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Psychological and pedagogical adaptation of students to the system of higher education

Meyramgul Samadiyeva*

Master of Education, Lecturer
D. Serikbaev East Kazakhstan Technical University
070000, 19 Serikbayev Str., Ust-Kamenogorsk, Republic of Kazakhstan
<https://orcid.org/0009-0001-1706-0072>

Abstract. The main task in higher education is the successful adaptation of students to the learning system. Successful adaptation directly affects learning conditions, stress resistance, social integration, and overall emotional well-being. The article examined the causes of the adaptation process of students from rural areas to university life. The aim of the study was to investigate the problems of adaptation of rural students in the educational process at a technical university. In this regard, a survey was conducted among first-year rural students of D. Serikbaev East Kazakhstan Technical University in the 2024-2025 academic year. This study analysed the most important psychological and pedagogical aspects of students' adaptation to higher education conditions. The analysis revealed that a key role in the successful adaptation of first-year students belongs to lecturers and academic advisors, as they provide initial psychological and pedagogical support and help students navigate new educational conditions. It was also shown that effective organisation of the educational process and the creation of a favourable learning environment are essential, as they help reduce stress and form a sense of psychological safety. In addition, the article summarised recent analytical data and generalised practical experience in psychological and pedagogical support for first-year students. Based on this analysis, specific recommendations were proposed to improve students' adaptation in higher education, including the enhancement of academic advising, the implementation of psychological support programmes, and the creation of opportunities for greater student involvement in extracurricular and socially significant activities. This work will be of interest to lecturers, academic advisors, psychologists, educational staff, and researchers in the field of higher education, as it helps improve the effectiveness of the educational process. The survey results contribute to improving the quality of education, identifying problems, and developing solutions

Keywords: social adaptation; first-year students; key problems; solutions; research; survey

■ INTRODUCTION

The relevance of this study stems from the increase in the overall number of students from rural areas enrolling in technical universities, against the backdrop of current developments in higher education. The transition from a rural educational environment to an urban and technologically advanced one is complex and multifaceted. This transitional period has a significant impact not only on the academic sphere, but also on the social, psychological and professional spheres of an individual's life. In the modern higher education system, demands on students are increasing, i.e. the volume of independent work, the style of interaction

with lecturers, time management, and responsibility for and regulation of academic activities. A. Zarbat (2023) examined how students adapt to academic requirements, integrate into a new social environment, and manage their psychological well-being using a combination of approaches. She drew the following conclusions: successful adaptation to university life requires full support from the university, namely psychological services, mentoring support and the development of emotional intelligence. O. Muller & N. Rotova (2020) analyse the socio-psychological adaptation of first-year students at a teacher training university

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*Corresponding author

as a crucial stage in their professional self-determination. The researchers identified two key components of successful integration into a new environment: the productivity of educational activities and the effectiveness of communication with lecturers and fellow students.

Students from rural areas face a multifaceted process of adaptation. In other words, the transition from rural areas to the city and the pursuit of higher education are fraught with significant difficulties. In particular, changes in social and living conditions and the increased demands of the academic process undoubtedly lead to stress. One can agree with the researchers Y. Gul & A. Tas (2024), who in their work examine the issue of social adaptation among students who have migrated from rural areas of Kyrgyzstan to pursue higher education. Analysing the impact of migration on students' psychological well-being, the researchers concluded that the average level of integration into urban life and society remains moderate. I. Kepaliene & B. Zygaityene (2025) note that effective social integration is linked to individual psychological qualities, including adequate self-esteem and stress resilience, as well as support from teachers, family and peers. The findings of the study show that academic engagement and financial stability are key factors in reducing student dropout rates. Significant attention was paid to the fact that students who combine their studies with work, as well as those from vulnerable social groups, are at increased risk of dropping out. In the work of N. Gerasimova *et al.* (2021), it was noted that a systematic approach to modelling relationships is important in both psychology and linguistics. Such an approach allows for a deeper understanding of the processes of individual adaptation under the influence of the environment and the evolution of linguistic systems. According to researcher M. Badelina (2020), who conducted a study on the composite system of the adaptation process for first-year students from a pedagogical perspective, she concluded that the main purpose of students' adaptation to university education lies not only in the transfer of knowledge and skills from the academic staff directly to the students, but also in the personal development of each student and the acquisition of personal experience. According to G. Baimoldina *et al.* (2026), psychological and pedagogical training forms the basis of professionalism; in particular, to become a skilled professional, it is important to develop emotional intelligence, including self-awareness, self-regulation and digital literacy. In the study by N. Rasulova *et al.* (2023), the following conclusion was drawn: the creation of a supportive educational environment within the university, and the improvement of the quality of training for competitive specialists through the application of innovative methods of pedagogical support. G. Baimoldina *et al.* (2026) noted how large student numbers in higher education institutions create problems. Overly large class sizes lead to a multitude of superficial interactions, which, in turn, hinder students' educational development and psychological well-being.

