

**SOCIO-CULTURAL ADAPTATION OF FOREIGN STUDENTS
TO THE EDUCATIONAL SPACE IN UKRAINE**

The training of foreign specialists in our country is one of the most effective forms of cultural and scientific cooperation that contributes to strengthening the authority of Ukraine in the international arena being a source of additional funding for education. Every year, foreign citizens come to study at higher educational institutions of Ukraine, and they were born and studied in a society that differs from the European countries by their customs, traditions, legislation, world outlook, and religion. After entering the new environment, students encounter not only language problems but also psychological ones.

As a result of studies conducted by the Finnish scientists V. Routain and M. Koksinen, the four phases (stages) of socio-cultural adaptation of foreigners to life in another country were distinguished [1].

The first phase, *the phase of the first reaction*, is characterized by the dissonance between the object and the subject of the personality, the formation of protective mechanisms, decrease of socio-cultural activity and efficiency of the person. The second phase, *the phase of social adaptation*, is marked by an increase in automatism in fulfilling vital functions, lack of attention to new information, a feeling of unreality of what is happening, a deterioration in memory, a desire to live today's day more quickly. The third, *the contrast phase of adaptation* can continue in the form of prolonged apathy or turn into aggression. In this period, regressive processes continue to exist, where socio-biological needs predominate (eating, sleeping, not thinking about anything), and they can take an aggressive character if something prevents their satisfaction. It is also one of the mechanisms of protection. The final, fourth phase, *the phase of rehabilitation*, is a period of sufficiently intense satisfaction of social needs, the revival of social activity and the ability to creative activity. At these stages, there is also an understanding of customs, traditions and

stereotypes of another culture, that is, a change in the logic of human behavior in the direction of convergence with a new culture.

Speaking about the socio-cultural adaptation of foreign students to the educational space of Ukraine, it is necessary to distinguish the following types of work:

1) linguistic help. This type of work involves the following steps: a) entrance testing on the subject of language knowledge; b) studying the language of the host country. Entrance testing helps to determine the student's level of knowledge of the host country language, identify those who need additional training. In studying the language, significant attention must be paid to the material devoted to the history and culture of the host country.

2) legal help. Different types of legal assistance are necessary for the prevention of delinquent behavior of foreign students. A major role in this kind of work belongs to the international departments, which should provide students with a minimum of legal knowledge and consult them on controversial issues. The work of the department should not be limited to the formal prolongation of registration; the staff of the department should be the people to whom a foreign student can address his problems in any situation.

3) social-pedagogical help. When developing a set of pedagogical measures aimed at the successful adaptation of foreign undergraduate students, it is necessary to take into account the fact that the process of socio-cultural adaptation takes place in several stages. The researchers distinguish the following stages of social and cultural adaptation: "honeymoon" – the beginning of training, "cultural shock" – the second and third years, "stabilization" – senior years. "Honeymoon" is characterized by some euphoria about the fact that the student justified the hopes of his relatives and entered the high school, from raising his social status to the novelty of his impressions. At this stage, working with a student is to secure a positive image of the host country. It is possible to achieve this in the following ways:

- formation of a single student collective in the academic group through general educational motivation, creation of the atmosphere of friendliness and tolerance, a sincere and friendly interest in the student's personality;

- students develop intercultural communication skills. This is the purpose of general educational activities, such as competitions, contests, and festivals.

4) psychological help. This type of work is especially important at the initial stages of the "honeymoon" and cultural shock. The task of this type of work is to help the individual to orient himself in the surrounding situation to avoid a trap of "deceived hopes", to develop a system of values that will help him better adapt to the environment [2].

For the successful adaptation of foreign students, it is necessary to build an educational process taking into account ethno pedagogical concepts (studying in a group of students of one ethnic group), technologies and techniques. It is necessary to consider the factors influencing the educational system: geographical, economic, national, historical, cultural and religious, that are unique for each nation. So each ethnic group has its own methods and approaches in the pedagogical process, which must be taken into account in the pedagogical process of teaching foreign students.

While studying the problem of adaptation, it is necessary to differentiate the teaching of disciplines in multinational groups, where two or more cultures are in a contact, and mono-national ones.

Of course, students feel more comfortable in a group of compatriots, but such groups are very rare. Such moments as the uniform type of behavior and the world perception regulate the behavior of students in the group, support discipline, help to adjust and streamline the educational process. At the same time, multi-national groups also have their own advantages. Successful adaptation of foreign students to a new socio-cultural life is due to active communication with Ukrainian-speaking students.

To effectively include students in the learning process, the teacher needs to do the following: take into account the age, religious, social and other

affiliations of students; stimulate the motivational sphere; provide independence; create language situations that are as close to reality as possible; raise questions on topics that are interesting to this audience; objectively evaluate the results of independent activities of students considering their individual characteristics; form the cognitive need of a foreign student [4].

Social and psychological adaptation of foreign students is the key acquisition determinant of Ukrainian cultural field and the factor of favorable and efficient education.

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