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First-year students' problems affecting adaptation to a public university in Kazakhstan

Abstract. *This study examines some of the difficulties that first-year students in higher education face as they adjust to the university life. The primary objective of this study is to determine which events and programs aided first-year university students to integrate into their new educational environment and become accustomed to their new surroundings. The participants in this research are first-year students at M.Kh. Dulaty Taraz Regional University who initiated their hybrid (online and offline) studies in the 2021-2022 academic year. For the purpose of acquiring data, the authors provided a survey to 270 first-year students and conducted additional interviews with 15 of them. The findings examine the attitudes, expectations, and experiences of first-year university learners, as well as the support from institutional agents, interaction with their instructors, and community involvement, among other factors related to a successful and productive first year of education. Findings of this study will be helpful to the institution's administration, faculty, and staff in determining the most effective method for easing first-year students into the routines and culture of university life. Based on the findings and results, a number of recommendations for the assimilation of first-year university students have been developed and presented in this paper.*

Keywords: *first-year students, Chickering's theory, ways to overcome stress, adaptation to university, student's support, assimilation into university life.*

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Introduction

Student life is a serious test, and first-time university students often have trouble adapting. Students face a great number of different challenges. New living and learning conditions require more independence, responsibility, and self-organization. Students must overcome difficulties, some for the first time in their life, as well as master new roles, modify old ones, and adapt to a new way of life [1].

Students are unlikely to continue and complete their university career if they do not succeed within their first year. Therefore, institutions of higher education have a vested interest in understanding the adaptation process that new students go through as they start their first semester. The problem is that few students are prepared for the complexity of the challenges they will face. If measures are not taken in time, the large amount of stress experienced by students can adversely affect learning (acquisition, application and knowledge processing), which hinders academic performance. Academic difficulties in turn also create discomfort, resulting in increased overall stress. Living in a state of constant stress can lead to numerous health problems: chronic fatigue syndrome, frequent respiratory diseases, bronchial asthma, hormonal disorders (primarily diabetes mellitus), insomnia, and impaired appetite, among others. Stress may also

cause psychological problems such as chronic anxiety, behavior management disorders, and communication deficits.

The purpose of this study is to delve into which activities and programs offered by institutions of higher education can help students make a successful transition to university during their first year. External elements such as family and social community support, emotional well-being, and living environment will also be examined.

The research study conducted a survey for first-year undergraduate students at M.Kh. Dulaty Taraz Regional University during the academic year 2021-2022. Students were asked to answer the following questions:

1. What are the first-year students' attitudes, expectations and experiences of university life?
2. How do first-year students engage with their learning and with their university communities?
3. What do students regard to be the hallmarks of a successful and enjoyable first year at the university?

Literature Review

The term 'stress' is widely used in a great number of areas. Consequently, it has a slightly ambiguous meaning depending on the causes, development mechanisms, and consequences associated with its manifestations. Various aspects of stress are studied by various disciplines: psychology, medicine, and sociology, among others [2]. Stress conditions affect all types of human behavior [3]. Due to the rather frequent occurrence of stress, which negatively affects the human body, its concept is widely used. A Canadian biologist and physician introduced the aforementioned concept [4]. While conducting research, he drew attention to the fact that any requirement presented to the body entails its specific effect. He proved that a small dose of stress restores youth, develops the skill to cope with difficult life situations [4]. A considerable number of researchers in their monographs note that stress does not have a clear and uniform definition, as Bodrov, "in this area there is no established terminology, even the word 'stress' definitions are often significantly different" [5]. The concept of stress in such knowledge areas as psychology, biology, medicine and others is most often used in two meanings [3]. On the one hand, stress is a certain factor that affects the body, and on the other hand, it is the result of its influence. Various stress researchers define it in different ways. S. Vojner suggested identifying the concept of 'stress' with the concepts of 'frustration' and 'threat' [3]. American psychologist J. McGrath gives the following definition "Stress is a perceived significant imbalance between a requirement and the ability to predict the implementation of this requirement in conditions when it is impossible to fulfill it" [6]. Lazarus notes, "stress occurs when individuals feel that they are unable to cope with the demands placed on them or a threat to their well-being" [7]. Domestic scientists also defined this concept in different ways. Stress is a physical, chemical, or emotional factor that cause physiological or psychological stress, and which can be a source of illness: it is the illness itself that arises as a result of these factors.

Transition from high school to university is always a crucial developing period for students. New responsibilities, academic pressures, and independence are all things that come along with the first year at university. Sharma states "Going to college gives a chance to the students to learn new things, meet new people, to deal effectively with new experiences and challenges which eventually help them in their personal growth and development" [8].

In the young people lives, the first year at university is a significant time in terms of assimilation. It is critical for students to have a seamless transition in order to grow personally, socially, and academically.

