

## **The methodology of pedagogical students' socio-professional adjustment**

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### **Abstract**

*In any democratic society, the politics in the field of human resources regarding professional education must focus on the development of professional competences, as well as the freedom of making decisions and initiate a personal path for professional adjustment. In order for the information to be useful and to fulfil student's needs, favouring the socio-professional adjustment, it must be up-to-date, precise, impartial, neutral, certain, directly accessible, trustworthy, consistent and classified according to certain criteria. In this context, the pedagogical student must realize that the dynamic of social professional adjustment implies the on-going learning, occupational mobility, personal initiative, communication, leadership, taking on social roles etc. Undoubtedly, the socio-professional adjustment of pedagogical students represents the process of efficient integration of the student in the academic environment, acceptance of the norms and values promoted by the university culture. The models and the strategies of optimizing the degree of adjustment can protect students against emotional perturbations and the negative effects that these might have on their health, all these being possible consequences when they engage themselves in conducts that imply taking the risk in the process of social adjustment.*

**Key words:** *adjustment, maladjustment, socio-professional adjustment, student's personality.*

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## Introduction

The modernization process of the education in the Republic of Moldova represents a series of actions with a direct orientation towards a new human condition of the student and to a desired society capable of responding to the expectations for freedom, democracy, progress, and spirituality. In the context of the intervening changes in our society, the educational field capitalizes new models and strategies of socio-professional adjustment. Evidently, the main quality of the pedagogical students is the pedagogical vocation, framed into the following expression: “to feel called on to, eligible for this job and capable of doing it”. Therefore, in order to cope with the quick changes and challenges taking place in the Republic of Moldova, it becomes imperative to approach the education for the socio-professional adjustment from a modern perspective, ample, giving the student the opportunity to find all the necessary resources for the development of the creative potential.

Socio-professional adjustment, professional development and the qualifications, represented, along with other subjects, one of the themes with a transversal character discussed during the International Symposium in Vancouver, Canada, 2001. In the developed countries, there are associations for trainees and practitioners that present the main aspects of a social teachers’ initial formation program in the direction of education for socio-professional adjustment. For instance, in the Council for Accreditation of Counselling and Related Educational Programs (CACREP), in the USA, the following contents are stipulated as being essential for the initial formation of the specialists: personality development, socio-professional adjustment, social and cultural grounding, development of communicative abilities, group work, life style and career development, the assessment of the educational programs, career counselling programs.

Nowadays, the general aspiration towards a qualitative professional education is widespread and supported in all countries. From these perspectives, it is necessary to understand the true dimension of the socio-professional adjustment that is peculiar and stressful for those without experience. In general, the universities transpose in reality the students' expectations, fulfils its role of engendering well-prepared and informed graduates. At the same time, a great number of researches demonstrate the existence of the socio-professional adjustment difficulties. G. Adams, M. Berzonsky (2009) allege that beginning with 1950, there were initiated intensive researches aiming at understanding the impact of the university experience on the students' development. In the 1970s-1980s of the previous century, researches were oriented toward the effects of education on the social and professional adjustment of students, specifying various theories and models concerning the observed changes.

These studies demonstrate that university graduation has a positive and significant impact on the factors that determine the long-term improvement of young people life quality, and that many young people feel the university experience as a difficult adjusting period. In this context, the inherent factors that determine the pedagogical student mal adjust mentor the university environment require the implementation of an intervention program focused on the following dimensions: *prevention* - continuous process; *remediation* - process of interventions and *optimization* - the process of valorisation.

### **Pedagogical Students Socio-Professional Adjustment**

For the sake of understanding and using properly the appropriate concepts needed for the present study, we will analyse some concepts and definitions having the starting point Jean Piaget's explanation (1965), which states that the adjustment takes place when the body is able to shift from one stage to another, depending on the environment and this variation results in a balance of changes between the body and the environment, which is favourable for its conservation.

