

PSYCHOLOGICAL MECHANISMS OF ADAPTATION IN STUDENTS WITH SPECIAL EDUCATIONAL NEEDS: PERSONAL, EMOTIONAL, AND MOTIVATIONAL PREDICTORS OF RESILIENCE TO EDUCATIONAL DIFFICULTIES

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Abstract. The aim of this study was to identify psychological factors that determine the successful adaptation of students with special educational needs at different levels of higher education. The study focused on analyzing personal, emotional, and motivational-semantic characteristics that influence students' resilience to academic and social difficulties in the university educational environment.

The empirical basis of the study was made up of students from Kazakhstani higher education institutions. The total sample consisted of 153 respondents aged 17 to 49, representing various levels of higher education and a wide range of academic specialties. To achieve the research objectives, a set of standardized psychodiagnostic techniques was used: the Social and Psychological Adaptation Test (C. Rogers, R. Dymond; adapted by A. K. Osnitsky); the Sense of Life Orientation (SLO) test (J. Crumbaugh, L. Maholik; adapted by D.A. Leontiev); the Emotional Intelligence Questionnaire EmIn – short version (D.V. Lyusin, A. A. Pankratova, D. S. Kornienko).

Statistical data processing included descriptive statistics, Pearson's correlation analysis, multiple regression analysis, and exploratory factor analysis aimed at identifying latent psychological structures underlying the adaptive potential of students with SEN. The results showed that emotional intelligence, life meaning orientation, and personal acceptance indicators play a significant role in psychological adaptation to the university environment. Students with higher levels of emotional awareness, self-regulation, and life meaning demonstrate greater resilience to academic stress and social challenges. At the same time, maladaptive tendencies such as emotional discomfort, self-denial, and orientation toward external control negatively affect adaptation processes. The practical significance of the study lies in the development of an integrative psychological model of adaptation for students with special educational needs, which can serve as a basis for the development of psychological and pedagogical support programs and the improvement of an inclusive educational environment.

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Introduction

In the context of the transformation of modern higher education, the development of an inclusive educational environment focused on ensuring equal learning opportunities for all categories of students, including those with special educational needs (SEN), is of particular importance. International and domestic studies emphasize that the accessibility of higher education for this group of students is determined not only by the availability of organizational and pedagogical conditions, but also by the level of their psychological adaptation to the academic and social environment of the university (Aydin et al., 2026; Orazgulova & Askarova, 2025). The psychological adaptation of students with SEN is seen as a complex, multi-level process that includes cognitive, emotional, motivational, and social-behavioral components. It reflects an individual's ability to effectively cope with the demands of the educational environment, maintain psychological well-being, and demonstrate resilience to academic stressors (Gordeeva et al., 2012). Contemporary empirical data indicate that successful adaptation in higher education is largely determined by an individual's internal psychological resources, such as emotional intelligence, life orientations, academic motivation, and anxiety levels (Lyusin, 2022).

Recent studies have paid particular attention to the role of emotional intelligence as an integrative factor that ensures emotional self-regulation, constructive interaction with the social environment, and a reduction in maladaptive behaviors under academic stress (Jin et al., 2025). Along with this, motivational and meaningful characteristics of personality, including internal academic motivation and meaningfulness of life goals, are significant predictors of academic stability and social inclusion of students with SEN (Leontiev, 1988; Spielberger, 1970).

In the context of higher education in the Republic of Kazakhstan, the problem of psychological adaptation of students with SEN is becoming particularly relevant due to the expansion of the student body with diverse educational needs and the need for scientifically based psychological and pedagogical support at all levels of higher education-bachelor's, master's, and doctoral programs. At the same time, most existing studies are fragmentary in nature and do not allow for a full understanding of the structural relationships between personal, emotional, and motivational factors of adaptation (Kokhan et al., 2025). In this regard, it is important to conduct a comprehensive study of the psychological mechanisms of adaptation of students with special educational needs and to develop an integrative model of an individual's adaptive potential in a university environment.