Student life begins from the first year. Therefore, successful, effective and optimal to life and study at a university is the key factor to the further development of each student as a person, citizen, and future specialist. Studying in a higher educational institution for a modern young

person is one of the most important life periods, personal growth, and formation as a specialist. As a result, in modern conditions, it is extremely important to train highly competent competitive personnel, adapted to the market requirements.

Problems arise when university management, teaching staff, and students cannot find common ground. Students who come to a higher educational institution often experience difficulties in establishing contacts with others, previously unfamiliar people, organizing their educational activities. Kazakh scientists in this field argue that students are affected by various aspects of adaptation. They specify the need for students' adaptation in their first year at the university. Each specialist outlines their own circle of problems for a freshman student. Thus, psychologists are considering the psychological aspects of student adaptation. For instance, Adilzhanova and Yermentayeva identify psychological factors that contribute to the subjective well-being of the individual by analyzing the effectiveness of students' professional activities [9]. The other researchers determine the circle of students' psychological problems and suggest ways to solve them, for example, Nurzhanova suggested psychological and pedagogical support to first-course students at the university [10].

In addition, Kazakh scientists raise adaptation problems connected with specific learning conditions. Niyetbayeva et al. state, "...the Republic of Kazakhstan is one of the typical modern polyethnic states, where more than 120 ethnic groups live. Multicultural environment impacts the socialization of children and young people, becoming one of the conditions for the development of both the individual and social groups and contributing to the formation of interethnic cooperation and tolerance" [11].

Zhantemirova and Kakabayeva considered the adaptation of the first students arriving from the southern regions under the program Serpin-2050 [12]. They describe the psychological adaptation of students from the southern regions to university studies and new living conditions in the northern regions of the country. The purpose of their research was to identify the psychological factors of adaptation, which allow achieving positive results in the process of educational activities and interpersonal communication of students from southern regions in new conditions.

Shkutina et al. devoted their article to the problem of adaptation of first-year students to the conditions of development of educational programs at the University. The article deals with the problems of students' adaptation to higher education. It describes the difficulties that students have during their studies. The authors consider the importance of developing the level of adaptation from school, thereby preparing future students for the new system in advance. The research was conducted to determine the level of adaptation of students of the pedagogical faculty of the specialty "Preschool education and upbringing." The study's findings revealed that the first-year students' adaptation is one of the most significant issues and is still a topic for conventional discussion. According to the authors, first-year students may have the following adaptation challenges:

- the age-related discrepancy between a high level of claims and a low social rank;
- a mismatch between the parent family's communication style and the requirement to communicate with university faculty and staff;
- the contrast between a greater emphasis on independence and reliance on peer opinion [13].

As a result, adaptation is the cornerstone of instruction in the first year of study. Students join the student team, gain knowledge of the chosen profession, realize their calling, establish an effective working style, and become used to the teaching staff. Conclusions and suggestions for accelerating the process of students' systemic adaptation to higher education were generated based on the study's findings. Additionally, the personality of the learner must be given a significant role during adaptation. The foundation of a well-functioning team is a student's personality, which is closely related to each student's level of education and independence. By cultivating the best personal traits in students, including the ability to adjust to continuously changing environmental situations, institutions generate effective, competitive, critical thinkers [13].

Another Kazakhstani scientist Abdykhalykova claims that academic advisers are the ones who promote communication between advisors and students and the first-year student experience [14]. For instance, in 2001 Kazakhstani universities switched to the credit system of education. As a result, Kazakhstani students, particularly first-year students, do not completely comprehend what “credit system” and “how to study at the university by the credit system.” The Kazakhstani universities formally started an academic advisor program to overcome this gap. Today, practically all universities provide their students with more advising and support services. As an example, the course “Student’s Education Strategy” developed by advisors from the faculty of Social Sciences was effectively implemented. The results of the brief pilot study showed that first-year students believe the SES course boosts their achievement and helps them acclimate to life at the institution. To help new students adjust to the academic environment, academic support centers can provide them with a longer academic orientation. On the other hand, the author indicates that currently, academic advising is a low-profile task carried out by numerous faculties within the universities in Kazakhstan. Universities in Kazakhstan have established advisor rights and obligations, but many of them lack formal training from specialized training programs and design their student support programs without any assistance from manuals or guides on academic advising in higher education. Most faculty advisors at Kazakhstan universities received no formal training in advising and instead developed their knowledge through “learn as you go” methods and one-on-one observations with more experienced faculty colleagues. In comparison to the USA and the UK, Kazakhstan’s system of academic counseling is very different. In general, Kazakhstan does not have a tradition of personal tutors or specialized counseling as the United States does. Therefore, the author claims that the development of these services should receive financial assistance from the government. In dedicated academic support centers, academic advising can be done by both faculty members and student affairs experts [14].