Therefore, the existence of any being in a certain environment presupposes a process of adjustment. Being understood as a product of the personality permanent relationship with the environment, the result of the adjustment can be materialized in an attitude of acceptance (the man as agent and environment builder) or in an attitude of rejection (abandonment), which the case of maladjustment is. From this point of view, adjustment may eternalize in human responses to favourable, neutral or unfavourable events. Adjustment, mentions J. Piaget, results from the balance of two processes: assimilation and accommodation. *Assimilation* is defined as being the changes that the body imposes to the surrounding world while the *accommodation* is the reverse phenomenon, consisting in changing the individual's actions in relation to things.

Therefore, personality does not subordinate passively to the environment, but modifies it, imposes its own structure. The environment, in its turn, acts on the body and this action can be called *self-accommodation*, understanding that the being itself does never experience the reaction of the surrounding bodies, but it simply changes its cycle of assimilation, adjusting it to these reactions. In this sense, adjustment is operational throughout life. However, the general styles of using the information change. J. Piaget distinguishes between the adjustment as adequacy and adjustment as survival, which perform a reflex conditioned by hereditary tools, the first being the result of marking a new acquired structure. According to J. Piaget, adaptation means the balancing process between assimilation and accommodation, which occurs in the interaction between the man and the surrounding reality.

The lack of balance is felt by the individual as being unpleasant and is remedied by the mental process of balancing adjustment schemes through assimilation and accommodation, which ultimately lead to adjustment. According to I. Neacșu (1985), assimilation and accommodation are the two poles of the body-environment interaction whose balance is fundamental to any human development. Reflecting on these ideas, we materialize that personality

has certain flexibility, due to which it is possible to remain in line with the social environment and its internal environment to maintain balance. This adjustment is operated in a series of incessant exchanges between the body and the environment, within the dual action of the subject on the object (assimilation) and the object on the subject (accommodation). These modes of interdependent actions combine ceaselessly to maintain a balanced state that defines adjustment. Through assimilation, new information about the environment is integrated into the existing cognitive structures and, through accommodation, structural changes occur in conformity with the acquired information. M. Zlate, V. Negovan (2006) state that if one of the two processes is disproportionate in relation to the other, then the required equilibrium is not established, therefore no adjustment is achieved.

C. G. Jung (1994) states that "biologically, the relationship between the subject and the object always consists of a relation of adaptation, any relationship between the subject and the object presupposes a series of actions of one over the other, those actions that lead to mutual changes of subject and object which itself is adjusting. Furthermore, the author argues that the kinds of attitudes towards the object are paths of the adaptation process. Personality has four main functions when it adapts to the world and to its internal structure, "*Thinking*", "*Feeling*", "*Sensation*", "*Intuition*". The predominance of a function characterizes the type and determines its action. According to the author, the extroverts adapt themselves better and quicker compared to the introverts. Insisting on self-knowledge, Jung states that "notably, there are individuals for whom it is easier, handier, or more favourable to adapt in some way rather than another".

Therefore, the way the student relates to others depends on his own system of attitudes and values that have a direct impact on the socio-professional adjustment process. Thus, because of the external pressure, the social control becomes self-control, consisting in conscious understanding and acceptance of normative social and professional requirements. As a result, this would enable

the overcoming of the socio-professional adjustment stress (Cojocaru-Borozan M., Țărnă E., Sadovei L., 2014).

From P. Popescu-Neveanu (1978) perspective, adjustment is the set of processes and activities through which the balance between the body and the environment shifts from a less stable to a more stable balance; the functioning of the body by incorporating the exchanges between it and the environment; if these changes advantage the normal functioning of the body, the body is considered to be adjusted. The author distinguishes between an autoplasmic adjustment by altering the body, and an allo plastic adjustment, by actively changing the environment, claiming that for the human being it is characteristic the allo plastic adaptation, which is achieved through tools, technology, culture, civilization.

P. Popescu-Neveanu states that: "adjustment is the ability of living organisms to perform responsive reactions that will increase their chances of survival in the changing environmental conditions. It is fully developed in humans, who do not only comply with the requirements of the environment, but also modify them, readjusting them to their needs. The mental activity is considered a component and a superior form of adjustment ". This statement is of particular significance in the context of socio-professional adjustment of pedagogical student. This is where the student's individual potential could be turned effectively to a good account in order to achieve certain social purposes.

