

FOREIGN STUDENTS' ADAPTATION IN UKRAINE

Today we can't imagine Ukraine without the interaction of different cultural communities. These people should live together in one country, communicate in one language, exchange cultural experience and help each other in creating a single multicultural information space. The sphere of education is also an integral part of this process. Here we can observe the interaction of different cultures. Representatives of these cultures are sure to communicate with Ukrainian students during their training, they interact in different life situations. Foreign students are trying to find a common language with Ukrainian students as soon as possible, to find common ground. Therefore, today in the field of education there is an urgent issue about the process of foreign students' adaptation in the Ukrainian-speaking environment.

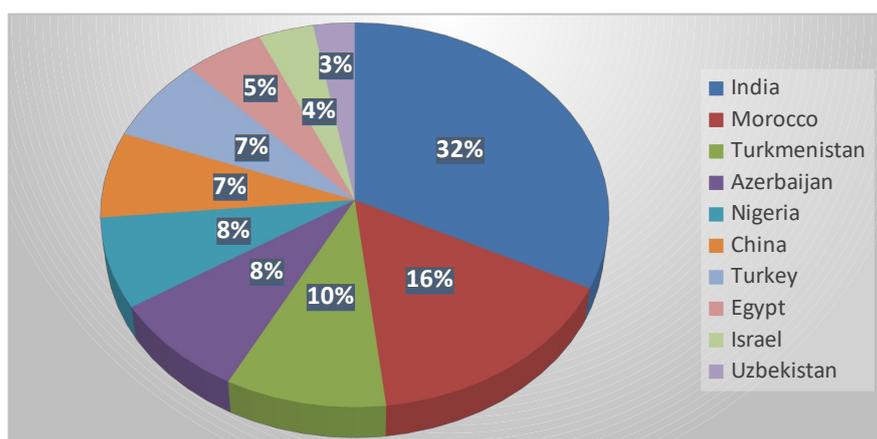
The purpose of the study is to analyze the factors that prevent the process of foreign students' adaptation in the Ukrainian-speaking environment.

The problem of foreign students' adaptation in the Ukrainian-speaking environment arises in the works of such foreign and domestic sociologists as M. Veber, M. Vitkovska, O. Dudchenko, etc.; psychologists O. Leontiev, I. Pavlov, S. Rubinstein, G. Selye, etc.; educators L. Bay, Z. Nazirov, O. Trostynska, etc. The above-mentioned scientists considered such a range of problems as the stages and criteria of socio-cultural adaptation, the stage of entering the cross-cultural environment, factors that contribute to the successful adaptation of foreign students to the foreign language cultural space.

According to the minister of education and science of Ukraine, every year foreign students come to our country, as of January 1, 2021, their number was 76,548 students [3].

By origin and number of international students studying at higher educational institutions of Ukraine, the following countries are in the lead:

- India – 18,095
- Morocco – 8832
- Turkmenistan – 5322
- Azerbaijan – 4628
- Nigeria – 4227
- China – 4055 p
- Turkey – 3999
- Egypt – 3048
- Israel – 2107
- Uzbekistan – 1585



Of these, 68,908 people are in primary education, which is 90.02%; language training, respectively, 4936 (6.45%); postgraduate education – 1719 (2.25%); postgraduate, doctoral studies – 974 (1.27%); for academic mobility programs – 11 (0.001%).

Among the specialties chosen by foreign students, the most popular are medical ones – almost 50%. Namely:

- medicine (36.81%)
- dentistry (6,46 %)
- medical business (4.02%)
- management (4.04%)
- pharmacy, industrial pharmacy (4.00%)

- secondary education (2.32%)
- law (2.01%)
- architecture and construction (1.72%)
- finance, banking and insurance (1,7%)
- economics (1,60%)

Every foreign student, having arrived at higher education institution of Ukraine, faces some problems. But the most common and urgent problem is adaptation. Adaptation is an adjusting to new, specific conditions.

This issue is very relevant for higher education institutions because most of the students are foreigners. The adaptation process is a natural and habitual phenomenon to anyone who is in an unfamiliar environment. But everyone sees different ways to adapt to new conditions.

To begin with, when a person gets into an unusual environment, he panics. There is a feeling of discomfort, fear, isolation. Given the different level of conditions, different mentalities of countries it's not so easy to adapt. Getting used to a new city takes time and a conscious, moral perception of a society. Their goal is to understand all the subtleties, features, explore threats, to notice certain advantages and opportunities that this country gives them [2].

The main factors that will affect the choice of foreigners' adaptation include:

1. The level of preparedness for a foreigner's visit to a new country («Who owns the information he owns the world» – outstanding words that have assured the world a thousand times that good awareness is always a way out of any situation).

2. Age and gender are very importance, because women take much longer to adapt to new changes. And with age the view of certain things changes.

3. Individual characteristics (character – purposeful, decisive or, conversely, uncertain and confused).

4. Student motives. Some foreigners may not aim to achieve certain academic success, so they do not try to adapt fully and refuse to change for the

sake of living in another country.

5. The level of support (the presence of similar peoples and different nationalities among foreign students is beneficial to them in the process of adaptation. It becomes a «group adaptation», which simplifies the situation).

Adaptation of foreign students to the Ukrainian educational environment, as a multicomplex and long-term process, covers all spheres of their life. The most difficult adaptation period is during the first year of training. Among the difficulties faced by foreign students are objective (due to the new content of training, communication, interaction) and subjective (related to the peculiarities of the adapter: uncertainty, anxiety, etc.). Some authors point to pedagogical difficulties – insufficient development of the educational process theory and practice, unwillingness and even reluctance of some teachers to take into account the age and individual characteristics of students.

Conclusion. Thus, the successful adaptation process of foreign students depends on their further interaction with the intellectual and sociocultural environment of the university. Acceleration of the adaptation process contributes to stable psycho-emotional and physical state of foreign students, improving the new skills mastering, forming readiness for studying at the universities of Ukraine and understanding the significance of the future profession, forming new personal qualities, learning new social roles and future social status. In other words, part of the educational policy in the field of training specialists for foreign countries should be a scientifically organized process of their adaptation to educational activities in the Ukrainian sociocultural environment, which will contribute to the quality improvement of both general and vocational training [1].

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