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## ПРОБЛЕМЫ ПСИХОЛОГИЧЕСКОЙ И СОЦИОКУЛЬТУРНОЙ АДАПТАЦИИ

### Аннотация

Данная статья посвящена изучению психологического содержания проблем адаптации иностранных студентов к высшей школе Казахстана, что является сложным в психологических, педагогических и национально-культурных отношениях.

**Ключевые слова:** психологическая, адаптация, зарубежная, социально-психологическая, состояние

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## ПСИХОЛОГИЯЛЫҚ ЖӘНЕ ӘЛЕУМЕТТІК-МӘДЕНИ БЕЙІМДЕЛУ МӘСЕЛЕЛЕРІ

### Аңдатпа

Бұл мақала шетел студенттерін Қазақстанның жоғары мектебіне бейімделу мәселелерінің психологиялық, педагогикалық және ұлттық-мәдени қарым-қатынаста қиыншылықты мәселелерін зерттеуге арналған.

**Тірек сөздер:** психологиялық, бейімделу, шетелдік, әлеуметтік-психологиялық, жағдай

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## PROBLEMS OF PSYCHOLOGICAL AND SOCIOCULTURAL ADAPTATION

### Abstract

This article is devoted to the study of the psychological content of the problems of adaptation of foreign students to the higher school of Kazakhstan that is difficult in psychological, pedagogical, and national-cultural relations.

**Key words:** psychological, adaptation, foreign, socio-psychological, condition

Psychological adaptation is the process of approximating a person's mental activity to the social and socio-psychological requirements of the environment, the conditions and content of human activity. The relevance of this problem lies in the public interest in maintaining and improving the mental and physical health of a person. In this regard, the study of the laws, principles and mechanisms of human adaptation in various social and production conditions at various levels, is currently acquiring key theoretical and practical significance.

The intensive development of international economic relations and the expansion of cooperation between countries in various areas of the economy and public life dictate the need to take into account the widest range of factors affecting the process of business interaction between representatives of different cultures engaged in international contacts. International cultural relations in the field of music, theater and cinema are perhaps the most common areas of cultural interaction. Due to its special impact on a person, theater, music, and cinema can become the unifying principle on which to build a constructive dialogue between representatives of different states and cultures.

International educational ties today can also be attributed to the most important and promising areas of international cultural exchange. Education and science at the present stage have become not only the leading cultural, but also one of the decisive factors of economic and political development and an

effective way of international communication. It is especially important to take this into account right now, when the exchange of information, highly qualified specialists, promising scientific and educational technologies and research become an indispensable condition not only for scientific and technological progress, but also the political and economic success of many countries of the world. In the conditions of the modern information society, the role of intellectual, creative communication of peoples is constantly growing and becoming one of the most important conditions for the further development of civilizations. It must also be emphasized that scientific and educational ties are among the main forms of intercultural communication.

At the beginning of the XXI century, international scientific and educational exchanges occupy an important place in the system of international relations, modern trends in science and education convincingly demonstrate the main problems and prospects of the world community. The problems of globalization, integration, inherent in the entire system of international relations, are reflected in international educational and scientific contacts.

Technologies of intercultural interaction within educational organizations are focused on the development of language skills are usually discussed in terms of ways to achieve the optimal language level of students for understanding educational material and free communication with others.

Cooperation and integration in the global educational space are prerequisites for staying among the most competitive countries. So, participation in the Bologna process means for the republic increasing the competitiveness of Kazakhstani educational services, recognition of the level of qualifications of scientists and teachers. Thus, the activities of the Ministry of Education and Science of the Republic of Kazakhstan in line with the Bologna process and the Lisbon Convention provide increasing academic mobility of students, providing them with the opportunity to receive education at leading foreign universities. The development of international relations of Kazakhstani universities with foreign ones creates the conditions for the implementation of joint educational programs. Currently, more than 50 universities in Kazakhstan are implementing double-degree education with leading universities in the UK, Ireland, Spain, Czech Republic, Germany, USA, etc.

Academic mobility is one of the key points of the education system development strategy in Kazakhstan. In accordance with the Strategy of academic mobility in the Republic of Kazakhstan for 2012-2020, academic mobility is the movement of students for a certain academic period to study or conduct research. That is, for a student this is an opportunity to continue their education in foreign universities or to participate in research programs abroad.

