

THE PSYCHOLOGICAL PROBLEMS OF STUDENT ADAPTATION IN A FOREIGN ENVIRONMENT

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ABSTRACT

Student psychological adaptation in foreign higher schools is regarded as an extreme spontaneous situation with negative aftereffects like illness, behaviour deviation, lower educational quality or break in educational process. Here appears a necessity to study and optimize the process of adaptation in foreign language environment by raising the student preparedness for adaptation. During the adaptation, unlike the emigrants, students have to realize their communicative potential as a characteristic of their temporary business communication and joint educational activity. Communicative potential is determined by the structure and level of group reflection development. Methodology of raising the resource of student adaptation was developed.

The urgent issue of the investigation. At the end of the 20th century we can observe the process of Ukraine's integration into the European Community. As a result, in scientific and educational sphere more active process of international student-and-teacher exchange is observed. In the last few years students' probation abroad became a compulsory part of almost all Ukrainian higher schools' curriculum. There is an opinion that every year nearly 70 of the students studying at linguistics faculties of leading higher educational facilities of Ukraine go on probation to the countries whose languages they learn. A rather little activity is observed at the other university departments.

The process of student psychological adaptation in a higher educational facility abroad can be regarded as an extreme situation, which is crucial for students because it requires the skills to develop the most effective behavioural strategies in completely different social conditions. Usually this process is spontaneous and it results in many negative after-effects such as illness, behaviour deviation, lower progress in studies or even stop in educational process. It is connected with the fact that entering another culture a person experiences a situation breakdown. In some cases, the previous situation which was the main subject of person's thoughts and feelings can be entirely lost under such conditions. Instead of it a new social situation, completely unknown to the person, occurs. It is rich in many social and psychological problems and it requires an active and creative affiliation into a new complicated society. That is why here arises a necessity to study and optimise the process of adaptation in foreign environment. We think it may be achieved by the formation of student's pre-departure psychological preparation for adaptation. The given approach to the problem determined the purpose of this investigation.

The structure of students readiness for adaptation in foreign society

Attitude to enter at foreign environment	Before start
Ability to include own mind in activity on maximum	On start
Accept the aim to overcome own stereotype	In communication
Ability to change own aptitude and make new ones in non-standard situations	In communication
Readiness to be responsible for make decision (may be fall) by self	In communication
Ability to make decision argumentatively	In communication
Wide rage of coping strategy and readiness for stress	In communication
	On finish
Knowing of reflective speech fragments	On preparing

The purpose of the study is to identify the psychological problems which foreign students face during their probation abroad. To discover in what way they solve the problem of their integration into a new social environment.

Our study. The flight experiential research of student psychological adaptation problems abroad were carried out by the method of a **submerged interview**. We questioned students and post-graduates of different age and sex. The students under consideration are the representatives of different specialities, mostly linguists. For our flight investigation we selected the students who were on probation in different countries, in different periods of time, who had different probation terms and different levels of availability for adaptation in a foreign environment.

RESULTS

The analysis of the received empirical data proved that the questioned students mostly did not have clear ideas how to solve the problem of general orientation in a new life situation. As a result they experienced an emotional excitement and cultural shock.

We presented 6 typical case	Self efficient	Self-helpless
Fluently speaking foreign	R+	R-
Few speaking foreign	R+	R-
Non speaking foreign	R+	R-

Generally speaking about the questioned students' personal profile typical for the **first stage of adaptation process**, it is important to identify such optimally expressed psychological characteristics as a feeling of loneliness, the life discontent, a stable unwillingness to contact with foreigners because of the uncertainty in the language competence, as well as a cultural shock.

The cultural shock was caused by the lack of cultural knowledge such as the foreigners' behavioural particularities in different life situations and generally accepted norms and rules which were too burdensome to follow them. Most students informed about a residential population's preconceived and mistrustful attitude to them. This fact resulted in the arise of an irritation and an aggression. Some students tended towards the communication only with their compatriots in order to have a better understanding, and if it was impossible they prefer to be alone. It is observed a tendency to change the life conditions, to make them more usual. Thus the students "fight for their way of life" thinking that it was the only way which can support them and prevent from depression. They said the understanding of the fact that they would not stay abroad forever significantly helped them to stand there up to the end of the probation term.

It was discovered that **linguists who had a high level of the foreign language competence**, had much more problems in communication with foreigners than those students who could not speak a foreign language very well or even could not speak it at all. They often experienced a fare of making a mistake in the sentence or not finding a proper word in order to express the thought clearly. It caused a high emotional restrain long before the communication began. These psychological problems were accompanied by the long formation of separate thoughts and fraises in advance. In the course of communication these fraises were forgotten or confused. As a result, there was an extreme embarrassment, grammar mistakes, a voice trembling etc. One more difficulty of the communication were some unknown individual words and fraises even in those cases, when they were not important for understanding the main idea of the talk. The students insured that with time the above mentioned language problems gradually disappeared. They became more self-confident, available to communicate with foreigners and capable to solve educational and every day problematic situations themselves.

Among students who were investigated one post-graduate was diametrically opposite from the others. He could **not speak a foreign language at all** but he could find foreigners' understanding using such non-verbal compensatory mechanisms as gestures, pointing, nodding or drawing. As a result, he did not feel any tension while communication. He easily contacted the residential population and was always satisfied with a discussion. His personal profile showed a significant self-confidence and the confidence in his actions. This psychological characteristic was stable during the whole term of his probation. This student showed a high availability and skills to solve all the problems himself being easily engaged in activity. This personal characteristic is a guarantee of a high adaptiveness.

CONCLUGION

Summing up the investigation we can conclude that the students who are on probation in a foreign society can face the above mentioned problems, which significantly complicate the adaptation process. That is why, there is a necessity to develop the program of formation the psychological availability for adaptation which can be applied by psychologists and trainers in the course of preparatory lections delivered to the students who are going to abroad.

ALL WHO ARE INTERESTING IN STUDENTS ADAPTATION PROBLEM!

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