Therefore, several Kazakh scientists conducted inquiries and surveys, proposed certain ways to solve the problems. Thus, a number of research on the adjustment of first-year students to university study were conducted in Kazakhstan. However, the pandemic period was not covered by these studies with regard to online and blended learning. The fact that the authors of this study looked into this issue establishes the study’s scientific uniqueness.

Theoretical Framework

The theory to be examined in this article is Chickering’s Identity Development theory. Chickering’s psychosocial theory of development “provided an overview of the developmental issues faced by college students and identified environmental conditions that influence development” [15]. Chickering identified key aspects of the college environment that influence development and suggested ways to enhance student growth. Chickering’s seven vectors of development are:

- developing competence
- managing emotions
- moving through autonomy toward interdependence
- developing mature interpersonal relationships
- establishing identity
- developing purpose
- developing integrity

Chickering argued educationally influential environments powerfully influence student development and proposed seven key influences [15]. Environmental factors, according to Wise, can have a substantial impact on students’ achievement; without these impacts, students will lack the tools necessary to succeed in college. There are seven key influences he proposed [16]:

- institutional objectives
- institutional size

- student-faculty relationships
- curriculum
- teaching
- friendship and student communities
- student development programs and services

Institutional goals are the first major influence. Staff and administration use these guidelines and standards to develop programs and services. They lead to more consistency in policy and programming across the institution, highlighting the institution's value.

The second major factor is the size of the institution. It is crucial and can have a significant impact on students' development. Students must be involved in campus life and satisfied with their university experience for social progress to occur outside of the classroom.

Student-faculty relationships are the third major influence, and they also provide opportunities for development. Students will see that faculty are well-rounded in their experiences and responsibilities if they can see them outside of the classroom and find them to be accessible, genuine, have personal knowledge of students, and communicate with them.

Curriculum is the fourth major factor. It is vital that the curriculum takes into account student diversity and gives them a way to understand what they are learning and how to apply it to their lives or careers.

The fifth major factor is education. Teaching should include contact between students and teachers, appreciation of varied learning styles and skills, high expectations for academic accomplishment, and prompt feedback in order for students to continue to progress.

The sixth major factor is friendships and student communities. Students often learn more from their peers than from professors; as a result, it is critical for students to form a variety of friendships so that they can learn socially and academically from their peers.

Finally, student development programs and services are critical in guiding students through their college careers and assisting them in their personal and academic growth. Faculty, staff, and administration should all work together to design activities and services that will help students' growth while they are enrolled at the school [17].

Methodology

Research Design, Sample and Participants

We mainly use Creswell's method of study, which consists of two different but connected phases. The first phase is characterized by quantitative data collection and analysis; the second phase is characterized by qualitative data collection and analysis "that builds on the results of the initial quantitative results" [18]. The study took place at M.Kh. Dulaty Taraz Regional University. The institution consists of 7 faculties and over 243 educational programs offered. There are 15,969 students that attend the university, and 1,300 faculty members. A total of 270 students voluntarily participated in the survey. Ten students agreed to participate in individual interviews.

Instrumentation

The survey was conducted among first-year students who already have experience in studying online and in a blended format. The anonymous survey included 25 multiple choice questions and oral interviews of students with open questions. The instrumentation in this study included a survey as well as semi-structured interviews. The survey consisted of Likert-scale, slider, and multiple-choice questions. Follow up interviews were informed by the quantitative data and included open-ended questions.

Data Analysis

Data were examined quantitatively and qualitatively individually. Using Excel, the data from the questionnaires were evaluated. The information about the participants' basic background as well as their opinions were calculated and given in percentages.

