



Review Of Psychological Adaptation Factors of International Students in Russian Universities Of the Russian Federation

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ABSTRACT

This article reviews and analyzes the process of adaptation of foreign students who have arrived to study in Russian universities. The absolute majority of foreign citizens upon arrival to Russia encounter many difficulties of both physiological and of social-psychological character. The article presents the options, which are considered by the researchers to be the key ones in the process of adaptation of foreign students to the conditions of the university.

Keywords:

International students, adaptation, factors adaptation.

Attracting foreign students is an important component of the educational process all over the world, including Russia. Grant programs for studying abroad, widespread network education, and dual degree systems enhance academic mobility. As a result, the share of foreign students in higher education institutions around the world is constantly growing. The Russian Federation is no exception.

Based on data provided by the Organization for Economic The number of foreign students in Russia has almost doubled between 2005 and 2015, amounting to 186,606 people [3]. The concept of the state migration policy of the Russian Federation for the period

until 2025 covers a number of measures to promote educational migration to Russia. The implementation of this concept should contribute to the resolution of problems that hinder the effective regulation of migration and reduce the socio-cultural, economic and political risks associated with the influx of migrants. It is worth noting that the involvement of foreign students in the educational process of foreign students on the basis of Russian universities is an important and responsible task due to the high position of Russian education in the world. It is worth mentioning that involvement of foreign students in the educational process on the basis of Russian universities is an important

and responsible task. Resolution of issues related to the adaptation of foreign students, increases the prestige of educational institutions and, as a consequence, the prestige of Russia abroad [19]. At present, the process of educational space integration is actively going on. In the conditions of the world globalization and the requirements of education reform more and more foreigners come to study at Russian universities. The "Concept of long-term socio-economic development of the Russian Federation for the period until 2020" approved by the government of the country speaks about the need to create conditions to attract foreign students to Russia [7].

The study of the problems of psychological and social adaptation of foreign students is of great scientific interest, especially in the applied aspect. So far the problem of adaptation of foreign students from post-Soviet countries has not been sufficiently covered in the domestic and foreign socio-pedagogical science. Scientific publications of both Russian and foreign researchers are devoted to narrow specific problems. Therefore, the integration of theoretical and applied aspects of the problem of psychological social adaptation of foreign students is an important feature of international educational space development. Such authors as M.I. Vitkovskaya and I.V. Trotsuk studied the varieties of foreign students' adaptation [4]. They distinguished several types of adaptation of foreign students: physiological, psychological and social. Of particular importance are psychological and social adaptation, which allow students to interact with others and integrate into social and public processes.

The works of G.M. Andreeva, O.V. Kulikova [2] play an important role in the study of psychological and social adaptation of students. According to them, the formation or change of psychological and social qualities of the subject occurs under the influence of the new environment. Thus, O.V. Kulikova refers to the elements that form the psychological and social qualities of a person as a socially determined goal of his activity, social statuses

and roles, expectations with regard to these statuses and roles, the norms and values that guide him or her in the in the process of his activity, level of education, activity and degree independence in decision making [9]. Modern Russian scientists K.A. Abulkhanova-Slavskaya, L.I. Antsyferova, B.D. Parygin, and A.A. Rean made a significant contribution to the development of social and psychological adaptation. Despite the significant number of works in the field of adaptation of adaptation of foreign students, the works that are presented do not contain Sociological and psychological information on the adaptation of foreign of foreign students from neighboring countries and approaches to the involvement of such foreign students in the social environment. This determines the necessity to clarify the theoretical foundations of working with foreign students in modern conditions and development of practical recommendations for improvement of conditions of social adaptation of foreign students of near abroad in KFU of the Russian Federation [1, 14].

The active international activity of the university is a guarantee of its sustainable and successful development that meets the challenges of our time. [15]. When entering the educational space of Russia, foreign students encounter a number of difficulties. Adaptation of international students to the conditions of education in Russian higher educational institutions is one of the one of the main problems that have to be solved by the management of the university, psychologists and teachers. The process of adaptation is associated with many the need to establish social contacts, overcome the language barrier, self-actualization, and integration into the new society, socialization, development of a tolerant attitude towards the participants of intercultural intercultural communication and interaction, overcoming the cultural shock, adapting to the values of the new society [13].

In the domestic literature adaptation is considered as multilevel, dynamic process that has its own structure, sequence and peculiarities of course, associated with a certain restructuring of the personality within the framework of inclusion in new social roles.

However, to date there is no unified approach to the problem of assessing and prediction of adaptation of international students.

