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**SECTION 21. Pedagogy. Psychology. Innovations  
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### A STUDY OF PSYCHOLOGICAL PROBLEMS OF THE YOUTH (ACCORDING TO THE MATERIAL OF THE STUDENTS OF BAKU SLAVIC UNIVERSITY)

**Abstract:** Work in high school is interesting and complex, both in terms of ever-changing requirements of both the teacher and to the conditions that arise from the changes taking place in society such as globalization, the problem of integration that takes place in various areas of science and society. All this cannot but affect the development and formation of youth. Daily communication with students allows coming close to this age group in order to be able to explore, identify any difficulties, and organize correctional psycho prophylactic work.

**Key words:** de-adaptation, studentship, frustration, emotional imbalance.

**Language:** English

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#### Introduction

By studying certain aspects of this problem and examining the approaches of different researchers for the consideration of the actual problems of the student body, arising at this point in the formation and development of the individual, we often face the question as What changes are undergoing in emotional sphere of personality?, What happens with the will and volitional regulation?, Why we face with the problem of de-adaptation, the emergence of communication difficulties among young people, the presence of anxiety, emotional instability, aggression, frustration, etc.

The scientific literature contains various materials on the problems of research of student age. The study of this age period was studied by such scholars as B.G. Ananyev [6], M.Y. Dikanova [7], N.N. Machurova [9], I.S. Kohn [10] and others. According to B.G. Ananyev [6], this stage is characterized by intensive development of physical and mental capacity of the person, the increasing of efficiency and dynamics of active productivity (including training). At the same time, during the student's age the quality of relationships and the level of culture of educational activity increase, that contributes to the formation of skills, development of self-reliance, initiative, social activity, mental outlook and information field are being expanded, a

creative approach to the educational process and the process of interaction with the university teachers as equal pedagogical communication partners and subjects of pedagogical activity is being formed.

So, N.A.Zimnyaya identified this period as "a central period of human evolution, the whole person, as well as the demonstration of a wide variety of interests" [8,p.364]. It should be noted that the problem is in the center of the attention of Azerbaijani scientists. However, considering certain aspects of student age, the scientists counted: national character, ethnic and psychological formation, education in Azerbaijani families, way of thinking, a gender aspect. So Bayramov A.A. [1], examined questions of self-education of youth, a special place was given to the students. Hamzayev M.A. [2], examined the question of formation of adaptation of students in higher school, offering us a typology of students. Gadirov A.A. [3], also considered social and psychological aspects of personality development at this stage of age. Particular interest to us presents the work of L.S. Mursalbekova [4], and Shafiyeva E.I. [5], that conducted a lot of work, directed to the study of the features of the emotional sphere of personality of students, and carried out experimental work on the identification of imbalances among students and determined features like age and specifics of working



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with psychological problems arising at this stage of age.

The period of adaptation of freshmen at the university can continue until the end of the first year of study and borders the occurrence of certain difficulties: getting used to the new team is bordered by the emergence of psychological discomfort, feelings associated with the new status - a student, a craving for the school, the absence or lack of awareness about the new credit system or forms of education at higher school, low self-control of behavior and activity, the absence of a clear understanding of the specifics of the chosen specialty. The main innovation that appears in the life of a first-year student is the transformation of yesterday's pupil in the student who gets a new communication environment, the collective, to which must adapt, and that is become apparent in such phenomena as conformity.

Thus, adaptation to the new conditions, the transition of the external experience to the internal plan, self-development, self-appraisal, self-respect, self-affirmation, changing of world view, need for achievement - these are the dialectics of the development of the personality of this age period.

The object of the empirical research, which was carried out at Baku Slavic University, was first-year students of pedagogical faculty. Totally 132 students took part. Age range of subjects - from 17 to 22 years.

We used: SMIL method [15], - a standardized method of personality research (adapted and modified version of MMRI), Luscher test (SCW) - [14], express diagnosis of the level of personal frustration (V.V.Boyko) - [13, p.129-131]; questionnaire of social and psychological adaptation (SPA), designed by K.Rodzher and R.Daymond and adapted by A.K.Osnitski [12, p.451-465]; a map of observation D. Stott [11, p.57-71].

At the beginning the material was collected through observation, analysis of the available information about the students, the opinion of teachers was analyzed, etc. Specific indicators gained in the result of psychologistic and diagnostic research are as follows:

- As a result of the study of 132 examined with the SMIL test no invalid data obtained.
- 5 p. (3.7%) according to the SMIL - differed with vegetoemotional resistance and pronounced tendency to psychosomatic diseases;
- In 8 people. (6.06%) was found pronounced neuroticism;
- Pronounced concern about own state of health was observed in 6 people (4.05%)-students;
- Low mood, dissatisfaction with their situation and feelings of insecurity was observed in 28.2% (15.1%);
- Tendency to behavioral responses with a pronounced opposition medium at unsatisfied vanity and unrealized ambitions - 11.3% (15);
- Emotional instability - 15.9%. (21chel.);
- Difficulty in sexual adaptation and self-identification o gender role - 3.4% (5 pers.);
- Feelings of resentment, suspicion and mistrust towards others with rigidity of the situation- 7 people. 5.3% of the total number of subjects;
- High anxiety was observed in 14.3% (19 people) of surveyed. The character of emotional experiences in these individuals points to a direct connection of this state with the unfavorable situation in interpersonal contacts, which in its turn directly related to the training conditions;
- The most pronounced deviation from the standard health and behavior were observed in 3.03% (4 pers.);
- Hypertemic features and high self-appraisal with unfocused activity observed in 4.54% (6 pers.) students.
- Difficulties in communication detected in 12.1% (16 pers.).