Other significant challenges affecting the adaptation process of young people from rural areas include housing

difficulties, adjusting to halls of residence, the high cost of living, financial constraints, the distinctive social mindset of rural populations, and individual psychological characteristics. Researchers M. Tulebayeva & I. Rystina (2024) studied issues of migration and social integration among rural youth in the Taraz, Turkestan and Kyzylorda regions. The study details the difficulties of adaptation: the high cost of living, high housing prices, and the distinctive social mindset among rural residents. Considerable attention was paid to mechanisms of social mobility and state support for students' professional development. According to a study by L. Iliichuk & O. Vorobets (2020), a high level of adaptation is linked to academic success and professional growth. Furthermore, they identified factors influencing adaptation during the initial stage of study, including an increased academic workload-coursework and independent study, emotional burnout, and issues with physical and mental health. The main objective is to select strategies for enhancing students' stress resilience in higher education institutions and fostering a supportive environment for social integration.

Researchers O. Khallo *et al.* (2023) argue that it is necessary to move beyond the outdated model of education and transition to a new system that stimulates personal development, in order to successfully adapt students to modern, ever-changing university life. Research has shown that enhancing self-improvement and psychological well-being is key to preparing competitive and adaptable future professionals. Drawing on international experience helps to create a humanistic environment within the university that takes into account the individual needs of each person. Thus, numerous studies by researchers have shown that young people from rural areas have lower levels of pedagogical and psychological adaptation than young people from urban areas. Therefore, there is a need to review existing forecasts within the higher education system and consider ways to improve the quality of education, incorporating certain additions into the conclusions. Furthermore, universities would benefit from developing and launching special programmes to support the adaptation process of young people from rural regions. The aim of this study was to identify the characteristics of the psychological and pedagogical adaptation of students from rural areas.

■ MATERIALS AND METHODS

In order to identify the difficulties faced by students from rural areas while studying at university, a literature review was conducted and a survey was carried out to gather initial empirical data. The literature review identified the main indicators of adjustment difficulties. The survey made it possible to identify specific problems and assess their severity. Statistical analysis enabled the data to be systematised (percentages). The analysis was carried out in three stages: theoretical – a review of the academic literature on student adaptation was conducted, and the aims, objectives and research hypothesis were defined; empirical – a questionnaire was developed, a survey of students

was conducted and raw data was collected; analytical – the research results were processed and explained, and conclusions were drawn. A review of the scientific literature was conducted on the subject of this study. The literature review revealed that the adaptation of students from rural areas to the conditions of higher education is multifaceted and characterised by a range of academic, socio-psychological, emotional and personal, socio-economic, practical, socio-cultural and professional challenges. The review highlighted various approaches and contentious issues: the role of academic preparation; the importance of cultural differences; and the factor of personal resources.

Survey was developed using the theoretical principles and approaches set out in academic works by Kazakh, Russian and international researchers on the challenges of student adaptation. Individual questions in the questionnaire were developed based on existing psychological and pedagogical methods (e.g., scales of adaptation, stress resilience and self-regulation assessment), but overall the instrument was adapted to the objectives of this study. The survey questions were developed by the author in accordance with the research objective and consisted of 23 questions (Google Forms, 2023). The study was conducted in accordance with the ethical standards of the American Sociological Association's Code of Ethics (2018).

The questionnaire was used to gather the first empirical data on the difficulties faced by students from rural areas while studying at university. The survey was conducted among first-year rural students studying technical subjects at the D. Serikbayev East Kazakhstan Technical University (EKTU) during the 2024-2025 academic year. The questionnaire was administered online (via Google Forms) at the D. Serikbayev EKTU. A total of 40 students from rural areas took part in the survey, including 26 male and 14 female students. The respondents were aged between 17 and 18. The survey was conducted anonymously and with the students' consent. It took 20-25 minutes to complete the questionnaire. The study employed descriptive statistical methods. Data analysis was carried out by calculating the percentage of respondents' answers. To do this, the number of responses for each option was divided by the total number of survey participants and multiplied by 100%. Calculations were performed using Microsoft Excel, which enabled the results to be clearly presented and systematised. The study employed a method of analytical data interpretation. The percentage figures obtained were analysed and compared with one another, which made it possible to identify the main trends, problems and characteristics of students' adaptation.