Based on the materials of the research conducted in Nizhny Novgorod The most problematic for foreign students is adaptation to everyday life and educational process. In physiological adaptation the greatest difficulties are connected with adaptation to climatic conditions of Russia. In academic and sociocultural adaptation difficulties are related to insufficient level of knowledge of Russian language [10]. According to G.N. Shapoval, one of the researchers of this problem, "in the state of adaptive crisis only some students independently can find a way out of a difficult social and psychological situation. A foreign student needs to get used to new climate and living conditions, a new educational system, a new language of communication, the international nature of study groups and streams, etc. The main problem of successful entry of foreign students into the educational process is the contradiction between the level of readiness (communicative competence) of foreign students to perceive educational information and the requirements of the higher school" [20]. According to A.V. Kravtsov, adaptation is a process, the course of which depends on individual traits and skills, the characteristics of situations, the strength of the required of changes required of the individual, the time of staying in the new culture, previous experience and training, the presence of close social ties, with representatives of the country in which they are [6]. Essentially, international students are visitors. They don't have to adapt to all the parameters of the culture, they need to learn the skills intercultural communication skills sufficient for effective communication. The elements of the environment are material objects, communicative structures (ways and means of receiving information), integration structures (norms and patterns of everyday Interaction patterns), behavioral structures (everyday habits, use of time, etc.). Thierry L. distinguishes two levels of adaptation of foreign students - everyday and specialized, at each Each level has its own specific structural elements. The everyday level is represented by

everyday interactions aimed at the satisfaction of vital needs and private desires. The specialized level is represented by everyday interactions in the course of learning process [11]. Modnov S.I. and Ukhova L.V. in their research distinguish three factors of adaptation: sociocultural, sociocommunicative, sociobusiness [12] Krivtsova I.O. [8]. cites the following set of factors: psychophysiological (related to the restructuring of the personality), educational and cognitive (related to language training), sociocultural. T.R. Rakhimov singles out the following factors: traditional (peculiarities of host society), climatic, personal and psychological, educational and pedagogical (peculiarities of the organization of the training system), social, communicative, cultural (life in international community, tolerance, etc.) [17]. The adaptation process can proceed differently depending on a number of factors. Analysis shows that the authors talk about the same factors of adaptation, using different terminology and grounds for factors into larger groups. To conduct our own study of international students' adaptation in the university, we will combine the factors into two groups: internal and external. Internal (psychological, subjective) factors that provide its internal mechanism, revealing a set of needs, values and motives, emotional level and psychological readiness for interaction, as well as active creative activity in the university and the new environment [5]. External (socio-pedagogical, objective) factors are objective reasons affecting the process of adjustment of foreign students to the new socio-cultural environment. This group includes the conditions of students' and university's micro-environment, peculiarities of educational process that influence successful adaptation of foreign students to the new environment. Compared to local peers, foreign students experience more serious difficulties and are subjected to more stress when introducing themselves into student life. Thus, there is a question of how to organize the process of adaptation and try to take into account all factors. As a rule, in natural conditions a person is influenced not by a single factor, but by a

complex. To solve this problem, I.A. Pozdniakov suggests that the administration of higher education institutions to develop a unified policy to support international students, coordinating and controlling the interaction of the appropriate subdivisions [16]. Romanov S.A. proposes to use psychological and pedagogical support for foreign students, which will create psychological conditions for the development of his personality, as well as to increase the level of adaptability to the new cultural space, i.e. to develop the ability independently achieve internal balance in various situations [18]. Thus, the factors we have identified affect the effectiveness of the educational process, which can be effective if using a comprehensive approach, taking into account the activities of all parties: well organizational work of the university administration and students. We propose to optimize the process of adaptation, to use psychological training as an instrument of influence to increase self-esteem and improve the communicative skills of international students in the educational environment of Russian university.

For example, the city of Kazan is one of the attractive. The city of Kazan, for example, is one of the most attractive cities for foreign citizens, where it is possible to get a decent education. Many foreign students choose Kazan Federal University to study. Students from other countries for Kazan Federal University are potential economic innovations from abroad, as well as provide an opportunity to attract young people gifted in science or art to work in international projects. Moreover, educating foreign students is a part of cultural exchange between countries, the opportunity to get new knowledge about different customs, peculiarities of everyday life.

To integrate the city of Kazan into the international educational space, increase its attractiveness for students from other countries, it is necessary to carry out an effective adaptation for foreign students. It should be noted that for students from foreign countries in Our country, the city and the university in particular are actively working on their involvement in the educational process

and adaptation to living conditions. However psychological and social adaptation of students from post-Soviet countries is especially important, as they also experience psychological, cultural, etc. difficulties in Russia (regardless of their knowledge of Russian language, more understandable for newcomers educational and social environment). It is important to note that the adaptation of foreign students to the new psychological, social and cultural conditions upon entering the university is a key factor that determines in most cases the effectiveness of the educational process as a whole. In this regard, the problem of the efficiency of the university work on the adaptation of foreign students is of particular importance at the present stage of society development, which indicates the relevance of the topic of scientific research.

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