To achieve this performance, the student must possess two types of information about the socio-professional environment: about the reception and classification of the segments of the environment and how to transform the environment into a more useful one. In this regard, it is well known the phrase "the right man in the right place", which signifies the student's successful adjustment to the socio-professional environment. Endeavouring to determine why some students do not develop social and professional skills, most of the quoted researchers have analysed various social interactions and have developed templates to explain what happens in the process of social adjustment. B.

Березин (1988) defines social adjustment as a process of assimilation by the personality of the existing social relations, norms, standards, traditions of the society in which he lives and works. Therefore, the social adjustment focuses on the individual changes, which are the conditions of socio-professional adjustment. This occurs when the reference group admits a new member. To be accepted, the student must acknowledge a certain number of values, opinions and attitudes of the group. In this respect, the socio-professional adjustment of pedagogical students indicates the path by which a student will recognize himself as being capable to belong to a professional group. Emphatically, the university environment continues to shape the character of the student in conformity with the social and professional adjustment. From an adjustment point of view, it is extremely important the development of a high value consistency as well as the development of the "potentiality" for change.

Nowadays, the science proposes various effective methods of plasticizing even the most rigid subjects. Undoubtedly, lifelong learning attenuates the differences in the academic training, lengthen the students' time of taking part in different activities, facilitates the adjustment to social changes, and the conditions of an active life fosters the maintenance of a good development condition. In a general sense, adjustment is defined as being the individual agreement with the environment, especially the social one.

As we have mentioned, the concept of pedagogical student personality in the process of socio-professional adjustment is of a great interest. This dimension requires, notably, a dynamic organization as well as a flexible and receptive structure from the part of the pedagogical student, capable to adapt quickly to changes in the academic environment, issues that have prompted us, along the way, to observe some manifestations related to the pedagogical student personality in the process of adjustment to university environment. In this context, G. R. Adams, M. D Berzonsky (2009) use the concept of *academic adjustment*, which means adapting to the characteristics of academic tasks. The

authors nominate the factors that have a positive impact on student's academic adjustment such as:

- The fact that students live on campuses;
- Academic experience;
- Effective teaching methods and stimulating subjects;
- Interaction with faculty members in informal contexts;
- Involvement in extracurricular activities.

M. Zlate, V. Negovan (2006) argue that *the students adjustment to the academic environment holds all the defining marks of the individual's adjustment to the environment, but the respective notes are shaped by the peculiarities of the university environment*. Of course, the effectiveness of the socio-professional adjustment in a specialized institution lies at the level of social attitudes and, by correlation, at the level of the socio-cultural hierarchies that the student must accept. Certainly, the pedagogical student has, at this time, the possibility to test his potential and verify his professional competences necessary to cope successfully with the professional demands. Socio-professional adjustment means that you can be yourself among others.

In this context, M. Bulgaru, A. Oceretnîi(2012) view the student as age-specific person and as a harmoniously developed personality, characterized by the following aspects:

- *Psychological* - represents the unity of psychological processes, the status and personality characteristics;
- *Social* – refers to the social relationships, personality traits, peculiarities of encircling in the social, ethnic group, etc.;
- *Biological* - includes the type of nervous activity, reflexes, instincts, physical strength, physical constitution, height, facial features etc.

Thus, when the student personality is analysed, it must be taken into consideration his characteristics, beginning with the morphological, constitutional, behavioural ones, continuing with the physical and psychosocial



ones. All the structural elements of the personality form a unitary gamut, a system with a certain integration coefficient and inner coherence. Reflecting upon these ideas, we can state that the *pedagogical student personality* is an individuality *with a clear goal*, it is an imposing being through the activity and creativity which he develops in the pedagogical universities. Chiefly, accepting the idea that the personality is a hyper-complex dynamic system, we must emphasize the fact that it is, at the same time, a subordinated being, with the *integrative-adaptive function*, which presupposes its reference to the social values and norms. The entire evolution of the personality unfolds amid conflicting interaction between "objective consciousness" and, self-consciousness".

