

Adaptation of Students Depending on the Type of Temperament to Educational Activities in Higher School in the Conditions of Online Learning

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Abstract: The article examines the influence of the type of temperament on the adaptation of students to educational activities at the university in the context of online learning. The article's main aim is to study the regulatory-adaptive status of students depending on the classical and mixed types of temperament. To do so, we analyze and investigate a number of sources on this issue. For the successful adaptation of students to educational activities in the context of online learning, higher school teachers should determine what properties and characteristics of the nervous system their students have. The authors conclude that the regulatory-adaptive abilities of students to the educational process depend on the type of temperament. They are the highest among phlegmatic/sanguine students and the lowest among melancholic students.

Keywords: Adaptation level, choleric, phlegmatic, melancholic, regulatory-adaptive status.

INTRODUCTION

In modern conditions of society's existence and development, adaptability, the ability to adapt quickly to new continually changing needs of life, is a prevalent property of any personality. According to A.S. Verozub, adaptability helps students "enter" the educational environment and adapt to new learning conditions (Verozub, 2012; Kashina, Vishnevsky, *et al.*, 2020).

The study of the adaptation of student youth, depending on the type of temperament, to educational activities in the context of online education, is of great theoretical and practical importance. The interdisciplinary nature of research determines it in this area, related to the conduct of general, pedagogical, medical, social psychology, as well as medicine. Successful adaptation of students to innovative learning conditions in higher education and the requirements of future professional activities is not only a sign of mental and social health (Ponomarev, *et al.*, 2019; Shakhbanova, *et al.*, 2019; Kasyanov, *et al.*, 2019), an indicator of personal maturity, but it is also a

guarantor of subsequent full-fledged personal and professional growth.

Many experts point to the crisis of the modern educational system of higher education (Lyubetsky, *et al.*, 2017; Vaskov, *et al.*, 2019; Gribkova, Umerkaeva, *et al.*, 2019; Kovaleva, *et al.*, 2019), the lack of a unified professionalization theory, organizational disunity and spontaneity of the vocational training process, as well as the general "onlineization" of education (Lubsky, Kovalev, 2020). The emerging interest in online learning in higher education is caused by the fact that in the digital era the possibilities of e-learning have expanded with the introduction of modern information and communication technologies have which have made it possible to transfer part of the teacher's routine functions to machines (Snegovaya, Karapetyan, Vlasova, 2019; Lubsky, 2020; Philippova, *et al.*, 2019).

Today, the problem of implementing online learning is in line with fundamental changes in the system of higher professional education, which is characterized by a change in paradigms and educational technologies, forms, and methods of the pedagogical process (Fomina, 2016).

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The 21st century, being the century of information technology reduces the ability of young people to enter direct interpersonal contacts. As the practice of recent decades shows, it is much easier for today's youth to conduct a dialogue by correspondence on social networks than directly face-to-face. Students, moving to a new stage of their education, often face the problem of adaptation in a new team. It was noted that not every young person could easily enter into a dialogue, keep it productively, and complete it successfully (Ahmedova, & Romanova, 2019). Moreover, in order to make it easier to cope with this task, one should initially identify the dependence of the level of a young person's adaptation on his temperament.

In this regard, the higher school faces an important task aimed at creating comfortable conditions for the successful adaptation of students to educational activities in the context of online learning, because it is a difficult task for students to adapt successfully to changes in the educational system, without being disappointed in the chosen professional path, and, as a result, achieving success (Chikaeva, *et al.*, 2018; Gafiatulina, *et al.*, 2017; Sergeyeva, *et al.*, 2019).

