

PSYCHOLOGICAL AND PEDAGOGICAL ASPECTS OF ADAPTATION OF FOREIGN STUDENTS IN HIGHER EDUCATION INSTITUTIONS

<https://doi.org/10.5281/zenodo.19673642>

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Annotation

The globalization of modern society, the expansion of educational opportunities in any university in the world actualizes the problem of adaptation of foreign students to the alien reality of higher education in an unfamiliar country. According to statistics, about one-fifth of the 100 students studying in higher education in the world at the moment are foreign students who have to master a new system of education for them, as well as unusual living and food conditions.

Keywords

adaptation, new environment, training, foreign languages.

In this regard, one of the strategically important tasks of the modern higher education system in Uzbekistan is to train highly qualified specialists for various spheres of public life in foreign countries. Interstate programs for training national personnel are designed to promote the development of intercultural dialogue, strengthen the potential of international cooperation, and also allow us to form and spread a positive image in the international arena, strengthen our position in the global educational community.

Therefore, among the priority problems that the domestic higher education system is currently solving is the problem of adaptation of foreign students in the Uzbek socio - cultural environment - a multi-faceted process that takes place at various levels of social organization and social interactions (psychological, socio-cultural, everyday, climatic, physiological, socio-psychological, linguistic). The issue of creating the necessary pedagogical conditions for the successful implementation of socio-cultural adaptation of foreign citizens in higher education institutions in Uzbekistan, in our opinion, is positively resolved due to the potential of the tutoring institute existing within the educational work of the university.

Adaptive capabilities are the subject of study in a wide range of sciences, including all the humanities and biomedical sciences. However, there is no

generally accepted definition of adaptation. The word "adaptation" (from Lat. *Adapto*-adaptation) originated in biology to denote the process of adaptation of the structure and functions of an organism (individuals, populations, species) to environmental conditions. There is a distinction between adaptation as a process and adaptability as the most stable state of an organism in new conditions (the result of the adaptation process).

From a philosophical and sociological point of view, adaptation is an attribute of any living being, which manifests itself whenever significant changes occur in the system of its relationship with the life environment. Since both people and the environment are constantly changing, adaptation is the fundamental basis of existence. Despite the differences between social, physiological, psychological, biosocial, sociocultural and other types of adaptation, in reality, they are intertwined and turn out to be separate aspects of a single process. Psychological adaptation is determined by the activity of the individual and acts as a unity of accommodation and assimilation.

I. V. Shiryayeva defines the adaptation of foreign students as "the formation of a stable system of relations to all components of the pedagogical system, providing adequate behavior that contributes to the achievement of the goals of the pedagogical system" [7, p. 9]. The difficulties of adaptation of foreign students differ in content from the difficulties of Uzbek students (overcoming the didactic barrier), depend on national and regional characteristics and they change from course to course. In general, the stages of adaptation of foreign students to the new language, socio-cultural and educational environment are as follows:

- 1) entering the student environment;
- 2) mastering the basic norms of an international team, developing their own style of behavior;
- 3) forming a stable positive attitude to the future profession, overcoming the "language barrier", strengthening the sense of academic equality.

According to M. A. Ivanova and N. A. Titkova, the factors that determine the success of adaptation of a foreign student are, first of all, the psychological atmosphere in the study group and the sociometric status of a higher school teacher [3].

The researchers also identified the main parameters of adaptation: the degree of proficiency in the language of the host country; age; gender; expectations; situational variables (the nature of initial contacts with local residents, etc.); previous experience of staying in a different culture. The criterion of "communication" (an increase in the number of social relationships contributes to adaptation) was identified as a positive factor of adaptation, and the "double

membership effect" (excessive identification with a foreign culture) was potentially dangerous.

A foreign student first needs to get used to the new climate and living conditions, to the new educational system, to learn a new language of communication, to accept the international nature of study groups and streams, etc. The main problem of successful entry of foreign students into the educational process is the contradiction between the level of readiness (communicative competence) of foreign students to perceive educational information and the requirements of higher education.

Analysis of foreign students' responses to the questionnaire showed that when they arrived in Uzbekistan, it was most difficult for them to get used to: - the weather (26 %), - the living conditions in the hostel (21 %), - the need to communicate in the Uzbek language (48 %), - a different lifestyle (46 %), - the attitude of others (28 %), absence of relatives (56%), peculiarities of Uzbek cuisine (18%). We see that most international students face difficulties of both a physiological and social nature. According to foreign students, proficiency in the Uzbek language is not a dominant factor in successful adaptation. According to the survey results, having good friends and acquaintances comes first (40 %), and proficiency in the Uzbek language (29%) is as important as material security (25%). In this context, it is important to note that although almost a third of respondents (33 %) did not form an assessment of their relationships with teachers, more than half of respondents describe these relationships as positive (56% note that teachers always offer their help and are sympathetic to students' problems). 22 % of foreign students have friendly relations with Uzbek students, 37% have friendly relations, and only 11 % have a neutral position.