1. The purpose of the study is to identify psychological factors that determine the successful adaptation of students with special educational needs at various levels of higher education in the university environment of Kazakhstan.
2. In accordance with the stated goal, the following objectives were set for the study:
3. To analyze contemporary theoretical approaches to the problem of psychological adaptation of students with special educational needs in the higher education system.
4. To identify the personality, emotional, and motivational-semantic characteristics of students with SEN.
5. To investigate the relationship between indicators of socio-psychological adaptation and the level of emotional intelligence, academic motivation, anxiety, and life orientations.
6. To identify the leading psychological predictors of successful adaptation of students, master's and doctoral students with special educational needs.
7. Develop an integrative model of psychological adaptation of students with SEN in a university educational environment.
8. The object of the study is the process of psychological adaptation of students with special educational needs in higher education.
9. The subject of the study is personal, emotional, and motivational-semantic predictors of adaptation of students with special educational needs in a university environment.

The research hypothesis is that the success of adaptation of students with special educational needs is determined by the integrative influence of personal, emotional, and motivational factors. It is assumed that a high level of emotional intelligence, pronounced life-meaning orientations, and internal academic motivation contribute to higher adaptive stability, while increased anxiety and insufficient communicative activity are risk factors for maladjustment.

Methodology

The methodological basis of the study consisted of systemic, personality-oriented, and activity-based approaches, enabling the adaptation of students with special educational needs to be considered as a multi-level and dynamic process encompassing personal, emotional, and motivational-semantic components. In the framework of the systemic approach, adaptation is analyzed as a holistic education process that is formed through the interaction of individual psychological characteristics and the conditions of the educational environment (Rogers, 1951; Osnitsky, 1996).

Within the activity approach, adaptation is viewed as the result of active involvement of the subject in educational and social activities, mediated by academic motivation, emotional regulation, and communicative competence (Deci & Ryan, 2000). Recent studies published in Scopus journals emphasize that student resilience in an educational environment is directly related to the level of emotional intelligence and the ability to self-regulate under academic stress (Molero Jurado et al., 2025).

Within the framework of a systemic approach, adaptation is interpreted as integrative psychological education, including personal, emotional, and motivational-meaningful components that ensure the subject's resilience to the demands of the academic and social environment of the university (Afanasenkov et al., 2021). The theoretical basis of the study also included concepts of emotional intelligence as a resource for adaptation and the provisions of anxiety theory, which considers anxiety as a risk factor for maladjustment. The study is correlational and explanatory in nature and is implemented within the framework of a quantitative cross-sectional design. This design allows us to identify the structure of relationships between psychological characteristics of personality and the level of socio-psychological adaptation of students with SEN, as well as to determine the significance of individual factors as predictors of the adaptation process.

The empirical basis of the study included students from the Al-Farabi Kazakh National University, Satbayev Kazakh National Technical Research University, Abai Kazakh National Pedagogical University, K. Zhubanov Aktobe Regional University, Atyrau University named after H. Dosmukhamedov, S. Asfendiyarov Kazakh National Medical University, S. Amanzholov East Kazakhstan University, Almaty Technological University, KIMEP University, and Kazakh University of International Relations and World Languages. The study involved 153 respondents with special educational needs aged between 17 and 49. The sample included representatives of all levels of higher education – bachelor's, master's, and doctoral programs – studying in various fields (technical, humanities, social sciences, and natural sciences). Respondents were selected based on the criteria of having special educational needs and giving their voluntary informed consent to participate in the study. The sample is targeted and corresponds to the objectives of the study of psychological adaptation in the context of inclusive higher education.

A set of complementary methods was used to achieve the research objective:

- social-psychological adaptation test (Rogers & Dymond, adapted by Osnitsky, 1996),
- life meaning orientation test (Leontiev, 1988),
- Emotional Intelligence Questionnaire EmIn (Lyusin & Pankratova, 2022),
- Academic Motivation Scale (Gordeeva et al., 2012),
- Spielberger-Hanin Anxiety Scale (Spielberger, 1970),
- the test of communicative and organizational aptitudes (Sinyavsky & Fedorishin, 1980). These methods

were chosen because of their high validity, reliability, and wide application in studies of adaptation processes in educational settings.

