

FOREIGN STUDENTS' ADAPTATION TO LIVING AND STUDYING CONDITIONS IN TATARSTAN

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ABSTRACT

At present the problem of foreign students' adaptation is one of the most urgent issues in educational system. During cultural adaptation process two main factors are distinguished: the solution of different adaptation students' problems and the dynamics of their motivation. It is based not only on the system of cultural aspects and their changes, but also on various issues of interpersonal relations. Motives are as one of the important aspects of cultural adaptation system. Social and psychological changes of foreign students' motivational sphere depend on different cultural features, person's intentions and aims of living in a new country, their further profession and career development. Though there are some works on cultural interaction and relations between representatives of different cultures; in Tatarstan the problem of foreign students' adaptation to living and studying conditions still exist nowadays.

KEYWORDS

The Russian language, Culture, Intercultural communication, Linguistic and cultural competence, Adaptation, Foreign students.

1. INTRODUCTION

Foreign language knowledge may be defined as a component of a person's general culture with the help of which he/she (a personality) joins the world culture (Ilina & Voprosu, 2016). At present, the main and global aim to master a foreign language is as an interaction of different cultures and participation in "dialogue of cultures" (Ilina, Vildanova, & Timirgaleeva, 2017). In our opinion, increasing social demand for learning a foreign language can be explained by present global processes happening in the world: the European market provides new aspects in the study of a foreign language (Ilina et al., 2017).

One of the most important tasks of a teacher is to create conditions for a successful educational and cognitive students' activity (Ilina & Mullagajanova, 2016).

The purpose of our work is to study socio-psychological and personal problems of foreign students' adaptation to living and studying conditions in Tatarstan. It has scientific interest in theoretical and practical aspects. The problem of foreign students' adaptation has not been thoroughly investigated from psychological and pedagogical points of view. To our opinion adaptation is a complex process; the result of certain established relationships between a person and social environment. There are two coherent constituents: a man and his/her environment (Murzinova et al, 2018; Pinto-Rojas & Parraguez, 2017; Kheirabadi & Mirzaei, 2019).

This research is aimed at scientific and practical analyze of cultural interaction problems.

Gradually students' motivational system is changed. It influences on students' behavior patterns. The patterns of educational person's motives are examined. Several factors may influence on adaptation process of foreign students in Tatarstan. These factors are mutual interaction of people, intensity of interaction, cultural peculiarities, several foreign representatives, official University policy, etc. In practice, various types of relationships are established. Some groups of foreign students are completely losing their cultural uniqueness and identity, others, on the contrary, keep their cultural peculiarities and sometimes have some influence

on Russian students. Finally this interaction always leads to cultural changes in adaption system. Indeed, culture is an integrative person's quality, adequately regulating its socio-cultural and professional status. It determines student's ability in educational and professional spheres including special information and a foreign language learning (Ilina & Kostyunina, 2016; Kashisaz & Mobarak, 2018).

The problem of a research consists in defining different conditions of successful foreign students' adaptation to new living and studying conditions in Tatarstan.

The purpose of the research is significant feature identification of foreign students' motivational dynamics during studies in foreign culture conditions in Tatarstan.

The research object is motivation identification of foreign students' educational activities in Tatarstan.

The object of the research is significant features identification of foreign students' motivational dynamics in different socio-cultural conditions in Tatarstan.

The research hypothesis is intentions to develop professional career in a country of study influence on foreign students' motivational dynamics during studies in foreign organizational culture in Tatarstan.

Foreign students, planning to continue their professional career in the country of study, are more prone to motivation changes during studies in Tatarstan.

The purpose and hypothesis of the research have defined the solution of the following tasks:

1. Development of theoretical and methodological approaches to social and psychological adaptation analysis;
2. Theoretical investigation of motivational dynamics during studies in Kazan State University, in Tatarstan;
3. Development of conceptual research and methodological scheme of foreign students' successful adaptation in Tatarstan;

4. Adaptability research of different foreign students' age groups;
5. An empirical study of foreign students' motivational dynamics during studies in different social and cultural conditions.

