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СОЦИАЛИЗАЦИЯ И АДАПТАЦИЯ ИНОСТРАННЫХ СТУДЕНТОВ ИЗ КИТАЯ И МОНГОЛИИ В КРАСНОЯРСКОМ ГОСУДАРСТВЕННОМ АГРАРНОМ УНИВЕРСИТЕТЕ

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Аннотация. Проблема адаптации иностранных студентов в период их обучения в российском вузе является актуальной в связи с тем, что российские университеты для выполнения показателей эффективности должны иметь в контингенте обучающихся зарубежных студентов. Образовательная система, выполняет социальный заказ общества, с его изменением тоже трансформируется, что затрагивает и систему высшего образования. Основной проблемой студентов, приезжающих на обучение в Красноярский ГАУ из Монголии и Китая является адаптация. Цель статьи – рассмотреть проблему адаптации иностранных студентов с учетом современных условий конкретного образовательного учреждения. При вхождении в образовательное пространство России иностранные студенты сталкиваются с рядом трудностей. Адаптация иностранных студентов к условиям обучения в российском вузе представляет собой одну из главных проблем, которую приходится решать руководству вуза, психологам и педагогам. Процесс адаптации сопряжен со многими проблемами: необходимость налаживания социальных контактов, преодоление языкового барьера, самореализация и интеграция в новом социуме, развитие толерантного отношения к участникам межкультурного общения и взаимодействия, преодоление культурного шока, приспособление к ценностям нового общества.

Ключевые слова: адаптация, социализация, университет, иностранные студенты, толерантность, кросс-культурная компетенция, иностранный язык, русский как иностранный, вовлечение, студент-центрированное обучение.

SOCIALIZATION AND ADAPTATION OF FOREIGN STUDENTS FROM CHINA AND MONGOLIA AT KRASNOYARSK STATE AGRARIAN UNIVERSITY

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Abstract. The problem of adaptation of foreign students during their studies at a Russian university is relevant due to the fact that Russian universities must have foreign students in the contingent of students to meet the performance indicators. The educational system fulfills the social order of society, and with its change, it also transforms, which also affects the higher education system. The main problem of students coming to study at the Krasnoyarsk State University from Mongolia and China is adaptation. The purpose of the article is to consider the problem of adaptation of foreign students taking into account the current conditions of a particular educational institution. When entering the educational space of Russia, foreign students face a number of difficulties. The adaptation of foreign students to the conditions of study in a Russian university is one of the main problems that the university management, psychologists and teachers have to solve. The process of adaptation is associated with many problems: the need to establish social contacts, overcoming the language barrier, self-realization and integration in the new society, the development of a tolerant attitude towards participants in intercultural communication and interaction, overcoming cultural shock, adaptation to the values of the new society.

Keywords: adaptation, socialization, university, foreign students, tolerance, cross-cultural competence, foreign language, Russian as a foreign language, involvement, student-centered learning.

INTRODUCTION

Every institution of higher education on the territory of the Russian Federation should obligatory have a certain percentage of foreign students enrolled into the educational programs in order to comply with the requirements of Rosobrnadzor and to be effective. In the conditions of higher education internationalization, the development of the global educational market activates the practice of including educational systems of different countries in it. The universities will do their best to take the leading positions in the market (international rankings, etc.), which will lead to the creation of competition both among themselves and with other universities in the Western world. The author of the article believes that it is necessary to determine the factors that will help the so-called “educational migrants” socialize and adapt in Russian national educational systems.

Nowadays, even in the time of COVID-19 pandemic, the following key directions for the development of higher education systems in the global market of educational services are observed. First, the academic mobility of teachers and students is simplified. Certainly, it was stopped during the pandemic but sooner or later the borders will be open

again and the academic mobility will recover. Secondly, universities are constantly making changes to their educational programs in order to attract potential foreign students. Many universities on the territory of RF unite and participate in different educational grants in order to achieve this goal. Third, the environment of the university is also actively changing, not only aiming at creating conditions for the realization of the educational needs of educational migrants from other countries, but also providing conditions for self-actualization in other areas, forming an adaptive socio-cultural space of communication, interaction of representatives of different ethnic and national communities.

The topicality of the issue is proved by the fact that many researchers investigated adaptation peculiarities from different points of view. Pogukaeva A.V., Kobernik L.N., Omeliyanchuk E.L. [1], Odonets T.V. [2], Kapsargina S.A. [3], Tsze Ch. [4], Mazitova L.T. [5] describe the problems of foreign students' adaptation in Russian universities. Londadzhim Tjerri [6], Ignatenko O.P. [7], Krivtsova O.V. [8], Abaeva E.A. [9], Matryushov V.F. [10], Stepanenko E.V. [11] investigate the mechanism of social and social-cultural adaptation of foreign students in the Russian universities.

