

ВПЛИВ АДАПТАЦІЙНИХ ФАКТОРІВ НА УСПІШНЕ НАВЧАННЯ ІНОЗЕМНИХ СТУДЕНТІВ

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Рівень успіху навчання іноземних студентів багато в чому залежить від періоду адаптації. У статті визначено термін та основні етапи розвитку процесу адаптації студентів-іноземців. Виявлено складові цього процесу. Визначено основні види соціальної взаємодії та її вплив на процес адаптації студентів-іноземців в Україні під час навчання.

Ключові слова: адаптація, вплив, індивідуальний, освіта, навчання.

ВЛИЯНИЕ АДАПТАЦИОННЫХ ФАКТОРОВ НА УСПЕШНОЕ ОБУЧЕНИЕ ИНОСТРАННЫХ СТУДЕНТОВ

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Уровень успеха обучения иностранных студентов во многом зависит от периода адаптации. В статье определено термин и основные этапы развития процесса адаптации студентов-иностранцев. Выявлены его составляющие. Определены основные виды социального взаимодействия и его влияние на процесс адаптации студентов-иностранцев в Украине во время обучения.

Ключевые слова: адаптация, влияние, индивидуальный, образование, обучение.

INFLUENCE OF ADAPTATIONAL FACTORS ON SUCCESSFUL STUDYING OF FOREIGN STUDENTS

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In order to develop and carry out activities aimed at optimizing the process of social and psychological adaptation of students to study in high school in Ukraine, it is necessary to examine some theoretical approaches to the process, as well as to conduct a case study of the difficulties that distinguish and describe the students at the elementary level to high school. A theoretical analysis of the factors influencing the process of adaptation of students to study at the university, reflecting the level of preparation of students for learning activities in high school, the level

of social and moral maturity, the level of legal awareness, individual and personal characteristics of the development of mental processes, factors directly influence teaching, factors associated with the terms of tuition and accommodation as the organization of the educational process. Preventive tasks allocated to work with students at the initial stage of socio – psychological adaptation to training in high school. The results can be used by educators for program adaptation for students.

Keywords: *adaptation, influence, individual, education, study.*

Formulation of the problem in general. Nowadays international educational contacts are developing rapidly, the number of young people who want to get an education outside of their country is increasing. Ukraine is an active participant of the Bologna process. Ukraine comes to the international market of educational services with confidence, competing with other countries successfully. In recent years the number of foreign students studying in universities in Ukraine is increasing.

Our country accepts large groups of foreign students for studying. The success of their studying and level of education are mostly connected with solution of problems of adaptation to new educational conditions and life. The urgency of this problem is determined by objectives of further improvement of the training of foreign citizens at the educational institutions of Ukraine.

Analysis of recent research and publications. The problems of general and social psychology are reflected in the research and publications of such authors as B.G. Ananiev, L.S. Vygotsky, E.K. Zavyalova, I.S. Cohn, E.S. Kuzmin, B.F. Porshnev, S.L. Rubinstein, E.F. Rybalko, G.V. Suhodolskyy, V.A. Yakunin and others. The problems of national psychology and ethnic psychology are mentioned by A.A. Boronoyeva, V.G. Krys'ko, N.M. Lebedev, V.N. Pavlenko, T.G. Stefanenko. The problems of adaptation of foreign students in the aspect of both the teacher of Russian language and foreign students are revealed by N.P. Golubev, N.A. Persyanovoyi, G.N. Knyazeva. The main features of foreign students adaptation to the educational process in the universities are reflected in the work of I.V. Shiryayev. Educational success factors are examined by E.F. Izotova; M.A. Ivanova, N.A. Tytkova, V.P. Trusova, N.D. Shahlyna analyzed adaptation of foreign students by the materials of foreign researchers. A.S. Filippov's research is devoted to the developing of social stereotypes. The adaptation of foreign students to groupmates, socio-psychological climate in the groups are studied by such scientists as M.A. Ivanova, N.A. Tytkova. National psychological characteristics of foreign students and taking them into account in educational communication can be found in studies by M.A. Ivanova and L. Tsokol.

The purpose of the article is to identify the specific characteristics of international students adaptation to the Ukrainian university reality, as well as the possibility of using the results obtained during the pedagogical and educational work with them, that helps to reduce the adaptation period and to increase the level of physical and mental performance.

The main material research. The receiving country has to provide optimal living conditions and education of foreign students considering their difficult adapting process to a new way of life. This is important, but only one aspect of the problem. Another aspect connects with the level of the readiness of the foreign students to adapt to new conditions. In this regard, the research of social adaptation and intercultural interaction of foreign students studying in Ukrainian universities are extremely important both from scientific and theoretical and practical point of views.

