



# New Trends and Issues Proceedings on Humanities and Social Sciences



Issue 1 (2017) 573-583

ISSN 2421-8030

[www.prosoc.eu](http://www.prosoc.eu)

Selected paper of 8th World Conference on Educational Sciences (WCES-2016), 4-8, February 2016, University of Alcalá, Madrid, Spain

## Features of psychological adaptation of training future teachers of Physical Culture

**Antonina Soboleva<sup>a</sup> \***, National Research Tomsk Polytechnic University, Russia, Tomsk, Lenin Avenue 30, Tomsk 623093, Russia.

**Rezeda Khasanova<sup>b</sup>**, National Research Tomsk Polytechnic University, Russia, Tomsk, Lenin Avenue 30, Tomsk, 623093, Russia.

**Vladimir Andreev<sup>c</sup>**, National Research Tomsk Polytechnic University, Russia, Tomsk, Lenin Avenue 30, Tomsk, 623093, Russia.

**Tatyana Sarycheva<sup>d</sup>**, National Research Tomsk Polytechnic University, Russia, Tomsk, Lenin Avenue 30, Tomsk, 623093, Russia.

**Ludmila Smagly<sup>e</sup>**, National Research Tomsk Polytechnic University, Russia, Tomsk, Lenin Avenue 30, Tomsk, 623093, Russia.

### Suggested Citation:

Soboleva, A., Khasanova, R. Andreev, V., Sarycheva, T. & Smagly, L. (2017). Features of psychological adaptation of training future teachers of Physical Culture. *New Trends and Issues Proceedings on Humanities and Social Sciences*. [Online]. 01, pp 573-583. Available from: [www.prosoc.eu](http://www.prosoc.eu)

Selection and peer review under responsibility of Jesus Garcia Laborda, University of Alcalá, Spain

©2017 SciencePark Research, Organization & Counseling. All rights reserved.

### Abstract

The article presents a comprehensive training program and the basic principles of psychological support of students in the learning process. Considered in detail and highlights the application of particular methods of self-regulation and mental conditions of students in the sport. In this article described the methods, tools and techniques programs of psychological correction of the students. The basis of the program made the definition of the individual characteristics of students, the development of individual programs and algorithms sports perfection, psychological testing and counseling; participation in trainings; methods of self-regulation; methods of autogenous training. According to the results of the study found that the introduction of a program of psychological support in the learning process of students - future teachers of physical culture will lead to an increase in individual sports skills of the majority of students and their professional and personal growth.

Keywords: Education, adaptation, physical culture education and sport.

\* ADDRESS FOR CORRESPONDENCE: **Rezeda, Khasanova**, National Research Tomsk Polytechnic University, Russia, Tomsk, Lenin Avenue 30, Tomsk, Russia.

E-mail address: [hasanova\\_rezeda@mail.ru](mailto:hasanova_rezeda@mail.ru) / Tel.: +7-906-957-6573

## 1. Introduction

In the current socio-economic conditions, the interest increases in the realization of development prospects of graduates' professional careers, their preparation in accordance with the requirements of an employer and the high labor market. It is important to mention that these demands are addressed not only to knowledge and personal and professional competences of young professionals. Recent changes in the social situation of development future specialists for admission to the university contribute to the actualization of the problem of psychological adaptation. Scientists have identified a number of reasons for the change of psychological conditions. The most common causes are the following: changes of residence, in the social environment, in the educational situation, the reduction of external control.

The most important of all these reasons is the experience of social-psychological adaptation to a new place and to the students' life. They have the most significant influence on the future adaptation in a professional sphere.

In addition, the psychological adaptation lies in the basis of academic adaptation. That fact raises interest to this phenomenon in terms of social competence and students' academic performance. Personal professional growth at all stages has always been important and caused interest among scientists (Yu & Downing, 2012; Shamionov, Grigoryeva, Grigoryev, 2014; Rean, 2006).

Psychological adaptation has a rich scientific content related both to the diversity of professions and people realizing them. The latter is the most complex process, since it is based on the psychology of individual differences and talent of each student.

The ability to develop quickly and personal professional skills depend on the fact how adequately personal traits are manifested in different conditions of activity and how they meet certain requirements.

An employer is interested in personal characteristics of graduates and trainees and pays deep attention to the possibilities of their personal realization.