■ RESULTS AND DISCUSSION

Problems in the process of psychological and educational adaptation among young people from rural areas are highly relevant. Subsequent studies have shown that the inability of young people from rural areas to adapt to the educational environment creates a number of problems and has a significant negative impact on their academic

performance. One can agree with the researchers T. Kachieev & A. Khushanlo (2025), who noted that the adaptation of students from rural areas is multifaceted. That is, factors such as external ones-in particular, language, financial circumstances and integration into society-and internal ones-self-esteem and motivation-will be interrelated in shaping individual trajectories. The hypotheses regarding the dependence of adaptation on the reasons and significant barriers mentioned have been fully confirmed, while the scientific assumption concerning university measures has been partially confirmed due to the lack of systematic plans. Kyrgyzstan's specific characteristics-group cohesion, heterogeneity and material instability-require support at various levels and as needed. The article by R. Ilyasov & F. Safiullina (2025) outlines the problem of adaptation of students from rural areas to urban environments, and more specifically, the academic, emotional and economic barriers they face during their studies. It has been demonstrated that a special plan is required to support students in these areas: the introduction of digital literacy courses in rural schools, which will, in turn, help prospective students adapt more easily to modern education; increasing access to subsidised halls of residence to improve living conditions; and establishing psychological support centres in higher education institutions to ensure psychological well-being. The systematic implementation of these measures will create a comfortable and supportive environment that fosters both academic success and full integration into society. In her study, V. Kondratenko (2023) drew the following conclusions: although internet access is available in rural areas, it was observed that students' cognitive abilities are lower, while psychological conditions are more stable. Of course, this is closely linked to the characteristics of rural life. It has been established that there are also differences in social integration and communicative development.

Forty students from rural areas took part in the survey. When asked, "Is studying at university prestigious?", 65% of students considered their university to be prestigious, while 35% did not. At first glance, the result looks quite good: more than half of the students rate the institution positively. This is most likely due to the fact that the university offers in-demand degree programmes and has a fairly strong teaching staff. Students who rated the prestige negatively found that their expectations of their studies did not match reality. It turns out that there is a positive image, but it is not yet stable. If the problems that trouble the remaining 35% are not addressed, the overall rating may change for the worse over time.

To the question "Who (or what) was your source of information about the university?", respondents answered as follows: most frequently, relatives and acquaintances (37.5%). In second place were social media (22.5%), with the official website and advertising brochures receiving roughly the same proportion (20% each). School teachers, open days and advice from lecturers were mentioned significantly less often. Positive reviews online, however, proved to be a virtually negligible factor – just 5%. Firstly,

it turns out that “word of mouth” works better than any official advertising. People trust what they hear from a specific person more than what is written on a website or in a brochure. Social media comes in second place because it also features real people and real stories, rather than official statements. This showed that the university needs to do more than simply invest in printed materials and a website. Much more important is what current students and graduates say about it – it is they who shape the reputation that eventually attracts new applicants.

Among the motives for choosing a university, a rather unexpected response took first place: 25% of students said they simply had no other option, which was the most common answer. This was followed by the university’s state status and employment prospects (22.5% each), and an

interesting student life (17.5%). Teaching quality, the desire to master a profession, and low competition each accounted for 15%. Prestige and the influence of parents came in last. No one mentioned advice from friends. Almost one in four students ended up here not because they wanted to, but because that’s how it turned out. Many made a pragmatic choice – as long as it was a state university, and as long as they could find a job afterwards. In such cases, the university is seen more as a tool than as a place they aspired to attend. It is important to understand this, because a student who came “for lack of a better option” and a student who specifically chose to enrol here represent two completely different levels of engagement with their studies. The responses to the question “Why did you choose this specialism?” are shown below (Fig. 1).

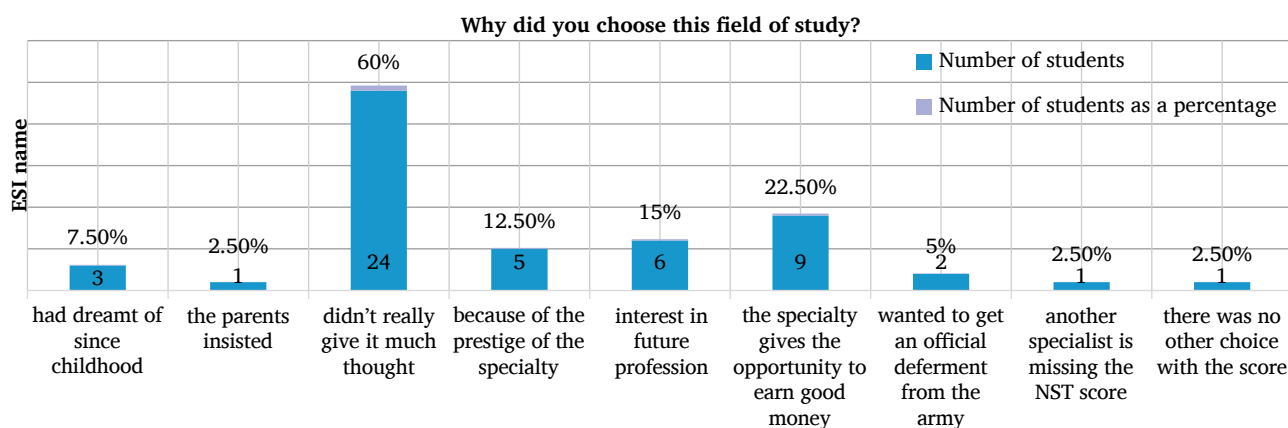


Figure 1. Responses to the question “Why did you choose this field of study?”

