and expectations of its members coordinated. Ideas of human adaptation to the environment for development of mankind were being studied by many philosophers: Hippocrates, Descartes, Montesquieu, Charles G. Spencer, W. Wundt, W. Dilthey, Emile Durkheim and others.

It was Hippocrates who said that man is naturally woven into the context of all systems which form life: seasons, especially the regions and their characteristics, water and peoples’ way of living that determine his behavior and influence the adaptation process. The first mention of adaptation occurred in teaching about the association. It explains the bond, strength and variability of mental phenomena built with neural structure systems. Thus, Descartes used the term association with respect to the behavior and behavior change under the influence of the environment.

Charles Montesquieu also believed that human behavior in the environment influenced by numerous factors. The environment in which the person exists determines life processes and defines the features of social life. Reflections to the impact of the environment on man led Dilthey to understand that "life unit is

predetermined by the environment in which it exists, in its turn, affecting the environment." Similar views were also expressed by Wundt, who observed that person depends in many respects on the development of the environment to which it belongs, because the environment is the foundation of becoming human and creates the conditions for its implementation in society.

According to K. Goldstein, a person needs to achieve harmony with the external environment, getting confidence and assert in society, made possible by adaptation. Herbert Spencer noted that an important aspect of successful adaptation of a person to the environment is to achieve the most optimal, adequate accommodation. Thus, it is important to reach a certain harmony of external, objectively established requirements of society to make your behavior level equal to generally accepted standards. As Emile Durkheim wrote, social behavior, on the one hand is regulated and limited by external existing social rules of interaction, on the other hand – by internal social norms and values which become effective means of social regulation.

To adapt to new conditions a person must consciously direct his efforts to cooperate with other people. Thus, as J. Dewey says, it means that coordination of the actions in human environment performs adaptive function. At the same time person can adapt to the most difficult situations in the most suitable way and even change the environment. Thus, from a philosophical point of view, adaptation is an attribute of any living creature that is revealed when a system of relations with the environment is being changed significantly. As both man and environment are constantly being changed, adaptation becomes fundamental condition of existence. In psychology adaptation means adjustment of a human as personality to existence in society in accordance with the requirements of the society and persons' own needs, motivations and interests. Psychological adaptation is realized by assimilation of the norms and values of society, and the main manifestation of adaptation becomes human interaction with the environment and humans' activity.

Holistic process of humans' adaptation as a subject of activity consists of various components and includes, according to many scholars, the different levels of structure:

- Socio-psychological level: its content is modified by the components of persons' focus (sureness, aptitudes, interests, desires), socially important for goals of a person, his interpersonal relationships, group interaction, and social expectations;

- Individual psychological (mental or actual) level: Its meaning bases on change of humans' personal qualities, properties of mental processes (perception, thinking, memory, emotions and feelings), features of individual behavior and characteristics of the current state;

- Psycho-physiological level: its content constitutes a change in biological and psychological features of human psychological and physiological regulation of behavior, physiological mechanisms of functional reserves of the body.

At these levels adaptation of interaction with the environment is implemented in different ways: on the first level it is mediated by social and psychological factors, on the mental level it depends on the individual psychological characteristics of a person, the third level is carried out by direct contact with the natural environment.

Human adaptation to the environment would be successful if there would be common combining reasons found. Exploring the problems of human adaptation to the environment, Jung pointed out that the identification of the person to the environment can occur under certain similarities, by which he meant the presence of people's minds archetypes that promote networking, both among people and the outside world. The need for human adaptation not only to the environment but also to the social environment is highlighted in the writings of Herbert Spencer. He put forward the idea that human mind has no limits, and it provides the most adequate individual adaptation to the environment.

How adaptation and personality are connected and their development is described in the works of G. Allport and A. Maslow. Thus, Allport, not identifying the concepts of adaptation and development of individual, believed that acceptance by human of certain conditions, requirements of the environment, which he defined

as “a myriad of subsystems not inherent for persons’ basic structure”, promote adaptation. In the process of adaptation of the individual to the environment there is a link between the environment and human response to it, according to Maslow. Scientist defined psychological defense as an internal resources to adapt to the world. Internal identification is optimal for a person during the adaptation process. During adaptation to the environment there are certain reactions to the external pathogens which can be seen in persons’ behaviour, as testified O. Lazurskii, and the content of these reactions is determined by the relation of man to the environment. The scientist said, “Significant importance for us is not the form of the objects themselves, and form the typical reactions to their personality, the attitude that consists in the direction of categories of external events” [3].

Developing the understanding of the individual as an active subject of social environment, N. Basov grounds mental conditionality by the external environment and by interaction with the person. The behavior is explained by the researcher not as a set of reactions to external stimulus, but as an activity of individual, while the environment according to the scientist is a holistic system of dynamic effects on human. N. Basov writes that the essence of human development as an active leader is “in the effective penetration of this environment and in learning it through action” [4].

Important conclusions about human adaptation to external environment as a part of nature were made by P. Halperin, who defined biological content of adaptation expressed by the interaction of human with the environment. As for him, biological means not only the body, but the body with certain forms related to the external environment, some form of external life and behavior.