Researches in the field, (T. Callo, Cojocaru-Borozan, M. Zlate, V. Negovan, Д. Леонтьев, А. Реан) highlight the various indicators that are peculiar to this age. Below are listed just the indicators that have a great importance in the process of adjusting to university environment:

- Maturity of thought, master of the intelligence deductive tools, acquisition which enables the independent judgment, ability to discern and evaluate autonomously;
- Identity - role confusion, the ability to see himself as a consistent and integrated person with a strong identity;
- Self-determination, the ability to choose the life path, including career planning;
- Affectivity, the instruction of axiological options and the development of a scale of values that would exceed the individual and its immediate entourage, marking the integration of the ego in a social role;
- Active integration in the social environment in which the young person takes on a status and a role.

In order to know and understand the pedagogical students, the following dimensions are important: the main elements that characterize the personality,

status, values and the conducts of the today's student. In this regard, I Neacșu (1985) proposes the following characteristics:

- Some students have academic experience, being already graduates from some other faculty;
- Others are older than their colleagues, who come directly from the high school, gaining thereby a little bit of special social status;
- A great majority are fully or partially integrated into a profession on the labour market, participating, according to a program that they negotiate or not, in training / learning formal academic activities in alternation with the non-formal ones;
- Expanded and quick access to modern informational resources - virtual libraries, for example – telematics, the new technologies and the appropriate skills for handling them have an important role;
- The spare time is seen as a quantitative value and employment sign; the social either exerts pressures or creates opportunities for high standards;
- Broad communication experience based on the direct use of 2-3 foreign languages for quick access of intercultural values or by applying the complex operational and high-productivity packages - word processing, multiple graphic interfaces;
- The increased development not only of the cognitive IQ but also of EQ (emotional intelligence) consisting of emphatic competences, control and emotional self-control, communication etc.;
- Methodological experience and attitudinal experiential, socially rich;
- Fragility at the level of general culture, resistant to high theorized, conceptual models, presence of risky conducts, insecurity, unpredictable reaction to frustration and stress, disorders under uncertain conditions etc.

In general, the training of specialists in any field requires the twinning of the transmission of a system of knowledge and cultural values through the harmonious development of personality. The activity of modern universities correlates the transmission of a fundamental knowledge system for a particular field, the appropriate research methods in that particular domain, and the cultural values that are so necessary for the socio-professional adjustment. In the present researches, the student adjustment is evaluated according to their ability to cope with the stress that is peculiar to the university environment. Some authors believe that the youth studying at the university develop themselves, particularly, because of the adjustment and integration processes in the academic environment: studying at the university has a long term influence on their attitudes, values and personality. Therefore, if we view the pedagogical student as an age specific active personality, we emphasize that their 18s-20s is a period when, because of certain circumstances peculiar to this age, they can face difficulties in socio-professional adjustment. They can be of social nature, meaning the natural need for the young to become independent and to struggle for a new status and a new role. Aiming at synthesizing various points of view, we conclude that:

- the role of the student contributes to the formation of his personality;
- his personality is manifesting continuously through his role;
- the status defines a person's position in the society.

Ascribing these ideas to the pedagogical student, we consider that the student should be aware of who he is and what behaviour is allowed to him. At the same time, however, there is the inner influence of the status which determines the student's complex way of self-esteem and his level of aspiration. In this way, the pedagogical student defines more accurately the kind of behaviour he expects from others, in our case, the academic environment. Therefore, assuming the roles correctly will enhance the socio-professional adjustment. Obviously, it is the society and not the youthfulness that has changed. Surely, the turmoil of this society is the reason for the need of a new

direction for socio-professional adjustment. Today the students are asked to participate actively in the social and political life. In this regard, the society must confer them a certain status and role. Students can no longer be regarded as “young adults” or “growing children”.