In recent years, about 10 thousand foreign students from Russia, Uzbekistan, Tajikistan, China, Mongolia, Japan and other countries study in Kazakhstan. For any foreign citizen, one of the important points during his stay in the territory of another state is the state of moral and psychological comfort and safety. This is especially important for foreign students who fall into completely new conditions when they have to communicate with speakers of an unknown culture, way of life, language. And it causes certain difficulties.

Today, universities carry out a lot of work on effective interaction with foreign students, develop and implement a set of measures to adapt foreign students and create comfortable conditions for their stay at the university. However, this work is rather local in nature. And therefore, it is advisable to determine the effectiveness of solving this problem at the level of state policy.

According to a survey on social networks, the following problems are primarily identified: lack of friends and family, other climatic conditions, different social environment, different way of life, food, language barrier, unknown culture.

Therefore, the key issue in the implementation of academic mobility is to ensure comprehensive adaptation, which is focused not only on successful learning, but also on the inclusion of foreign youth in the cultural environment of the host country.

Until now, the national scientists have not studied the problem of foreign students' social adaptation at Kazakh higher educational institutions. It is necessary to close this gap, because the teaching of foreign students is becoming the most important part of the education system all over the world. Problems of academic mobility have been widely discussed by the global university and academic community. Scientists have been addressing the issues of the university viable horizons in the 21st century, intercultural communication, migration and internationalization of the higher education. Besides, the scholarly discourse places special emphasis on one more peculiarity of academic mobility in the western education system—the cultural and communication strategies.

In general, academic mobility with Kazakhstan is currently developing:  
within the framework of traditional interstate cultural agreement;

by implementing targeted programs of various organizations, foundations, societies that provide assistance to Kazakhstan in training specialists in areas of priority in modern conditions, to which Western countries include, first of all, social sciences, economics, management, assistance in learning European languages;

through interuniversity cooperation through concluded government agreements.

The expansion of academic mobility of foreign countries with Kazakhstan within the framework of various forms of training for foreign students requires the active participation of psychologists, teachers, sociologists and social workers in the provision of educational services to foreign students.

The phenomenon of adaptation is one of the most significant and characteristic phenomena of social life of the 21st century. Adaptation is a natural phenomenon, an element of global processes associated with international mobility of students from different countries and regions of the modern world.

This study has a peculiarity - thousands of students from foreign countries have moved to a cross-cultural foreign language.

The timeliness of the topic is determined, on the one hand, by the issues of the inclusion of Kazakhstan in the single world education environment, and on the other hand, by the necessity to promote Kazakh educational services at the global market. Integration of the theoretical and applied aspects of the study of foreign students' adaptation to the Kazakh Higher School appears to be an extremely burning and important issue in the development of the modern higher education that may be observed through its internationalization.

The study of socio-psychological and personality problems of adaptation of foreign students of foreign countries to the higher school of Kazakhstan is of great scientific interest both in theoretical and in applied aspects.

The extension of academic mobility within various forms of teaching methods at Kazakh universities requires active participation on the part of professors, psychologists, sociologists, social and administrative workers in order to provide high quality educational services. According to statistics of the Center for International Programs, the number of foreign students in Kazakhstan in the 2018-2019 academic year has reached 23 thousand people, and by 2020 it is planned to bring their number to 50 thousand.

The number of foreign students in Kazakhstani higher education institutions increased by 50% this year, said Zhanbolat Meldeshov, President of the Center for International Programs at the Ministry of Education and Science.

The center is engaged in attracting foreign students from abroad to Kazakhstan, there are also positive results: over the year, the number of foreign students increased by 50%. Mr. Meldeshov has specified that in the academic year 2018-2019, the number of foreign students in Kazakhstani universities was 23 thousand people, compared to more than 14 thousand in the 2017-2018 academic year [1]. The task for the next year or two is to bring this figure to 50 thousand people, in general, within 10 years to bring this figure to 100-150 thousand students.

