

PEDAGOGICAL SCIENCES

SOCIAL ADAPTATION OF PHARMACY STUDENTS IN A MULTICULTURAL ENVIRONMENT DURING DISTANCE LEARNING

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Due to the complex epidemiological situation associated with the spread of coronavirus disease caused by the SARS-CoV-2 virus, higher education institutions were forced to introduce distance learning, which significantly affected not only the organization of the educational process, its quality, but also the social adaptation of students, including first-year students.

Numerous studies indicate that the performance and success of students of any profile, in particular pharmaceutical, largely depends on the ability of students to adapt to the professional environment of their higher education. It is well known that adaptation is the level of actual adaptation of a person to the conditions that are new for him/her [1]. According to this, the social adaptation of a student should be understood as a system of mastering new social connections, establishing contacts in a group and with teachers, adapting to new conditions of social interaction.

Social adaptation of a student is characterized by a change in social role and social circle, the need to establish connections with the new

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team and positioning oneself in it, adherence to the regulatory requirements and traditions of the institution of higher education where training takes place, etc. As a result of the analysis of scientific literature it was found that the greatest difficulties in the social adaptation of first-year pharmacists are related to the lack of time for self-study, which is a very important aspect of learning in a medical school; with the features of communication in the group, because first-year students may feel shy and uncertain in the new team [1].

According to domestic and foreign researchers, among the main problems faced by pharmacy students during distance learning were difficulties in establishing interpersonal contacts, low levels of social behavior, and a maximum decrease in motivation to learn [2].

Some students noted that during distance learning there were problems with the organization and allocation of study time, which, to some extent, led to a decrease in academic performance. Moreover, another negative aspect of distance learning for pharmacists was highlighted – the lack of “live” practice, which is necessary for medical and pharmaceutical students of higher education.

In addition, mastering and assimilating learning material in a distance format was less effective due to the lack of “live” communication with the instructors. Therefore, in our opinion, one of the most important tasks of a teacher during social adaptation of students in a distance learning environment is to ensure continuous electronic interaction with each student in the group, which can take place in the form of individual or group consultations, webinars, meetings. Such interaction will allow not only to check and control the theoretical preparation of students for classes but also to influence the social-psychological state of each of them – to encourage, reassure, encourage, explain, etc. Such activities will allow students to compensate for the lack of personal communication, to feel the support from the academic staff of higher education, and which is very important, to reduce the level of social uncertainty or tension, minimize anxiety and fears that

affect the formation or recovery of comfortable psychological and emotional state. and, as a result, provide the process of adaptation.

Thus, it was found that the factors of social adaptation of pharmacy students in conditions of distance learning can include skills for learning in a distance format, satisfaction with the results of this form of learning, establishing and maintaining relationships with classmates, the effectiveness of distance interaction with teachers. It was revealed that problems with social adaptation led to stress, increased anxiety, and restlessness, low tolerance and irritability, lower self-esteem. Consequently, there is an urgent need for further research into the factors and ways of implementing social adaptation of pharmacy students.

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