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**PSYCHO-PEDAGOGICAL ADAPTATION
OF FOREIGN STUDENTS
TO THE EDUCATIONAL PROCESS IN HIGH SCHOOL**

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Abstract

The article discloses the specifics of psycho-pedagogical adaptation of foreign students to the educational process in university. It is noted that the impact of the adaptation of foreign students defines the following set of factors: psycho-physiological, educational, social and living conditions.

There was conducted a sociological survey of foreign students studying in "Tourism", "Hospitality" in AltSTU. Recommendations on improving psycho-pedagogical adaptation of foreign students to the educational process in university were represented.

Keywords: psycho-pedagogical adaptation, educational process, student.

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**ПСИХОЛОГО-ПЕДАГОГИЧЕСКАЯ АДАПТАЦИЯ
ИНОСТРАННЫХ СТУДЕНТОВ
К ОБРАЗОВАТЕЛЬНОМУ ПРОЦЕССУ ВУЗА**

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Development of integration of educational processes across the world as well as reforming of the Russian educational system promote to inflow of foreign students to the Russian universities. This process is two-sided: this is development of international education in Russia and, on the other hand, the issue of supporting the psychological-pedagogical adaptation of foreign students to the university educational process comes up.

During the recent decade the global educational space has become reality, so nowadays export of educational services is one of the priority trends of development of higher professional education (V.V. Putin, VIII Congress of the

Russian Rectors' Union). All of this requires acceleration of integration of educational systems. Note that mobility of students and teachers implemented within the frameworks of trans-European educational programs, bilateral treaties between the state institutions concerning cooperation in the sphere of education, science and culture, inter-university agreements concerning academic exchanges are an essential component of internationalization of education [7].

The first year of education at the university is the most difficult to a student as he needs to enter a new social, ethnic, educational environment as well as to adapt to the teachers' requirements, academic

load, social setting, and new living conditions. The student's performance at the university depends on the successful introduction of the student to the new social being.

In the modern psychological and pedagogical scientific literature the process of students' adaptation has been investigated for a long time.

Adaptation (derived from *adapto* – adaptation, *adaptado* – adaptability) is the process aimed at maintenance of homeostasis (the state of organism stability) consisting in adapting the organism to the environmental conditions. We are interested in the psychological-pedagogical adaptation as the process of formation and development of the personality's social activity, psychological-pedagogical mechanisms of regulation of the student's entry in the educational and social university environment; aligning the individual and group behavior with the set of standards and values prevailing in the specific society, class, social group.

Psychological adaptation is the process of psychological inclusion of a personality in the systems of social, social-psychological and professional-pragmatic relations in compliance with the relevant role functions [4].

In the pedagogical literature psychological-pedagogical adaptation is characterized as the system of professional activity of a psychologist, pedagogue aimed at creation of social-psychological conditions for successful education, self-identification and psychological development in the situations of interaction during the education process [8].

Students' adaptability to university education suggests presence of the following features in the students' behavior and activity: 1) satisfactory psychological and physical state of a student in the academic and extra-curricular situations within the university; 2) acceptance by the student of the social expectations and requirements imposed on him as well as compliance of his behavior with these expectations and requirements; 3) ability to forward the things going on at the university towards the desirable direction and use the available conditions for successful realization of the own academic and personal expectations and goals [5].

The review of the scientific literature on the issue of psychological-pedagogical adaptation of foreign students to the university educational process showed that the problem of adaptation of foreign students is topical which is evidenced by a number of factors:

- the rate of social changes related to students' mobility is increased which necessitates preparation of foreign students for life and education under new ethnic-cultural conditions;

- psychological-pedagogical support of foreign students' adaptation is often not available at the university.

The following forms of students' adaptation to university conditions are distinguished: formal adaptation relating to cognitive-informational adaptation of students to the new setting, to the university structure, content of education, requirements to the own duties; social adaptation, i. e., the process of inner integration.

Note that the process of adaptation to university education is rather complicated especially for foreign students. Along with that, adaptation of foreign students to the new social, educational conditions by admission to the university is the main factor determining the future performance of the educational process.

The process of foreign students' adaptation to new living conditions features a number of challenges: psycho-physiological challenges (change of climate, psycho-emotional tension); academic-cognitive challenges (language barrier, new academic requirements); socio-cultural challenges (new socio-cultural university space; interpersonal communication between students and teachers, living conditions).

In order to identify the issues of psychological-pedagogical adaptation and analyze the efficiency of the corrective-developing and educational work with the foreign students within preparation for educational process we performed the survey among the foreign students of the Federal State Budgetary Educational Institution of Higher Professional Education named after I.I. Polzunov. At the Altay State Technical University foreign students from China, Mongolia, Vietnam study.

We used the procedure 'Adaptedness of students at the university' developed by T.D. Dubovitslaya and A.V. Krylova – research fellows of the department for psychology of the Sterlitamak State Pedagogical Academy named after Zaynab Biisheva [5].