The pedagogical students’ social adjustment process includes, on the one hand, professional adjustment, which implies adjustment to the nature, conditions and organization of professional training and, on the other hand, socio-psychological adjustment, which means the individual’s adaptation to the newly formed social group, choosing the new way of communication and conduct (Țărnă E, 2013). Therefore, the student's academic adjustment depends on specific situations. The peculiarity of the situation consists in the degree of the stable personal characteristics to generalize to different situations. Therefore, acknowledging the student’s adjustment process to the university environment is a current issue in the contemporary research, a fact that is paid attention to in the European universities. The higher education reform in the light of the Bologna Process principles is focused on the formation of students’ functional competences, social integration capabilities, quick socio-professional adjustment and participation in the changes occurring in the society, to promote national, European and general human values. When considering methodological aspects, especially with regard to the personality and adjustment or the involved determinants, socio-professional adjustment must be understood restrictively, depending on the student's personality in relation to the socio-professional environment. To achieve this performance, the pedagogical student should possess two types of information about his environment: regarding the reception and classification of the environmental segments and about the ways the environment can be transformed into a more useful one. In this regard, socio-professional adaptation is considered to be a step of student personality development, of pedagogical student integration in a relatively stable social community. In this respect, the pedagogical student personality development is presented as a process of adherence to a new socio-professional environment,

adjustment and, finally, of integration in this environment. As M. Zlate, V. Negovan (2006), states, the specialized literature proposes various adjustment templates, and nevertheless, adjustment templates must consider the following:

- adjusting to the characteristics of academic tasks (*academic adjustment*);
- adjusting to the social field of interpersonal relationships (*social adjustment*);
- adjusting the feelings about their own physical and mental condition (*personal-emotional adjustment*);
- adjustment by commitment and devotion to the educational institution (*commitment-institutional attachment*).

Due to the characteristics of the academic environment, adjustment difficulties are common, especially at the beginning of the academic year. These difficulties vary from student to student as duration, intensity, ways of displaying and overcoming them. The difficulties of adjustment affect the student's personality and he no longer meets the requirements, clashes with teachers, colleagues and finally abandons the university. It is difficult to delimit precisely the forms of maladjustment as, in most of the cases, they are not externalized. Therefore, careful observation and analysis of the obtained results enable us to detect the students who have adjusting difficulties, and to determine their level of adjustment. In this context, we emphasize the main events of the observable difficulties of student adjustment to the university environment:

- *Behaviourally* – absenteeism, indifference, isolation, hostility, inhibition, stubbornness;
- *Cognitively* – concentration difficulties, superficial thinking, low motivation, lack of communication;
- *Affective -volitional* – depression, discouragement, excessive fear, emotional liability, inadequate emotional reactions.

As mentioned above, the drafting of a student adjustment template and the application of the efficient measures to prevent the maladjustment based on an analytical cognizance of the way the students perceive the events that take place around them, represents a successful alternative in the context of modern education. When presenting the factors, indicators, conditions that influence the student's adjustment to the university environment we must take into account the following:

**Pedagogical dimension:**

- The identification of the external factors, which conditions the process of pedagogical students adjustment to the university environment;
- Dynamic research of the relation between the level of student's adjustment and the application of socio-professional adjustment strategies;
- To establish the teacher-student relationships in the process of studies;
- To determine the level of accepting the behavioural norms and rules peculiar to the university environment.

**Socio-cultural dimension:**

- The analysis of the conduct and the manifestations of group relationships;
- Dynamic examination of the pedagogical student involvement in the academic activities by determining the degree of satisfaction and the success in the academic environment;
- Identification of the effects of the socio-professional adjustment based on the pedagogical student communication level.

### **Psychological dimension**

- Personality traits and the determination of the level of pedagogical student adjustment to the academic environment;
- Identification of the internal factors that condition the process of pedagogical student adjustment to the professional environment;
- Intrinsic motivation and emotional balance;
- Health condition and the student behaviour in the academic environment.

As it can be seen, all the factors included in those three dimensions interact, each having a complimentary role, balancing the action of the others. From this perspective, we have established as indicators the following:

- *for the first dimension*: the degree of involvement in the learning activities; adjustment to the peculiarities of the academic tasks; acceptance of the behavioural norms and rules peculiar to the university environment;
- *for the second dimension*: personality traits; the degree of adjustment, self-evaluation and self-perception;
- *for the third dimension*: the manifestation of the behavioural and socio-cultural values; group relationships, student's communicative competence; student-teacher relationship.