The methodological basis of a research includes philosophical concept of general communication; phenomena and activity inter-conditionality as the way of a person's self-realization in work and communication; philosophic and humanistic approaches; theory and practice interrelation; culture comprehension of philosophical category.

The system, personal activity and culturological approaches are used as a special methodology.

Theoretical significance reveals a complex of pedagogical conditions, directed in successful realization of foreign students' adaptation to living and studying conditions in Tatarstan:

1. Original techniques of foreign students' motivational dynamics research are worked out;
2. Comparative analysis of foreign students' motives from Estonia, Turkmenistan, Tajikistan, Uzbekistan, Armenia, Kyrgyzstan, Kazakhstan is carried out;
3. Essential features of foreign students' motivational dynamics during studies in Kazan Federal University are revealed

Practical significance

Got results can be used in higher educational Institutions. The change of motivational dynamics is one of the central aspects of successful foreign students' adaptation in new socio-cultural conditions in Tatarstan. In this regard, it is important to understand and control foreign students' motivational changes of foreign students.

2. METHODS

To achieve this goal, we studied the adaptation of a foreign student in the social and educational realities of the university in the process of professional training in the sociocultural field (NCHI) of the KFU, in Tatarstan. The subject of the study was foreign students who undergo a full cycle of training at KFU. The sample type is quota based on the nationality and citizenship of respondents (Estonia, Turkmenistan, Tajikistan, Uzbekistan, Armenia, Kyrgyzstan, Kazakhstan), and by age (18-25 years). The sample size is 72 people.

To collect the diagnostic material, we conducted a natural experiment, used a survey method. During the interview we talked with the students, discussed the socio-psychological portraits of ethnic groups. It was necessary, since several students had difficulties in understanding the Russian language, and during the conversation we overcame the language barrier that prevents the receipt of representative data. Using the method of included observation, we made an assessment concerning the correspondence of portrait characteristics of ethnoses among the participants in the experiment. At the next stage we studied the motivational readiness for a new social and educational environment, vocational training, overcoming the language barrier and language training. This work was carried out on a specially developed questionnaire containing closed and semi-closed questions.

2.1. IN CONCLUSION THE MAIN RESULTS OF THE WORK ARE MADE

After direct communication with students, we note that not all of them have a desire to study or improve their knowledge of the Russian language, use it in communication, the following statements prove this fact: “there is no desire to learn the language,” “I answer when the teacher asks me”, “I did not intend to come to Russia, my parents forced me,” “I will not come to Russia anymore,” “I do not like complicated language,” “I sometimes use cheat sheets, write down assignments,” “I only want to get a diploma “(18% of students), the motivational

readiness to master the language environment and the language itself is not formed in 15% of students, but practically all young students in informal communication use profanity of the Russian language.

In the process of learning, foreign students build their own strategy of behavior differently. Some are more passive, they want more attention. In the process of adaptation, individual characteristics are inherent in the national character - patience, the ability to endure life's difficulties, enterprise, striving for the goal. However, due to the peculiarities of division into "one's own" and "others", the value hierarchy of a sense of national pride, superiority complicates entry into the foreign culture environment. This predisposes rather to accommodation or pseudo-adaptation. Some are more independent, efficient, cautious, persevering; they are characterized by cognitive practicality, conscientiousness, punctuality, accuracy, diligence, technical mentality.

Adaptation of foreign students to new conditions depends on the attitude of the host party, mutual sympathy, antipathy, stereotypes (Irina & Voprosu, 2016), socio-cultural and psychological characteristics of different ethnic groups, the knowledge of them helps university staff understand and explain the readiness of foreign students to adapt to another socio-cultural and educational environment. The use of cheat sheets and cheating influences the process of adaptation of foreign citizens negatively. Such a behavior makes the adaptation process difficult, but at the same time, as our study showed, 21% of foreign students are ready to use such methods by the end of training (Nakhaee & Nasrabadi, 2019).

