

- психофізіологічна адаптація – полягає у пристосуванні до нових умов життя, оскільки доведено, що здоров'я людини змінюється у зв'язку з постійними змінами стану довкілля тощо.

Проте, попри наявність багатьох складових процесу адаптації, найскладнішим та наймасштабнішим її елементом для іноземних студентів в Україні є подолання мовного бар'єру. Якщо для студентів з пострадянських країн такої проблеми майже не існує, то для студентів з далекого зарубіжжя українська мова є дуже складною, важкою для запам'ятовування та вимови. Засвоєння елементарних навичок спілкування українською мовою займає велику кількість часу та зусиль.

Проблема адаптації іноземців до нового для них мовного, соціального і культурного середовища є актуальною не тільки для України, а й для всіх країн, в багатьох з яких впроваджені та успішно діють програми соціальної адаптації іноземних громадян.

Проте слід зазначити, що кращій адаптації студентів-іноземців до нового соціокультурного середовища сприяють дві групи факторів: ті, які залежать від студента і викладача. З боку студента важливими є: належний рівень базової підготовки, рівень знань української мови, індивідуальна здатність до навчання, особливості національного менталітету. Викладач, у свою чергу, повинен бути компетентним у викладанні свого предмета, володіти мовою спілкування і певними особистими якостями. Лише у такій співпраці можливо досягнути хороших результатів.

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ADAPTATION OF FOREIGN STUDENTS IN VINNYTSIA NATIONAL TECHNICAL UNIVERSITY

The phenomenon of adaptation is one of the most important and most typical phenomena of social life in the XXI century. Nowadays the internationalization of higher education highlights the issue of adaptation of foreign students staying in an unusual society and foreign country.

The problems of internationalization of higher education in Ukraine are closely related to the problems of international students' adaptation to the living and studying conditions of a new linguistic-cultural environment. Solving these problems will be of strategic importance for strengthening the position of Ukraine in the international education market.

S. Vorozhbit understands adaptation to studying in universities as a complex, dynamic process driven by the interaction of subjective and objective socio-psychological, mental, physiological and physiological factors [1]. V.I. Slobodchikov emphasizes that adaptation to studying in universities is a complex multidimensional

students' joining the new system of requirements, new team and new environment [2].

M Vitkovska and I. Trotsuk distinguish social adaptation as an individual adaptation to the group and the entire students' community; understanding of legal requirements to staying in high school; meaningful acceptance of rules, morality and culture; adaptations for staying in a hostel [3].

Most researchers make the following classification of adaptation: socio-cultural adaptation, social and psychological adaptation, pedagogical adaptation [4].

Sociocultural adaptation is the interaction of the active representative of other culture and environment, the process of gaining the essential skills and knowledge, mastering the basic standards and samples of new environmental reality, the so-called phenomenon of "entering the culture" [5].

The socio-psychological adaptation refers to the foreign students entering the system of interpersonal relationships, establishing relationships within the group and forming personal behavior.

The pedagogical aspect of adaptation is associated primarily with assimilation of the rules and regulations in professional environment, adapting to nature, content and conditions of the educational process, the formation of students' skills of independent learning and research.

Regarding the adaptation of international students studying at the university, the researchers focus on different technologies - the use of theories, means and methods of training activities at the university, i.e. combination of methods, means and forms of training aimed at achieving the instructional goals.

The analysis of scientific achievements in this field can identify the main technologies that are used by universities for adapting the foreign students. These, first of all, are lectures, talks and coaching. However, they provide for more mechanical adjustment of foreign students to a new culture or society.

L. Kohis focused on four traditional approaches to acquiring new skill and knowledge about culture and society in which they live and study:

- *educational approach* is carried out by reading books about the new culture, traditions, habits and customs of its inhabitants;
- *orientation* that involves familiarization with the new social environment, its basic ideas and values through the use of manuals, called "cultural cookbook.";
- *instruction* that emphasizes the possible problems and some aspects of adaptation to a new environment;
- *training* that provides a practical and directly focused interaction with representatives of the new culture [6].

An interesting approach was made by O. Orekhova. This approach revealed the effectiveness of adaptation measures: collective creativity, individual sessions with mastering the skills of self-education and self-education in group training sessions, frontal talks, tours, museum excursions, discussions and training [7].

As a special method of educational activities, the educational accompanying of foreign students includes a system of organizational, diagnostic, educational and developmental activities.

Not only foreign student must be prepared for entering a new learning environment, but the environment itself must be prepared to accept a student as well. Thus, pedagogical accompanying is a basic condition for the successful adaptation of foreign students to study at the university, the implementation of which should be provided for by various departments of higher educational institutions both individually and in a group form.

Staying in the environment with different culture, the mismatch of education systems in different countries are due to the intense process of adaptation of foreign students at all levels: psychological, socio-cultural, domestic, climatic, social, psychological, and linguistic. And each of these levels is associated with great mental, emotional, intellectual and physical burdens. Due to this perspective there is a possibility of combining the tasks of adaptation and teaching Ukrainian language to foreigners, creating language learning tools and necessary conditions for the rapid adaptation of an individual to unfamiliar linguocultural environment.

Observations showed that foreign students are choosing such Ukrainian cities that have prestigious universities with a good reputation in the country, the cities that are situated not far from the capital, the cities that are a typical for Ukrainian culture and traditions, the cities with rich cultural and historical traditions. All these requirements are met by the city of Vinnytsia, and that is why since 1979 Vinnytsia National Technical University has been recruiting and training foreign students from over 28 different countries.

The main category of people who stay in contact with foreign students – members of university administration, representatives of the Department for Foreign Students - make up a friendly informal environment with foreign students.

Educational events held in Vinnytsia National Technical University like poetry readings, concerts, exhibitions, tasting national cuisine, readers' contests and Ukrainian culture experts competitions, sports, etc. promote the education of each foreign student who is willing to participate in the dialogue of cultures, cherish world civilization and their own national culture. The most revealing and important are the Students' Day and the Native Language Day, which are attended by both Ukrainian and foreign students.

The preparatory department pays much attention to extracurricular activities: discussion of the educational process, student life and leisure; trips with a purpose of instilling respect to the country, city, people and their history, traditions and culture; evenings, literary soirees.

The teachers do their best to involve foreign students into Ukrainian national and cultural traditions by the means of extracurricular activities, provide assimilation of elements of Ukrainian culture by social and cultural activities. These include group training and holidays, visiting museums, historical sites and explanation of some ritual actions.

The teachers of preparatory department conduct individual and group conversations about the rules of living in Ukraine, staying in the dormitory, studying at Vinnytsia National Technical University, the passport regime and others. Typically, the supervisor informs and advises students in sufficient detail on all the matters which occur, especially at the beginning of their staying in Ukraine.

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THE FEATURES OF EXTRA-CURRICULAR ACTIVITIES IMPACT ON THE ADAPTATION PROCESS OF TNTU FOREIGN STUDENTS

In modern conditions of society development it is quite important to establish an optimal balance between academic and non-academic activities in higher educational establishments. This is due to academic activities combined with non-academic