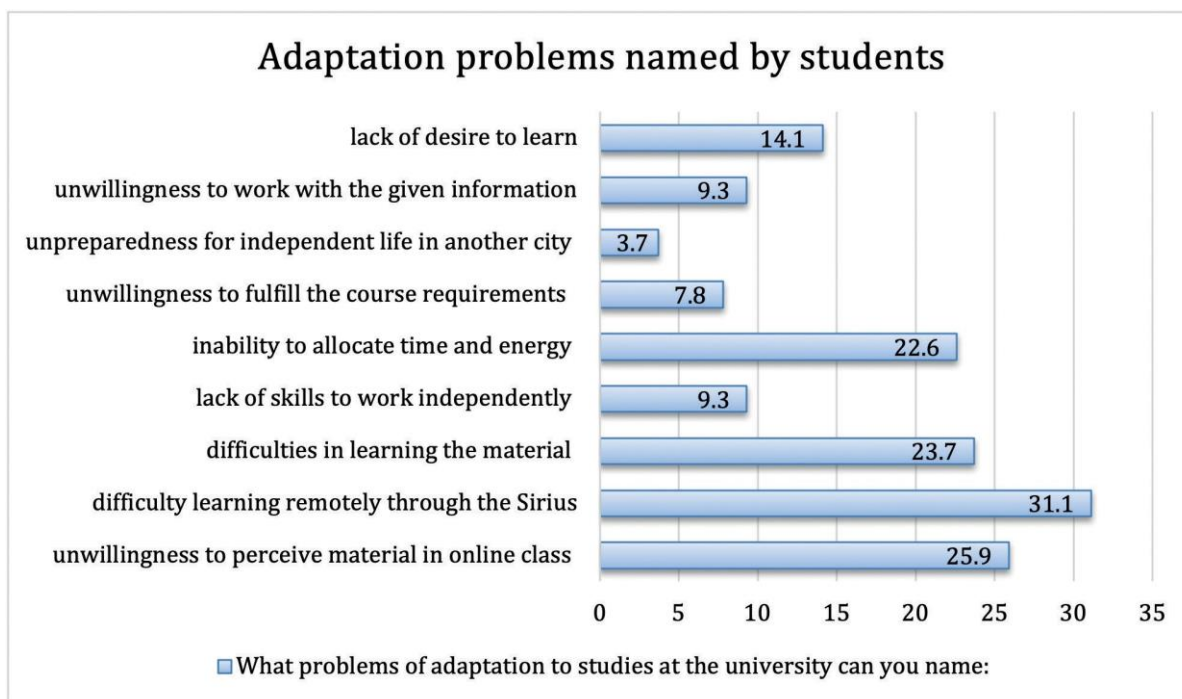
Results and Discussion

During the survey, it turned out that the majority of respondents (62%) were female, studying on a grant, and the main age of the respondents (68%) was under seventeen years old. Students from five faculties took part in the survey, namely, the Faculty of water irrigation, ecology and construction, Faculty of humanities and social sciences, Faculty of Technology, Faculty of information technology, and Faculty of economics and law. The choice of faculties shows that we did not make a division into technical and humanitarian specialties.

The main reason for choosing this university was the fact that they were interested in this specialty and plan to work in this area after graduation. We also considered it appropriate to take an interest in the social life of students and found out that in this area they are most attracted by the opportunity to acquire professional skills and make friends. This fact indicates the need to open additional electives in specialties and student clubs of interest. Next, we directly approached the problem of student adaptation and found out that the majority of respondents (85%) noted the need to switch to online learning as the main problem of adaptation to the university. The reason was also noted as the reluctance to perceive the material in the form of distance learning, which proves the fact that the main problem of adaptation of first-year students is the distance-learning format. Among those who helped them in their adaptation, students mention mainly themselves, classmates, advisors and teachers, which tells about the need to strengthen the advisory service and create student clubs, as mentioned above. Respondents also noted that their desire to learn helped them adapt the most. Along with this fact, interesting lessons, friendly attitude of teachers and interaction in the lesson were also pointed out (Diagram 1).

Diagram 1

The results of the survey on problems of adaptation



In our article, we mentioned the harmonization course for freshmen, which is a kind of introduction of students to the life of the university. In our questionnaire, we also tried to find out how much this course helped in adaptation. It showed that 70 percent of the respondents attended this course regularly, the rest experienced some internet connection problems and did

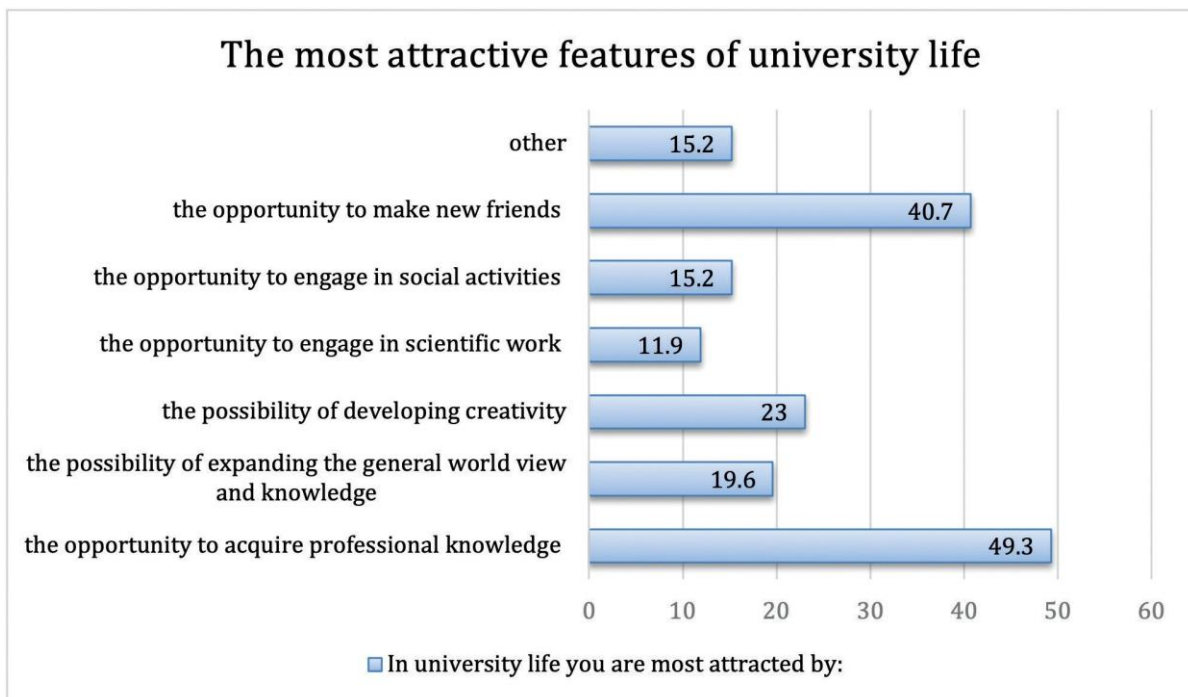
not attend all sessions. Half of those who attended this course regularly (50%) noted that it was somewhat beneficial, and only 30% found it very helpful in adaptation. In this regard, in our opinion, it is necessary to revise the content of the Harmonization Course and make adjustments to it, taking into account the opinion of students.