The importance of the present study is also manifested by the educational conditions, educational opportunities in other countries, academic mobility. All of these conditions can lead to low adaptive capacity, which can become an obstacle both to the realization of the educational needs of the individual and international relations in the field of education.

The period of study in high school is the most important for a person in terms of professional and personal growth. It is characterized by the simultaneous occurrence of specific processes, both in educational activities and social environment that is by social and psychological adaptation (Chraif, 2015; Karpov, 2005; Kosheleva, Amartey, Amarnora, Chernobilsky, 2015; Zhang, & Goodson, 2011).

In order to achieve an adequate level of professional readiness of graduates, State Educational Standards of Higher Professional Education identify the aim to acquire professional activities as an integral phenomenon. We discussed the main causes of psychological disadaptation of the Russian students, but it is also important to study the processes of psychological adaptation of foreign students. In confirmation of our words we will present the results of a study conducted by our foreign colleagues. Modern research on psychological adaptation of students is based on the study of cultural and demographic conditions (e.g., during studying abroad) (Brisset, Safdar, Lewis, & Sabatier, 2010; Dorozhkin and Mazitova, 2008; J. & Downing, 2012; Li, Wu, Li and Zhuang, 2012). In a numerous studies it was determined that the intrinsic motivation is the most important predictor of social and cultural adaptation, while a second language is such an indicator that is also important, an integral motivation was the only predictor of academic adaptation, and, thus, academic achievement (J. & Downing, 2012). Zhang and Goodson (2011) found that the basis of psychological adaptation of foreign students in the United States is the following: stress, social support, English proficiency, length of residence in the U.S., acculturation, social interaction with Americans, self-efficacy, gender, and

personality characteristics. The results of a study conducted by Zhuravlev and colleagues (1998) indicate that personal characteristics (motivation, value orientation, adaptive personal characteristics (risk attitude, competition, personal abilities to overcome difficulties) are the most important characteristics of social and psychological adaptation. We consider it necessary to draw attention once again to the fact that the issue of psychological adaptation in a new environment is conditioned not only by the transition from one level to another, but also by entering a new group of students. Receiving a new social status is also important. The authors of several studies confirm the fact that the socio-psychological adaptation of first-year students is not reduced in the first year of studying, but is presented throughout all years of study (Grigoriev, 2010; Meshcheryakov, Sobolev, 2010; Shamionov R.M., 2012). The study of adaptation readiness of senior pupils of secondary schools in comparison with that of the first-year students shows a sharp decrease of adaptive abilities of first year-students, which is characterized by changes in psychological factors (Shamionov., 2012). Our words are confirmed by the results of the research conducted by Grigoryeva (2010). So, according to the data obtained, adaptation to University's educational environment includes a communicative aspect, due to adapting to new relationships (among other students and teachers). Researches of social-psychological adaptation, determination of strategies of psychological adaptation help students to overcome internal barriers and increase their adaptation readiness, which is of a particular importance. Difficulties of university students' social-psychological adaptation can be connected with personal factors. Our study allows determining the most important predictors of adaptation.

Professional formation of students - the future experts in physical training - is accompanied by controversy. The first delusion of trainees is that young people often naively believe that the future teachers only have to be physically developed and their relations and understanding with colleagues are not necessary. The second delusion concerns the fact that future professionals pay more attention to their achievements in sports. Psychological readiness to work with people of different levels of physical health and disabled ones takes the second place or absolutely forgotten. The third delusion is a psychological barrier that violates the mastery of a specialty. Studies have shown some personal traits of future teachers of physical education which are necessary to adapt to the initial stages of training at the university, in order to avoid professional incompetence. Professional work of physical education teachers has a high level of tension, the complexity of intellectual work, the load on the visual and musculoskeletal system, as well as psycho-emotional, social responsibility for the health of the students, which leads to the maladjustment of the teacher. Designated factors of professional activity, leading to personal changes and disadaptation of teachers can be minimized by specially organized psychological work.

Correlation between different kinds of adaptation in the educational sphere (intellectual, social, psychological etc.) remains uninvestigated properly up to the present day. The research conducted by Grigoryeva (2008) attempted to carry out the analysis of correlation between adaptation kinds in different educational conditions. Grigoryeva found out that when all kinds of adaptational processes mutually determine each other, the problem of adaptation can appear. Moreover, in different educational conditions correlation of adaptational kinds can differ. Meanwhile, this correlation can be different depending on sex differences as well. Thus, in studies of academic, social and psychological adaptation sex differences played their role in social, academic, psychological adaptation, but differences in interconnection of students' social and psychological adaptation were not detected (Yau, Sun & Fong Cheng, 2012; Shamionov, Grigoryeva & Grigoryev, 2014).