Based on the analysis that focuses on the academic adjustment phenomenon of pedagogical students, we have elaborated the *Psychopedagogical template of optimization of the process of student adjustment to university environment*. The template encompasses a dynamic system of activities, and its implementation will facilitate the adjustment process.

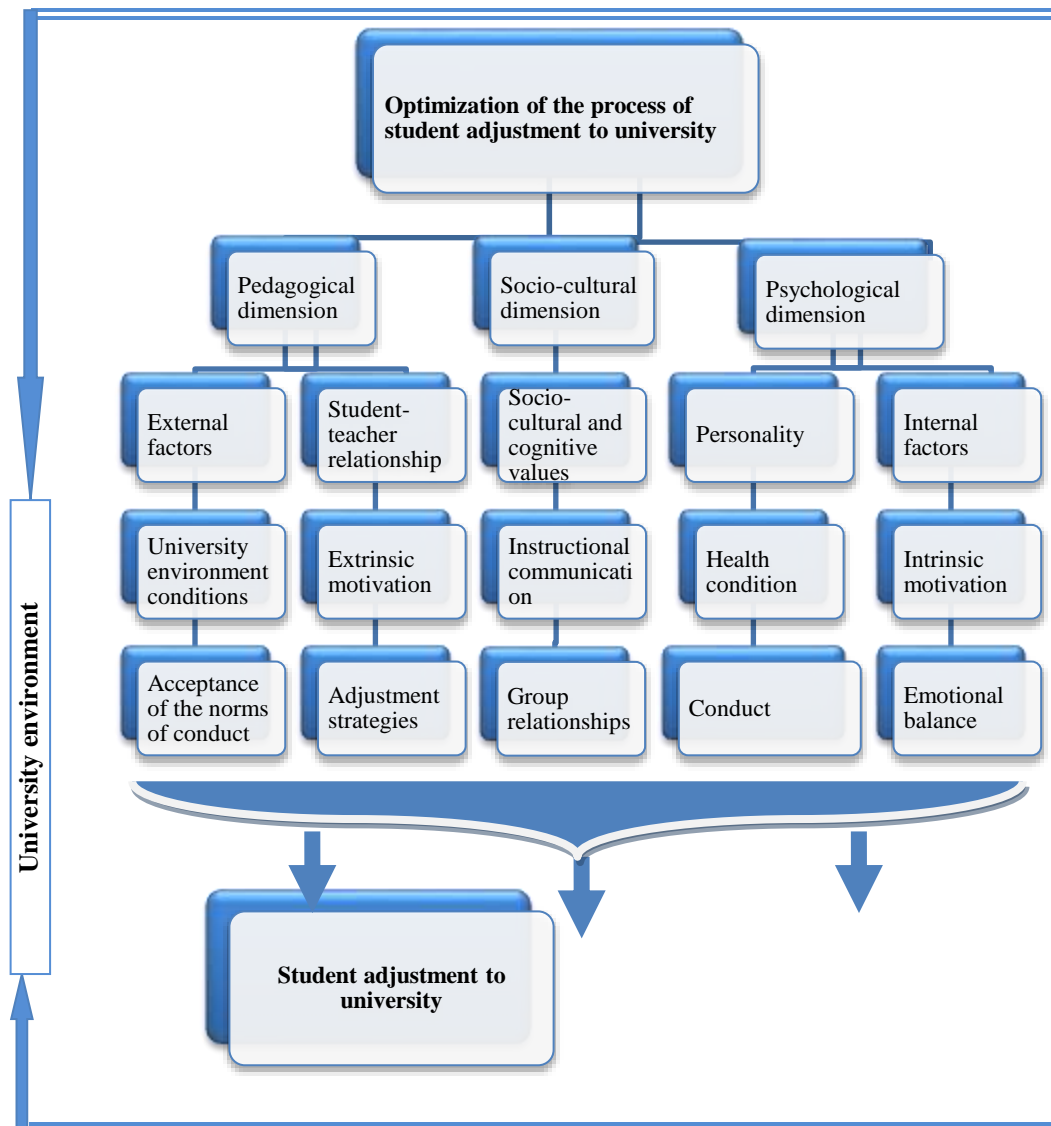


Fig. 1. *Psycho-pedagogical template of optimization of the process of student adjustment to university environment.*