The next point of our research was the student life of the university, the socialization of students and how effective it is for their adaptation. As a result of the survey, it turned out that a minority of respondents (only 30%) are actively involved in the life of the university, the majority are involved to some extent (60%), the rest do not participate at all. In this regard, more than half (55%) indicated that they have not participated in any event since the beginning of the school year, and only 35 percent attended 1-2 events. However, the vast majority (70%) of respondents to the question "Do you want to be active in the social life of the university?" answered positively. It also turned out that in the process of studying, almost all students made friends. To solve this issue, it is necessary to involve a large number of students in such various events as Olympiads, student conferences, clubs, etc. It is recommended to study the experience of the world's leading universities in the field of student life and use it to attract more students to socialization and adaptation.

The succeeding issue was formulated as "In the university life you are most attracted by...", where our respondents could choose more than one options. In this case about half of the students were interested in the opportunities to acquire professional knowledge and make new friends, while at the same time they wanted to use the possibility to expand the general world view, be involved in social life, and to develop creativity (Diagram 2).

Diagram 2

Students' attitudes toward the most attractive features of university life

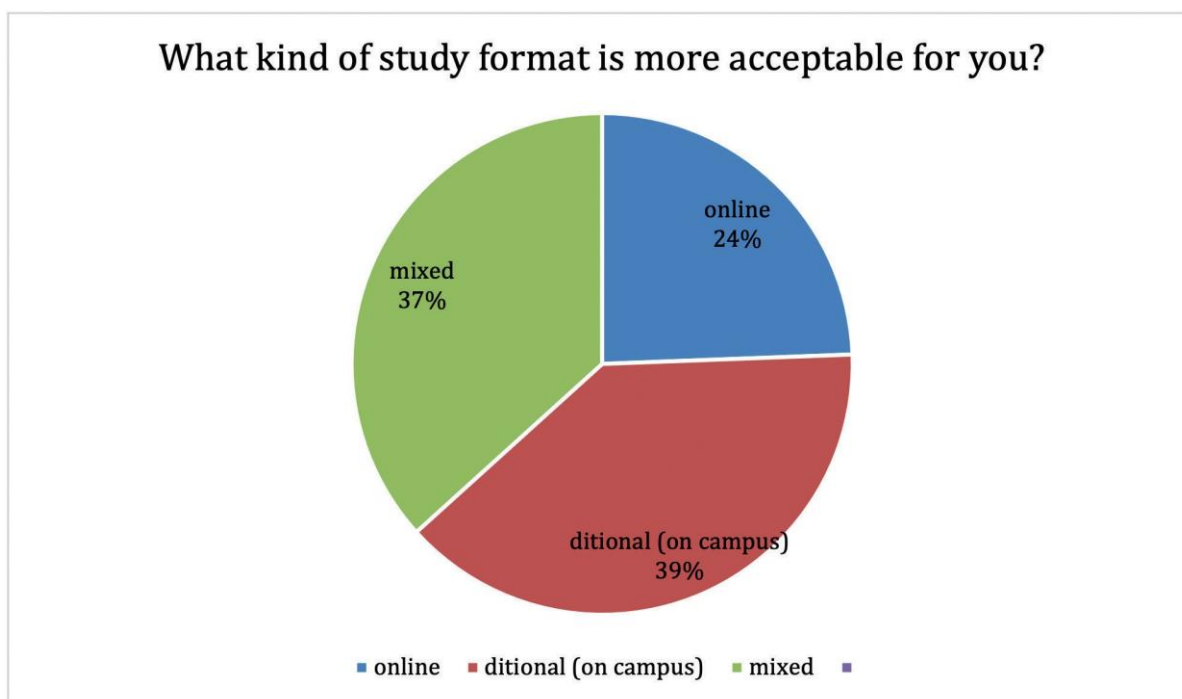