Meaning, in which the concept of "adaptation" is used in the contemporary scientific literature, originates from the Latin word «adaptare» – to adapt, to adjust, to arrange. This is positive for the adaptation of the successful functioning of an individual in a particular social role. The adaptive capacity means the person's ability to adapt to different social and physical environment demands without feeling inner discomfort and without conflict with the environment. Researchers of foreign students adaptation usually distinguish three adaptation groups: academic, that is connected with the educational process; individual associated with human features; sociocultural related to the terms of a new social environment that are studied intensively and applied successfully in practice of foreigners studying at universities [2–4]. However, those who practice underestimate adaptation questions of associated with physical activity of foreign students, because there is the potential for raising efficiency of the process of adaptation here. Adaptive physical activity is a powerful means to restore mental and physical strength of foreign students. It helps cope with the problems of social and individual psychological adaptation. The traditions and educational system of the countries from which foreign students come to study into Ukrainian universities were analyzed for highlighting the main points of adaptation, factors that influence students. Difficulties faced by foreign students being in Ukraine were also analyzed. In general, the problem of living conditions is the main one for foreign students. As the most part of the foreign students (92%) lives in a hostels the accommodation in a hostel is also one of difficulties faced by students. Such factors as the necessity of communication with Russian people (24%), social attitudes (14%), absence of relatives (8%) cause difficulties for social and psychological adaptation of foreign students

to the educational process. It means that most foreign students have difficulties of physical and social nature [5].

According to international students opinion knowing and using of Ukrainian (Russian) language are not the dominant factors of successful adaptation. Having good friends and acquaintances take the first place and possession of Ukrainian (Russian) language has the same meaning as material security. It was also found that the majority of foreign students like Ukrainian culture (58%), Ukrainian (Russian) language (50%), Kharkiv (25%), university (58%) and Ukrainian girls (78%). Foreign students value both their independence and freedom that they have received in Ukraine almost equally (25%). They have problems with the general adaptation such as: it is difficult to get used to the weather (68%), another way of life (37%), it is necessary to study Ukrainian (Russian) language for successful communication (42%). They are unfamiliar with the hostel accommodation (45%), absence of relatives (47%) [5]. There are more foreign students girls than boys (in 3–4 times) in all areas of adaptation; they feel problems but communicating with classmates is equally difficult for both genders. Gender differences in the analysis of that foreign students like in Ukraine were evident clearly. Unlike girls, boys liked the Ukrainian people, independence and autonomy, another way of life, the presence of countrymen (100%) and studying (65%), while girls prefer culture, weather and cultural monuments of Ukraine [5].

It should be noted that individuals usually have various kinds of difficulties and problems even under the most favorable conditions for international contracts during meeting with a new culture. More often of different countries and cultures representatives know very little about each other. They use stereotypes, false and sometimes distorted or negative information about the Ukrainian culture and feel prejudices. That aspects can not affect the length and complexity of their adaptation to another socio-cultural environment. All this also actualizes the problem of social adaptation of foreign students. At the same time we can tell about specific difficulties of the process of socio-cultural adaptation of foreign students caused by qualitative features of this or other society. Thus, we can identify a number of objective and subjective factors that complicate the process of adaptation of foreign students in the socio-cultural environment of the modern Ukrainian society [3]. First of all it's a cultural heterogeneity of the Ukrainian society caused by different national composition of the population, it is a combination of different traditions, cultural norms and values. It should also be emphasized that in Ukraine we are dealing with people who differ significantly from each other by socio-economic development, national-ethnic composition of the population. Ukraine is a

multiethnic community inhabited by Ukrainian, Russians, Belarusians and Jews, Latvians, Germans and other ethnic groups. Socio-cultural environment of the country successfully synthesizing a tradition and values of all peoples. It is characterized by higher culture of international relations. There is not only Christian but also Muslim cultures in Ukraine. It has an important role in the process of socio-cultural adaptation of immigrants from Muslim countries, who make up a significant portion of foreign students studying in Ukrainian universities.

Nowadays in higher educational institutions of Ukraine students educate from more than 50 countries. The vast majority of them are from Southeast Asia and Africa. They are representatives of different cultures. It reflects in behaviour, standards of communication, worldview etc. These were learned by students during the primary socialization at home. For example, ethnic approval rate dictates the representatives of South-East Asian behaviour of foreign restraint, minimal signs of facial expressions gesturing in expressing emotions, dignity and goodwill underlined relatively participants of communication, especially older. The national system of education of the students who came from some Arab and African countries (Angola, Yemen, Nigeria, etc.) forms the behavioural activity of a strong desire for success, leadership, needing of surrounding confirmation of dignity. Culture presented by Chinese students significantly differs from the system of European culture values. The less significant cultural differences can be denoted: for example, the Chinese express anger and disgust, narrowing their eyes, that is the opposite of how it is done by Europeans.