Source: compiled by the author

The results of this question are the most revealing in the entire survey. 60% of students admitted that they “didn’t give it much thought” when choosing their degree programme. In other words, more than half ended up in their chosen field without having made a conscious decision. A desire for a stable career was noted by 22.5%, real interest in the subject by only 15%. Childhood dreams and the advice of parents are very rare. Many students simply did not have enough information about what to expect in a particular degree programme. Schools rarely provide a realistic picture of careers, yet a choice must be made quickly. The consequences of this approach become apparent even during the course of study: when a person does not understand why they are there, it becomes much harder to maintain their interest. And this is no longer just a problem for the student, but a challenge for the university itself. According to V. Kondratenko & A. Mityaeva (2023), students from rural areas tend to be more focused on high-earning careers and, when choosing a degree programme, are influenced by the level of training and the entry requirements for that programme; however, they also strive for personal fulfilment. At the same time, after entering university, their social environment expanded significantly. Students from urban and rural areas

emphasised moral values, including prioritising honesty and kindness. It was found that urban students value kindness, openness and determination, while rural students value fairness, responsibility, perseverance, friendship, as well as sound thinking and strong relationships. Furthermore, the study notes that all respondents devote all their time to their studies and other activities, and find it difficult to decide on their future career. It is worth noting that many students from rural areas also indicated that they do not work in their chosen fields. Therefore, when developing a programme to help students from rural areas adapt to university life, it is advisable to take into account their social adaptability, characteristics typical of rural students, as well as their motivation to master their chosen field and their readiness to pursue higher education.

When asked about their plans after graduation, only 35% of students answered with confidence – they intend to work in their chosen field. 10% already know that they will not pursue a career in their chosen field. And the majority – 55% – gave an answer that went something like this: “Let’s see how things turn out”. This result follows logically from the previous one: if more than half of the students chose their specialty without giving it much thought, then they have little confidence in the future. It is noteworthy

that more than half remain undecided. The results regarding the question “Has your attitude towards your chosen specialty changed?” can generally be described as encouraging. More than half of the students (57.5%) say that their attitude towards their specialty has not changed and that it was positive. A further 30% noted that, after starting their course, they actually began to view their subject more favourably than before. There is a negative trend, but it concerns a minority. It would seem that, if more than half chose their subject without giving it much thought, one might expect disappointment. But in practice, many got drawn in and found something for themselves during the course of their studies. Nevertheless, those whose attitude has deteriorated are not just statistics. These are students whose expectations clashed with reality and did not match up. And if their numbers increase as they progress to higher years, this is already a signal to investigate exactly what has disappointed them.

The results of the question “Was it difficult to get used to student life?” show that most students found the adjustment process somewhat challenging: 52.5% noted that it was of moderate difficulty and involved some difficulties. A further 20% admitted that they found it difficult to get used to their new life. At the same time, 27.5% of students experienced almost no problems and quickly settled into student life. Overall, it can be said that for many, the transition to student life does not go smoothly straight away and takes time. While some students cope quite easily, there are others who need extra support during this period.

The next question, “Where do you currently live?”, saw 65% of students reply that they live in a hall of residence. Meanwhile, 17.5% each either live with their parents or rent accommodation. This shows that halls of residence are the primary accommodation option for students, and that the conditions there have a significant impact on their comfort and ability to settle in. At the same time, a relatively small number of students live outside halls of residence, which is most likely due to limited opportunities for independent living. Figure 2, illustrates the main difficulties encountered in halls of residence.

Which of the following do you think makes it more difficult to adjust to life in a hall of residence?

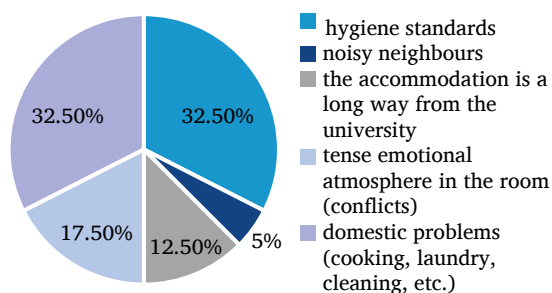


Figure 2. Responses to the question

“Which of the following do you think makes it more difficult to adapt to life in a hall of residence?”