Psychological support of a physical education specialist is important in various stages of professional activity development - from entering the profession and adaptation to training till the completion of a professional career, or its continuation.

Social activities of experts in physical training requires qualified training of students for professional work, mastering the necessary set of fundamental and applied knowledge and practical abilities and skills to maintain and develop the movement, an opportunity to engage and form its identity (Yau, Sun & Fong Cheng, 2012). The process of preparing students for the active professional activity includes

not only certain set of knowledge and skills how to improve health by physical training, but also the assimilation of values and attitudes of social norms. The rate and extent of adaptation to environmental conditions, social change, determined by specific activities largely affect the success of training, psychological comfort, satisfaction of the person by the chosen profession. The success of the process of adaptation of students in high school is determined by the natural abilities of the organism, which have a direct impact on the possibility of adaptations to process of studying in a higher education establishment in terms of information saturation and time constraints and provide psychological and pedagogical support. The problem of psychological adaptation of students, future physical education teachers is especially significant.

As the psychological support we understand the creation of special psychological and educational environment, conducive to the emergence of new mental structures necessary to future specialists, which, if necessary, can be adjusted.

Adaptation is considered as a process to overcome a special situation that requires intervention on the part of teachers, management bodies of educational institutions in order to create favorable conditions for the adaptation of the student.

In the process of training of future physical education teachers it is necessary to form the basic techniques in the study of sports discipline, to ensure a sufficiently high level of sports readiness; master the technology of a teacher of physical education and coach of the sport, to equip students with professional knowledge, skills and abilities required for activities that can be performed in a variety of special educational institutions: special schools and pre-schools, boarding schools for children with mental and physical peculiarities, remedial classes, orphanage, mental hospital, correctional training classes, etc., federations, clubs, sports schools for children and youth and other organizations for people with health peculiarities (including the disabled), as well as educational institutions of all types and kinds of sports and recreation and rehabilitation centers, health care facilities, nursing homes, rest homes with people referred to special medical group. The spectrum of activity of experts in physical training is wide. The work takes place in the field of educational anthropology, where a specialist is an active subject of familiarizing people in physical education, self-development and self-improvement. Specialist function in the "man to man relations" is based on the deep integration of humanitarian, socio-economic, scientific, psychological, pedagogical and medico-biological knowledge, providing science-based definition of objectives, and design and process development activities in various areas of physical culture. The period of study at the university is the most important for a person in terms of professional and personal growth, characterized by the simultaneous occurrence of specific processes, due to both the peculiarities of educational activity and social environment.

## **2. Methodology of the research**

### **2.1. General background of the research**

Hypothesis: If educational and professional motives supported by beliefs in loyalty of the world and personal significance prevail in the structure of students' motivation, their psychological adaptation to educational sphere will be successful. The hypothesis of the study was that the psychological support for physical education teachers at each stage of their professional development should have different content. At the stage of entry into the profession and the professional training it is necessary to help their initial professional self-determination. It may be fulfilled by professional orientation of students, physical education teachers, studying in the university. We anticipate that the implementation of a comprehensive program of psychological support for students will contribute to the successful adaptation of students to future careers.

Paradigm of the study: The present study is carried out on the basis of the system approach in psychology. In accordance with the goal of the main approach the research is implemented by the use of comparative method, correlation and regression analysis.

The purpose of this study is to identify the special features of psychological support of students, future physical education teachers, in the stage of development of their professional activity (entry into the profession and adaptation to training).

In accordance with the aim of the work, as the psychological support we understand the creation of special psychological and educational environment conducive to the emergence of mental changes necessary to future specialists and, if necessary, and their adjustment to the professional situation if necessary.

## **2.2. Participants**

The object of the study was students of the Physical Education Department of Tomsk Polytechnic University, and the subject was their psychological characteristics, subjective and objective factors of formation of physical education teachers. The number of the participants was 250 students of the Tomsk Polytechnic University (49% were young men). The age of the participants was 19.80 years.