Statistical analysis of the data was performed using SPSS software packages/similar statistical environments and included:

- descriptive statistics methods (mean values, standard deviations),

- distribution normality testing (Kolmogorov-Smirnov test),
- correlation analysis (Pearson's coefficient) to identify relationships between indicators,
- multiple regression analysis to determine the contribution of personal, emotional, and motivational factors to the level of adaptation,
- factor analysis to identify latent structures of an individual's adaptive potential.

Results and Discussion

The empirical study aimed to identify psychological factors that determine the success of social and psychological adaptation of students with special educational needs (SEN) in higher education. The focus was on personal, emotional, and life-meaning characteristics that can act as predictors of personality resilience to academic and social difficulties. The main variables of the study were indicators of socio-psychological adaptation, life meaning orientations, and emotional intelligence. It was assumed that a high level of emotional intelligence and the expression of life meaning orientations would be positively associated with the successful adaptation of students to the educational environment of the university.

The empirical part of the study was conducted at several higher education institutions in the Republic of Kazakhstan. Three standardized methods were used to diagnose psychological characteristics: the social and psychological adaptation test by K. Rogers and R. Diamond (adapted by A.K. Osnitsky), D.A. Leontiev's test of life orientations, and D.V. Lyusin's EmInt emotional intelligence questionnaire (short version). Statistical data processing included descriptive statistics, Pearson's correlation analysis, and regression analysis.

The research base consists of several leading higher education institutions in the Republic of Kazakhstan, which ensured the interregional and interdisciplinary representativeness of the sample and made it possible to cover students in the humanities, pedagogy, medicine, technology, and socio-economic fields of study. The empirical study was conducted at Al-Farabi Kazakh National University, S.D. Asfendiyarov Kazakh National Medical University, K.I. Satbayev Kazakh National Research Technical University, Abai Kazakh National Pedagogical University, Caspian Public University, Almaty Technological University, KIMEP University (Kazakhstan Institute of Management, Economics and Forecasting), Atyrau University named after Khalel Dosmukhamedov, and Aktobe Regional University named after K. Zhubanov. The involvement of these educational institutions made it possible to obtain diverse empirical data reflecting the characteristics of students' social and psychological adaptation in various academic and sociocultural conditions.

Sample characteristics. The study involved 153 students from higher education institutions with various types of special educational needs. The participants' ages ranged from 17 to 49. For analysis purposes, the sample was divided into age groups.

Table 1

Socio-demographic characteristics of the sample (N = 153)

Variable	Category	n	%
Age group	17-25 years	112	73.2
	26-35 years	16	10.5
	36-45 years	19	12.4
	46-51 years	6	3.9
Gender	Male	44	28.8
	Female	109	71.2
Level of education	Bachelor's degree	128	83.7
	Master's degree	15	9.8
	Doctoral degree (PhD)	5	3.3
	Other	5	3.3

Language of instruction	Kazakh	72	47.1
	Russian	63	41.2
	English	15	9.8
	Arabic	3	2.0
Type of residence	Living with family	68	44.4
	Rented housing	21	13.7
	Own housing	9	5.9
	Dormitory	47	30.7
	Living with relatives	8	5.2
Type of SEN	Visual impairment	31	20.3
	Hearing impairment	18	11.8
	Musculoskeletal disorders	22	14.4
	Speech disorders	9	5.9
	Neurological/psychological disorders	27	17.6
	Chronic diseases	30	19.6
	Other	16	10.5

The socio-demographic characteristics of the sample are presented in Table 1. The study involved 153 students from higher education institutions in Kazakhstan with various types of special educational needs. Most respondents were in the 17-25 age group (73.2%), reflecting the predominance of undergraduate students in the sample structure. In terms of gender composition, women predominated in the study (71.2%), while the proportion of men was 28.8%. Most respondents are enrolled in bachelor's degree programs (83.7%), while master's and doctoral students are less represented.

