

CHALLENGES OF ADAPTATION OF FOREIGN STUDENTS AT THE INITIAL STAGE OF TRAINING AT THE UNIVERSITY

This problem is particularly acute for foreign students. The paper presents ways to overcome the difficulties of adaptation of foreign students in the new language, and socio-cultural environment in their initial training, and the role of the individual teacher in the development of the communicative competence of students. Analysis of the relationship of psychological qualities and success of training foreign students in the first year provides an opportunity to highlight the following aspects of adaptation: 1) culture shock and cross-cultural adaptation of the stages, 2) the factors affecting the process of adaptation to the new cultural environment, and 3) the role of the teacher. Consider these aspects.

Stages of culture shock and cross-cultural adaptation. Studies of adaptation showed that the most intense physiological adaptation processes take place in the first year. «Culture Shock» and the impact of the new climatic factor is causing deterioration of the general health status of students or exacerbation of chronic diseases previously acquired at home. Initially, the body does not feel alien physiological loading as changes in it are due back adaptive systems. The term "culture shock" was introduced by the American anthropologist. Talisman, who started from the idea that the entry into a new culture is accompanied by unpleasant feelings – loss of friends and status, isolation, surprise and discomfort in the knowledge of the differences between cultures, as well as confusion in the value orientations, social and personal identity. The symptoms of culture shock are very diverse: the constant concern about the quality of food, drinking water, clean utensils, bed linen, the fear of physical contact with others, general anxiety, irritability, lack of confidence, insomnia, feeling of exhaustion, alcohol and drug abuse, psychosomatic disorders, depression, suicide attempts. The feeling of loss of control over the situation, their own incompetence and failure of expectations can be expressed in a fit of anger, aggression and hostility towards members of the host country, which is not conducive to harmonious interpersonal relationships. Most often, the culture shock has negative consequences, but you should pay attention to the positive side of it at least for those with initial discomfort leads to the adoption of new values and behaviors and, ultimately, is important for self-development and personal growth. Based on this Canadian psychologist J. Berry even offered to replace the term "culture shock" to use the term "acculturation stress: the word shock is associated only with a nega-

tive experience, but as a result of intercultural contact is possible and positive experience – evaluation of the problems and how to overcome them (see Berry, 1997).

Factors affecting the process of adapting to a new culture.

The degree of severity of culture shock and cross-cultural adaptation of the duration determined by so many factors that can be divided into individual and group. Individual differences – demographic and personal (the circumstances of the life experience of the individual, the effects of cross-cultural contacts to groups and individuals, preparation for intercultural interaction).

Among the influencing factors of group adaptation is first necessary to identify characteristics of the interaction of cultures: a) the degree of similarity or difference between the cultures, and b) the particular culture they belong to the settlers and visitors, and c) "culture assimilator" or technology improve intercultural sensitivity.

The role of the teacher. Learning in higher education is designed not only to train foreigners to subsequent studies in their chosen profession, but also to help students form the primary communicative competence in the new social and cultural environment for them. The process of adaptation of foreign students to the new social and cultural environment - a complex and multi-stage, in which the leading role belongs to the teacher. Teachers are here not only as a carrier of knowledge, but also as an example of the new social and cultural environment for the students to help implement complex sociological, psychological, educational, and educational problems. These problems are caused by multi-national, social and class distinctions, the new living conditions, lack of knowledge of the language, the way of life of the Ukrainian people, different levels of knowledge in general subjects, religion, philosophy, and so on. Teachers of Russian as a foreign language, given the potential, its activities include cognitive-learning, entertainment and entertainment components. Elements of entertainment and entertainment components are used in the classroom and during extracurricular work. Such forms as visits to museums, theaters, various thematic exhibitions, tours of the city are included in the system of training. Then they have a given structure with educational tasks – to make a monologue, dialogue, voice their opinions. These forms of work can be and extracurricular. In this case, the emphasis is on psychological aspects: it is important to encourage and endorse the desire to engage in dialogue in Russian, to overcome communication barriers. Preparation of extracurricular activities is a great incentive of direct participation of students in the faculty of life, facilitates their adaptation to the new team, reveals the social role of each individual. At the same time, the conditions for the improvement of speech and natural speech communication.