At the beginning of this academic year 2019-2020, 20 thousand foreign students have come to Kazakhstan to study purposefully - This is the data of the Center for the Bologna Process and academic mobility of the Ministry of Education and Science of the Republic of Kazakhstan. In May 2019, the project of a scholarship program for foreign citizens to study in Kazakhstan was launched. 160 grants were allocated; this is a state order for the training of foreign citizens in our universities at the expense of Kazakhstan. 125 of them are grants Master's Degree Programme. The Center is the operator of this program, which will help increase the number of foreign students in Kazakh universities and the recognition of our Kazakhstani higher education in the global educational space, "said Almagul Kultumanova, Head of the Center for the Bologna Process and academic mobility[1]. She also noted that the priority for foreign students in Kazakhstan is the humanities. Periodically, foreign students choose technical specialties, information technology, students from India and Pakistan actively choose medicine, their number of foreign students is the largest of all. Some students come to Kazakhstan under international agreements and treaties, grants are allocated for Afghan students. Within the framework of the project "Empowerment of Afghan women through education and training in Kazakhstan and Uzbekistan", funded by the European Union, the ceremony of signing a partnership agreement between the UN Development Program in Kazakhstan and the Center for International Programs JSC was held. As part of this project, 40 girls from Afghanistan will study in Kazakhstan.

The aim of the article is to estimate the level of foreign students' social adaptation to the education environment of the university within the program of academic mobility.

The object of the research is the educational environment of Abylai Khan University of International Relations and World Languages, in particular they are the 1st year Master's Degree Programmes's students from Tajikistan.

The subject of the research a set of socio-psychological factors and socio-pedagogical conditions influencing the process of psychological adaptation of foreign students in Kazakhstan.

The methodological basis was the work of domestic and foreign scientists in the field of social psychology. The problems of adaptation of foreign students in terms of the interaction of a Russian language teacher with foreign students are disclosed in N.P. Golubev, N.A. Persianova, G.N. Knyazeva; adaptation of foreign students based on materials of foreign researchers is presented in the works of M.A. Ivanova, N.A. Titkova, V.P. Trusov, N.D. Shaglina; national psychological characteristics of foreign students and their accounting in pedagogical communication can be found in the studies of M.A. Ivanova and L.P. Zokol; In foreign literature, the problems of adaptation are reflected in the works of such authors as Brain, Bochner, David, Gullahon, Coelho, Parker, Shield, Deutsch, Wang, Lambert, Bressler, Beppet, Russen, Kleinberg, Hull, etc.

The works of foreign authors revealed a number of psychological problems regarding the socio-psychological factors of adaptation of foreign students to social and cultural differences in countries such as the USA, England, Australia, India and Germany.

At the same time, the psychological problems of the successful adaptation of foreign students to the higher school of Kazakhstan have not been practically studied. And that's why, in the presented work it is intended to fill the gap in the field of social psychology.

One of the studies on the adaptation of foreign students in Kazakhstan was a scientific article published in the journal "Mediterranean Journal of Social Sciences" MCSER Publishing, Rome-Italy Vol 6 No 5 September 2015.

The traditional adaptation factors that ensure the livelihoods of foreign students in a new sociocultural environment are identified: personal-psychological, emotional-personal, interpersonal communication factor in the process of adaptation to a new sociopedagogical environment, climatic, social and everyday life; objective and subjective factors of psychological adaptation of foreign students to the new sociocultural environment are presented; personal characteristics of foreign students are identified depending on nationality; the emotional factors of adaptation of foreign students to the study group were identified: anxiety, socio-psychological climate in the study group and shows the interdependence of emotional factors and personal characteristics of foreign students; a sociopsychological portrait of foreign students based on motivational-background characteristics was compiled.

In the globalized world, the number of universities with a high percentage of international learners is growing. Adaptation opportunities are the subject of study in a number of sciences, including all humanitarian and biomedical sciences. However, generally accepted definition there is no concept of adaptation. The word "adaptation" (from lat. Adapto - adaptation) arose in biology to denote the process of adapting the structure and functions of the body (individuals, populations, species) to environmental conditions. Psychological adaptation is determined by the activity of the personality and acts as a unity accommodation and assimilation.

In Russian literature, adaptation is seen as multi-level, dynamic a process having its own structure, sequence and flow characteristics associated with a certain restructuring of the personality as part of the inclusion in new social roles[1]. I.V. Shiryayeva defines the adaptation of foreign students as "the formation of sustainable relationship systems to all components of the pedagogical system, providing adequate behavior that contributes to the achievement of the goals of the pedagogical system" [1]. Adaptation is a definition for strategies for adapting an individual in the process of acculturation and its consequences. It is assumed that there are different adaptation strategies that lead to different types of adaptation (as well as to different consequences). Three types of strategies of the individual (Berry J.) were distinguished, namely: adaptation, reaction and rejection [2].