METHODS

The analysis of a number of sources on this issue has shown that many researchers note the importance of the type of temperament and self-regulation of students in the process of their adaptation to the conditions of educational activities (including online learning) in higher education (Lisova, 2018; Akhmedova, & Romanova, 2019). R.A. Lukashovich, E.V. Litvinova in their work found the relationship between the type of temperament and the level of social adaptation among student youth. The results they obtained give reason to believe that the process of social adaptation to educational activity is a process of a person's integration into society, therefore, the success of a young person's integration depends on his individual psychological characteristics, which is temperament (Lukashovich, Litvinova, 2013). In addition, researchers pay attention to the personal and psychological resources of experiencing stress in the process of adapting students to learning (Dmitrieva, Korobova, 2018; Pokrovsky, *et al.*, 2019). K.A. Sidorova and her colleagues (Sidorova, *et al.*, 2012) present the analysis of the peculiarities of the psychophysiological indicators of the students' organisms in the process of study at the university. When studying some aspects of students' adaptation

to educational activities, scientists resort to the concept of socialization of youth in the framework of online education (Gafiatulina, 2020; Gafiatulina *et al.*, 2020; Lubsy, Kovalev, 2020).

The theoretical basis of the research consists of the provisions of psychological, pedagogical, as well as medical theories, affecting such key concepts as adaptation, temperament, online education.

The very process of students' adaptation to educational activities is considered as a state of dynamic conformity and balance between a young person and his environment (Annenkova, *et al.*, 2014); adaptation also means the ability of an individual to adapt to changes in environmental conditions by preserving and maintaining an internal socio-psychological constancy (Kashina, 2013; Gafiatulina, *et al.*, 2019; Gafiatulina, *et al.*, 2019).

We studied the temperament of students within the framework of the functional-component model proposed by A.I. Krupnov (1992) as a natural-conditioned formal-dynamic personality characteristic, which reveals itself in the speed and intensity of various reactions and regulatory-adaptive capabilities, and includes three basic properties of temperament: activity, emotionality and self-regulation; as well as three properties of the nervous system (according to the dynamic theory of I.P. Pavlov): strength / weakness, mobility / inertia, balance / imbalance of nervous processes.

The importance of the problems of students' adaptation to educational activities, depending on the type of temperament, increases due to the introduction of online learning and determines the purpose of this study - to assess the regulatory-adaptive status of students depending on the type of temperament to educational activities in higher education in the context of online learning.

At the same time, online education (online learning) is understood as a way of organizing the process of independent study of educational content (materials) using an educational environment based on Internet technologies, learning through the Internet and multimedia (Fomina, 2016).

RESULTS AND DISCUSSION

In the process of educational activity, teachers should take into account such an important psychophysiological characteristic of a student's

personality as the type of his temperament. It is known that temperament is of great importance in the issue of the individual's professional self-determination and gives individual coloring to both educational and work activities.

Developing this topic, one should dwell on the very concept of "temperament". It is customary to understand the psychodynamic or neurodynamic properties of a person, which are formed mainly under the influence of biological factors above all the properties of the nervous system. In other words, temperament is a type of higher nervous activity (Buyanova, 2010).

As pointed out by O.V. Solonkina and D.M. Ramendik, temperament is "a complex of stable individual properties of the psyche that determine the dynamics of human mental activity: stability, pace and rhythm of mental processes, as well as the degree of balance reactions to life situations" (Solonkina, & Ramendik, 2004).

First, the role of temperament is reduced to the influence of students' intellectual processes. This dynamic can be manifested in the speed of information actualization, the speed of intellectual processes, the stability and switchability of attention, the speed and strength of the processes of memorizing and storing information in memory, the nature of working capacity, as well as the speed and plasticity of the adaptive capabilities of students to the educational process (Samygin *et al.*, 2020).

It is worth noting that the professional selection, involving the rejecting candidates for a particular position, who do not possess the necessary qualities of temperament, is one of the known methods for human adaptation to the requirements of the activity (Belov, & Stukonogova, 2018).

N.V. Annenkova, E.V. Kamneva, Yu.S. Obukhova distinguish five levels of students' adaptation: physical adaptation - implies health, sleep, performance, stress resistance; psychological - this is a mood, a state of satisfaction with the educational process, a feeling of joy from the chosen specialty; the level of adaptation to the educational process (including online learning) - includes academic performance, attitude to the upcoming session, self-confidence and knowledge; social adaptation - communication with fellow students and teachers; adaptation to new living conditions during the transition to online education: implies

adaptation to the changed daily routine, an increase in the study load in terms of independent training, living conditions, material wealth (Annenkova *et al.*, 2014).

