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SOCIAL ADAPTATION OF STUDENTS TO MULTICULTURAL ENVIRONMENT

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Adaptation to living conditions in a foreign country contributes to the mechanism of development of the system of higher professional education in our country and, as a result, to the preservation and improvement of highly professional teaching staff. Positive adaptation to the educational space at the university contributes to the adaptive behavior of a person as a whole.

The composition of the groups plays an important role. Linguists have long proven that teaching in small groups of 6-9 people gives higher learning outcomes, attention is paid to each student. However, such a group may include students from different countries, in the history of whose development there were not always peaceful relations. But, according to the foreign students themselves, the effectiveness of the educational process is higher in cases where the group is international, as this stimulates the process of learning the Kazakh language.

The process of adaptation of university students to educational activities acts as a dialectical unity of opposite sides: adaptation of the individual to the environment and active changes in this environment. Moreover, both sides do not exist without each other and serve in the aggregate as an expression of a single process of development by a person of his surroundings adaptable environment. Consequently, the process of adaptation occurs in the activity of the individual as a specific socio-psychological state of the individual. Human adaptation is a process of active interaction between a person and nature, which contributes not only to optimal life activity, but also to the further normal biological and social development of mankind. Psychological adaptation is the process of a person's psychological involvement in the systems of social, socio-psychological and professional and activity connections and relations, in the performance of the relevant role functions. The source of adaptation (or maladjustment) is the person himself, the characteristics of his personality - value orientation, goals, the possibility of achieving them in the social environment. The effectiveness of social psychological adaptation largely depends on how adequately a person perceives himself and his social ties. A distorted or underdeveloped self-image leads to a violation of adaptation.

This problem is relevant for orphans and children left without parental care [1, 3].

Achieving a certain level of adaptability depends on what strategies of adaptive behavior a person chooses in a situation of interaction with the environment and how these strategies are combined with each other. There are studies showing that the greatest adaptive effect, reflecting a high level of adaptability, gives a combination of strategies aimed at actively and simultaneously changing oneself and the environment. The external adaptation of the subject of education to the educational environment, which does not cause intrapersonal changes, as well as two alternative models of behavior lead to a moderate result of adaptation: leaving the environment or waiting for external and intrapersonal changes. A low level of adaptability, associated with a pronounced negative effect in adaptation, is manifested in the subject's refusal to interact with the external environment and to immerse himself in his inner world.

Optimal, most favorable for the development of personality is a strategy conventionally called normal adaptation. Its meaning is that the student solves a problematic social situation, reacts to new relationships through actions, deeds, relationships that do not run counter to generally accepted norms and values, but, on the contrary, affirm them, i.e., have a creative social meaning.

Highly adapted students who do not have such a potential eliminate the mismatch with the environment in a different way, which is very often encountered in pedagogical practice. This refers to the strategy of conformism, i.e. blind, uncritical submission to the prevailing attitudes, including asocial ones. It should also be taken into account that such a strategy of a weak-willed or uncritical student is literally pushed the huge force of conformal pressure, characteristic of groups of adolescence. It is much easier for a student to stand in opposition to the adult world than to oppose himself to a group.

The prognosis of the behavior and personal development of a student with a low level of education and a high level of adaptation will depend on the moral sign of the environment. In a close-knit group with active humanistic and labor attitudes, this student will try to keep up with everyone, and the prognosis of his moral and professional behavior in the school is generally favorable.

In a group with asocial attitudes, such a student easily accepts all deviant forms of its existence. It is the increased environmental dependence on the basis of high adaptability that is the reason for the participation of a generally good teenager in group offenses (acts of vandalism, hooliganism in public places, violence against a person), as well as deviant behavior (foul language, rudeness, refusal of orders, cynical buffoonery). Experienced educators are well aware of this effect of group infection. As soon as a teenager is isolated from the group, he talks alone with a teacher or finds himself alone in a family, a crowd, an unfamiliar place, as if he is being replaced: no wild antics, a normal

guy.