Exploring issues of human adaptation to the environment, A. Leontiev pointed to serious contradictions that arise when one is trying to solve this problem. The scientist concluded that the adaptation should not be considered in the subject “organism – environment” but to bring the level of relations “man – society” [5].

Consequently, adaptation in psychology is defined as a process that is realized at different levels through mechanisms of transformation and adjustment in response to the impact of external and internal factors. Philosophical and psychological vision

of adaptation actualizes the role of environment during the life of a person in society and socialization. In domestic and foreign literature socialization is described as mastering social norms and cultural values resulted by persons' self-identity in society. As pointed out by L. Stepanyk, that socialization is the process of transferring cultural experience from one generation to another. Socialization of a person is explained by L. Blinov as a gaining of individual experience due to the analyzing and understanding experience of previous generations.

Igor Kon implicates the process of socialization as a process of learning from best practices in the social experience, where experience is a system of social roles and cultures, which raise a concrete individual. Socialization, according to Kon's views, is a digest of different cultures of interpersonal attitudes, interactions and established standards of convention.

Such scientists as V. Slastyonin, Y. Isaev, Y. Shiyanov are trying to view socialization in the process of adaptation it helps them to explain socialization as a "process of entering the social environment and regulation according cultural, psychological and social factors".

The main aspect of individual's socialization is setting norms, values and requirements of society, which influence social activity, self-forming and self-development of personality. Studying the question of personal development as a demonstration of socialization in society, A. Petrovsky distinguishes 3 phases of this process: adaptation, individualization and integration. Each of these phases are the stages of an individual's development, in the process of learning new qualities and characteristics. If a person cannot solve problems of adaptation period, it causes difficulties in researching itself as individuality; also it can cause conformality in behavior – dependence on familiar things and fear of leaving familiar environment, that may result in need of adapting to new demands. If a person can control and solve problems of self-developing process, it can be explained as self-affirmation, that leads to the further formation of positive qualities, improvement of self-esteem.

Model of personal development, that was designed by A. Petrovsky, was supplemented with views of N. Savotina, who finalized stages with her own point “actualization of conflict”, which elicit conditions of person’s socialization in society.

Consequently, we can state that adaptation can be considered as the important context of socialization. Learning from social practices, entering into society and integration in society, are the basis of socialization. The concept is wider than adaptation, which presents itself as the bottom of person’s realization in society and passed inside socialization process.

From the pedagogical point of view adaptation is regarded as an entrance into new lifestyle and activity. If to talk about cognitive activity, process of adaptation became complicating and versatile. Herewith time periods of adaptation process are differently determined by the scientists. For example, in Li Xueyuan dissertation 2 types of time periods are recollected [7]. First is based on reflective reactions while short time periods (while one lesson or one day of studying). Second requires long time and many impacts. I. Musharapova, while was studying processes of high schools students, has marked the difference in scientist’s establishment of adaptational period. By the way, scientists are showing agreement on such opinion: adaptation in cognitive sphere makes studying gradually progressing, because all time knowledge is getting more complicating, and it must be adopted by the person, while adaptation in the communicative sphere includes only one period and finished after two-three semesters [8].

According to numerous studies, creation of favorable conditions for normal adaptation process requires taking into account the presence of the close relationship between the nature of adaptation level performance rights, duration and quality of acquiring knowledge, developing skills and abilities. Successful adaptation depends on the student’s success in forming his skills and abilities.

According to B. Rubin’s and Y. Kolesnikov’s views, adaptation is the process of student’s individual entry into a set of roles and forms of activity. The main moment of adaptation is meaningful, creative adjustment to the individual characteristics of profession with the help of the educational process. The result of

the adaptation of the student, according to the researchers, is a positive attitude towards profession, the desire to master it, and goal to show successful academic performance.

In our opinion, the content of high school student's adaptation process is revealed successfully in the works of V. Laherev. Adaptation is defined by researcher as "Intense and dynamic, versatile and complex process of life in which the individual, according to own reactions, produces persistent skills, which are required during cognition and education in high school [9]. All that significantly affects the further development of the consciousness of the student, leads to some changes in his manners, guidelines, motives and activities. Although adaptation as a socio-psychological and pedagogical process subjects to specific laws, it in own turn has rather individual character. Last determines its intensity, expressiveness, great influence on the personality of student.

The analysis of works, which were made by Lahereva, J. Moreno, G. Rychkova, V. Severtsev, M. Fathullina and other, shows the existing of reasons in problematical adaptation of students during education, such as:

- Content of professional training programs in secondary school has inadequacy of preparedness
- low development of self educational skills and cognitive activities;
- The habit of passive role in learning;
- unformed value orientation
- low level of professional orientation
- lack of skills in reflective activities.

In this context it should be noted that the concept of adaptation is in close connection with the management, which is aimed at creating favorable conditions to adapt, at overcoming the mentioned difficulties and providing individual opportunities to relate their own quality standards and requirements of the new business. This adaptation process is characterized by interaction between person and new environment of educational establishment, which aren't familiar with each other. Student "controls his behavior and training activities under self-estimating, he is

getting knowledge and forming skills, personal qualities which are necessary for the mastery of the profession” while abovementioned interaction [10].