## **2.3. Procedure**

The sequence of the research is as following: 1) firstly, we conducted a comparative analysis of students in the control and experimental groups. The data presented in Table 1, the analysis were conducted without sexual differentiation; 2) on the basis of descriptive statistics in accordance with the adaptation level identified in two groups were: (a) "inadaptable" ( $M_a < M - \sigma$ ) and (b) "adaptable" ( $M_b > M + \sigma$ ); 3) a comparative analysis of adaptive and maladaptive polar groups; 4) regression analysis to establish the level of predicting students' adaptation to the different characteristics of sets, motivation and attitude towards the activity was carried out.

## **3. Research results**

Analysis of social-psychological adaptation of male and female participants of the research did not show any gender differences ( $M_f = 55.60$ ;  $M_m = 54.68$ ;  $t = 0.53$ ;  $p > 0.05$ ). That is why we carried out next analysis of the characteristics being studied without any gender differentiation. We suppose, that absence of differences is expected due to the fact that in a number of studies adaptation values of young men and women are the same (Grigoryeva M.V., 2010; Shamionov R.M., 2012).

We give examples of the impact of tensions on the adaptation of the students using the Spielberg technique adapted by Khanin to the athletes' qualifications. According to our point of view, the measurement of anxiety as the individual characteristic is particularly important, because it largely determines the behavior of the subject. The presence of a certain level of anxiety is natural and necessary are particularly active. Each person has its own optimal or desired level of anxiety, the so-called, useful anxiety. The proposed test is a reliable and informative way to the level of self anxiety at the moment (reactive anxiety as a state) and trait anxiety (as stable characteristics of the person). Personal anxiety is characterized by steady tendency to perceive a large range of situations as response to threatening alarm. Reactive anxiety is characterized by stress, anxiety, nervousness. Very high reactive anxiety causes impaired attention, sometimes, fine coordination. Very high trait anxiety is directly correlated with the presence of neurotic conflict, emotional breakdowns neurotic and psychosomatic diseases. However, anxiety is not an inherently negative phenomenon. At the same time there is an optimum level of individual "utility anxiety." Personal anxiety is relatively stable and is not connected with the situation, because it is the property of the individual.

**Table 1. Personal anxiety of students, physical education teachers**

course	groups	The level of anxiety (%)			M ± $\delta$	p
		low	average	high		
1 course	Control group (CG)	14,0	51,5	33,5	37,8 ± 6,8	>0,05
	Experimental group (EG)	12,5	50,0	37,5		
3 course	Control group (CG)	14,5	50,0	36,5	37,6 ± 7,2	>0,05
	Experimental group (EG)	7,0	63,0	30,0		
5 course	Control group (CG)	14,0	45,0	41,0	37,1 ± 5,7	<0,05
	Experimental group (EG)	3,5	82,0	14,5		

Reactive anxiety, on the contrary, is caused by a specific situation. Reactive anxiety, or situational anxiety, anxiety as a state at a given time is characterized by a subjectively experienced emotions: stress, anxiety, concern, and nervousness. This condition occurs as an emotional reaction to a stressful situation and may vary in intensity and dynamism in time.

The study noted a reduction of tension in the experimental group: 65% of the third-year students it was at the low level, of 63.5% - the average level, and 28% - at the high level; of 75% of the fifth-year students it was at a low level, of 15% it was average, and of 10% - it was high.

Analysis of the results on the scale of self-esteem of the nervous depression of students showed that 65% of students are increasingly accompanied by a slight depression or neurological situational, 37% have sub-depressive condition and only 7% have a real state of depression. Analysis of test results by the method of "Prognoz" has shown that after the experiment 95% students of EG are unlikely to have neuropsychiatric failures, and showed the presence of other positive data, students will be able to adapt successfully to the professional activity.

Among the first-year students the level of personal anxiety in EG and KG results were similar. The low level is detected in 14% of freshmen, moderate anxiety - 50%, a high level - 35%. In the group of 3rd year students the number of KG with varying degrees of anxiety hardly changed. The number of students with low anxiety in the experimental group decreased to 7%, with high anxiety to 30%, and increased the number of students with average anxiety up to 63%. In the group of the fifth-year students the dynamics remained the same. In the experimental group it decreased the percentage of students with a high degree has almost doubled and raised to 14.5%, increase in the number of students with moderate to 82%. In the control group, no significant changes occurred.

