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СОЦИАЛЬНО-КУЛЬТУРНЫЕ АСПЕКТЫ АДАПТАЦИИ ИНОСТРАННЫХ СТУДЕНТОВ НА ЖИЗНЬ В РОССИИ

В данной статье рассматриваются некоторые аспекты социокультурной адаптации в связи с все возрастающим притоком иностранных студентов в российские университеты. Авторы предлагают ряд мер для повышения конкурентоспособности российского высшего образования и содействия вхождению иностранных студентов в новую социокультурную среду.

Ключевые слова: социокультура, адаптация, высшее образование, институты, окружающая среда, коммуникация

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SOCIO-CULTURAL ASPECTS OF ADAPTATION OF FOREIGN STUDENTS TO LIFE IN RUSSIA

This article examines some aspects of socio-cultural adaptation in connection with the ever-increasing influx of foreign students into Russian universities. The authors propose a number of measures in order to make Russian higher education more competitive and facilitate the entry of foreign students into a new socio-cultural environment.

Keywords: socio-cultural, adaptation, higher education, institutions, environment, communication

The internationalization of higher education is a rapidly evolving process since the 1990s. This is the process of systemically introducing intercultural and international aspects into the educational process of higher education institutions. This leads to the creation of «global universities» and various exchange programs, partnerships, in attracting and retaining foreign students.

From 1965 to 2012, the number of international students in the world increased from 250.000 to 4.500.000, and by 2025, it is likely to reach 7.500.000 [3].

Russian universities are becoming more competitive in the international education market. In 2003, Russia joined the Bologna process (after 46 European countries). In accordance with the concept of long-term social and economic development, the Government of the Russian Federation sets strategic goals for 2020 in the field of education [1]:

- Strengthening the positions of Russian education in the world market;
- Increase in the number of foreign students in Russia.

The Russian Federation would like to actively cooperate with all states, involve all countries in the educational process, and provide foreign students with the necessary comfortable conditions.

In connection with the significant growth of interstate educational contacts and the number of young people receiving education abroad, Russian universities pay attention to the adaptation of foreign students. In fact, this is one of the key problems of international education, since this process influences the success of the educational activity of foreign students.

The process of adaptation in the socio-cultural aspect means adaptation to the conditions of a new socio-cultural space, new forms of the learning process, another language, culture, traditions and habits, norms of behavior, living conditions. Young people who come to our country from another state are faced with an important test: they must not only successfully study at a new university, but also get used to a completely strange sociocultural environment. Experience in a new culture can lead to cultural shock, which is defined as the stress and conflict that arise when people encounter different cultures [2].

At the very beginning of entering a new environment the student is in a state of stress akin to a shock state, this is due to certain reasons:

1. Excess of information coming from outside (information is received at all levels, both in the educational process and outside it);
2. Emotional overload (new links, communication problems associated with the language barrier, uncomfortability, etc.)
3. Adaptation at the household level (problems of self-sufficiency, self-service, budget allocation, etc.)

So, based on all of the above, we can draw the following conclusions. The entry of foreign students into a new socio-cultural educational environment is facilitated by two groups of factors: internal (dependent on the student) and external (depending on the teacher).

Qualification of teachers working with foreign students implies not only fluency in the subject area of knowledge, including methodology, modern teaching technologies, but also unconditional intercultural and communicative competence, psychological and pedagogical skills. In the context of the modern educational space, the activity of the teacher is viewed from the socio-cultural positions and ethno-cultural specifics. Multicultural knowledge of the teacher can be represented as a set of certain knowledge and skills in the field of intercultural interaction, the main of which is empathy.

A comfortable educational space is created by the teacher, relying on the following provisions:

1) The interactive dialogue «teacher-student», based on psychological and pedagogical support, plays a decisive role in creating the comfort of the educational space.

2) Teachers are the main agents of the socialization of foreign students, both as bearers of professional values, and as representatives of culture, primarily linguistic.

3) The success of training for foreign students is determined by the dynamics of overcoming barriers, problems of adaptation.

4) In the process of communicating with foreign students, it is necessary to take into account their national, sociocultural and individual psychological characteristics.

5) Special training sessions contribute to ensuring the success of socio-psychological adaptation of foreign students to the educational process of the Russian university.

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