Thus, for the successful adaptation of students to educational activities in the context of online education, higher education teachers need to define clearly what properties and characteristics of the nervous system a particular student possesses. In particular, it is essential to know what is the degree of stress resistance; what pace of educational and labor activity is preferable; what is the degree of rigidity/plasticity of higher nervous activity; whether there is balance/imbalance of nervous processes; what is the speed of response; how important is the speed of adaptation to the learning environment, etc.

Based on the fact that each separate type of educational activity requires different features of the psyche and mental properties, it follows that there are no types of temperament that would be ideally suited for all types of educational and professional activities; it is necessary to highlight the basic types with their specific features and the ability to adapt (Batashev, 2001; Gafiatulina, & Artamonova 2019):

1. Sanguine type of temperament has high mobility, activity, the balance of nervous processes, sociability, quick adaptability to changing conditions, the plasticity of the nervous system, but the effectiveness of educational activities is directly dependent on the interest to the subject;
2. The choleric type of temperament is highly active (energetic), unbalanced nervous processes with a predominance of excitement over inhibition, sociability, unrestraint, quick adaptability, enthusiasm, but there is a cyclical nature both in moods and in work/study (ups and downs), fast gets tired;
3. The phlegmatic type of temperament is endowed with high inertia, inactivity, balance of nervous processes, industriousness, moderate sociability, high stress resistance and working capacity, but slowness in concentration and difficulty in adapting to any changes in educational or work activity;
4. Melancholic type of temperament has a rapid inertia, fatigue, imbalance of nervous processes with a predominance of inhibition over excitation, high sensitivity, and pronounced empathy; in a familiar environment, he is an executive student

(employee), but has a low working capacity and weak adaptability in adverse conditions.

In connection with the above, we can confidently believe that the most successful adaptation to educational activities in the context of online learning will occur among sanguine students, certain difficulties of adaptation will be experienced by both choleric students, due to the imbalance of their nervous processes and phlegmatic students due to their inertia; however, melancholic students will experience the greatest problems of adapting to the online educational process, due to the imbalance of nervous processes with a predominance of inhibition processes and high sensitivity.

In the context of online education, today's students are largely prone to imaging; actively using digital intermediaries, they prefer images to texts. For this reason, not only texts play a special role in the cognitive activity of students, but mainly images with brief and visual information that does not require special concentration of attention. All this is accompanied by the formation of clip thinking in students, which, in conditions of information overload, helps students with a strong and mobile nervous system (choleric, sanguine) find the necessary information faster. However, clip thinking generates cognitive difficulties in the course of the educational process for students of all types of temperament. These difficulties are associated with understanding a holistic picture of objective reality perceived in a fragmentary and simplified manner. For this reason, students, often perceiving the surrounding reality, as a conglomerate of unrelated phenomena, are able to reproduce only fragmentary information (Clip thinking, 2020). The modern model of online education requires the abandonment of traditional lecturing and seminars, which, in turn, requires new students' adaptive resources. Online classes should be conducted using modern active and interactive technologies, the basis of which is the problem-dialogue method of organizing the educational space in higher education. As A.V. Lubsky and V.V. Kovalev emphasized in their article, "the problematic aspect of this method, focusing attention on the content side of the educational process in the format of online education, creates a field of intellectual tension and transforms the educational process into a continuous formulation and solution of new educational problems and cognitive tasks" (Lubsky, Kovalev, 2020), which undoubtedly complicates the adaptation of students with inert temperamental properties, characterized by slow concentration and

difficulty in adapting to the educational load (phlegmatic, melancholic).

We have conducted a study of the dynamics of the index of students' regulatory-adaptive status depending on the classical and mixed types of temperament. Here are the results.

Dynamics of the student's regulatory-adaptive status index depending on the classical types of temperament.

In phlegmatic students at the end of the academic year, the index of the regulatory-adaptive status decreased by 18.1%, this was due to a 12.9% decrease in the range of cardiorespiratory synchronism and a 6.3% increase in the duration of synchronization development at the minimum range boundary. Regulatory-adaptive capabilities decreased from "high" to "good".