Thus, comparing the average level of anxiety in the EG and KG we can state that in both groups, at all courses average results correspond to the average level of anxiety, therefore, it can be considered the best for students and educators by FC. In the group of the 5-th year students the results are valid at the level of  $p < 0.05$ , which resulted from the impact of a program of psychological support.

#### 4. Discussion

Social-psychological adaptation of students presupposes adaptation to new conditions of university educational environment, among which are a system of relations in a university society, social security, relations with peers, professors, and administration, organization of educational and professional activity, etc. It is well known that social-psychological disadaptation of students very often turns into a significant factor of their ill being, low academic results, and sometimes even emotional disorders. The present research uncovers the nature of influence of basic convictions, motivation and attitude to activity on the social-psychological adaptation of students.

The psychological condition of the students had been diagnosed by various pedagogical and psychological methods: observation, interviews with teachers and students about the difficulties of learning, questionnaires, personality tests, including a projective test "incomplete sentences", the definition of neuropsychological stability, in particular the assessment of self-esteem of the nervous depression, technique "forecast", self-esteem (self-assessment scale Spielberg and Hanin), personal psychic anxiety, formative experiment, and others. In the experimental group the scientific-based program of psychological support in educational and training process was carried out.

The fundamental principles of building a program of psychological support were: systematic, positive development in the activities in need of psychological assistance, adaptation and endurance, safety and reliability, complexity, monitoring, positive activity of the participants of the program, the creation of humanistic and democratic relations program, the creation of humanistic and democratic relations. Psychological support program was carried out on the basis of an integrated approach involving the joint activity of subjects and objects. The subjects of the process of psychological support have been the coaching and teaching staff, the university staff, health workers, parents of students who have a direct impact on the formation of a specialist; objects were students, teaching and training groups of sports.

During the training sessions coaches pay more attention to the students-athletes, not to the training program. This technology involves the crucial turn to the individuals, respect and confidence of them, their dignity, and their acceptance of personal goals, requests and interests. In addition, teachers should not be mere transmitters of knowledge and skills. Teachers manage the process of formation of the needs and abilities of students, the development of their personality. Such joint activities contributed to the disclosure are capable not only of students but also of coaches.

The program of psychological support was carried out with the help of the following forms, tools and techniques:

- determination of individual characteristics, means the formation of important qualities and abilities of student-athletes;
- development of individual programs and algorithms of sports perfection, their control and correction;
- Psycho-diagnosing and counseling.
- Rendering psychological help to the student-athletes.
- Rendering help to coaches on the content of an individual approach to the training process.
- Participation in training.
- Methods of self-regulation.
- Autogenous methods.

Attitudes of coaches based on the belief in self-confidence in the capabilities and abilities of students in their own abilities: openly broadcast their views in communication, empathic understanding, the ability to see the inner world of students, students with their personal positions.

The important tasks of trainers are to identify students with deviations from the normal process of social adaptation and subsequent prevention of psychological and psychological correction, training students, consult on the use of methods of self-control and self-regulation of mental and emotional state.

During the course the students were trained in methods of self-regulation and mental states in training and competitive conditions that help the formation of specific mental states conducive to the optimal use of their capabilities for the most effective implementation of activities, inadequate correction of the neuro-psychic activity, the development of self-control. It is a complex of breathing exercises and muscle relaxation; eliminating adverse forms of prelaunch states (starting fever, lethargy). The nature, pace, duration of exercise are chosen depending on the state of health of the athlete. This exercise "Stability of the nervous system", eliminates the excitement, increased nervousness, fatigue. These autogenous exercises are "Regulation of breath", "Impact on the pulse", "Management of vascular tone", "Deliberate evocation". Presented funds are of great social and moral value, are the basis for the formation of a mentally healthy person physically, reliability student-athletes not only as a subject of sports activities, but also as a person. An important role in the regulation of mental conditions of sportsmen was given to the power of affecting the credibility of the teacher, especially to the students of 1-2 courses.

While comparing research results of students belonging to two groups, we can come to the following conclusion: if motives for psychological adaptation of students to university educational environment have a differential meaning in the sphere of educational and professional orientation only, then basic beliefs to a greater extent determine both the emotional background and external objective results of life and activity (Zhang & Goodson, 2011). It mostly concerns research results prove that an important predictor of psychological adaptation of modern students is not only academic activity, but internet activity as well, which, possibly, encourages higher intensity of interpersonal contacts, as well as prompt information search. Results from our research show that self-development and readiness for change are important criteria of personal maturity and discovers the negative input of these criteria into students' adaptivity, which can indicate activity of adaptive students, which is aimed at self-expression, rather than self-realization.