*Psycho-pedagogical template of optimization of the process of student adjustment to university environment* represents an orientated construction for the stimulation of the adjustment process and the overcoming of the adjustment difficulties to the new learning and interaction conditions. It is not possible to emphasize the role of just one dimension whose action would be decisive in



assuring the student's academic adjustment. The dimensions orientate and determine the factors, indicators, and the conditions involved in the process of student's socio-professional adjustment, which, more or less, condition the student's results in the adjustment process. The socio-professional adjustment cannot be analysed apart from the environmental conditions. The professional environment, under all its aspects: physical, cultural, spiritual, is the one that will offer work possibilities, where the socio-professional personality adjustment process will externalize. Obviously, the university environment exhibits various possibilities for the student personality development, but the socio-professional adjustment process can be tiring and even stressful for the student, especially if it is the first time he faces such an experience. In this sense, every student seeks to find, through the flexibility that he possesses, the best way to achieve self-control, to secure the most adequate place and the most satisfactory balance.

The pedagogical student who adheres to a new social group, cannot remark himself as a harmonious personality unless he accepts the existent norms of that particular group. If the student is not capable to overcome the difficulties of socio-professional adjustment, he will develop qualities that will lead to personality disorder and the abandonment of the studies. The teachers' attitude towards students represents a problem in their consciousness that is experienced emotionally – positively or negatively – with different intensity, depending on various individual factors and have a corresponding influence over the academic adjustment. Since the student is a personality that interacts dynamically with the academic environment, social and professional difficulties factors of adjustment depend on the student as well as the environment where he is engaged.

Most scholars have specified that the student's adjustment to university environment depend largely on the individual personality characteristics. There are various quality indicators of knowing the academic adjustment level: academic performance translated into skills, psychosocial group integration, satisfaction in the institutional context peculiar to university, norms of conduct

and organization of the activities, attitudes and work style, emotional states and motivation, communication and interpersonal relationships etc. A detrimental effect presents the low level of motivation, aspiration, insufficient will, perseverance, negative attitude towards the future profession, mental and physical fatigue, and negative emotional states. When we appraise the adjustment of a student to university environment, we must consider, on the one hand, the success and, on the other hand, we must notice how he complies with the academic values and professional behavioural norms. The pedagogical student must know various socio-professional effective adjustment ways. In this respect, the student's self-cognition ability must be dimensioned on the development of his own potential and his own aptitudes. Of course, nowadays career planning is a subject that is often discussed. This does not mean the accomplishment of the whole life plan, but it is a continuous process of adjusting the career goals to the personal characteristics, an educational and occupational offer that is constantly changing. In the case of pedagogical students, it is the process by which they outline a direction in their teaching career, set goals related to their future development and initiate actions to achieve these goals, and this is the case of self-development desire. Of course, professional competences also include the results of socio-professional adjustment, which are identified, to a certain point, with the adeptness, ability, but also include the work result. Translating the teaching competence into desirable behaviours depends directly on the culture that guides the pedagogical student in his learning process.

In S. Cristea's opinion, *pedagogical aptitudes are models of pedagogical action, internalized and generalized, their training and development depending on the organisation and performance of the learning process itself in the process of teachers' training* (S. Cristea, 1998 ).Therefore, the education for professional training must target the development and promotion of the capabilities of the efficient and responsible socio-professional adjustment of the students to the conditions of professional innovation and the social reforms from

the last years. It is our believe that, the development of competences in the *socio-professional activities are focused on: self-cognizance, self-evaluation, speciality exploration, informational management, communication and social abilities* (interaction, problem solving), *decision making, personal marketing* etc. In general, the analysis of the professional competence is grounded on the following dimensions:

- The whole range of the general and special psychic capabilities absolutely necessary for the activity performance, profession, abilities that depend on general intelligence as the cognitive ability;
- Socio-emotional system of abilities which define the emotional and social intelligence;
- Task engagement – the degree and the type of motivation regarding the potential of personal achievement, active involvement in the professional tasks tightly linked with their interest for the activity.
- Self-efficacy –the consciousness of the professional and intellectual competence.