Spasibkina S.N. [12] and Musharapova I.L. [13] dwell on psychological factors of adaptation of foreign students. Shi Si Nin [14], Sheina M.S. [15] specify the optimization of pedagogical communication as a condition of social and psychological adaptation of foreign students to the educational process of the Russian universities, while Shmeleva Zh.N. concentrates on the effective adaptation through specific subjects teaching (on the example of teaching English) [16].

METHODOLOGY

The goal of the article is to provide readers with the experience of Krasnoyarsk SAU faculty members in helping foreign students from China and Mongolia to adapt and socialize at the Russian university.

The tasks of research are as follows: to reveal the features of foreign students' adaptation; to identify the most common difficulties they are faced with; to show the practical experience of Krasnoyarsk state agrarian university on resolving these problems and overcoming the difficulties.

To solve the above-mentioned tasks, the following well-known methods have been used: examination of theoretical and practical fundamental works in the field of adaptation and socialization, practical experiment, observation, questioning, testing.

RESULTS

FSBEI of HE "Krasnoyarsk state agrarian university" is permanently increasing the number of foreign students enrolled. The university maintains the key higher education development directions. Though the university is situated in the center of the Russian Federation far from the borders of the country, many foreign students especially from Mongolia and China are showing permanent interest in getting higher education here. The training direction 38.03.02 (Bachelor course) and 38.04.02 "Management" (Master course) are especially popular among foreign students. The enrollment process and the international activity management are conducted and controlled by the Center of International Links and Business and the Department of International Scientific and Technical Programs. So, all the organizational details are successfully observed and controlled.

The author of the article is more interested in the processes of foreign students' psychological socialization and adaptation and revealing the problems of foreign students' adaptation at Krasnoyarsk state agrarian university.

The issue of foreign students' adaptation and socialization is quite widely represented in the modern Russian scientific literature of the last decade. Adaptation is understood as the process of active inclusion of foreign citizens at all stages of training in various forms of social interaction, as a result of which they master the role of the student and agree on the requirements and expectations of the subjects of adaptation. Some scientists consider it to be a complex, ambivalent, dialectical, multi-level, dynamic process that has its own structure, sequence and features of the course associated with a certain restructuring of the individual within the framework of inclusion into new social roles, restructuring of the individual in a new social environment. The task of the faculty members of Krasnoyarsk SAU is to facilitate the higher speed of foreign students' adaptation which includes updating their reserve capacity and the willingness to overcome all difficulties that arise in the process of learning, in particular adaptation to the educational activities at the university (new forms of teaching, distant learning, monitoring, different modes of work and rest, independent living, etc.). What is more important foreign students are forced to adapt to a new multi-ethnic group of the Russian students. They are supposed to get involved into the assimilation process of culture, traditions, norms of behavior, etiquette, verbal and non-verbal communication. And finally the ultimate result of their studying is the adaptation to a future profession (mastering professional knowledge, skills and abilities). Pogukaeva A.V. distinguishes the following difficulties in the process of foreign students' adaptation: "1) psycho-physical (cause the transformation of the individual, his "entry" into a new educational process in connection with the change

of climate and psycho-emotional stress); 2) educational and cognitive (associated with language difficulties, "language barrier", overcoming distinctive features in the education system; collision with unusual, more complex requirements of the new university and the organization of the educational process); 3) socio-cultural (related to the development of a new socio-cultural environment of the university; overcoming the communicative barrier in solving language problems in the process of verbal communication within an interfaith audience, group)" [1]. One more classification of factors influencing the adaptation includes both internal and external factors. Internal (psychological, subjective) factors that provide its internal mechanism that reveals the complex of needs, values and motives, the emotional level and psychological readiness for interaction, as well as active creative activity in the university and the new environment. External (socio-pedagogical, objective) factors are objective reasons that affect the process of adaptation of foreign students to the new socio-cultural environment. Krivtsova I. O. notes that "the adaptation of foreign students to the educational environment of the Russian university is a multi-factorial process of entry, development and formation of the personality of a foreign student in the educational space of the university within the framework of a complex combination and interaction of information-functional and socio – cultural fields" [8, p.26].

Let's dwell upon the proposed solutions to all the above-mentioned problems of foreign students that are successfully implemented at Krasnoyarsk state agrarian university.