The answer to the next question (Which format of education do you consider the most acceptable?) proved to be somewhat unexpected, since the traditional and blended education formats received the same number of votes (approximately 40%). That is, students also like the blended learning format that has been used at M.Kh. Dulaty Taraz Regional University since the second semester of the 2020-21 academic year after the cancellation of the full online learning

mode. According to this format, one lesson is held in the classroom, one on the online platform and one in the form of student’s independent work, which is then attached to the university portal. It turned out that this learning format attracts students due to the factors that we identified in the following questions. The main thing students enjoy in-class learning is the ability to communicate live with their teachers. We also asked what attracts them in online learning where students pointed out the ability to use multimedia content in class as a priority as well as the fact that online lessons are less stressful than offline (Diagram 3).

Diagram 3

The results of the survey on acceptable format of study

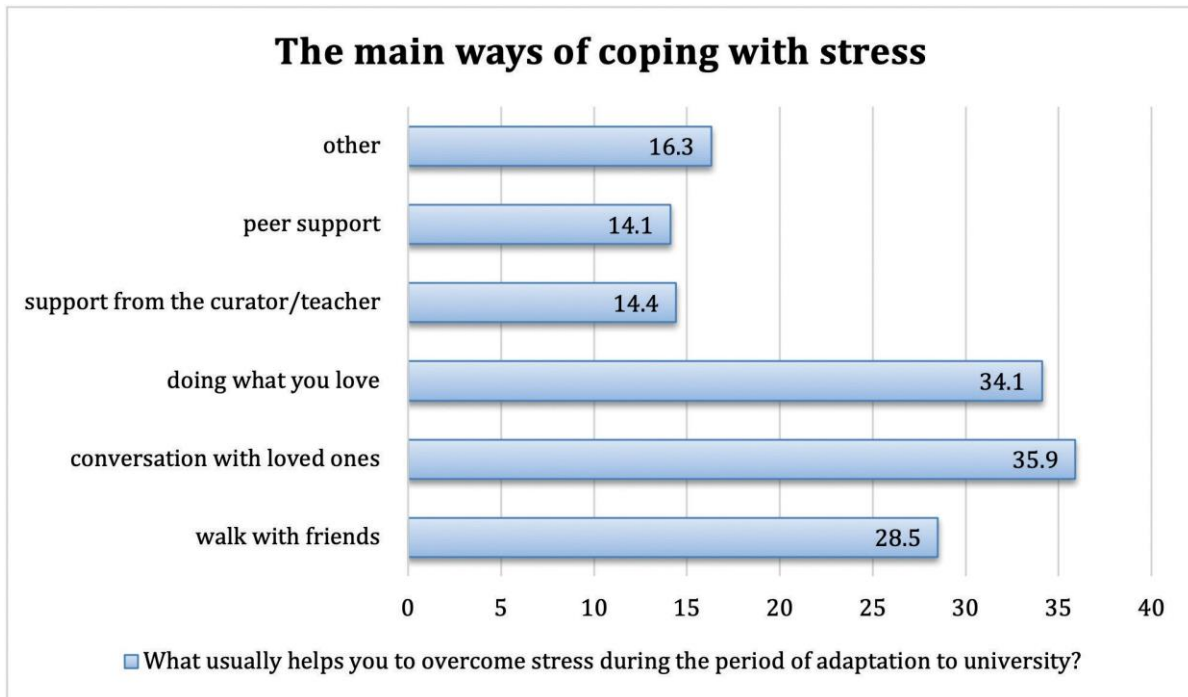


The following point of our inquiry was the stress factor and ways to overcome it among first-year students at the university. We were pleased by the fact that half of the students (49%) rarely experienced stress at the beginning of the academic semester, 25% never did any. Taking into account this positive indicator, we should remember a certain part (8%) of students who constantly experienced stress. Although the majority of students (58%) indicated that they do not need professional psychological help, an estimated 30 percent gave a positive answer, which is a rather alarming fact and requires further research and action by the university administration. It is worth considering conducting such surveys on a regular basis in order to identify such students and provide them with psychological support, necessary assistance, and involvement in the social life of the university.