Figure 1. Age Distribution of Students with Special Educational Needs (N = 153)

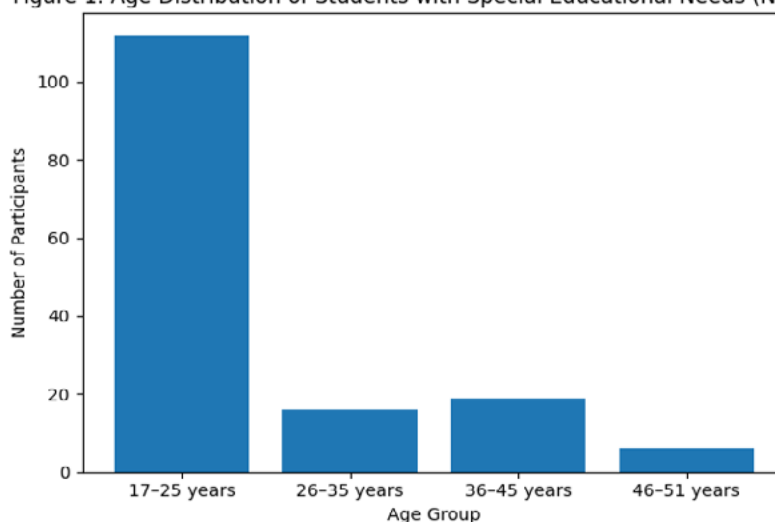


Figure 1. Age distribution of students with special educational needs

In terms of language of instruction, almost half of the students are enrolled in Kazakh-language programs (47.1%), while a significant proportion are enrolled in Russian-language programs (41.2%). A smaller proportion of students' study in English and Arabic. An analysis of living conditions shows that most students live with their families (44.4%) or in dormitories (30.7%), while a smaller proportion live in rented or owned accommodation. In terms of special educational needs, the most common are visual impairments (20.3%), chronic illnesses (19.6%), and neurological or psychological disorders (17.6%).

The results of Pearson's correlation analysis are presented in Table 2. The analysis revealed significant correlations between indicators of socio-psychological adaptation, life meaning orientations, and maladaptive personality characteristics of students with special educational needs. The results demonstrate that the overall adaptation indicator has strong positive correlations with a number of personality and life meaning characteristics. In particular, a high positive correlation was found between adaptation and self-acceptance ($r = 0.906$, $p \leq 0.01$), which indicates that acceptance of one's own personality is an important psychological resource for successful adaptation of students.

Table 2

Pearson correlations between adaptation indicators and meaning-of-life orientations

Variables	Adaptation	Self-acceptance	Emotional comfort	Internal control	Purpose in life	Life productivity	Locus of control (self)	Meaningfulness of life	Maladaptation	Emotional discomfort	External control	Escapism
Adaptation	-	0.906**	0.908**	0.854**	0.905**	0.937**	0.861**	0.199*	-0.640**	-0.800**	-0.699**	0.397**
Self-acceptance	0.906**	-	0.808**	0.932**	0.863**	0.845**	0.856**	0.228**	-0.342**	-0.563**	-0.475**	0.350**
Emotional comfort	0.908**	0.808**	-	0.768**	0.869**	0.915**	0.867**	0.259**	-0.652**	-0.843**	-0.711**	0.315**
Internal control	0.854**	0.932**	0.768**	-	0.850**	0.805**	0.868**	0.198*	-0.259**	-0.503**	-0.465**	0.364**
Purpose in life	0.905**	0.863**	0.869**	0.850**	-	0.956**	0.951**	0.424**	-0.606**	-0.784**	-0.750**	0.200*
Life productivity	0.937**	0.845**	0.915**	0.805**	0.956**	-	0.926**	0.332**	-0.682**	-0.841**	-0.774**	0.289**
Locus of control (self)	0.861**	0.856**	0.867**	0.868**	0.951**	0.926**	-	0.372**	-0.510**	-0.714**	-0.667**	0.242**
Meaningfulness of life	0.199*	0.228**	0.259**	0.198*	0.424**	0.332**	0.372**	-	-0.460**	-0.439**	-0.480**	-0.796**
Maladaptation	-0.640**	-0.342**	-0.652**	-0.259**	-0.606**	-0.682**	-0.510**	-0.460**	-	0.945**	0.880**	0.102
Emotional discomfort	-0.800**	-0.563**	-0.843**	-0.503**	-0.784**	-0.841**	-0.714**	-0.439**	0.945**	-	0.909**	-0.047
External control	-0.699**	-0.475**	-0.711**	-0.465**	-0.750**	-0.774**	-0.667**	-0.480**	0.880**	0.909**	-	0.036
Escapism	0.397**	0.350**	0.315**	0.364**	0.200*	0.289**	0.242**	-0.796**	0.102	-0.047	0.036	-

