

#### **СЕКЦІЯ 4. Традиції та перспективи навчання іноземних студентів у ЗВО України та світу**

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#### **ADAPTATION OF FOREIGN STUDENTS IN UKRAINE**

Attracting foreign students is an important component of the educational process around the world including Ukraine. Grant programs for studying abroad, widespread e-learning, and dual degree systems enhance academic mobility. As a result, the share of foreign students in universities around the world is constantly growing. Ukraine is not an exception. It should be noted that the involvement of foreign students in the educational process is an important and responsible task in connection with the high position of Ukrainian education in the international arena. Resolving issues related to the adaptation of foreign students increases the prestige of educational institutions and, as a result, the prestige of Ukraine abroad.

It is important to note that the adaptation of foreign students to new social and cultural conditions when entering a 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 effectiveness of the university's work on the adaptation of foreign students is of particular importance at the present stage of the society's development.

English-speaking students are intensively involved in the educational process from the first days and experience psychological stress from information overload. It would be probably good to introduce a 2-week adaptation course, called 'survival course' in Western universities, during which an attempt is made to bring the level of students' knowledge to a common denominator, they

can get acquainted with the city, be equipped with necessary speech clichés to solve basic problems and communicative tasks [1]. Most English-speaking students for the first time face a problem of internationalization due to the need to communicate with carriers of different social, ethnic, national norms. Teachers working in such groups need to be especially careful to maintain psychological stability, which can be destroyed by the conflict of cultures.

Adaptation of foreign students to the Ukrainian educational environment as a complex and long-term process covers all spheres of their lives. The most difficult period of adaptation falls on the first year of study. Among the difficulties faced by foreign students are objective (due to the new content of learning, communication, interaction) and subjective (related to the characteristics of the adapter: insecurity, anxiety, etc.). Some authors point to pedagogical difficulties (insufficient development of the theory and practice of the educational process, unwillingness and even reluctance of some teachers to take into account the age and individual characteristics of students) [2].

One of the most serious problems of adaptation is the isolation of English-speaking students from the language environment of the new society for a long time, sometimes for the whole period of study. The inability to solve communicative problems in the new society closes for English-speaking students almost the entire socio-cultural space (architecture and history of the city, museums, theaters, exhibitions, cultural traditions, and customs of the people). For almost the entire period of their stay in another country, they remain 'foreign', feeling a constant state of discomfort and depression.

There are several types of foreign students' adaptation – physiological, psychological and social. Social adaptation is of particular importance and it allows students to interact with others and integrate into social and public processes. Social adaptation has always been a rather capacious scientific and applied psychological problem. The relationships of a foreign student with the people around him in general largely depend on the well-being of a man and the processes of the reality development around him. During the adaptation of

foreign students, it is necessary to provide socio-pedagogical support, i.e., socio-pedagogical activities, carried out throughout the training period, aimed at socio-pedagogical protection of foreign students at the social adaptation stage, social and pedagogical assistance at the stage of social integration and socio-pedagogical support at the stage of social individualization in the process of acculturation through the interaction of the accompanied (foreign student) with an attendant (social pedagogue, structural worker unit responsible for the training of foreign students, curator, employee of the dean's office, teacher or other person who provides support) by coordinating the positive efforts of representatives of the educational and cultural environment of the university and the socio-cultural space of the country of study [4]. The result of such support is the creation of optimal conditions for effective development of sociality of these students.

Socialization of foreign students, which takes place in the context of intercultural communication, acquires the character of acculturation and develops through the traditional stages of socialization: adaptation (assimilation), integration (reproduction), individualization (development) by foreign students of the Ukrainian society culture in the process of spontaneous and purposeful involvement to the system of new social relations and dependencies of higher education in Ukraine. The specifics of the socialization of foreign students in the educational environment of the universities of Ukraine is due to the fact that these students are already socialized in the society of the native countries, and in the country of study they are again affected by all its components; in addition, foreign students become agents of socialization for representatives of Ukrainian socio-cultural space. The socialization of foreign students unfolds throughout the period of their studies and has its own characteristics in accordance with the time and quality of staying in Ukraine, which became the basis for distinguishing its three stages: social adaptation, social integration, social individualization.

For many foreigners, it is incomprehensible that most of the population of Ukraine does not use Ukrainian in everyday life, and therefore the Ukrainian language they learn does not fully meet their needs when communicating in the city, in shops, pharmacies, hospitals and more. Currently, a foreigner has a psycholinguistic dissonance: if most of the population speaks Russian, why should he study Ukrainian? [3]

Therefore, the successful pedagogical support of foreign citizens in the first year of residence in Ukraine, explanations of the importance of learning the Ukrainian language based on life situations, in particular the demonstration of its functioning in medical institutions, official documents, give confidence to foreigners in the need to master the language of the country of study.

To sum up, real help for students can be provided by any teacher who works in international groups if he perceives the student not only as an object, but also as a subject of study, as a person who needs special attention. Not only foreign student must be prepared for entering a new learning environment, but the environment itself must be prepared to accept a student as well [5]. Personal qualities of a teacher dealing with a foreign audience play a certain role (communication skills, ability to cope with stress, overcome psychological barriers in communication, etc.).

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