As one of the main ways of coping with stress, students mainly noted communication with relatives, friends, and hobbies. The latter is also possible to develop and engage in their hobbies at the university based on additional education, which is available at our university and has various facilities for students (musical, dancing, artistic, theatrical departments). Perhaps the functioning of this faculty is not sufficiently advertised among students and does not provide the desired coverage of students who plan to receive additional creative education, develop their hobbies and thus be less prone to stress (Diagram 4).

Diagram 4

The results of the survey on the main means of coping with stress



The final question determined that the majority of students (90%) plan to continue their education at the University, which indicates that this university meets their requirements.

To collect additional, more detailed information for our study, we also conducted an oral interview, which was recorded on video for the possibility of further analysis of the text of the recording. Fifteen first-year students took part in the interview. The interview was quite short and consisted of five questions, which mainly dealt with stress factors and ways to overcome it for first-year students: 1. Do you like to study at the University? If yes, what do you like? If no, what do not you like? 2. Was it difficult for you to start studying at the university? If so, why? 3. How did you overcome the difficulties? 4. Have you experienced any stress during adaptation? 5. How did you overcome stress? Obviously, the questions for the oral survey coincide with the questionnaire, which was done in order to obtain more detailed answers to similar questions. Without exception, all students answered that they had no difficulties to start studying at the university and they liked their studies. To the next question (2), 20 percent of respondents answered that they experienced some stress due to the pandemic, concern for the health of loved ones, the need to study online, but rather quickly overcame it by communicating with family, friends, hobbies, and doing sport. Some students have also expressed a desire to take part in the sports life of the university, which seems to have stopped during the pandemic. However, apparently, none of the respondents asked for psychological help, and no one offered it to them, which confirms our assumption that it is necessary to create a center for psychological support of students. The creation of such a center would solve the problem of adapting first-year students, providing psychological assistance and support to students, conducting psychological training and surveys to identify the potential audience and the main interests of students. Along with the center, we consider it necessary to intensify the sports life of the university with the involvement of not only first-year students, the creation of additional sections in football, basketball, volleyball and other team sports (in order to foster team spirit, trust in team members), organization of competitions, cups, university championships on an ongoing basis with award ceremonies by the first persons of the university (inspire students' confidence for his achievements).

Recommendations

Methods for coping with stress among first-year students:

First year seminar or course.

It is important for universities to create a mandatory first-year experience course/seminar with the content related to ways of adjustment of university life, time management, study strategies, FAQ and career exploration. For instance, The University of Minnesota, Twin Cities requires their student-athletes to take a first-year experience course to increase retention rates [19]. This two-credit seminar occurs twice a week with guest speakers and small discussion sections. The course is graded A-F, and student attendance is verified through weekly question cards to ensure their participation [19]. The first-year experience course content covers the following topics like time management, learning styles, study strategies, career exploration, health and wellness, stress reduction, diversity and communication issues, and specific themes for Division I athletics programs [19].

University agents support.

First-year students' can acquire support from the following university agents: curator/advisor support; faculty support; department staff support, psychological support via foundation of special center, service and the like. The university's operating system, policy, facilities, and resources are the key services provided to students in adjusting to the changing environment. It is also recommended to involve students into university's sport activities, create sport clubs and sections, and organize different sport events and competitions as well as to enroll freshmen to acquire additional creative skills such as dancing, singing, painting. In addition, we advise to establish a professional counselling center where students can obtain psychological help. Unquestionably, effective academic advising is a crucial part of universities' retention and persistence strategies. Academic advisers assist students feel motivated and challenged as they work toward achieving their academic goals by giving them easily accessible information and guidance. This promotes student development. Academic advising also gives students the chance to maintain regular, one-on-one contact with a concerned representative of the school [20].

Peer support.

The authors consider the following types of support as peer support: student organizations, study groups, mentor and mentee support. Hall et al. examined academically oriented peer mentoring's advantages affecting at-risk student populations. The findings of the authors' study revealed that mentees felt a stronger feeling of belonging at the university in the course of the peer support program and that they were retained at a higher rate than students who did not attend the program [21]. Mentors were defined as those who provided help and referrals to suitable resources in order to alleviate emotions of academic stress and uncertainty, as well as provide insight into university social activities [22].

Teacher's support during the lesson.

Very often, teachers can help students avoid stressful situations in class. To significantly reduce anxiety, it is necessary to ensure real success in any activity. The teacher should criticize less and encourage more, praise for even small improvements in results. Trusting contact and warm emotional relationships can also reduce general anxiety. It is recommended to study the system of personal relations of a student in a group in order to purposefully form these relations to create a favorable emotional climate. The teachers should pay attention to inactive students. It is necessary to identify and develop their positive qualities, raise their low self-esteem, the level of claims, to improve their position in the system of interpersonal relationships. The teachers should motivate such students to success.

Family support.