Difficulties in adapting foreign students are different in content from difficulties Kazakh students (overcoming the didactic barrier), depend on national and regional characteristics and vary from course to course. In general, the stages of adaptation foreign students to the new language, socio-cultural and educational environment are as follows:

- entry into the student environment;

- mastering the basic norms of international collective, development of own style of behavior;

- the formation of sustainable positive attitude to the future profession, overcoming the "language barrier", strengthening feelings of academic equality.

According to M.A. Ivanova and N.A. Titkova, factors determining the success of the adaptation of a foreign student are, in first of all, the psychological atmosphere in the study group and sociometric status high school teacher [1].

The main problems that foreign students who come to study in Kazakhstan encounter during the adaptation process are the following:

- the changing structure of educational activity, requiring the redistribution of free time;
- difficult living conditions of the hostel and the organization of the territory of residence;
- loneliness and limited contacts with relatives and friends;
- lack of social communication experience;
- undeveloped cognitive and communicative skills of survival and domestic self-service;
- features of self-determination in educational and professional activities;
- adaptation to new conditions and quality of life in the economic environment.

The consequences of negative conditions may be very different. Let us single out the main ones: tension accompanying the efforts necessary for psychological adaptation; lack of communication with friends and parents; feeling of rejection and rejection; disappointment in expectations, confusion in self-identification and values; feelings of anxiety based on various negative emotions; feeling of inferiority due to inability to cope with a new situation; aggression or depression.

Thus, in the process of educational activity, a foreign student who has come to study in Kazakhstan has to solve not only didactic problems, but also daily social problem situations. The effectiveness in further professional activity and personal self-realization depend on how successfully he learns to solve them, how his social adaptation will develop.

In the initial period of adaptation, a foreign student is in a “shock” state (under stress):

- information oversaturation at all levels (in the educational process and outside it);
- emotional overload (new connections, communications, comfort, language barrier, etc.);
- adaptation at the household level (independence in budget allocation, self-sufficiency and self-care, etc.), etc.

J. Berry proposed to use the term “stress acculturation” instead of the term “cultural shock”: in his opinion, the word “shock” is associated only with negative experience, and as a result of intercultural contact, positive experience is possible - assessment of problems and their overcoming[3].

The abovementioned features of the foreign contingent and a number of others are sources of the difficulties that a foreign student experiences especially acutely in the first year of his stay in a new country.

These difficulties can be grouped as follows:

- adaptation difficulties at various levels: linguistic, conceptual, moral-informational, climatic, domestic, communicative, etc.
- psychophysiological difficulties associated with the restructuring of the individual in the context of initial adaptation and “entering” into a new macro- (ethnosocial and ethnocultural) environment and micro- (horizontal horizontal and vertical controlled ethnic environment);
- educational and cognitive difficulties associated primarily with the language barrier; overcoming differences in educational systems; adaptation to new requirements and knowledge control system; the organization of the educational process, which should be based on the principles of self-development of the personality, "cultivation" of knowledge, instilling skills of independent work;
- communicative difficulties as vertically, i.e. with the administration of the faculty, with teachers and staff, and horizontally, i.e. in the process of interpersonal communication within an interethnic small educational group, educational stream, in a hostel, on the street, in shops, etc. ;
- domestic difficulties associated with the lack of skills of independence, decision making and problem solving.

All these groups of difficulties are interdependent and represent a psychological barrier, the overcoming of which is associated with mental (mental), personal, emotional, intellectual, physical overload, which is confirmed by the study.

Psychological methods and approaches which used to solve the problem of adaptation.

The following methods and approaches may be used to solve the problem of psychological adaptation.

a personal approach is an approach to him as a holistic person, taking into account all its complexity, the history of its development and all its individual characteristics. “In explaining any psychic phenomena, a person acts as a combined set of internal conditions through which all external influences are refracted”

a personality-oriented approach assumes that in the psychology of each person there is both a personality and a nationally special, manifested in the unity and inconsistency of its content.

The principle of determinism shows the causation of socio-psychological phenomena by social and other factors that took place in the process of formation of a particular national community, which determine the specifics of their functioning and manifestation.