Group work was carried out when it was necessary to focus on developing, teaching moment a group of social support.

In cases where the nature of the problems to be solved requires empathy, individual psychological help was carried out. Psychological help to a particular student was to define his artistic, sporting potential and to assist in the promotion of a private life in the form of the vertices of the complex individualized measures to strengthen the regulatory functions of the mind, the development of emotional self-control and self-management, strengthen self-control. It was aimed at the development of so controlling the emotions, the development of adequate responses to various external influences on the part of teachers, trainers, fellow students, and rivals in the competition.

These forms are carried out by a teacher or a psychologist-therapist in collaboration with a doctor. Along with the group lessons, students learn self-control (self-restraint, endurance, develop perseverance, managing your mood, overcome fears and anxiety, loneliness and depression).

Using the proposed program of psychological support in the learning process of students - the future physical education teachers has led not only to adaption to the training activities but also to the growth of individual sport skills of most students, their professional and personal growth. Methods of self-restraint have contributed to endurance; develop perseverance, managing your mood, overcoming fears and anxiety, loneliness and depression.



Thus, the psychological support of students, the future experts in physical training at the initial stage of development of their profession, should prevent maladjustment; develop their confidence in their choice.

The study showed that the greatest intensity of the adaptation process in the first three courses is different. However, in our opinion, the peak adaptation (maladjustment) falls on the first year of training, especially in the end of the first semester as well as the first examination session. This kind of the first phase of adaptation, since the unfortunate inclusion in the educational and sports activities makes it virtually impossible for the rest of student's adaptation to the activity in the field of physical culture. On subsequent runs training courses and professional training and socio-psychological adaptation to teaching and learning, teaching and professional training and research and sports activities of students. The results' analysis showed that many freshmen choose their future specialty deliberately. Although understanding the difficulties, about 40% expressed a desire to receive the profession of the physical education teacher, and a fifth of the surveyed believed that their future activity promotes healing of the nation.

Studies have shown that adaptation of students is best manifested in overcoming the special situation that requires intervention on the part of their teachers, management of educational institutions in order to create favorable conditions for the adaptation of the students, the conditions for successful development and training of students.

The results showed that the process of adaptation in the university does not have a uniform dynamics. In many ways, this process is due to environmental factors and conditions of work. Thus, the learning activities of students are characterized by mental strength; they require maintaining a high level of performance throughout the day, physical and mental health, the need for effective work in a combination of intervals of rest and active sports activities. In addition, the processes of adaptation affect person's mental features (mental states, especially temperament, character, self-esteem, etc.).

What are the factors for successful adaptation? Analysis of the literature and our own research show that successful adaptation may be due to the following factors - the objective of existing learning environments and subjective - satisfaction with the learning process and the team is stacked relationship and psychological climate in the educational and training groups.

## **5. Conclusion**

Adaptable students are characterized by higher indices of business motives (educational and professional) orientation. Non-adaptable students demonstrated prevalence of general everyday life motives. Expressiveness of general everyday life motives does not influence the degree of psychological adaptation. Adaptive students demonstrate higher indices of beliefs in the benevolence of the world, self-worth, and ability to control the events and luckiness. Adaptive students can be characterized by higher indices of academic activity and lower indices in the sphere of entertainment. The model explains the contribution of every factor into the integral result of social-psychological adaptation of students and possesses prognostic value for evaluation of adaptation possibilities of students.

Application of methods of self-willed students assumed an active participation that will reveal reserve possibilities of human development of the creative potential of individuals. The teacher of physical training, no experience in psychological assistance and support, skills, providing himself, would be less effective in their professional activities.

As a multi-functional method of deliberate changes in the psychological and socio-psychological variables student-athletes, training groups, in order to harmonize the personal development of students, enhance the effectiveness of the sports team the psychological training is used. For example, training, aimed at creating the ability to handle stress and other psychological overloads, excessive

displays of emotion: "Playing with anxiety", "Review of the state of anxiety"; Exercise "Without Mask" to remove the emotional and behavioral rigidities, developing skills, sincere statements to analyze the nature of "Myself"; exercise "Clip" removal of psycho- physiological "clips" and the formation of relaxation techniques and other.