According to T. Callo (2007), designing its own professional career is the main principle of the professional consciousness: when the teacher will succeed to be the author of his own career, he will not exist merely by following a role model, but he will design for himself the scenario of his own career and his will play the role in a natural way. Synthesising the aforementioned ideas, in the templates and strategies of socio-professional adjustment, an active social and professional adjustment will be encouraged, and not a passive one, because adapting passively does not mean integrating professionally; the one who adapts to a new situation passively, he imitates docilely the characteristics and the means of survival of the imposed professional environment. The students must realize that the socio-professional adjustment also means the acceptance of other opinions without giving up their own values and without giving up the innovation; in order to achieve this, knowing the organisational culture and the

precise establishment of the individual path of socio-professional adjustment is recommended.

### **Conclusions**

The higher education reforms from the Republic of Moldova generate new challenges and new opportunities for promoting the programs of optimization of the socio-professional adjustment process. Systematizing the exposed ideas, we concluded that: the students who have not been able to adjust themselves can be helped to overcome the adjustment difficulties by: *implementation of the special programs that focus on the development of the adjustment competences to the university environment; involving them in extracurricular activities; professional counselling and guidance; special courses focused on the development of communicative competences; courses for development of the socio-professional adjustment strategies*. As a specific concept in the educational process in higher educational establishments, the adjustment can be considered a result of the student's personality development and the result of his accommodation to the new studies program. In this respect, the level of interaction between the student' personality and the requirements of the university activities will determine a vast range of socio-professional adjustment possibilities. Assuring the pedagogical student adjustment in a special environment and overcoming the socio-professional adjustment difficulties, requires to consider the factors involved in the adjustment process, taking into account the following dimensions: *the pedagogical adjustment* (the instructional - educational aspect), *psychological adjustment*(student's personality), and the *socio-cultural adjustment* (the socio-cultural and relationship values).

The implementation of the *Psycho-pedagogical template of optimization of the process of student adjustment to university environment* contributes to the stimulation of the adjustment process, increasing the teacher-student, student-teacher communicative efficiency. The experimented optimization program regarding the degree of adjustment can be applied for the prevention and

obviation of the difficulties of socio-professional adjustment; can stimulate adjustment process facilitating the student integration in the university environment. It can also prevent the university abandonment and it can create premises for the socio-professional integration. The candidate to the pedagogical studies must be informed ahead of time about the requirement of the higher education studies; this can facilitate the optimal adjustment to the higher education process. Individualization, differentiation and progressive implementation of the programs published in time are an advantage for the student, university, and professional environment.

Therefore, elaborating an integrated program for all academic years, the selective bibliography and recommendations may be published and distributed during the final years of high school; they will contribute to inform the young adults about the respective specialization and about the higher education requirements. This will reduce the period of adjustment to the higher education process. The university has increased control over the registration procedures. Therefore, it may provide an adequate period of anticipatory socialization (application-oriented tests, advertising, conferences, open door days, etc.). The information that the pedagogical students possess about the pedagogical institution is of a great importance as in this way the students can get an overview about the institution. In this sense, they form a certain vision about the pedagogical university, about teachers and obviously about the educational system.

We consider it necessary to introduce an optional course to promote the student's adjustment to the university environment, aiming at capitalizing new strategies concerning the social adjustment and the optimization of socio-professional integration. The present investigation shows that adjustment is a complex process and the students are influenced by many factors, including the academic conditions. In this respect, it is necessary to establish a University Centre for Psychological Counselling and Career Guidance including a Support

Laboratory aiming at assisting students in their social and professional adjustment.

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