Thus, the adaptation of foreign students in a new country is associated with psycho-physiological, educational and cognitive difficulties; inadequate language training, overcoming differences in education systems; with new requirements and a system of knowledge control; with the difficulties of mastering the new socio-cultural and educational space of the university; moral and ethical norms of behavior and coexistence, difficulties in everyday life (Dehdar *et al.*, 2019; Eslami & Ahmadi, 2019; Jabbari *et al.*, 2019).

The results of revealing the parameters of the students' motivational readiness showed that for the students of the KFU, like the results of the research published in the literature (Aydarova *et al.*, 2017). the factors of satisfaction with life and study are as follows: positive attitudes with people around them; the desire of teachers to teach, to transfer knowledge by profession, the use of information technology; safety of life in the city. Education is perceived as an opportunity for socio-cultural and professional mobility.

Adaptation of foreign students to a new socio-cultural, linguistic and educational environment begins with entry into the cultural and educational environment. The main meaningful goal in the new environment for each student is the creation of subjectively significant comfortable living conditions and peace of mind, so during the initial adaptation they do not try to understand and become part of a culture and the system of life unfamiliar to them. Organization of the process of interaction is more freely aligned with students of its ethnos, thereby becoming more desirable and there is no need for communication with Russian students. The staff controlling the process of professional training of foreign students at the university should pay special attention to the formation of their motivation and necessity to show their activity, interest and desire to deepen and expand the information field of culture and life features of citizens of Tatarstan.

2.2. THE EXPERIMENTAL BASE OF THE RESEARCH

Experimental work was carried out in Kazan State University, in Tatarstan.

2.3. THE STAGES OF THE RESEARCH

The research was carried out in several stages.

The first phase of the research was dedicated to the study and analysis of domestic and foreign psychology-pedagogical literature on the research problem; understanding methodological and theoretical foundations of the research;

determining the nature, structure and content of the notion “adaptation”, formation of experimental and control groups; planning of the teaching experiment. At this stage we had an experiment in Kazan State University.

At the second stage, necessary conditions for a successful foreign students’ adaptation were singled out to living and studying conditions in Kazan State University, in Tatarstan. This stage included analysis, processing, generalization and systematization of experimental work results; formulation of conclusions and development of methodological recommendations on the investigated problem, their introduction into the practice of educational institutions, formulation of thesis.

3. RESULTS AND DISCUSSION

3.1. DURING THE RESEARCH, THE TASKS WERE SOLVED, AND THE MAIN HYPOTHESES WERE CONFIRMED

A review of the work of domestic and foreign researchers on the problem of adaptation of foreign students in the conditions of a new socio-cultural environment showed that the situation is indicated correctly, and the topic of research is relevant.

- 1) Adaptation is a process, the course of which depends on individual traits and skills, the characteristics of the situation, the strength of the changes required by the individual, the time spent in the new culture, previous experience and training, and close social ties with the representatives of the country in which they are located.
- 2) The solution of the problem of motivation of educational activity is determined by the fact that the motivation of the teaching is necessary for the effective implementation of the educational process.

- 3) Intentions concerning the development of a professional career in the country of instruction influences the dynamics of the motives of educational activity of foreign students studying in conditions of a foreign organizational culture of the university.
- 4) Foreign students planning to continue their professional career in the country of study are more likely to change their motivational environment.
- 5) It also became clear that a two-year period of stay in conditions of interaction with the holders of the dominant socio-cultural environment of the university is enough for a significant change in the motives of educational activity.

3.2. STAGES

3.2.1. ASCERTAINING STAGE

At the first stage, the main approaches to the study of psychological adaptation are considered. The section provides an overview of various features of socio-psychological adaptation in the framework of various socio-psychological and psychological paradigms. Social psychologists define adaptation as interaction and mutual influence of the individual and the social environment, living in a system of intragroup relations and the development of standards of communication, behavior that reflect the system of values and norms of the production team with the active influence of past social experience, psychological qualities and personality characteristics. Also in the section the main factors affecting the process of adaptation of foreign students to a new socio-cultural environment were considered.