At the end of the academic year, the regulatory-adaptive status of sanguine students was 65.9% less than that at the beginning. The range of cardiorespiratory synchronism decreased by 46.6%, and the duration of the development of synchronization at the minimum boundary range increased by 56.3%. Regulatory-adaptive capabilities changed from "high" to "satisfactory".

Melancholic students had a 62.9% decrease in the index of the regulatory-adaptive status at the end of the academic year due to a 47.4% decrease in the range of cardiorespiratory synchronism and a 41.2% increase in the duration of synchronization development at the minimum boundary range. Regulatory-adaptive capabilities changed from "satisfactory" to "low".

Choleric students showed a 51.3% decrease in the regulatory-adaptive status index by reducing the width of the range by 32.1% and increasing the duration of synchronization development at the minimum boundary range by 36.5%. Regulatory-adaptive capabilities changed from "good" to "satisfactory".

Dynamics of the index of regulatory-adaptive status among students at the beginning and at the end of the academic year, depending on mixed types of temperament.

Among students of the phlegmatic-sanguine type of temperament, the index of the regulatory-adaptive status at the end of the academic year decreased by 20.5%, but the regulatory-adaptive capabilities

remained high. The range of cardiorespiratory synchronism decreased by 11.4%, while the duration of synchronization development at the minimum boundary increased by 11.5%.

Among students of the phlegmatic-melancholic type of temperament at the end of the academic year, there was a 63.4% decrease in the index of the regulatory-adaptive status due to a 38.8% decrease in the range of cardiorespiratory synchronism and a 72.3% increase in the duration of synchronization development at the minimum boundary range. Regulatory-adaptive capabilities changed from "high" to "satisfactory".

At the end of the academic year, students of the sanguine-choleric type of temperament showed a 56.8% decrease in the index of the regulatory-adaptive status, and 34.6% in the range of cardiorespiratory synchronism, and a 51.1% increase in the duration of the development of synchronization at the minimum boundary range. Regulatory-adaptive capabilities changed from "high" to "satisfactory".

Among melancholic / choleric students, at the end of the academic year, the index of the regulatory-adaptive status decreased by 66.8%, the synchronization range by 51.0%, and the duration of synchronization development at the minimum boundary range increased by 46.7%. Regulatory-adaptive capabilities decreased from "satisfactory" to "low".

CONCLUSION

From the above results, it can be seen that at the end of the academic year, the regulatory-adaptive status of all students reduced. This indicates the influence of the process on the students' body. However, changes in the regulatory-adaptive status of students with different personality types are different. Thus, at the end of the year, regulatory-adaptive capabilities continue to remain "high" among phlegmatic/sanguine students, among phlegmatic they move from "high" to "good", from "high" to "satisfactory" among sanguine, phlegmatic/melancholic, sanguine/choleric students, from "good" to "satisfactory" in melancholic students, from "satisfactory" to "low" in choleric and melancholic/ choleric students.

In descending order of values of the regulatory-adaptive status index at the end of the academic year, students are ranked as phlegmatic/sanguine, phlegmatic, phlegmatic/melancholic, sanguine/choleric, sanguine, melancholic/choleric, choleric, melancholic.

A strong direct correlation was found between the index of the regulatory-adaptive status of students with different personality types and the performance rating. The linear correlation coefficient was 0.78. This circumstance indicates that the regulatory-adaptive status of students reflects the processes of their adaptation to the educational process.

Since the personality type is genetically determined, it can be assumed that there is a genetic predisposition to the adaptive characteristics of a person, and in particular, of students, to the educational process, which can be assessed by the regulatory-adaptive status.

Thus, the regulatory-adaptive capabilities of students to the educational process depend on the type of temperament. They are the highest among phlegmatic / sanguine and the lowest among melancholic students.

There is no doubt that the productivity of the educational activity of any student is inextricably linked with the type of his temperament. Proceeding from the fact that each separate type of educational activity requires different characteristics and properties of the psyche of the individual, there are no types of temperament that would be ideally suited for all professions equally. For this reason, teachers of higher educational institutions, when organizing the educational process online, must take into account the characteristics inherent in each student, due to the type of his temperament, in order to create favorable learning conditions.

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