Work on the socio-cultural adaptation of foreign students begins from the moment they arrive at the university. However, the problem of adaptation cannot be solved only in the first years of training and is constantly carried out within the following main areas:

1. Organizational and informational work with students includes assistance in settling into a dormitory, arranging rooms, helping to purchase the necessary household equipment, dishes, stationery, warm clothing, familiarization with the internal regulations in the dormitory, regulations and other regulatory documents regulating the university's activities and the organization of educational programs.- educational process, assistance in drawing up the necessary documents, providing social and psychological assistance to foreign students, etc. Curators during visits to students living in the hostel, conduct conversations about the rules of living in the hostel, prevention of fire safety, the need to observe proper sanitary

and hygienic conditions, the rules for inviting friends and relatives to the hostel, the rules for compliance with the rules of security on city streets, etc. Individual conversations are also conducted with students, during which their level of social well-being is identified and evaluated, factors that have a positive and negative impact on the process of adaptation of students are studied, the level of interethnic tolerance in the student environment is determined, students' preferences in spending free time are identified, and their personal problems are considered.

2. Spiritual, moral, cultural and aesthetic education of students is an activity aimed at promoting the world cultural heritage, promoting the culture, traditions and language of the Russian people. There is also an introduction to the cultural heritage of the countries from which the students came. To this end, the university hosts days and weeks of national cultures, where foreign students learn about the traditions, customs and culture of their countries; concerts "At the crossroads of cultures", "We are so different" and the festival "The World is us", which contribute to improving the overall cultural level of both Russian and foreign students, the formation of a new culture and culture of the world. worldview, fostering a sense of tolerance and respect for representatives of a different culture.

3. Legal and civil-patriotic education of students involves familiarization with the attributes, symbols and traditions of the university, with the main provisions of the current legislation of the UZR on the rules of stay of foreign citizens in Uzbekistan, organization of work on compliance by foreign students with the requirements on the territory of Uzbekistan. This area also includes the organization of individual and group work with foreign students studying at the university, aimed at their integration into student society and ensuring the safety of their life.

4. Physical education and formation of a healthy lifestyle of students is connected with the organization of work on passing a medical examination by foreign students, formation of values of a healthy lifestyle and prevention of antisocial behavior, involvement of students to participate in various sports events (sports contest, chess tournament, mini-football, volleyball and other sports championships), participation in Faculty Health Days. Conducting thematic discussions on the prevention of tobacco smoking and other harmful habits.

The most difficult area of adaptation for foreign students is educational activities, which is due to the need to achieve a high level of Russian language proficiency sufficient to acquire professionally significant knowledge and skills. Therefore, most foreign students consider their level of Russian language proficiency sufficient for everyday communication, but not sufficient for the educational process (working with literature, listening to lecture material, oral

responses). Therefore, students express their wishes to the university management about creating conditions for studying in the dormitory, increasing the number of hours of studying the Russian language and the availability of textbooks in foreign languages in the library.

Adaptation of foreign students to the conditions of academic activity is also carried out by attracting them to participate in socially significant university projects, conferences, university-wide events and holidays, organizing joint meetings of foreign and Uzbek students, and working to prevent conflicts between students of different nationalities. In modern conditions, the issues of studying the complex problems of interethnic and intercultural interaction, relations between foreign students and the population of the host Uzbek society, research to identify students' readiness to adapt to a new society, emerging difficulties and problems, as well as to determine the mechanisms for resolving these difficulties are very relevant. Research by scientists has shown that among the main factors that play a key role in achieving a sense of satisfaction with life and study in Uzbekistan, students name:

- friendly attitude of others, friendship with Uzbek students;
- living conditions.
- high quality of teaching, use of advanced information technologies;
- reliable security support.

Thus, the issue of adaptation of foreign students should be in the field of constant attention of the administration of the faculty and university, as well as teachers working with this category of students. All departments of the university, including the student himself, should be involved in the adaptation of foreign students. At the same time, the student understands the ability of a self-developing organism. Comprehensive social psychological and pedagogical support of the professional development process can play a positive role in overcoming adaptation problems and reaching the heights of self-realization.

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