



## Structural–Functional Model of the Students’ Adaptation Process to the European Credit Transfer System

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### GOAL OF THE STUDY

The integration of countries into the world community requires the introduction of new educational models that meet international standards, allowing to unleash the creative potential of young people and give a powerful intellectual impetus to the development of society in the 21<sup>st</sup> century. The introduction of the European Credit Transfer System (ECTS) to higher education in this case is an objective reality. The goal of the study is to build a structural-functional model of the students’ adaptation process to ECTS. Adaptation to ECTS is a purposeful process of students’ adaptation to the conditions of study at a university based on the active interaction of subjects of education with each other and the new didactic environment, which ensures the success of educational activities.

### STRUCTURAL-FUNCTIONAL MODEL

The model of the students’ adaptation process to ECTS is **structural and functional**, as it has a certain structure, a number of components characterized by interconnection, and each component performs certain functions.

**1. The motivational-targeted component** ensures the definition of the goal and the specification of tasks for students’ adaptation to ECTS, the study and development of their motivation, the formation of a positive attitude towards the new educational system, professional activity, and orientation towards self-educational activity.

Functions: goal-setting; motivation; values-based orientation.

**2. The content-technological component** is designed for students to master the knowledge and skills necessary for successful adaptation to ECTS.

Functions: tutorial; educational; constructive; organizational; informative.

Within the framework of this component, two interrelated types of training are carried out: *theoretical and practical*.

**3. The result-evaluative component** provides getting information about the effectiveness of the students’ adaptation process to ECTS, the difficulties and achievements of students in mastering knowledge, developing the required skills and abilities.

Functions: informational; predictive; analytical; controlling; stimulating; reflexive.

TABLE I. THE SYSTEM OF INDICATORS OF STUDENTS’ READINESS FOR EDUCATIONAL ACTIVITIES IN ECTS ENVIRONMENTS AND METHODS FOR THEIR DIAGNOSIS

Indicator	Characteristic features	Diagnostic methods
Motivational-values-based attitude to ECTS	Awareness of the importance of studying at a university with an actively positive attitude to ECTS; focus on the future specialty; orientation on self-educational activity; the need for collaboration with the participants of the educational process; awareness of personal responsibility for the results of educational activities; satisfaction with studying in ECTS environment.	Questionnaires, interviews, individual conversations, observation.
The body of knowledge about ECTS and training skills	Knowledge about the goals of higher education; knowledge about the features of ECTS; use of its conceptual and terminological apparatus; knowledge about active forms and methods of teaching, organization of independent work, methods of educational cooperation; the ability to work with a large amount of information and perform various information functions; development of scientific organization skills of mental work, skills of independent work; the ability to join collaborative activities, to take an active position in the educational process at the university.	Observation, written survey, expert assessments, analysis of current answers and final assessment in the academic discipline, self-assessment, analysis of participation in discussions, role games, analysis of student activity products.
The ability to reflect	The degree of adequacy of assessment and self-assessment; the degree of formation of one’s own position; the ability to critically evaluate own actions; level of self-control.	Analysis of answers in the classroom, self-assessment, peer review, observation of activities.

### CONCLUSIONS

- The theoretical and methodological basis for building a model of the students’ adaptation process to ECTS is a systematic approach that focuses on the systematic study of a set of interrelated properties, methods, and processes necessary to create an organized and purposeful influence on students’ adaptation to ECTS.
- The structural-functional model of the students’ adaptation process to ECTS is characterized by the presence of three related components (motivational-targeted, content-technological, result-evaluative) and is based on the principles of scientificity, consistency, accessibility, durability and periodicity, consciousness and activity, individualization, differentiation, integrity, cooperation, processability, openness.
- The criterion for students’ adaptation to ECTS is their readiness for educational activities in the conditions of the new system, the indicators of which are the motivational-values-based attitude to ECTS, the body of knowledge about ECTS and training skills, the ability to reflect.
- The structural-functional model of the students’ adaptation process to the European Credit Transfer System created by us is a holistic, open, dynamic unit that makes the process of students’ adaptation to ECTS important, purposeful, and effective.