Adaptation is also closely related to emotional comfort ($r = 0.908$, $p \leq 0.01$) and internal locus of control ($r = 0.854$, $p \leq 0.01$). This means that psychologically adapted students are characterized by a more stable emotional state and a tendency to perceive life events as the result of their own actions and efforts. Significant positive correlations were found between adaptation and indicators of life orientation. The strongest correlations were found between adaptation and indicators such as life purpose ($r = 0.905$, $p \leq 0.01$), life productivity ($r = 0.937$, $p \leq 0.01$), and locus of control – self ($r = 0.861$, $p \leq 0.01$). These results indicate that having life goals, a sense of personal efficacy, and the ability to control one's own life are important psychological factors. In contrast, a positive correlation was found between adaptation and overall meaningfulness of life ($r = 0.199$, $p \leq 0.05$), indicating the importance of subjective experiences of meaning in life for the formation of an individual's adaptive potential.

At the same time, pronounced negative correlations were found between adaptation and indicators of psychological maladjustment. Thus, adaptation is negatively associated with maladjustment ($r = -0.640, p \leq 0.01$), emotional discomfort ($r = -0.800, p \leq 0.01$), and external locus of control ($r = -0.699, p \leq 0.01$). This indicates that high levels of emotional stress, a feeling of loss of control over life events, and pronounced signs of psychological maladjustment significantly reduce the level of successful adaptation of students with special educational needs. On the whole, the results of the correlation analysis confirm that the successful adaptation of students is determined by a complex of interrelated factors, among which emotional well-being, personal resources, and the severity of life orientations play a key role.

Table 3

Multiple regression analysis predicting students' social adaptation

Predictor	B	SE	β	t	p
Constant	12.00	1.07	-	11.22	0.000
Self-association	0.33	0.027	0.45	12.07	0.000
Emotional comfort	0.24	0.037	0.27	6.44	0.000
Internal control	0.15	0.022	0.24	6.70	0.000
Purpose in life	0.51	0.065	0.47	7.86	0.000
Locus of control (self)	-0.47	0.072	-0.40	-6.48	0.000

Multiple regression analysis was conducted to identify psychological predictors of socio-psychological adaptation in students with special educational needs. The dependent variable was the adaptation index, while the independent variables were key personality and life meaning characteristics. The results of the regression analysis are presented in Table 3. The data show that several psychological factors make a significant contribution to predicting the level of student adaptation. The strongest predictor of adaptation was the indicator of life goals ($\beta = 0.47, p \leq 0.001$). This indicates that having life goals and being focused on achieving them significantly increases students' level of psychological adaptation to the educational environment. The second strongest predictor is self-association ($\beta = 0.45, p \leq 0.001$), which reflects the degree of a person's positive attitude towards themselves. Students who are characterized by a higher level of self-acceptance and positive self-esteem demonstrate more successful adaptation to learning conditions.

