

**PSYCHOLOGICAL FEATURES OF ADAPTATION OF STUDENTS
ABROAD**

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Annotation: *The article is devoted to the analysis of the characteristics of the types of adaptation. The stages and forms, individual and group factors of adaptation of foreign students to the conditions of study and living have been determined.*

Key words: *types of adaptation, stages and forms, individual and group factors of adaptation of students.*

In modern scientific literature, various types of adaptation are considered: social, physiological, biosocial, psychological, socio-psychological, mental, socio-psychological, psychophysiological, didactic, psychological and pedagogical, sociocultural, etc. Social adaptation is understood as the type of interaction of an individual or a social group with social environment. In the course of such interaction, the requirements and expectations of its participants are coordinated, the claims and self-assessments of the subject are coordinated with its capabilities and the realities of the social environment. Since the personality and the environment actively influence each other, we can talk about adaptive and at the same time adaptive activity of the individual or group. Such a mechanism of adaptation develops in the process of socialization of the individual, which becomes the basis of his behavior and activities. The processes and mechanisms of socialization have been most fully studied in developmental and pedagogical psychology.

In this regard, the concept of the Western European sociologist F. Neidhard is of interest, who gives the following criteria for a socially mature person:

- the ability to correctly understand one's environment, one's environment, its conditions, problems and requirements, as well as one's chances in it (cognitive aspect);
- the availability of the necessary knowledge and skills that meet the basic requirements of the environment, its "supply and demand" (instrumental aspect);
- awareness of one's involvement and solidarity with the environment and society in which one lives, responsibility in the face of existing orders (emotional and social aspect);
- the ability to control both one's own needs and the fulfillment of social roles assumed, their awareness as reasonable, although not always free, contradictions of one's own self with the social environment (psychosocial aspect).



These criteria are aimed at socialization solely in terms of adaptation to the existing social reality. The scientific community considers various options for adaptive interaction, which depend on the degree of activity and direction of the individual (or group):

- subordination to the environment, when the own goals of the individual (group) and the ways to achieve them are generally accepted, traditional, correspond to social norms;
- renewal of the environment, when a person (or group) uses unapproved or previously unknown methods to achieve generally accepted goals;
- ritualism, in which, pursuing certain goals, a person (group) uses generally accepted and approved methods, strictly following traditions and rituals;
- withdrawal from life, when goals that are strange from the point of view of the environment are achieved in strange and unapproved ways;
- rebellion, in which, abandoning generally accepted goals, a person puts forward new goals and uses new methods, which can act as a creative transformation of the environment.

In addition to social adaptation, foreign students, especially in the first year of their stay, experience the need for physiological adaptation. Physiological adaptation is a set of physiological reactions that underlies the body's adaptation to changes in environmental conditions and is aimed at maintaining the relative constancy of its internal environment, i.e. as a result of this type of adaptation, the body's resistance to cold, changes in barometric pressure, and other factors increase. Speaking about mental adaptation, which in the literature is often called psychological or socio-psychological, it should be noted that at present its complete holistic concept has not been developed. Some authors understand personal adaptation as socio-psychological adaptation, i.e. adaptation of the individual to social problem situations. Psychological adaptation is often associated with the socialization of the individual. Psychological adaptation is determined by the activity of the individual and acts as a unity of accommodation and assimilation.

An important condition for successful adaptation is the optimal combination of accommodation and assimilation, when a person is able to determine to what extent, to everything, whether adaptation is possible and necessary. The sociological aspect of adaptation emphasizes that this process is socially conditioned, continuous, interconnected at various levels of communication; informational, having a certain logic, i.e. flow sequence.

The process of adaptation of foreign students to the new reality takes place in different macro- and microenvironments: in a big city, in a new social macrostructure, a new ethno-cultural environment - this is the so-called upper level of the microenvironment. A new multinational study group, managerial, teaching staff of the faculty for a foreign student is also a new microenvironment, but of a different, lower level. The process of adaptation to these environments takes place both within the educational process and outside it. Therefore, the process of adaptation to these microenvironments should be considered as an independent process, having certain patterns of flow, functioning, development, its own components and elements. The socio-psychological aspect of adaptation is associated with specific personal parameters of the student population: personal characteristics, temperament, types of the nervous system, levels of conformity, communication, etc. In the new social conditions, many students are breaking down the dynamic stereotype developed over the years and forming new attitudes and habits.

There is a process of elimination of anxiety states associated with getting used to a new environment, the prerequisites for the interaction of the organism with the environment are being formed. The process of adaptation, which affects the education of foreign students in universities, has its own structure, logic of development, forms of manifestation, and uses the full potential of



the student's personality. At the same time, the adaptation of foreign students is complex and contradictory, due to the influence of individual and group factors.

Individual factors include:

- individual characteristics - demographic and personal: age, gender, social origin, social status, education, etc.;
- circumstances of the life experience of the individual. Group factors include:
- the degree of similarity or difference between cultures: language, religion, level of education, climate, food, etc.;
- features of the culture in which foreign students were brought up;
- features of the host country;
- psychological atmosphere and emotional well-being of students in the study group; satisfaction (dissatisfaction) with the group and the style of communication with teachers and the group;
- a new pedagogical system, insufficient pre-university training, a language barrier, organization of the educational process, a system for monitoring and evaluating knowledge, establishing contacts in an interethnic study group with representatives of foreign countries.

The results of adaptation of foreign students are:

- in the operational sphere - mastering the ways of removing the contradictions of the adaptation period;
- in the motivational sphere - a steady focus on learning, familiarization with the values of a different culture, the adoption of norms and their practical guidance;
- in the semantic sphere - a harmonious relationship between the self of the student and the team of fellow students, teachers and university administration, the formation of the meaning of life prospects for educational and further professional activities;
- changes in the mechanisms of self-regulation, which are manifested in the development by the individual of his own psychological means of maintaining stability in learning activities and behavior.

Psychological and age characteristics of students are characterized by emotional immaturity, openness, suggestibility, self-identification. During this period, it is the environment in which they are that is important for students.

Very often, boys and girls with different social levels fall into one group, namely, provincials and city dwellers. The period of adaptation of these categories will be different. Acceleration of the processes of adaptation of first-year students to a new way of life and activity for them, the study of psychological characteristics, mental states that arise in educational activities at the initial stage of education, as well as the identification of pedagogical and psychological conditions for activating this process are extremely important tasks.

Thus, learning activity is an open system formed by operational, motivational and semantic components. Consistency is given to it by the processes of self-regulation, which ensure the stability of the individual in the course of learning. An important factor influencing educational activities at a university is the process of adaptation, which has its own structure, logic of development, forms of manifestation and uses the full potential of the student's personality. At the same time, the adaptation of foreign students is complex and contradictory, due to the influence of individual and group factors.

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