As the result of the empirical study involving 20 foreign students of the 1-4 courses studying the courses 'Tourism', 'Hotel business' (China, Mongolia) of the humanities department the following results were obtained. The foreign students in the first and second courses have lower,

as compared to students in the third and fourth courses, adaptability both to the class and learning activity (ref. Fig. 1 and Fig. 2). In the Fig. 1 the average values of adaptability of foreign students to the class: 1 course – 5 points, 2 course - 7,2 points, 3 course – 11 points, 4 courses – 14,6 points.

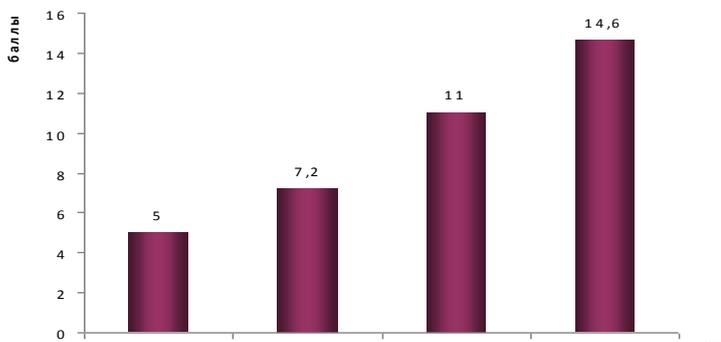


Figure 1. Adaptability of foreign students to study group

Lower values according to the scale of adaptability in the students of the first and second courses indicate the difficulties experienced by the students during communication with course-mates, demonstration of restraint in relations. They find it difficult to find common language with course-mates, do not always share the norms and rules accepted in the group, often face misunderstanding and non-acceptance of their views on the part of course-mates, cannot ask them for help.

An important factor during the process of adaptation to the educational process and social environment is duration of accommodation in the country. This is also evidenced by the data obtained. Since the students of the first courses are in the state of 'culture shock'. The group of upper course students staying in Russia for 3-5 years is distinguished by formation of the adaptive behavior strategies which is evidenced by the fact that they have successfully overcome the 'culture shock' and language barrier, and developed for themselves the efficient pattern of behavior in a new social and educational environment. Thus, by the moment of graduation from the university most of foreign students successfully master the social and educational environment.

In the Fig. 2 the average values of adaptability of foreign students to the academic activity are presented: 1 course – 5,8 points, 2 course - 6,6 points, 3 course – 12,2 points, 4 course – 14,2 points.

Lower values according to the scale of adaptability to academic activity in students of the first and second courses indicate that students hardly master the academic subjects and execute

the academic tasks; they may experience difficulties while trying to express their thoughts. They cannot ask a question to a teacher if the necessity arises. In terms of many of the subjects studied they require additional tutorial, they often cannot demonstrate their individuality and capabilities during classes.

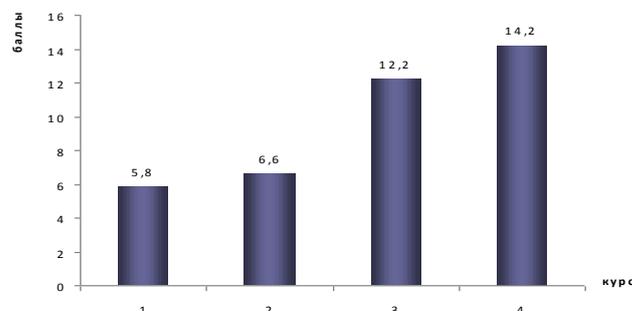


Figure 2. Adaptability foreign students to educational activity

The results obtained speak of the necessity of more careful attitude of mentors, psychological support and the professor-academic staff of the university to the foreign students, especially juniors. Moreover, low adaptability of foreign students as compared to the Russian ones persists during the entire education period which affects their motivation towards academic activity and their academic performance.

On the basis of the results obtained the following conclusions may be drawn.

The efficiency of adaptation of foreign students to the educational process at the university is determined by a set of factors: psycho-physiological, academic, social, household. The existing problems of the psycho-pedagogical adaptation of foreign students are related to inclusions of students in the new environmental, social environment.

Success of adaptation of foreign students to the educational space of the university depends on cooperation between various structural units of the educational institution. It shall be noted that in the AltSTU the own structure has been designed that promotes to successful adaptation of foreign students. At the university there is a psychological service, advising institution providing assistance to students both in the academic activity and in personal adjustment.

One of essential pre-requisites of successful socio-cultural adaptation of foreign students to a new educational environment is organization of interpersonal interaction and mutual understanding

between the tutors and students and representatives of different cultures within the group. Foreign students study together with the Russian students.

It shall be noted that annually the Inter-university international research and practice conference for foreign students and post-graduates 'Foreign student within the professional-educational space of a technical university' is held in which they take active participation.

For the purpose of making foreign students acquainted with the cultural values of Russia the on-site excursions to the places of interest in Barnaul, Altay Krai, Novosibirsk are organized.

Therefore, psychological-pedagogical adaptation of foreign students to the educational environment of the university is a targeted set of actions including a few forms of adaptation. Success of the process of adaptation of foreign students to a large extent depends also on the personal qualities of a teacher, his ability to create comfortable psychological atmosphere at lessons.

The positive effect of the adaptation process ensures adequate interaction of foreign students with the socio-cultural and educational environment of the university, formation of the social status, understanding of the own professional choice.

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