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**DIFFICULTIES OF ADAPTATION PROCESSES AND WAYS OF SOLUTION****ТРУДНОСТИ АДАПТАЦИОННЫХ ПРОЦЕССОВ И ПУТИ ИХ РЕШЕНИЯ****БЕЙІМДЕЛУ ПРОЦЕСТЕРІНІҢ ҚИЫНДЫҚТАРЫ ЖӘНЕ ОЛАРДЫ ШЕШУ  
ЖОЛДАРЫ**

**Abstract.** Currently, the adaptation process of foreign students largely depends on the personal qualities of the teacher, the ability to create a comfortable psychological atmosphere in the classroom. Foreign students consider the educational process to be the most difficult factor to adapt to. Allocate adaptation to a new pedagogical system, or academic adaptation.

**Key words:** adaptation of foreign students, social atmosphere, academic adaptation, socio-cultural difficulties.

**Аннотация.** В настоящее время процесс адаптации иностранных студентов во многом зависит от личностных качеств преподавателя, умения создавать комфортную психологическую атмосферу на занятиях. Иностранные студенты считают образовательный процесс самым сложным фактором адаптации. Выделяют адаптацию к новой педагогической системе, или академическую адаптацию.

**Ключевые слова:** адаптация иностранных студентов, социальная атмосфера, академическая адаптация, социокультурные трудности.

**Аңдатпа.** Қазіргі уақытта шетелдік студенттердің бейімделу процесі көбінесе мұғалімнің жеке қасиеттеріне, сабақтарда ыңғайлы психологиялық атмосфера құру қабілетіне байланысты. Шетелдік студенттер білім беру процесін бейімделудің ең қиын факторы деп санайды. Жаңа педагогикалық жүйеге бейімделуді немесе академиялық бейімделуді бөлініз.

**Түйін сөздер:** шетелдік студенттердің бейімделуі, әлеуметтік атмосфера, академиялық бейімделу, әлеуметтік-мәдени қиындықтар.

Difficulties that a foreign student experiences especially acutely in the first year of stay in a new country can be grouped as follows: - psychophysiological difficulties associated with personality reorganization, "entering" a new environment, psycho-emotional stress, climate change, etc. - educational and cognitive difficulties associated, first of all, with insufficient language training, overcoming differences in education systems; adaptation to new requirements and knowledge control system; organization of the educational process, which should be based on the principles of self-development of the individual, "growing" knowledge, instilling skills of independent work; - socio-cultural difficulties associated with the development of the new social and cultural space of the university; overcoming the language barrier in solving communication problems both vertically (with the administration of the faculty, teachers and staff) and horizontally (in the process of interpersonal communication within an interethnic small study group, educational stream, at the household level). Unsettled living conditions and everyday life,

the lack of the usual comfort prevent students from concentrating on their studies. They have to take care of themselves: go to the store, cook, wash, etc. Students have problems comparing prices and calculating costs. It is not uncommon for students to spend more than their parents' living wage. Cultural traditions and regional characteristics play an important role in the formation of adaptation skills among foreign students. Despite the differences between psychophysiological, intellectual, sociocultural and other types of adaptation, in reality, intertwining, they turn out to be separate aspects of a single process. As a rule, under natural conditions, a person is not affected by a single factor, but by a complex of environmental factors.