3.2.2. FORMING STAGE

During the forming stage of the experiment scientific and methodological adaptation research was developed and implemented. It included software, training manuals, guidelines and a diagnose Tatarstan tic Tools.

3.3. THE CONDITIONS OF SUCCESSFUL FOREIGN STUDENTS' ADAPTATION PROCESS TO LIVING AND STUDYING CONDITIONS IN TATARSTAN

The features of successful foreign students' adaptation process to living and studying conditions in Tatarstan shown in the determinism of content selection of educational information, forms, methods of teaching, goals of teaching a foreign language and explanation.

3.4. EXPERIMENTAL VERIFICATION OF THE EFFECTIVENESS OF THE PROPOSED CONTENT OF SUCCESSFUL FOREIGN STUDENTS' ADAPTATION PROCESS TO LIVING AND STUDYING CONDITIONS IN TATARSTAN

Stated results showing the differences during the process of foreign students' adaptation in control and experimental groups are statistically significant. Consequently, the revealed and theoretically grounded pedagogical issues of effective influence on the succession process of communicative culture's formation. Comparative analysis of the issues at different levels of the research allows us how to conclude that at the first stage, along with the motivational factor is determined. It helps to mastery communicative skills and a higher degree of complexity (cross-cultural, professionally directed, and specialized) at the stage of University education in Tatarstan.

The experiment proves the use of authentic situations-the problematic nature affected by the efficiency of the educational process at each stage of learning a foreign language. The participants of the communication were able to communicate.

The analysis of scientific works devoted to the problem of foreign students' adaptation to living and studying conditions in Kazan State University, in Tatarstan.

4. CONCLUSIONS

The decision to create optimal conditions for the adaptation of foreign students is almost entirely a function of the university. Experience shows that an effective mechanism for managing the process of socio-cultural, educational and professional adaptation of foreign students is the system of coordinated and responsible interaction of all structural units of the university. Among the conditions is a system of joint actions of students, considering their established values, the foundations of the cultural stock of their ethnos, the development of readiness to be active participants of the educational process, etc.

For example, the KFU successfully implements the existing system of work that ensures the adaptation of foreign students. Its essence lies in the creation of optimal conditions for fast and safe adaptation of foreign students in the field of professional training of a foreign specialist. It correlates with the socio-pedagogical support for the adaptation of foreign students, affecting the success of training and psychological development in situations of interaction conditioned by the status of a foreign student in a new environment for themselves. In addition, the system work is aimed at solving natural difficulties for the first year student to meet the requirements of the university, manage their needs and desires due to the age and status of their ethnic group.

It will be natural that the success of the process of adaptation of foreign students will proceed with the appropriate socio-pedagogical conditions, considering the coinciding socio-cultural values of both sides, the student and the country of the host institution. Teachers participating in the course of mastering a future profession by a foreign student are previously acquainted with cultural and ethnic characteristics, value orientations, readiness to learn, and adaptive abilities of students.

Active attraction of foreign students to out-of-class activities, creation of educational and living conditions promotes adaptation of the target audience.

Currently, the university is working towards the creation of a modern educational and methodological support for the teaching and educational process, English-language programs, methodological equipment for individual courses, the formation of students' motivation and interest in mastering the language.

Our research has shown that the peculiarities of adaptation of foreign students are determined by a complex of factors and are conditioned by the formation of readiness to include an individual in a new social and educational space. The effectiveness of adaptation allows us to assess the multilateral process of equal interaction of foreign students with the cultural, educational and intellectual environment of the host institution adequately, maintain psycho-emotional balance, form the necessary personal and professional qualities, master the Russian language, new roles that support the social status, and realize the importance of their profession.

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