In addition to the conformist one, there is another fairly effective adaptive strategy - defensive adaptation, which has a passive-defensive meaning. Personality adapts to circumstances, solves a difficult everyday situation by means of a deep and strong psychological defense against it. Protective mechanisms are activated if the student himself, on his own, through a creative act, cannot solve the problem of adaptation. At the university, students face a number of problems, the resolution of which, without proper organization and management by teachers, can lead to stress, academic failure and a significant deterioration in health. The current and future success of students depends on how long the process of adaptation takes. Adaptation to university conditions of study, leisure is associated with a sharp change in the social status of the individual. There is a complication activity, boys and girls enter into a new system of relations for them (traditions, stereotypes, values, etc.), and the idea of the content of the upcoming activity, the features of the new social microenvironment, also changes.

You need to adapt: firstly, to the educational process, which in many ways differs from the school one. A barrier arises between a teacher and a student due to the difference in teaching methods in a general education school and a university.

New the situation largely devalues the methods of mastering the material acquired at school. A necessary condition for the successful activity of a student is the development of new features of studying at a university, eliminating the feeling of internal discomfort and blocking the possibility of conflict with the environment. Secondly, to the new team. Determine "your place in the sun", gain the authority and respect of classmates. A student entering a university asks himself questions: what can I do, what can I not, how do my classmates perceive me, am I better or worse than others. Thirdly, during the initial courses, the vocation for the chosen profession is realized, a system of work on self-education and self-education of professionally significant personality traits is established. Fourthly, to new conditions of life: independent organization of studies, everyday life, free time. Fifth, to a new relationship with parents, because a teenager gradually becomes an independent person [2].

Research shows that first-year students do not always successfully master knowledge, not because they received poor training in secondary school, but because they do not have such personality traits as readiness to learn, the ability to learn independently, control and evaluate themselves, and the ability to correctly allocate their working time for self-training. Many first-year students at the beginning of their studies experience great difficulties associated with the lack of skills for independent study work, they do not know how to correctly take notes of lectures, work independently with textbooks, find and extract additional knowledge from primary sources, analyze large volumes of

information, express one's thoughts clearly and clearly. It is known that teaching methods at a university differ sharply from school ones, since in a secondary school the educational process is structured in such a way that it constantly encourages the student to study, makes him work regularly, otherwise a lot of twos will appear very quickly. Yesterday's schoolboy, having crossed the threshold of the university, finds himself in a different situation. As a result, there is often an opinion about the apparent lightness of studying at a university in the first semester, the confidence of the opportunity to catch up and master everything before the session is formed, a careless attitude to learning arises. And then, without passing all the exams, without receiving credits, a student who does not have high efficiency, self-organization and high motivation simply loses faith in himself and interest in learning [6]. To determine the problems and conditions of the process of social adaptation of students, psychologists developed a questionnaire. The study showed that the choice of future profession was facilitated by: the desire to get a higher education; interest in the profession; university prestige. The difficulties of adaptation in the university include the following: not showing the initiative first and preferring when they get to know them; feelings of embarrassment and insecurity in the new team; fatigue and nervous strain; large volume and difficult assimilation of educational and methodological material; a sharp increase in load.

The adaptation process is a complex process that forms the ability of a foreign student to develop not only in the field of communicative communication, studying the methods of learning a foreign language, but also to successfully interact in the formation of new personality traits, the acquisition of new values, and understanding the significance of the future profession. The importance of the problem of adaptation of foreign students in Kazakhstani universities is determined by the tasks of their further effective training as future specialists. Successful and quick adaptation helps to quickly engage in the educational process and contributes to improving the quality of student preparation at the university. It follows from this that in order to increase the competitiveness of Kazakhstani universities in the field of the international process of teaching foreign citizens, positive dynamics is needed in the social adaptation of foreign students, both in the learning process, as in the process of life.

In turn, the university seeks to involve representatives of different cultures not only in the joint educational process, but also in leisure activities. Various national holidays, international student conferences are organized.

List of used literature

1 Sharabchiev Yu.T., The use of scientometric methods for monitoring the productivity of scientific activity // Medical News. - 2013. - No. 6. - p. 13-19. URL: mednovosti.by/journal.aspx?article=5561

2 The site of the Performance Ranking of Scientific Papers for World Universities (Taiwan), URL: rankheeact.edu.tw/en-us/2010/Page/Indicators.

3 Vlasov V.V. The value of scientific publications in specialized journals // Preventive medicine, p.44-47.

4 <https://service.elsevier.com/app/home/supporthub/sciencedirect/>