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## **Social adaptation of diminished hearing students by means of socio-psychological training**

In recent decades, all over the world there is a stable tendency to increase the number of people with hearing disorders. Hearing impairment restricts human activity, interferes with its social and psychological adaptation in society. The lag in the mastery of speech leads to limited social contacts, the appearance of frustration, and social immaturity. Success of training and integration of the deaf and hard of hearing students into the hearing environment to a large extent depends on their socio-psychological adaptation. Social adaptation for students with hearing impairments should take place through the formation of the objective positive attitudes towards the environment. Currently, the most effective and widely used method of adapting and teaching psychological skills of building interpersonal relationships is a socio-psychological training.

The aim of our study was to determine the effectiveness of the program of socio-psychological training as a means of adaptation of students with hearing pathologies.

Social adaptation in most cases is understood as a social process, in which adaptants and social environment are actively interact with each other. The study involved 22 first-year student of Vladimir State University with a hearing impairment, who are trained in the specialty „Management and Informatics in Technical Systems”.

The study was conducted in several stages:

**I stage.** Psychodiagnostic study of the peculiarities of social and psychological adaptation of diminished hearing students.

**Stage II.** Development and testing the program of social and psychological training of students to adapt to hearing loss.

**Stage III.** Repeated psychodiagnostic study of the peculiarities of adaptation of students with hearing impairment after the testing program.

For psychodiagnostic study of social and psychological adaptation, we used the following techniques: the technique for self-concept by Dembo-Rubinstein; the scale of self-concept of level of anxiety by CH.D. Spielberger in the adaptation of J.L. Hanin; the multilevel personality questionnaire „Adaptability” by A.G. Maklakov, S.V. Chermyanina; the questionnaire of adjustment by H. Bell; the questionnaire of self-concept and motivation by V.A. Zobkova; the 16-factor personality questionnaire by P. Ketell.

The results of psychodiagnostic studies have shown:

1. The subjects have a moderate level. The appearance of anxiety in the subjects to a greater extent associated with situations of evaluation of their competence and prestige.
2. The subjects have difficulty in building contacts with others. Students with hearing impairments are characterized by mental stress, impulsive reactions, the reduction of interpersonal contacts, the low level of regulation of behavioral and neuro-psychological stability. Students with hearing impairments are a group of reduced adaptation.
3. Students with hearing loss emotionally unstable and unable to manage their feelings, do not tend to exhibit criticality for social contact and distrust towards others.
4. Students with acoustic disturbances have unformed self-concept.
5. Students with hearing impairments tend to feel guilty, vulnerable, fearful and underestimate themselves.

To solve the problems of adaptation of students a program of social and psychological training has been developed and tested.

The purpose of the program: social and psychological adaptation of students.

1. The harmonization of interpersonal relations.
2. The development of emotional stability.
3. Teaching techniques of psychic self-regulation: the removal of emotional and mental stress and reduce anxiety.
4. Formation of appropriate self-concept, self-confidence.

Methods: a social-psychological training, Play therapy, role playing, simulation games, auditory training, relaxation, visualization, art therapy.

Audience: 12 students with hearing impairment aged 19 to 24 years.

Number and Duration: 8 lessons of 1,5 hours with an intensity of 1–2 times a week.

The structure of the occupations: training consisted of three parts: greeting – the main part – the conclusion. The first part was aimed at solving the problems of creating a comfortable microclimate in the group. The second part of the course took most of the time of the training and was aimed at problem solving. During the exercises the students have shown interest and activity, were open and organized, there was a desire to work together, as well as cohesion in performing tasks. The final part of the training was aimed at the positive end of the training, reflection and feedback.