In other words, there are a lot of things facilitating the emergence of barriers between foreign and Ukrainian students, foreign students and Ukrainian inhabitants in the worldviewing, behavioural and communicational stereotypes. It must be considered the fact that the students from the different politics systems countries come to study to Ukraine. Such countries also have different political systems, different levels of economic development and degree of integration into the world community. And the fact that every country has its own national education system must be taken into account. The climatic factor affects the process of foreign students' adaptation. Since they arrived in Ukraine from warmer climates, they need to get used to winter, and not only to low temperatures, but also to the limited living space in winter. Students from Asia and Africa have such adaptation problems because the public life, socially significant events, meetings with friends, relatives, leisure activities are held in the open air. From the civilized approach point of view a lot of foreign students are the representatives of the so-called traditional societies, which are characterized by stable social structure, hierarchy based not on the personal

achievements but on both birth or caste attachment. Thus, the family members, genus and community are on the first place in partnerships. But Ukrainian society can be regarded as a modern type. It has high focus on social mobility, personal achievements; developed system of occupational stratification, which is based on achieved status. The process of primary socialization that took place in the students' countries reflected on their behaviour the age of 17–18 years. Arriving to study in Ukraine, they fall in new social conditions, so the development process of their personality sharply complicated. Almost none of them know the Ukrainian language.

From the point of view of the theory of "cultural shock" [1] there are all the preconditions to the process of socio-cultural adaptation of foreign students studying in universities of Ukraine feel all the stages of this condition.

There are a number of manifestations of signs of "culture shock" of foreign students. Before studying in Ukraine the vast majority of them (89%) have not lived outside of their country for a long. So they have no overcoming adaptation difficulties experience that they could be guided during studying at Ukrainian universities. The suitability of "expected" and "real" has important significance for the successful adaptation to various conditions. "Expected" and "real" mean what a person faces at a new and unfamiliar place. Students have a very remote idea about the country they are to live and study during several year, Ukrainian people, social and cultural traditions and others. The gist of "culture shock" felt by foreign students is in the inevitable clash of old and new cultural norms and values (old which were inherent foreign students as a representative of society which he left, and the new – inherent the society to which he arrived) [1].

This intercultural contact and caused by it "culture shock" as the skills that made by person to overcome hard position have situational character. And as it is noted by O.L. Gerasimenko, have adapted to work in one culture, person "... will have difficulties again being in an informal atmosphere, moving to another country, and even returning home. It happens because its orientation changes due to gained experience, and forced breaking of public relationships requires approval of its social status at home again "[4]. What are the factors that play a key role in achieving a sense of life satisfaction and studying in Ukraine? These are: living conditions – 48%; friendly attitude of people, friendship with the locals, Ukrainian students – 62.2%; good knowledge of traditions, customs, behaviour rules, Ukrainian society laws – 17.8%; the opportunity of observing the traditions and customs of their native country – 15.5%; reliable ensuring of security – 28.8%; high teaching quality, use of

advanced information technology, meeting best achievements of Ukrainian and Russian science – 31.1%; others – 4.4% [5].

Taking into account the fact that foreign culture adaptation and integration based not only on the knowledge of the language and customs, we expect that the rate of foreign students adaptation is the attitude to the new socio-cultural environment, that is based on their (students') prevailing social attitudes. Thus two components of social settings were identified: emotional (value of feeling towards the object) and behavioural (connotational, regulatory) components. In general, foreign students are emotionally positive to the socio-cultural environment in which they are during studying. They are interested in cultural traditions of Ukrainian, Russian and other nations of the representatives they communicate with. However, the behavioural component does not have brightly expressed positiveness. Students say that they like to adhere traditions and rules of behaviour of Ukrainian people. The generated during the process of adaptation foreign students attitude to the new socio-cultural environment is structurally complex and differentiated. Inconsistencies of the socio-cultural adaptation of consciousness and behaviour can be defined as "adaptive asymmetry". It is characterized by the implementation and development of personal potential, relative adaptation to the new socio-cultural environment is achieved exceptionally by changes in behaviours and stereotypes, but at the same time internal feeling from the social environment in which they are to live and study for 5–7 years.

Conclusions. Systematic studying of implementation features and personal potential development and socio-cultural adaptation of students from foreign countries to the life and study in Ukraine could help optimize the national higher education system that is intended to support the international prestige of Ukraine, confirming the high level of science, culture, education. In addition, analysis of social adaptation of foreign students and produced on its basis practical advice of the preparation and implementation of adaptation measures will improve the competitiveness of Ukrainian universities in the international educational services that contribute, in turn, enhancing of the employment of highly qualified faculty staff of Ukrainian universities and infrastructure development of higher education in Ukraine.

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*Рекомендовано до публікації д-ром техн. наук, проф. А.С. Крутовою.
Отримано 1.08.2015. ХДУХТ, Харків.*

УДК 004.353:81'243

ВІЗУАЛЬНЕ МОДЕЛЮВАННЯ В НАУКОВИХ ДОСЛІДЖЕННЯХ, ОСВОЄННІ ІНОЗЕМНИХ МОВ І ПІД ЧАС ПРАКТИЧНОЇ ПІДГОТОВКИ КАДРІВ

В.А. Діброва, П.В. Волошин

Розроблено метод візуального моделювання складних процесів у навчанні та управлінні. Створено комплекс стратегічних візуальних моделей базових процесів навчання, в тому числі навчання англійської мови.

Показано ефективність впровадження візуальних моделей у курсах

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