Collective form of psychological assistance contributed to the unity of teaching and training group, the establishment of ethical relations, conflict prevention both in interpersonal relations and in interaction with the student group, the formation of individual style sports activities. Assimilation psychologically tuned rules of interpersonal communication allows you to create in students a positive attitude towards the general and group values, consistently develop their ability to overcome difficulties, psychological barriers, to advance to the top in education and sport, to realize life strategy. These are training "Break Through the circle", "Unity", "Trust fall," "I understand you" and others.

Psychological training is used for the development of personal competence of students in the field of communication skills. With the help of psycho-gymnastic skills of expressing emotions through movement are developed; mental stress is relieved; communication barriers are overcome, a better understanding of themselves and others is developed; opportunities for self-expression are created. To develop the ability to express their views, analyze personal, professional, competitive experience, exercises "Dispute" and panel discussions on topics of particular interest in the student-athletes' daily routine, "Planning of the training process", "Pedagogical tools improve efficiency", "Pharmacological agents improve performance" and others are used. Participation in them increases the motivation and involvement of the participants in the solution of the discussed problem.

The most important factors for maladjustment of students are a violation of the functional mental states that support the research of many authors. The students successfully adapted if they decrease tension and fatigue.

Psychological support of students - future physical education teachers is based on the following main principles:

- 1) The principle of systems, or system-level approach.
- 2) The principle of dialogue, based on the collaborative work of the teacher with the students, who interact with two equal sides - the student as the subject of adaptation or maladjustment and teacher-psychologist.
- 3) The principle of the positive development in need of psychological support and psychological assistance.
- 4) The principle of ability to endure difficulties.

The content of the psychological support program is delivered in the following forms: psychological counseling, psychological education, and psychological consultation, training workshops, psychological correction, individual and group psychological assistance, professional development training. These forms are carried out by a teacher or a psychologist-therapist in collaboration with a doctor. At the same time students are taught self-control (self-restraint, endurance, perseverance development, managing their mood, overcoming fears and anxiety, loneliness and depression).

Thus, the psychological support of students, teachers of physical culture in the initial stage of development of the profession should prevent maladjustment; develop their confidence in their choice of profession.

## References

- Chraif, M. (2015). Correlative Study between Academic Satisfaction, Workload and Level of Academic Stress at 3rd Grade Students at Psychology. *Procedia-Social and Behavioral Sciences*, 203, 419-424.
- Grigoryeva, M. V. (2010). Psihologicheskaya struktura i dinamika vzaimodeistviya obrazovatelnoi sredi i uchenika v prozesse scolnoi adaptazii (The psychological structure and dynamics of interaction between educational environment and a pupil at school adaptation's process). *Psihologiya obucheniya*, 33-42.
- Karpov, V.Y., (2005) Effect of physical training and sport experiences of students in their adaptation to training in high school. *Physical culture: education, education and training*, 1, 43-46.
- Kosheleva, E. Y., Amarnor, A. J., & Chernobilsky, E. (2015). Stress Factors among International and Domestic Students in Russia. *Procedia-Social and Behavioral Sciences*, 200, 460-466.
- Rean, A. A., Kudashev, A. R., & Baranov, A. A. (2006). Psychology of personality adaptation. Analysis. Theory. Practice. *St. Petersburg, publ: Prime Evroznak*, 479.
- Shamionov, R. M. (2012). Sootnoshenie adaptacionnoj gotovnosti i social'noj aktivnosti lichnosti [The ratio of adaptive readiness and social activity of an individual]. *Theoretical and experimental psychology*, 5(2), 72-80.
- Shamionov, R. M., Grigoryeva, M. V., & Grigoryev, A. V. (2014). Influence of beliefs and motivation on social-psychological adaptation among university students. *Procedia-Social and Behavioral Sciences*, 112, 323-332.
- Yau, H. K., Sun, H., & Fong Cheng, A. L. (2012). Relationships among academic, social and psychological adjustments to university life: comparisons across gender. *Tertiary Education and Management*, 18(2), 97-113.
- Yu, B., & Downing, K. (2012). Determinants of international students' adaptation: examining effects of integrative motivation, instrumental motivation and second language proficiency. *Educational studies*, 38(4), 457-471.
- Zhang, J., & Goodson, P. (2011). Predictors of international students' psychosocial adjustment to life in the United States: A systematic review. *International Journal of Intercultural Relations*, 35(2), 139-162.