

PSYCHOLOGICAL AND PEDAGOGICAL FACTORS IN THE ORGANIZATION OF EDUCATION OF FOREIGN STUDENTS IN THE EDUCATIONAL SPACE OF HIGHER EDUCATION INSTITUTIONS

Nadiia Morhunova, Illia Dmytriiev, Gulnara Ikhsangaliyeva,
Zhanna Nurzhanova, Lyudmyla Prylutska

ABSTRACT

Internationalization processes of world higher education are one of the leading trends in its modern development. The problem of creating special favorable study conditions for foreign students is relevant at the state level of many countries, since the training of competent specialists in demand on the labor market has geopolitical and socio-economic significance and is one of the main tasks of higher education at the current stage of the development of society. In this context, it is important to determine the psychological factors that ensure the tutoring activity of teachers, the role of emotional competence in increasing the effectiveness of the education of foreign students, the peculiarities of the non-verbal aspect of pedagogical communication with representatives of different cultures, taking into account the influence of the type of pedagogical system on the success of the adaptation of foreign students, studying the peculiarities of this process and development of ways of forming social adaptive competence of foreign students in the conditions of their professional training in higher education institutions of another country.

KEYWORDS

Tutoring activity, pedagogical system, intercultural communication, social adaptive competence, foreign students.

2.1 TUTORING ACTIVITIES WITH FOREIGN STUDENTS IN ONLINE LEARNING CONDITIONS

The need to implement economic and geopolitical tasks in the highly competitive market of educational services raises the issue of adapting foreign students to the new conditions of the educational process and their adaptation to the new socio-cultural environment. A tutoring institute operating in many institutions of higher education in Kazakhstan and Ukraine can help a foreign student solve these problems.

Today, pedagogical personnel capable of facilitating the construction and implementation of their own individual educational programs by foreign students, capable of providing them with support and accompaniment in any form when drawing up their own educational route in the conditions of online education, are in particular demand today. Let's believe that the tutoring activity, where the tutor performs the function of co-developer of educational projects and programs, acts as a consultant in the field of educational services, combines the position of a mentor and a designer, is the most

effective for achieving this goal. Tutoring activities should be aimed at the maximum expansion of the educational environment, which will allow each foreign student to use its resources to build and implement their own individual educational program. In tutoring work with foreign students, it is also necessary to take into account the psychological adaptation of foreign students to higher education.

Today, in pedagogical science, a tutor is mostly positioned as a teacher-mentor, a guardian who manages a group of students, helps them in their studies, monitors their educational activities, directs their professional training. Tutor activity from these positions can be considered as a universal international means of training a specialist, a form of organization of educational work in a higher education institution [1]. Its purpose is to study the individual style of educational and cognitive activity of each student and to provide it with targeted help in overcoming certain problems.

The tutor is a teacher-consultant, coordinator of the educational process, the content of which is focused on the educational technology of productive learning aimed at methodical and organizational assistance to students at all stages of educational activity. The tutor is also a problem solver who poses a problem to the student, and as a result of its solution, the student acquires the criteria of "requests" for all pedagogical positions [2]. Thus, tutoring activity is related to individually oriented pedagogy, since the student interacts with the tutor based on its own self-determination, while it interacts with other subjects of pedagogical activity according to its educational program.

As the main goal of tutoring activity, it is possible to name the formation of a professional subject, capable of one's own future professional self-movement, realization in the profession thanks to one's resource, given by nature and acquired in the process of development [3].

All definitions of tutoring agree on one thing – the tutor works with each student individually, based on its interests. That is, a tutor is a teacher who works on the basis of the principle of individualization and accompanies the process of defining and implementing an individual educational program. The task of a tutor in relation to a specific student can be called the formation and development of skills, the ability and willingness to freely and responsibly solve a problem situation, the formation of learning motivation, the direction of value orientations, the promotion of self-development and the stimulation of professional self-determination, and in relation to a group of students – the formation and development of educational and social relations as between them, and between students and teachers. From these positions, we define tutoring activity as a system of activities of an educational, educational and developmental nature, which are carried out by a tutor and are a means of managing the individual development trajectory of a student in a higher education institution.