Source: compiled by the author

The main difficulties students most frequently cite when adapting to life in a hall of residence are domestic issues and sanitary conditions – 32.5% each. A further 17.5% mentioned a tense atmosphere and conflicts, whilst 12.5% cited the inconvenient location of the accommodation relative to the university. Meanwhile, noisy neighbours proved to be the least significant problem. Overall, it is clear that it is daily life in the hall of residence – the living conditions and organisation of daily life – that has the greatest impact on comfort. Social interaction also plays a role, but not as significant one, while factors such as distance from the university prove to be less important. Responses to the question “How, in your opinion, does living in a hall of residence affect the process of social adaptation?”: the majority of students believe that life in a hall of residence helps them adapt more quickly: 40% note a clear positive influence due to constant social interaction, while another 37.5% also tend to agree with this view and attribute it to making new friends. At the same time, 10% do not perceive any significant impact, while 12.5% consider it to be negligible. Overall, the hall of residence is seen as an environment that helps students settle into student life and build social connections. However, for some students, this factor does not play a significant role, which is likely to depend on personal characteristics or living conditions. Figure 3 shows the responses regarding difficulties with the academic workload.

Are you finding the academic workload manageable?

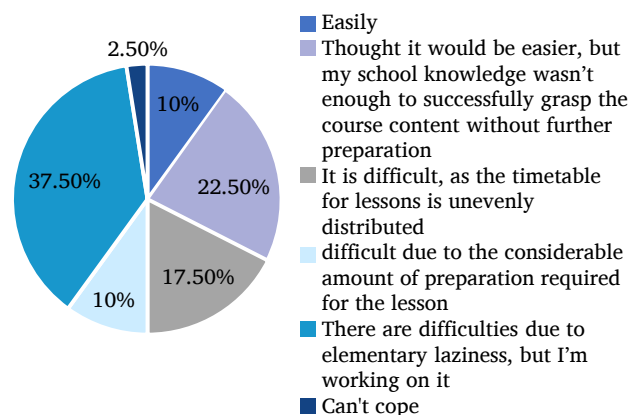


Figure 3. Responses to the question

“Do you find the academic workload manageable?”

Source: compiled by the author

Only 10% of students say they find the academic workload easy to manage. 22.5% feel that the school facilities are inadequate, 17.5% face difficulties due to the timetable, and 10% because of the heavy workload. At the same time, the largest group – 37.5% – mentions a combination of problems: the complexity of the programme, the need to balance studies with other commitments, and so on. This shows that most students find their studies challenging. Only a small proportion feel confident, while the rest face various difficulties, which points to the need for additional support. As for difficulties with university studies, the

most common complaint among students is an inconvenient timetable – 37.5% cited this. Almost as many (35%) experience difficulties due to the need to balance their studies with work or other commitments. The demands of lecturers (30%), a heavy workload of independent study and a decline in motivation (27.5% each) also play a significant role. Factors such as the number of classes and the level of preparation prior to university are mentioned less frequently (10% each). Difficulties arise not only from the studies themselves, but also from how they are organised. The workload is exacerbated by the timetable and the need to combine everything, while the requirements and volume of assignments further increase the pressure.

52.5% of students report experiencing stress from time to time, while another 17.5% experience it constantly. Meanwhile, 22.5% say they do not experience stress, and 7.5% found it difficult to answer. This suggests that stress is a fairly common part of the learning process for most students. For some, it occurs periodically; for others, it is a constant presence; and only a small proportion of students feel at ease. This issue was investigated by the researcher E. Shereshkova (2023). The analysis in the author's article focuses on examining the direct link between first-year students' ability to cope with obstacles and their adaptation to university life. The author concluded that increasing stress resilience is crucial for students' psychological well-being and personal maturity. An analysis conducted among trainee teachers showed that increased stress resilience and the level of successful adaptation influence academic achievement and emotional well-being. According to statistics, only one in five students adapts well and is able to demonstrate self-confidence. It is therefore necessary to establish psychological support centres in universities. In other words, the main objective is to engage students in developing their inner capacities for successful adaptation to university life.

The main cause of stress for students is the heavy academic workload – 42.5%. The fear of being expelled also plays a significant role (32.5%). About 20% mention factors such as poor academic performance, psychological pressure and taking their studies too seriously. Conflicts with lecturers (7.5%) and personal characteristics (5%) are mentioned less frequently, whilst 17.5% found it difficult to answer. Overall, it is clear that stress is primarily linked to overload and anxiety about studies. The pressure associated with results and expectations only exacerbates this condition. Most students associate stress with anxiety – 60% mentioned this. Half also cited a lack of self-confidence. 27.5% each admit that they find it difficult to manage their time effectively and that they procrastinate, 22.5% point to aggression, and 17.5% each cite excessive emotionality and a sense of responsibility. A further 10% were unable to give an answer. It appears that stress is largely linked to internal states: anxiety, self-doubt and a lack of self-organisation skills, which together increase tension.