Currently, the adaptation process of foreign students largely depends on the personal qualities of the teacher, the ability to create a comfortable psychological atmosphere in the classroom. Considering that the most difficult period of adaptation falls on the first year of life in Kazakhstan, teachers of Russian or Kazakh as a foreign language, working with foreign students, include two important components in their teaching activities: cognitive and educational and entertainment and entertainment. Extracurricular work plays a big role. The forms and methods of carrying out various extracurricular activities are varied, but all together they represent a single educational process based on mutual understanding. In this regard, out-of-class forms of work at the initial stage of training are of great theoretical and practical importance in terms of increasing the level of proficiency in the Kazakh or Russian languages, they allow deeper to master theoretical knowledge. Students are involved in the preparation of extracurricular activities, which is a great incentive for their direct participation in the life of the faculty. Teachers plan extracurricular work for the entire academic year, including visits to theaters, exhibitions, a zoo, winter sports, excursions to cultural and historical places of Nur-Sultan. Out-of-class work, planned in this way, makes the life of foreign students rich and interesting, introduces them to the traditions and culture of Kazakhstan, teaches them to respect other people's traditions, values, norms. This is exactly what the work of the teaching staff with foreign students is aimed at. The effectiveness of educational activities increases significantly if the teacher takes into account the national and ethnocultural specifics of each foreign student. In order for foreign students not to feel cut off from family and friends, a computer class with Internet access works in the student hostel. Since all foreign students experience difficulties in their studies and their level of language competence is insufficient for the perception of lecture material and oral answers, individual consultations are organized on those subjects that cause the greatest difficulty for students.

In order for adaptation to take place effectively, and the difficulties arising during this period are minimized, foreign students must have sufficient information on living and studying in Ukraine, living and learning conditions must be comfortable, and relations with teachers and classmates, students of the faculty and university - trustful and benevolent. Organizational and guiding work in the group is expected from the teacher of the preparatory faculty. In the understanding of foreign students, the teacher is perceived as a "nanny", ready to solve any problems that arise. Each teacher determines the tasks of psychological and educational support himself. The purpose of the teacher is to create conditions for the educational and social adaptation of foreign students. The degree of teacher participation in the adaptation process of students is different. It depends on the level of preparedness, on his personal characteristics, the formation of the motivational sphere, on his expectations, etc. Someone needs daily help and control, and someone just needs to indicate the level of requirements and prospects. The main tasks of psychological and educational support for foreign students are: 1. Accompanying the social and educational adaptation of foreign students of pre-university training: - tasks of informing: about living conditions, about academic subjects, about the mode of study, about the

teaching staff and about the work of the dean's office; - communication tasks: to establish communication within the group, to form a team, to eliminate barriers to communication between teachers and students; - establishment of rules and norms for interaction between teachers and students (in the learning process, during the preparation and passing of exams); - learning tasks: assistance in mastering learning skills, time planning skills, self-organization.

Indicators of social adaptation at the group level: - joining the group; - a certain social status; - adoption of the rules and norms of corporate culture; at the university level: - knowledge of the infrastructure (buildings, dormitories, library, cultural center, museums, etc.); - knowledge of the university leadership. Indicators of educational adaptation: - orientation in the curriculum, classrooms, buildings; - the ability to use the library, information educational resources; - availability of skills for independent work, self-organization (selection of literary sources, their analysis, ability to plan time, etc.). 2. Accompanying the educational process: learning objectives: social and psychological support during the first exams (trainings, consultations, conversations); - informing about various forms of students' submission of works: abstract, report, etc. ; - assistance in choosing an educational direction, specialization; - analysis of current performance and attendance; educational tasks: familiarization with the opportunities that the university presents for physical and cultural development (sections, circles, clubs, museums); - organization of participation in various events held in a group, at a university, in a district, in a city; - visiting the hostel, studying the living conditions of students; - assistance to self-government; - work on the prevention of conflicts, offenses. The indicators of the effectiveness of the implementation of psychological and educational support for foreign students are the following criteria. At the group level: - low student dropout rate;

- academic progress; - formed team; - the group is active and mobile; - no conflicts. At the level of the individual student: - participation in group affairs; - mastering the skills of self-presentation; - willingness to consciously and independently build an educational trajectory. A comprehensive solution to the problems of social and psychological adaptation of students at the initial stage of training contributes to the successful work of a foreign student. When a student is enrolled in an educational institution, only information about the results of his training at the previous stages is taken into account - the level of knowledge and skills. Information about personality traits, interests, motives for choosing a specialty remains out of sight. The absence or ignoring of this information leads to the fact that the process of adaptation of foreign students at the university is delayed. One of the ways to determine the adaptation of foreign students is to use psychological tests developed by experts.

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