After passing through the socio-psychological training to identify the effectiveness of the developed program complex of the psychodiagnostic procedures has been reused by G sign test. Significant differences were observed on the following parameters:

- Scale „The level of claims” ( $p \leq 0,01$ ) by the method of Dembo-Rubinstein (self-concept and level of aspiration);

- The scale of situational ( $p \leq 0,01$ ) and personal anxiety ( $p \leq 0,05$ ) by the method of Spielberger-Hanin;
- Scales: asthenic conditions ( $p \leq 0,01$ ), psychotic conditions ( $p \leq 0,01$ ), disadaptive disorders ( $p \leq 0,01$ ), behavioral regulation ( $p \leq 0,01$ ), the communicative potential ( $p \leq 0,01$ ), moral normativity ( $p \leq 0,01$ ), personal adaptive capacity ( $p \leq 0,01$ ) by the method A.G. Maklakova S.V. Chermyanina (the study of characteristics of adaptation);
- Scale: adaptation in the field of health ( $p \leq 0,01$ ), emotionality ( $p \leq 0,01$ ), hostility ( $p \leq 0,01$ ) by the ) by the questionnaire of adjustment by H. Bell;
- Scales: personally prestigious motivation with high self-concept ( $p \leq 0,01$ ), the attitude to the collective ( $p \leq 0,01$ ), the attitude toward themselves ( $p \leq 0,01$ ), the uncertainty in the behavior ( $p \leq 0,01$ ), the desire for leadership ( $p \leq 0,01$ ), self-confidence in the behavior ( $p \leq 0,01$ ) by the method of V.A. Zobkova (study of the peculiarities of motivation and self-concept);
- Scales: the warmth ( $p \leq 0,05$ ), the power of „I“ ( $p \leq 0,01$ ), group conformity ( $p \leq 0,05$ ), the insight ( $p \leq 0,01$ ), the tendency to guilt ( $p \leq 0,01$ ), the self-satisfaction ( $p \leq 0,01$ ), the ability to contain anxiety ( $p \leq 0,01$ ), free floating anxiety ( $p \leq 0,01$ ), extraversion ( $p \leq 0,01$ ), anxiety ( $p \leq 0,01$ ) by questionnaire 16 PF (the study of personality characteristics).

Based on the results of the study can be formulated as a set of conclusions:

1. The success of training and integration of students with hearing impairments to hearing environment of the university to a large extent depends on their socio-psychological adaptation.
2. Diminished hearing students are characterized by the following features: unformed self-concept, high levels of personal anxiety, mental stress, emotional instability, difficulties in interpersonal contacts, the reduced level of adaptation.
3. The developed program of social and psychological training is aimed at increasing the level of adaptation, improvement of skills of communicative interaction, reducing anxiety, learning control of their emotions and improve the confidence of students with hearing impairment.
4. The socio-psychological training is an effective means of adaptation of students with hearing impairments.

### **Abstract**

This article discusses issues, related to social adaptation of diminished hearing students of university. The program of social and psychological training, promoting social adaptation of the deaf and hard of hearing students, has been developed and tested in terms of higher education.

**Key words:** diminished hearing students, social adaptation, social and psychological training, self-concept, anxiety.

## **Социальная адаптация студентов с нарушениями слуха средствами социально-психологического тренинга**

### **Аннотация**

В данной статье рассматриваются вопросы, связанные с социальной адаптацией студентов университета, имеющих нарушения слуха. На основе эмпирических данных разработана и апробирована программа социально-психологического тренинга, способствующая социальной адаптации глухих и слабослышащих студентов к условиям обучения в вузе.

**Ключевые слова:** студенты с нарушениями слуха, социальная адаптация, социально-психологический тренинг, самооценка, тревожность.

## **Społeczna adaptacja studentów z wadami słuchu poprzez trening społeczno-psychologiczny**

### **Streszczenie**

W tym artykule omówiono zagadnienia związane z adaptacją społeczną studentów z wadami słuchu. Na podstawie danych empirycznych został opracowany i przetestowany program treningu społeczno-psychologicznego oraz wspomaganie adaptacji społecznej osób niesłyszących i słabo słyszących uczących się w szkołach wyższych.

**Słowa kluczowe:** studenci z wadami słuchu, adaptacja społeczna, trening społeczno-psychologiczny, poczucie własnej wartości, lęk.