Emotional comfort ($\beta = .27, p \leq .001$) and internal locus of control ($\beta = 0.24, p \leq 0.001$) also make a significant contribution. This means that emotional stability and a sense of personal responsibility for events contribute to more effective adaptation of students with special educational needs. An interesting result is the discovery of a negative influence of locus of control – I ($\beta = -0.40, p \leq 0.001$). This result may indicate that an excessive focus on personal control combined with a high academic workload can lead to additional psychological stress in students. Overall, the results of the regression analysis confirm that the adaptation of students with special educational needs is determined by a complex of personal, emotional, and life-meaning factors. The most significant of these are the presence of life goals, a positive attitude toward one's own personality, emotional well-being, and internal control over life circumstances.

Table 4

Factor structure of psychological mechanisms of adaptation in students with special educational needs (Varimax rotation)

Variable	Factor 1 Personal adaptation resources	Factor 2 Intrapersonal emotional intelligence	Factor 3 Interpersonal emotional intelligence	Factor 4 Meaning-of-life orientation

Adaptation	0.982	-	-	-
Self-association	0.944	-	-	-
Emotional comfort	0.936	-	-	-
Internal control	0.886	-	-	-
Purpose in life	0.928	-	-	-
Life productivity	0.952	-	-	-
Process of life	0.738	-	-	0.633
Intrapersonal EI	-	0.988	-	-
Understanding your emotions	-	0.810	-	-
Managing your emotions	-	0.684	-	-
Interpersonal EI	-	-	0.990	-
Understanding others' emotions	-	-	0.718	-
Managing others' emotions	-	-	0.720	-
Meaningfulness of life	-	-	-	0.945

To identify latent psychological mechanisms of adaptation in students with special educational needs, factor analysis was performed using the principal component method with Varimax rotation. The analysis included indicators of socio-psychological adaptation, life orientations, and emotional intelligence. The results of the analysis revealed four factors that together explain 83.16% of the total variance, indicating a high degree of structural consistency among the variables studied.

The first factor (Personal adaptation resources) explains 44.18% of the variance and includes the following variables: adaptation, self-association, emotional comfort, internal control, life goals, life productivity, and life process. This factor reflects the integral personal resource of adaptation, including a positive attitude towards oneself, emotional stability, and the presence of life goals. The second factor (Intrapersonal emotional intelligence) explains 19.74% of the variance and combines indicators of intrapersonal emotional intelligence: intrapersonal EI, understanding of one's own emotions, and management of one's own emotions. This factor reflects the individual's ability to regulate their emotions. The third factor (Interpersonal emotional intelligence) explains 11.87% of the variance and includes indicators of interpersonal emotional intelligence: interpersonal EI, understanding other people's emotions, and managing other people's emotions. It reflects an individual's social-emotional competence. The fourth (Meaning-of-life orientation) factor explains 7.36% of the variance and is related to the indicator of meaning in life. This factor reflects the existential-meaning component of adaptation, associated with the subjective sense of meaning in life and life orientation. In general, the results confirm that the adaptation of students with special educational needs has a multilevel psychological structure that includes personal resources for adaptation, emotional intelligence, and life meaning orientations.

Table 5

Kolmogorov-Smirnov test of normality for key study variables

Variable	Kolmogorov-Smirnov Z	p
Adaptation	0.084	0.200
Self-association	0.073	0.200
Emotional comfort	0.079	0.200

Internal control	0.081	0.200
Purpose in life	0.076	0.200
Life productivity	0.071	0.200
Interpersonal emotional intelligence	0.068	0.200
Intrapersonal emotional intelligence	0.075	0.200

The Kolmogorov-Smirnov test was performed to verify the conformity of the distribution of variables with the normal distribution. The results of the analysis are presented in Table 5. The data obtained show that for all variables under study, the significance level values exceed the critical threshold $p > 0.05$, which indicates the absence of statistically significant deviations of the distributions from the normal distribution. Thus, we can conclude that the distribution of adaptation, emotional intelligence, and life orientation indicators in the sample studied corresponds to a normal distribution. This allowed us to use parametric methods of statistical analysis, including Pearson's correlation analysis, multiple regression analysis, and factor analysis.