45% of students admit that they experienced difficulties when first adapting to student life, but were able to settle in over time. An equal proportion – 45% – felt at ease straight

away and did not encounter any problems. Only 10% report that they continue to struggle with adaptation throughout their studies. This shows that for many, the early stages are indeed difficult, but the situation evens out over time. At the same time, there is a small group of students who require more attention and support. 52.5% of students believe they do not need counselling, yet 47.5% still report a need for such support. This suggests that almost half of students face psychological difficulties and require support. Although slightly more students do not consider this necessary, the demand for help remains quite high. Researchers L. Demidova & M. Krivoshechkova (2023) reached the following conclusion: student life begins in the first year; therefore, the ability of first-year students to adapt successfully to life and study at university enables them to be recognised as individuals, citizens and future professionals. In this regard, it is considered that students with a low level of adaptation require support from a lecturer, psychologist and tutor. Subsequently, the researchers A. Ignatova (2022) conducted a study aimed at determining the level of socio-psychological adaptation among first-year students studying at various faculties of the S.A. Yesenin Ryazan State University. According to the author, 70% of respondents had a high level of adaptation, while 10% had a level below average. The reasons for this were identified as the individual psychological characteristics of the students. The study showed that the adaptation process is a highly complex and multifaceted process, and its success is closely linked to a number of factors, in particular the individual psychological characteristics of students. For students to adapt successfully, it is also important that university counsellors and tutors work with students and conduct psychological training sessions. During the first year of study, students develop a desire to learn and master their chosen disciplines. The quicker a student adapts to university life, the better equipped they will be to cope with challenges in both their professional development and the development of their individual psychological characteristics. Further details on psychological support are provided in Figure 4.

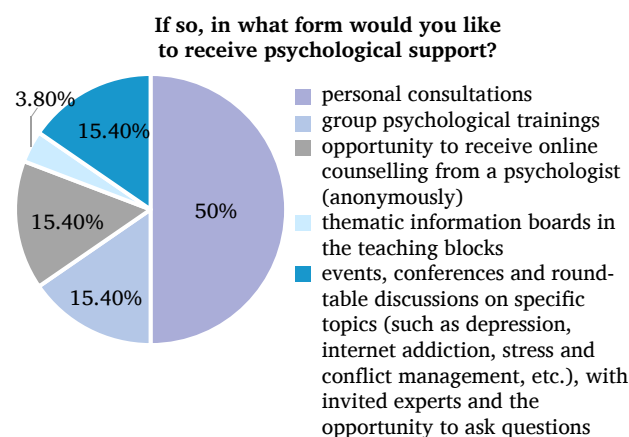


Figure 4. Responses to the question "If so, in what form would you like to receive psychological support?"

Source: compiled by the author

Most students choose individualised consultations – 50% opted for this option. The other formats received roughly the same proportion of votes: 15.4% each for group training, online consultations (including anonymous ones) and participation in various events. Information stands were the least popular. This shows that a personal and confidential format of support is most important to students. At the same time, there is also interest in group and online formats, so it is best to combine different support options. According to E. Knyazeva & T. Korzhavina (2023), the level of adaptation can be improved through the following measures: organising various events on adaptation issues; holding consultation sessions with lecturers, tutors and psychologists; organising group games; involving students in collective scientific analysis on various topics. A. Antonovskii *et al.* (2020) study the psychological qualities of first-year students' adaptation to higher education. This process is referred to as the transition from a carefree childhood to the start of a new chapter filled with responsibility. The dynamic development of integration into a new social environment is examined through the quality of personal life, emotional stability, motivation to acquire knowledge, and the level of communicative tolerance. The aim of the analysis is the scientific justification of the need for pedagogical and psychological support for students to reduce stress-inducing factors and enhance the level of professional training. Furthermore, this study notes that harmonious personal development is interlinked with maintaining a balance between societal demands and norms and the internal mechanisms of the student's adaptation process.

The main factor of adaptation, students say, is the desire to learn – 52.5% cited this. Also playing an important role are the study habits formed while still in school (30%) and interaction with fellow students (27.5%). Other factors, such as a friendly atmosphere, leisure activities, assistance from a tutor and targeted support, are mentioned much less frequently. Adaptation depends largely on the student's own mindset. That said, previous experience and group interaction also help, while external support is seen as an additional, but not a key, factor. 55% of students start their studies without much interest, with indifference. A further 25% explicitly state a reluctance to attend classes, and only 20% arrive with a positive attitude. It is clear that most students lack a strong motivation to learn: a neutral or even negative attitude prevails. This may indicate fatigue and a decline in engagement with the learning process. 67.5% of students report that they have developed good, friendly relationships with their classmates. A further 30% describe them as neutral, and only a few experience conflicts. Overall, a comfortable atmosphere prevails within the group: most find it easy to socialise, which helps them adapt more quickly and feel more confident amongst their classmates.