**Table 1**

### The results of the selected examination of students based on SMIL method.

Psychoemotional problems		Subjects number (132)	%
1.	Emotional instability	21	15,9
2.	Low mood, insecurity	20	15,1
3.	High anxiety	19	14,3
4.	Difficulties in communicating	16	12,1
5.	Tendency to behavioral reactions	15	11,3
6.	Pronounced neuroticism	8	6,06
7.	Suspicion, distrust	7	5,3
8.	Pronounced concern about own health.	6	4,5
9.	Hypertemic reactions	6	4,54
10.	Vegetoemotional instability	5	3,7
11.	Difficulty to sexual adapting	5	3,7
12.	Pronounced deviation from the norm	4	3,03

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According to the method of color choices 132 persons were examined and the followings were obtained:

**Table 2**

### Results of the selective examination of the students based on MCC.

	Psychoemotional problems	(132)	%
1.	Pronounced emotional tension	30	22,7
2.	Symptoms of chronic deadaptation	28	21,2
3.	Cautious and defensive position	24	18,1
4.	Harmonic norm	19	14,3
5.	Tendency to psychosomatics	17	12,8
6.	Frustrated need for positive emotions	14	10,6

The next stage of research was the express diagnosis of the level of personal frustration. We used the method V.V.Boyko and the following results were obtained. The level of personal frustration: high - 55 (41,6 %), stable -42 (31,8%), low - 35 (26,5%).

Due to the fact that in the process of using SMIL methods data on the presence of deadaptation and difficulties in communicating have been received, so we had to use the methodology for the determination of the individual characteristics of social adaptation: a questionnaire of social and psychological adaptation (SPA), designed by K.Rodzher and R.Daymond, and adapted by A.K.Osnitski, a map of observation by D. Stott. Analysis of the results of a questionnaire on social and psychological adaptation revealed the following features of the test: deadaptability level - 37 p. (28.03%); adaptability - 29 p. (21.9%); rejection of

oneself and others - 9 p. (6.8%); emotional discomfort - 22 p. (16.6%); internal control - 12 p. (9.09%); external control -16 p. (12.1%); escapism (avoiding problems) – 7 p. (5.3%).

Describing the general psychological climate in the student collective it is important to note the presence of deadaptability, which observed in 37 persons (28.03%) and emotional discomfort - 22 p. (16.6%), which is quite understandable by the new social situation of development and entry into new collective. Along with this a group of students was emerged, whose level of adaptability on the border of norm - 29 p. (21.9%), was found quite positive attitude to everything new, high degree of sociability, the ability to put in order relationships in the group, a good internal and external control of their behavior (only 28 people), emotional emancipation.

On the map of observations by D.Stotta the following syndromes were identified:

**Table 3**

### The forms of students' deadaptive behavior.

	Syndrome	Quantity	%
1.	emotional stress (ES)	29	21,9%
2.	distrust of the new people, things, situations (DT)	24	19,6%
3.	neurotic symptoms (NS)	17	12,8%
4.	anxiety towards people (AP)	16	12,1 %
5.	withdrawal (W)	14	10,6%
6.	hostility towards others (HO)	14	10,6 %
7.	hostility to adults (HA)	10	7,5 %
8.	adverse environmental conditions (C)	8	6,06%

Picture deadaptive behavior vividly displayed the nature of the changes that have occurred as a result of changes in the social situation of development. Admission to the university, a new collective, difficulties associated with the admission - all these affected the general condition of the students, who had quite elevated levels of emotional

stress. On this basis, it looks quite logical occurrence of the above syndromes in first-year students. In a conversation with them, we drew attention to the fact that they all in one voice note the existence of isolation, anxiety and in some cases bordering on fear, constraint in the communication, the presence of a certain rudeness, aggression and unbalanced

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behavior in relationships with parents and teachers (the period before the university admission). All these make conditional the special work of psychologist on training of students how to control own emotions, some simple methods of regulation of emotional states.

### Conclusion

Studying the causes of deadaptation in students, we stopped our attention on the fact that our work has gone into the mainstream of research of several aspects related to the difficulties arising in this period of age: the impact of the new collective on the development of deadaptive behavior of first-year students, difficulties with communication

(relationship between communication skills and the level of anxiety), the presence of fears and their conditionality with anxiety, neuroticism, aggressiveness.

The forms and causes of de adaptation were identified. The next stage of our research work was continuing to work with a group of students who had certain disorders in communication and poor adaptation.

Thus, in the framework of the research at an early stage of our results the following parameters have been obtained: a study of personality traits, emotional imbalance, the presence of frustration, anxiety, de adaptation.

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