Conclusion

The study was aimed at identifying the psychological mechanisms of adaptation of students with SEN in the modern university educational environment. The work examined the personal, emotional, and life-meaning characteristics that determine students' resilience to academic and social difficulties. The results of the correlation analysis showed significant relationships between indicators of socio-psychological adaptation, life meaning orientations, and emotional intelligence. The strongest positive correlations were observed between the level of adaptation and characteristics such as self-acceptance, emotional comfort, internal locus of control, as well as indicators of life goals and life productivity. At the same time, negative correlations were found between adaptation and indicators of emotional discomfort, external locus of control, and maladaptive behavioral strategies.

The results of multiple regression analysis made it possible to identify key psychological predictors of student adaptation. It was found that the most significant factors contributing to successful adaptation are the presence of life goals, a positive attitude towards one's own personality, emotional comfort, and internal control over life circumstances. These results indicate that the successful integration of students with special educational needs into the university environment is largely determined by the development of personal resources and life attitudes. Factor analysis revealed the latent structure of students' adaptive potential. As a result, four main factors were identified that explain a significant part of the total variance: personal resources for adaptation, intrapersonal emotional intelligence, interpersonal emotional intelligence, and life meaning orientation. The resulting factor structure confirms the multilevel nature of psychological adaptation and demonstrates the integration of personal, emotional, and existential components of the adaptation process. Thus, the results of the study confirm that the psychological adaptation of students with special educational needs is a complex, multi-component process that includes personal resources, emotional regulation, and life meaning orientation. The development of these characteristics contributes to the formation of students' resilience to educational difficulties and increases the effectiveness of their academic and social integration.

The practical significance of the study lies in the possibility of using the results obtained in the development of psychological support programs for students with special educational needs in the higher education system. The data obtained can be applied in the creation of inclusive educational strategies aimed at developing students' personal resources, emotional competence, and life meaning. Prospects for further research are related to expanding the sample, studying the dynamics of student adaptation at various stages of training, and analyzing the influence of the educational environment and psychological support on the formation of the adaptive potential of students with special educational needs.

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Conflict of Interest

The authors declare no conflict of interest.

Authors` Contributions

Orazgulova A. – collecting and analyzing existing sources on the research topic, writing the text; responsibility for all aspects of the work.

Tazhina G. – studying and solving issues related to the reliability of data or the integrity of all parts of the article; approval of the final version of the article for publication.

Lodhi R.N. – significant contribution to the concept or design of the work; critical revision of the content.

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**Ерекше білім беру қажеттіліктері бар студенттерді бейімдеудің
психологиялық механизмдері: білім беру қиындықтарына төзімділіктің жеке,
эмоционалды және мотивациялық болжаушылары**

Аңдатпа. Бұл зерттеудің мақсаты жоғары білімнің әртүрлі деңгейлерінде ерекше білім беру қажеттіліктері бар студенттердің бейімделуінің сәттілігін анықтайтын психологиялық факторларды анықтау болды. Зерттеу студенттердің университеттің білім беру ортасындағы академиялық және әлеуметтік қиындықтарға төзімділігіне әсер ететін жеке, эмоционалды және мотивациялық-семантикалық сипаттамаларды талдауға бағытталған.

Зерттеудің эмпирикалық базасын қазақстандық жоғары оқу орындарының студенттері құрады. Жалпы іріктеме 17–49 жас аралығындағы 153 респонденттен құралды. Зерттеу мақсаттарына жету үшін стандартталған психодиагностикалық әдістер жиынтығы қолданылды: Әлеуметтік және психологиялық бейімделу тесті (С. Rogers, R. Dymond; бейімделген А.К. Осницкий); өмірдің мағынасына бағдарлау тесті (J. Crumbaugh, Л. Махолик; бейімделген Д.А. Леонтьев); эмоционалды интеллекттің сауалнамасы ЭИИ-қысқартылған нұсқасы (Д.В. Люсин, А.А. Панкратова, Д.С. Корниенко).