Students are adjusting to 2 spheres of education during studying in university: sphere of cognition and sphere of communication. This involves the allocation of such types of adaptation as didactic, educational, social, psychological and communicative. The aspect of adaptation in sphere of cognition can be viewed while identification of activity of students, which are aimed at overcoming the barrier of didactic and interested in creation of new educational activities and techniques. In the communicative sphere adaptation means activity, which is connected with formation and development of formal (businesslike) and informal (personal) relations with teachers and students, especially from their group.

Concerning each of detached spheres, M. Sviridov distinguished 2 kinds of adaptation: progressive and regressive. Progressive adaptation will happen if person understand social values and improves personal creativity, simultaneously connected with environment, which provides good conditions for spiritual growth. Regressive adaptation, on the contrary, will happen if person is formally connected with rules of society, its ideals, which complicate adaptation process and make trouble situations for person.

It should be remembered that not long ago adaptation was concerned as unnatural process, the result of environmental effects, that needs to be supported by person, who should maintain the equilibrium and stability of this environment, but not as the process of individual adjustment. By the way, adaptation is more complicating process, actually it is a continuous process of self-perfection. It is continuous growth of individual world that is the main attribute of adaptation. In modern science separating between adaptation and adjustment is taking place, movement from passive adjustment to construction of social system’s interaction between person and environment, from equilibrium and absence of conflicts, as the aim of adjustment, to individual self-development in real social environment.

In this context, it is important to say that (according to I. Kuznetsov views) phenomenon of adaptation is a “complete, dynamic, continuous, stable process of

conformity formation between combined level of most important and actual requirements and perspective level of satisfaction of these requirements, which together determine continuous development of personality” [11]. That means perception of persons own expectations about socium and respond to it. While this, person earns “flexibility” towards environmental changes, and trying to turn everything to advantage.

All in all, we can say that adaptation is the process of interaction between environment and person, while discrepancy of environmental characteristics and persons own qualities in sum are containing aim for achievement in harmony, stability and mutual development, if this aim is attained – adaptation is developing successfully.

Thus, the analysis of the scientific literature on essence of phenomenon of adaptation proved the existence of a theoretical revision of this question. Modern science has gone beyond the limits of understanding the process of adaptation as passive adaptation of the individual to the environment and believes that this process is dynamic, continuous, that causes the mutual development of both person and the environment.

Philosophy, psychology and pedagogics are observing different positions of scientists, but all scientists accept the fact that are adaptation processes are complex and versatile and they need to be researched in the plane, that is called “man – environment”. Whereas this interaction always has social character, adaptation is transformed into social adaptation, because during adaptation process we can see harmonization between requirements and expectations of the individual, which is a social subject with own possibilities and realities in social environment. Taking this into account, we can say that the further direction of our study is the detection of the phenomenon in social adaptation as the basis for successful entry of students in the learning environment of the institution.

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Ху Жунсі

Поняття “адаптація” у сучасному науковому дискурсі

У статті розглянуто сутність феномену адаптації особистості у новому соціальному середовищі. Автором визначено особливості розуміння науковцями сутності адаптації з філософської, психологічної та педагогічної точок зору. Виявлено, що у зв'язку з постійними змінами середовища та розвитком особистості, проблема адаптації є фундаментальною основою існування людини у соціумі. Адаптація є обов'язковим контекстом соціалізації особистості та стає підґрунтям реалізації людини у суспільстві. Успішність адаптації залежить від створення сприятливих умов, які мають враховувати характер адаптації, рівень працездатності людини. При входженні молодої людини в освітнє середовище вищого навчального закладу необхідно враховувати тривалість та якість набуття знань, формування навичок та умінь. Показником успішності адаптації стають безперервне зростання та розвиток особистості, її можливість продуктивно взаємодіяти у середовищі та самореалізовуватись в ньому.

Ключові слова: особистість, адаптація, соціалізація, соціальне середовище.

Ху Жунсі

Понятие „адаптация” в современном литературном пространстве

В статье рассмотрено сущность феномена адаптации личности в новой социальной среде. Автором исследованы особенности понимания адаптации с философской, психологической и педагогической точек зрения. Определено, что в связи с постоянным изменением среды и развитием личности, проблема

адаптации становится фундаментальной основой существования человека в социуме. Адаптация является обязательным контекстом социализации личности и становится основой реализации человека в обществе. Успешность адаптации зависит от создания благоприятных условий, которые должны учитывать характер адаптации, уровень работоспособности человека. При вхождении молодого человека в образовательную среду высшего учебного заведения необходимо учитывать длительность и качество овладения знаниями, формирования навыков и умений. Показателем успешности адаптации становится непрерывный рост и развитие личности, ее возможность продуктивно взаимодействовать в среде и самореализовываться в нем.

Ключевые слова: личность, адаптация, социализация, социальная среда.

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