The psychological principle of the unity of consciousness and activity allows us to correctly understand the essence of the successful adaptation of foreign students to a foreign environment, depending on the laws of a particular type of activity in which the representative of the region is involved.

The basis of adaptation research is the ideas and methods of psychology with its understanding of a person in its integrity, in the relationship of all its subsystems (ideas of B.G. Ananyev and his school)[4]. It is this approach that allows us to consider in unity all aspects of the spiritual and social life of a person who is in extreme conditions of adaptation to the new sociopedagogical and foreign sociocultural environment.

Table 1. The main aspects of foreign students' adaptation

The main aspects of adaptation	Characteristics
Social	This aspect involves adaptation to the new ethno-cultural environment, to the social micro- and macrostructure, adaptation to the training group, to the faculty members, etc.
Socio-psychological	This aspect is associated with specific personal parameters: personal characteristics, temperament, nervous system type, levels of conformism and communicativeness.
Pedagogical	This aspect is manifested in the peculiarities of adaptation to a new pedagogical system, a different system of instruction, the need for mastering a large flow of information in a non-native language, and new training requirements.
Medical and biological	This aspect is aimed at determining ways to adapt the body to new, unusual climatic conditions, to create a system of medical care, including the prevention of diseases.

All foreigners studying in another country undergo three typical phases that characterize the process of the individual's adaptation to a new culture. Thus, during the first phase of their stay in another country, the students experience an emotional uplift, a sense of optimism and hopes for their successful education at the university. During the second phase, as the students join everyday activities and meet with difficulties, their initial positive emotions may turn into depression, embarrassment and sometimes even into hostility to another country. If the difficulties encountered in this critical phase of the process of adapting to another culture are resolved, the foreign students adapt to the new situation and are able to work effectively and contact successfully with the residents, which characterizes the third phase of socio-psychological adaptation for training in another country. Otherwise, there is de-adaptation of foreign students, which entails a number of serious physiological, psychological and behavioral problems. In the course of foreign students' psychological adaptation, it is important to take into account all aspects: social, pedagogical, socio-psychological and medical-biological ones (table 1). Accordingly, various directions in adaptation should be developed: psychological, methodological, social, corrective-diagnostic, additional education, and so on.

Psychologists and social psychologists, extracurricular activities, team-forming activities, control over adaptation can list a wide arsenal of activities among the effective methods of socio-psychological adaptation: psychological counseling of foreign students by the administrative staff of the university and faculty, and others. One of the important roles in the process of socio-psychological adaptation is performed undoubtedly by the extra-curricular activities with international students, where they take a direct active part (excursions, competitions, cultural events, charity events, participation in various student associations, etc.). Thus, the role of foreign communities is significant in the psychological adaptation of students, and various joint student associations contribute to this adaptation as well. Within extracurricular activities, the team-forming activities (joint trainings on team building, participation in the preparation of thematic events, etc.) are also of great importance. Joint living of students from different countries and regions of the world in the hostel rooms is another effective method of successful socio-psychological adaptation of international students.

The role of the social support service for foreign students due to the urgency of the problems faced by international students at modern educational institutions (both first-year and senior students), it is becoming important to form a psychological support system for international students at the university. A

specialized service of socio-psychological support for studying foreigners should become the central link in this system. In addition, the university staff (the university administration, tutors, lecturers, psychologists (social psychologists) and students (both foreigners and residents) should be involved in the system. The implementation of the idea of psychological support involves three interrelated tasks: 1) to monitor systematically the students' psychological and pedagogical status and the dynamics of its development in the learning process; 2) to create socio-psychological conditions for the development of students' personality and their successful learning, which involves the development of individual and group programs of psychological development based on the data of psychodiagnostics; 3) to create special socio-psychological conditions to assist overseas students with problems in psychological development and training. The activities on socio-psychological adaptation, which can be the responsibility of the sociopsychological support service, may include: individual counseling of students by the support team; regular monitoring of the educational and personal stress of foreign students; organization of extracurricular activities; organization of trainings on socio-psychological adaptation; joint activities with the tutoring service and the university administration; trainings among teachers to increase the psychological competence and skills of working with foreign students; involving more experienced international students from senior courses into the process.

This study is an attempt to systematize and generalize the work experience of both domestic and foreign researchers in such a "delicate" field of social psychology as the adaptation of foreign students to Kazakhstani higher education in a foreign-language sociocultural environment. **29**

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