First of all, psycho-physical difficulties are overcome by the obligatory assistance of students by faculty members and the employees of the Department of International Scientific and Technical Programs. All students arriving to Krasnoyarsk SAU receive the detailed information about the terms of living in the dormitory, educational facilities, website, peculiarities of visa receiving, calendar schedule, modular-rating system, sport facilities, etc. They are given necessary telephone contacts which they may need in some complex situations, also the group in the social network VKontakte is registered for foreign students. They are provided by a special section in the dormitory and every week or more often the employees of the Department of International Scientific and Technical Programs come to see and consult the students in the case of difficult and problematic situations.

Secondly, educational and cognitive problems are overcome by several ways. The author strongly believes that one of the main conditions for successful study of foreign students in Russian universities is a quick and effective mastery of the Russian language. The language barrier makes it difficult for students to interact with teachers, other students, and the host community as a whole. That's why a special course of the Russian language as a foreign language is conducted at Krasnoyarsk SAU by the Honored Teacher of the Russian Federation T.M. Arysheva. This teacher has a 40-years experience in teaching the Russian language and is an expert in the Unified State Exam. It should be noted that the classes of the Russian language are diversified and are conducted not only in the classroom but in the city streets, museums and theaters. One of the favorite activities of the foreign language students is to visit V.I. Surikov's museum (a famous Russian painter who was born in Krasnoyarsk and whose pictures are kept in Tretyakov's gallery) and to get acquainted with the reproductions of his pictures. Moreover, the Honorary Consulate of Mongolia in the Russian Federation in Krasnoyarsk annually conducts competitions for Mongolian students where they write compositions in the Russian language about their goals and peculiarities of studying in RF. The students are awarded the prizes which definitely increases their motivation.

And finally socio-cultural problems are solved when the students start their learning process. They are included into groups of Russian students who really help them adapt. These communication continues outside the classroom when

students go to the National Reserve "Stolby" for example. Both Russian and foreign students exchange information about their countries and national peculiarities, thus forming cross-cultural tolerance, empathy, emotional intelligence [17], [18] and cross-cultural competence. This process is especially effective on the English language classes [16]. This is due to a number of reasons: the groups are smaller, which makes the communication process easier; different methods of teaching are used in such classes as team work, case-study, making dialogues, project work, etc.; the foreign language teacher speaks English well and sometimes it is easier for students from China and Mongolia to communicate in English; the atmosphere at the English language classes is always positive and helps eliminate all psychological barriers. It is a custom to arrange the celebrations of such holidays as New Year, St. Valentine's Day and others where the foreign students actively participate. The point is that the student himself should be active and strive to get involved in the social environment, and not remain a passive observer. In this case, his motivation to any adaptive process increases, for example, to study the culture and traditions, customs in the host country, to the established foundations. Many foreign students take an active part in the scientific events.

It is important to emphasize one more distinctive feature of the foreign students' adaptation and socialization at Krasnoyarsk SAU. As we have already mentioned this process is ambivalent and not only students benefit from it. Foreign students from China and Mongolia in the university environment serve as a catalyst for professional activity of the faculty members. It is not surprising, as in the process of educational work with foreigners, teaching staff is stimulated and their pedagogical potential is mobilized, which contributes to the development of multicultural ties and increases the academic mobility of all participants in the educational process. The faculty members also learn a new social role, in which they transit from the knowledge transmitters into interaction partners who are forced to implement the student-centered approach. Moreover, they have to master new competencies that contribute to the development of intercultural interaction with representatives of a different ethnic and national group. Krasnoyarsk SAU teaching staff develops different courses that help foreign students create their own educational route.

One of the significant factors of successful adaptation of foreign students to the university environment is also the motivation for choosing a university and the direction of training. This is due to the fact that one's own choice, not imposed from the outside, mobilizes the internal resources of the individual, and reveals their potential.

CONCLUSIONS

The process of adaptation is a complex, dialectical, ambivalent process forming ability of foreign students to develop not only in the field of communication, research methods knowledge of a foreign language, but to successfully interact in the formation of new qualities, the acquisition of new values, understanding the significance of their future profession. Both students and faculty members benefit from it. The difficulties that foreign students face with are internal and external having psycho-physical, educational-cognitive and social-cultural nature. The most effective ways of solving the adaptation problems of foreign students from Mongolia and China at Krasnoyarsk SAU are: special courses of the Russian language, accompanied by excursions and outdoor activities; tight control conducted by the faculty members; student-centered approach which helps create student's own educational route; work in the English language classes in small groups, project work.

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