Статистикалық деректерді өңдеу сипаттамалық статистиканы, Пирсонның корреляциялық талдауын, бірнеше регрессиялық талдауды және ЕБҚ студенттерінің бейімделу әлеуетінің негізінде жатқан жасырын психологиялық құрылымдарды анықтауға бағытталған эксплораторлық факторлық талдауды қамтыды. Нәтижелер эмоционалды интеллект, өмірдің мағынасына бағдарлану және жеке қабылдау көрсеткіштері университет ортасына психологиялық бейімделуде маңызды рөл атқаратынын көрсетті. Эмоционалды зейіннің, өзін-өзі реттеудің және өмір маңыздылығының жоғары деңгейі бар студенттер академиялық стресс пен әлеуметтік қиындықтарға төзімділікті көрсетеді. Сонымен қатар, эмоционалды ыңғайсыздық, өзін-өзі жоққа шығару және сыртқы бақылауға бағдарлау сияқты бейімделмейтін тенденциялар бейімделу процестеріне теріс әсер етеді. Зерттеудің практикалық маңыздылығы психологиялық және педагогикалық қолдау бағдарламаларын әзірлеуге және инклюзивті білім беру ортасын жақсартуға негіз бола алатын ерекше білім беру қажеттіліктері бар студенттерді бейімдеудің интегративті психологиялық моделін жасау болып табылады.

Түйін сөздер: әлеуметтік бейімделу, арнайы білім беру қажеттіліктері бар студенттер, психологиялық факторлар, жоғары оқу орындары, болжаушылар, эмоционалды интеллект, психологиялық тұрақтылық.

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**Психологические механизмы адаптации студентов с особыми
образовательными потребностями: личностные, эмоциональные
и мотивационные предикторы устойчивости к образовательным трудностям**

Аннотация. Целью данного исследования было выявление психологических факторов, определяющих успешность адаптации студентов с особыми образовательными потребностями на разных уровнях высшего образования. Исследование было сосредоточено на анализе личностных, эмоциональных и мотивационно-смысловых характеристик, влияющих на устойчивость студентов к академическим и социальным трудностям в университетской образовательной среде.

Эмпирическую базу исследования составили студенты казахстанских высших учебных заведений. Общая выборка состояла из 153 респондентов в возрасте от 17 до 49 лет, представляющих различные уровни высшего образования и широкий спектр академических специальностей. Для достижения целей исследования был использован набор стандартизированных психодиагностических методик: тест социальной и психологической адаптации (С. Rogers, R. Dymond; адаптированный А.К. Осницким); тест ориентации

на смысл жизни (J. Crumbaugh, Л. Махолик; адаптирован Д.А. Леонтьевым); опросник эмоционального интеллекта ЭМИн – краткая версия (Д.В. Люсин, А.А. Панкратова, Д.С. Корниенко).

Статистическая обработка данных включала описательную статистику, корреляционный анализ Пирсона, множественный регрессионный анализ и факторный анализ, направленный на выявление латентных психологических структур, лежащих в основе адаптационного потенциала у студентов с ООП. Результаты показали, что эмоциональный интеллект, ориентации на смысл жизни и показатели личной приемлемости играют значительную роль в психологической адаптации к университетской среде. Студенты с более высоким уровнем эмоциональной осознанности, саморегуляции и значимости жизни демонстрируют большую устойчивость к академическому стрессу и социальным вызовам. В то же время, такие дезадаптивные тенденции, как эмоциональный дискомфорт, самоотречение и ориентация на внешний контроль, негативно влияют на процессы адаптации. Практическая значимость исследования заключается в разработке интегративной психологической модели адаптации студентов с особыми образовательными потребностями, которая может служить основой для разработки программ психологической и педагогической поддержки и улучшения инклюзивной образовательной среды.

Ключевые слова: социальная адаптация, студенты с особыми образовательными потребностями, психологические факторы, высшие учебные заведения, предикторы, эмоциональный интеллект, психологическая устойчивость.

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