Students are most often interested in sports clubs (volleyball, table tennis, swimming, etc.) and voluntary work. Some of them also wish to join student organisations and,

in general, become more involved in student life. However, a significant number of responses indicate that some students have no interest in extracurricular activities. This may be due either to low engagement or to the fact that they are simply unaware of the opportunities available. According to research by T. Bodyakina & E. Yeltoshkina (2025), it is best to pay particular attention to students with a level of social and psychological adaptation below average or lower. These students should be encouraged to take part in cultural events, professionally-oriented excursions and research projects. To enhance their professional qualifications, it is important for lecturers to illustrate interdisciplinary connections using practical examples during lessons. Furthermore, in order to train highly qualified specialists for the agro-industrial complex, it is necessary to continue work on developing adaptation mechanisms for other students. At the agricultural university, annual testing is required to assess the effectiveness of social and psychological adaptation.

40% of students say they do not miss classes without a valid reason. However, 27.5% do so about once a month, 12.5% once a week, and 15% even more frequently. A small proportion chose other options. Although there are disciplined students, absences are still quite common. For some students, they occur regularly, which may be linked to motivation, workload or other reasons. It can be said that students' adaptation to university life varies, but overall it cannot be described as entirely easy. On the one hand, many view their studies positively and note good relationships within their group, which helps them settle into the new environment more quickly. The hall of residence also plays an important role, as it provides opportunities to socialise more and make new friends.

Students also have serious difficulties. Many choose their university or degree programme without fully realising the implications, which leads to a decline in their interest in their studies over time. This is manifested in a neutral or even negative attitude towards their classes and a lack of a clear understanding of their future profession. The organisation of the academic process and the requirements themselves create an additional burden: an inconvenient timetable, the need to balance studies with other commitments, and a heavy workload. All of this is directly linked to the stress experienced by many students. This often arises from a fear of failing, a heavy workload, and personal traits such as anxiety or a lack of self-confidence. There are also challenges associated with living in a hall of residence. Although it helps with social adaptation, living conditions, hygiene and, at times, conflicts can still cause discomfort. Almost half of the students mention the need for psychological support. At the same time, much depends on the students themselves: a desire to learn, a habit of studying and socialising with fellow students noticeably help with adaptation. However, the level of involvement in student life varies-some actively participate in extracurricular activities, while others remain on the sidelines.

■ CONCLUSIONS

An analysis of the survey results has shown that the hypothesis regarding the specific nature of the psychological and pedagogical adaptation of students from rural areas to studying at a technical university has been fully confirmed. Consequently, one of the most important tasks in improving the quality of education at universities is to provide psychological and pedagogical support on the above-mentioned issues during the initial stage of study. The study showed that the adaptation of students from rural areas to higher education institutions is influenced not only by academic difficulties, but also by difficulties relating to psychological and socio-cultural adaptation. Thus, a range of difficulties faced by students from rural areas has been identified: academic and psychological difficulties, including inconvenient timetables, an excessive workload, a large amount of independent study, the need to balance studies with other commitments, a lack of commitment to their studies, emotional detachment, low stress resilience, insufficient psychological support, and a low level of development of individual abilities; career guidance difficulties, including a lack of a clear understanding of the chosen profession and uncertainty regarding the direction of future professional activity; motivational difficulties, including weak intrinsic motivation, low interest in studies, and an unconscious choice of profession; social and living conditions, including sanitary and living conditions in the hall of residence.

The challenges discussed above reflect the complexity of the adaptation process for students from rural areas and highlight the need for further research in this field. In particular, the study showed that an in-depth analysis is required of issues such as reduced motivation to study,

insufficient career guidance, high levels of stress, the impact of sanitary and living conditions in halls of residence, and inadequate psychological support. For future research, it is important to comprehensively examine the effectiveness of individual psychological counselling, which support systems meet students' individual needs, and how social and educational conditions contribute to their successful adaptation. Adaptation requires time and support. On the part of the university, it is important to focus on the organisation of the academic programme, psychological support and living conditions, so that students find it easier to cope with the workload and feel more at ease. Prospects for further research relate to the development and testing of effective models of psychological and pedagogical support for students from rural areas, as well as the study of the long-term dynamics of their adaptation during the learning process. It is important to investigate the effectiveness of individual and group psychological counselling, to determine the optimal forms of academic support, and to identify the influence of the educational environment on the development of sustained academic motivation.

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■ CONFLICT OF INTEREST

The author formally declares that there were no conflicts of interest during the conduct and publication of this study.

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Айылдык студенттердин техникалык жогорку окуу жайда окууга психологиялык-педагогикалык адаптациясынын көйгөйлөрү