Parental involvement in the campus life of first-year students' life is important. Parents may attend first orientation course lessons, request to join student advising sessions, and contact advisers. Some schools publish parent newsletters that describe typical first-year student experience; others deliver parents questions to ask their children and/or the dates on

which kids should receive their midterm results [23]. Parents can help first-year students to properly organize daily time management, rest, sleep, and nutrition. To motivate freshmen to conscientious learning, it is important to stimulate and encourage learning achievements, regularly taking an interest in successes and difficulties. In the first year of study, parents are encouraged to maintain constant contact with the group curator and teachers, know the contacts of groupmates, and encourage extracurricular employment, participation in mass events and other useful social activities. Parents need to talk about their new friends, and be aware of a community where they socialize.

Conclusion

It is important to understand the difficulties first-year students have adjusting to their new environment and how to help them because society is constantly changing. New social norms and conditions are evolving, interpersonal relationships are being updated and altered, but the environment change that occurs when young people go from one status to another will always provide difficulties that must be faced. Having studied the previous experience of scientists, Kazakhstani and other countries, and having conducted our own research at M.Kh. Dulaty Taraz Regional University, we can state that first-year students, in general, overcome the obstacles, cope with the challenges themselves, but there is also such a layer of students, who need some extra support. Based on the findings and results, a number of recommendations have been developed and presented in this paper for the adaptation of first-year students to the university.

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Қазақстандағы мемлекеттік университетте бірінші курс студенттерінің университетке бейімделуіне әсер ететін проблемалар

Аңдатпа. Бұл зерттеу жоғары оқу орындарының бірінші курс студенттері университет өміріне бейімделу кезінде кездесетін кейбір қиындықтарды қарастырады. Бұл зерттеудің негізгі мақсаты – университеттің бірінші курс студенттеріне қандай іс-шаралар мен бағдарламалар олардың жаңа білім беру ортасына кірігуіне және олардың жаңа ортаға үйренуіне көмектескенін анықтау. Бұл зерттеуге қатысушылар М.Х. Дулати атындағы Тараз өңірлік университеті 2021-2022 оқу жылында гибриді (онлайн және офлайн) оқуды бастады. Деректерді алу мақсатында авторлар бірінші курстың 270 студентіне сауалнама жүргізіп, олардың 15-імен қосымша сұхбат жүргізді. Нәтижелер бірінші курс студенттерінің көзқарастарын, үміттерін және тәжірибесін, сондай-ақ институционалдық агенттердің қолдауын, олардың нұсқаушыларымен өзара әрекеттесуін және қоғамдастықтың қатысуын, сонымен қатар білім берудің бірінші жылының табысты және нәтижелі болуына байланысты басқа факторларды зерттейді. Бұл зерттеудің нәтижелері бірінші курс студенттерін университет өмірінің тәртібі мен мәдениетіне бейімдеудің ең тиімді әдісін анықтауда оқу орнының әкімшілігіне, оқытушыларына және қызметкерлеріне пайдалы болады. Қорытындылар мен нәтижелер негізінде университеттің бірінші курс студенттерін ассимиляциялау бойынша бірқатар ұсыныстар әзірленіп, осы жұмыста ұсынылды.

Түйін сөздер: бірінші курс студенттері, Чикеринг теориясы, күйзелістен шығу жолдары, университетке бейімделу, студенттік қолдау, университет өміріне ассимиляция.

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Проблемы первокурсников, влияющие на адаптацию к вузу в государственном вузе Казахстана

Аннотация. В данном исследовании рассматриваются некоторые трудности приспособления к университетской жизни, с которыми сталкиваются первокурсники высших учебных заведений при поступлении в вуз. Основная цель данного исследования – определить, какие мероприятия

и программы помогли первокурсникам вузов интегрироваться в новую образовательную среду и привыкнуть к новому окружению. Участниками данного исследования являются студенты первого курса Таразского регионального университета им. М.Х. Дулати, которые начали первый курс со смешанного формата обучения, то есть онлайн и офлайн в 2021-2022 учебном году. С целью сбора данных авторы опросили 270 первокурсников и провели дополнительные интервью с 15 из них. В выводах рассматриваются отношения, ожидания и опыт первокурсников университета, поддержка со стороны кураторов и эдвайзеров, взаимодействие с профессорско-преподавательским составом и участие студенческого сообщества, а также другие факторы, связанные с успешным и продуктивным вхождением в первый год обучения. Результаты этого исследования будут полезны администрации, преподавателям и персоналу вузов при определении наиболее эффективного метода приобщения первокурсников к рутине и культуре университетской жизни. На основе выводов и результатов разработан и представлен ряд рекомендаций по адаптации первокурсников к первому году обучения.

Ключевые слова: студенты-первокурсники, теория Чикеринга, способы преодоления стресса, адаптация к вузу, поддержка студента, ассимиляция в университетской жизни.

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