Мейрамгүл Самадиева

Педагогика илимдеринин магистри, окутуучу

Д. Серикбаев атындагы Чыгыш-Казакстан техникалык университети

070000, Серикбаев көч., 19, Усть-Каменогорск ш., Казакстан Республикасы

<https://orcid.org/0009-0001-1706-0072>

Аннотация. Жогорку билим берүүдө негизги милдет – студенттердин окуу системасына ийгиликтүү адаптациясы. Ийгиликтүү адаптация окуу шарттарына, стресске туруктуулукка, коомго интеграцияга жана жалпы эмоционалдык жыргалчылыкка түздөн-түз таасир этет. Макалада айыл жеринен келген студенттердин университеттик жашоого адаптация болуу процессинин себептери изилденген. Изилдөөнүн максаты техникалык жогорку окуу жайда айылдык студенттердин окуу процессине адаптация болуу көйгөйлөрүн изилдөө болуп саналат. Ушуга байланыштуу Д. Серикбаев атындагы Чыгыш-Казакстан техникалык университетинин 2024-2025-окуу жылындагы биринчи курстун айылдык студенттеринин арасында сурамжылоо жүргүзүлгөн. Бул эмгекте студенттердин жогорку билим берүү шарттарына адаптациясынын маанилүү психологиялык-педагогикалык аспектилери талданган. Анализдин жүрүшүндө биринчи курстун студенттеринин ийгиликтүү адаптациясында окутуучулар жана академиялык топтун кураторлору негизги роль ойной тургандыгы аныкталган, анткени алар алгачкы психологиялык-педагогикалык колдоону камсыз кылып, студенттерге жаңы билим берүү чөйрөсүнө багыт алууга жардам беришет. Ошондой эле окуу процессин натыйжалуу уюштуруу жана психологиялык коопсуздук сезимин калыптандыруучу жагымдуу билим берүү чөйрөсүн түзүү маанилүү экени көрсөтүлгөн. Мындан тышкары, макалада заманбап аналитикалык маалыматтар жалпыланып, биринчи курстун студенттерине психологиялык-педагогикалык колдоо көрсөтүү боюнча практикалык тажрыйба системалаштырылган. Бул талдоонун негизинде студенттердин адаптация деңгээлин жогорулатууга багытталган сунуштар берилген, анын ичинде кураторлордун ишин өркүндөтүү, психологиялык колдоо программаларын киргизүү жана студенттердин сабактан тышкаркы жана социалдык маанилүү ишмердүүлүккө активдүү катышуусун камсыз кылуу каралган. Бул эмгек окутуучулар, кураторлор, психологдор, билим берүү мекемелеринин кызматкерлери жана жогорку билим берүү тармагындагы изилдөөчүлөр үчүн пайдалуу болуп, окуу процессинин натыйжалуулугун жогорулатууга өбөлгө түзөт; сурамжылоонун жыйынтыктары билим сапатын жакшыртууга, көйгөйлөрдү аныктоого жана аларды чечүү жолдорун иштеп чыгууга жардам берет

Негизги сөздөр: социалдык адаптация; биринчи курстун студенттери; негизги көйгөйлөр; чечүү жолдору; изилдөөлөр; сурамжылоо

Проблемы психолого-педагогической адаптации сельских студентов к обучению в техническом вузе

Мейрамгуль Самадиева

Магистр педагогических наук, преподаватель

Восточно-Казахстанский технический университет имени Д. Серикбаева

070000, ул. Серикбаева, 19, г. Усть-Каменогорск, Республика Казахстан

<https://orcid.org/0009-0001-1706-0072>

Аннотация. Основная задача в высшем образовании – успешная адаптация обучающихся к системе обучения. Успешная адаптация напрямую влияет на условия обучения, стрессоустойчивость, интеграцию в общество и общее эмоциональное благополучие. В статье исследованы причины процесса адаптации обучающихся из сельской местности к университетской жизни. Целью исследования стало изучение проблем адаптации сельских студентов в учебном процессе в техническом вузе. В связи с этим был проведен опрос среди сельских студентов первого курса Восточно-Казахстанского технического университета им. Д. Серикбаева в 2024-2025 учебном году. В данной работе были проанализированы важнейшие психолого-педагогические аспекты процесса адаптации обучающихся к условиям высшего образования. В ходе анализа установлено, что ключевая роль в успешной адаптации первокурсников принадлежит преподавателям и кураторам академических групп, поскольку именно они обеспечивают первичную психолого-педагогическую поддержку и помогают студентам ориентироваться в новых образовательных условиях. Наряду с этим показано, что существенное значение имеют также эффективная организация учебного процесса и создание благоприятной образовательной среды, способствующей снижению стресса и формированию чувства психологической безопасности. Кроме того, в статье подведены итоги рассмотрения современных аналитических данных и обобщен практический опыт по психолого-педагогической поддержке студентов первого курса. На основе этого анализа предложены конкретные рекомендации, направленные на повышение уровня адаптации обучающихся в системе высшего образования, включая совершенствование работы кураторов, внедрение программ психологического сопровождения и создание условий для более активного включения студентов во внеучебную и социально-значимую деятельность. Данная работа будет интересна преподавателям, кураторам, психологам, работникам образовательных учреждений и исследователям в области высшего образования, так как позволит повысить эффективность учебного процесса; результаты опроса помогут улучшить качество образования, выявить проблемы и подготовить пути их решения

Ключевые слова: социальная адаптация; первокурсники; основные проблемы; пути решения; исследования; опрос