Tutoring activity is multifaceted [4]:

- organizational (organization of students' educational activities);
- informative (taking care of students' assimilation of certain theoretical content provided in the course materials);
- communicative (ensuring students' communication with the tutor and with each other);
- developmental (activation of students' cognitive activity, promotion of students' personal development).

Let's supplement this list by adding such aspects of tutoring activities as the organization of self-determination, self-realization of a person in the profession, assistance in the development of an individual educational paradigm, that is, ensuring the success of individual professional searches.

The activity of the tutor can be successful only under the conditions when it strives to know the student, its personal qualities, the specifics of its emotional and intellectual sphere, the conditions of its study, life, material situation, based on the analysis of this information, include students in various types of activities according to interests, to help in the organization of independent work, to promote participation in such types of educational activities as project, research, organizational, etc. From these positions, it is possible to see the main task of the group tutor as creating favorable conditions that will help students find themselves and their place in educational and cognitive activities, the student body, social life, promoting the progressive development of an active personality that believes in itself, accepts itself and others, is aware of its positive and negative sides, knows how to set goals and achieve goals, is capable of self-realization.

The complexity of the tutor's work with a group of foreign students lies in the fact that the foreign student, in connection with its stay not only in another society, but also in another country, undergoes a restructuring of the entire system of value-cognitive orientations of the individual, learns new ways of cognitive activity, certain types and forms of interpersonal relationships are formed. The successful adaptation of foreign students to study at the university determines the degree of psychological comfort, educational motivation, direction and nature of their educational activities, affects the entire further course of their professional life. The tutor's field of activity includes identifying the characteristics of the character and temperament of foreign students, the presence of accentuations, studying the characteristics of their motivation and value orientations, the psychological climate of the group, and the characteristics of adaptation to new living and learning conditions. But let's pay attention to the fact that it is impossible to provide the necessary support and assistance to foreign students in all the listed areas if the tutor does not have the required level of psychological and pedagogical competence.

The process of adaptation of foreign students to study at a higher education institution is complicated by several factors: establishing social contacts, overcoming the language barrier, self-realization in a new society and integration into it, getting rid of stereotypical perceptions by representatives of another culture, developing a tolerant attitude towards participants in intercultural communication and interaction, overcoming culture shock, as well as adapting to the values of the new society. It should be noted that the difficulties encountered by foreign students in the course of study, different in content from the difficulties of domestic students (overcoming the didactic barrier), depend on national and regional characteristics and change from course to course. This requires additional psychological and pedagogical knowledge and skills from the tutor. Therefore, the psychological aspect of the tutor's activities for the adaptation of foreign students to study at higher education institutions should consist of the study of such fundamental components as cognitive activity, personal adaptability and interpersonal interaction of foreign students.

In today's conditions of mostly distance learning, the majority of tutoring activities are carried out through online resources. Testing can provide significant help to the tutor in diagnosing the psycho-emotional state of students. The toolkit that allows to evaluate the success of psychological adaptation of foreign students to the new socio-cultural conditions and educational environment of the university should include methods aimed at identifying factors affecting the inclusion of a foreign student in the educational process. It can be a polystructured interview that reveals target attitudes towards learning, value orientations, evaluation of educational activities at different levels, life in a multinational dormitory, etc.; various diagnostics and methods aimed at studying the factors of intergroup and interpersonal communication in the process of educational and extracurricular activities, such as, for example, "Multilevel personality questionnaire "Adaptivity"" by A. Maklakov and S. Chermianin, "Scale of social and psychological adaptability" by K. Rogers and R. Diamond (adaptation by T. Snegireva). It is possible to use standardized methods, such as R. Kettel's 16-factor questionnaire, R. Spielberg's scale, and E. Bogardus' social distance scale.

R. Kettel's personal questionnaire makes it possible to study the national-psychological characteristics of foreign students, as it makes it possible to simultaneously identify the personal characteristics of students and evaluate the tendencies of their response to generalized descriptions of situations that take place during the adaptation period. This technique offers opposite options for behavior, each of which can become positive in a number of situations, in order to determine the degree of expressiveness and a specific "set" of such in representatives of different countries.

An important condition for a student's successful adaptation is its ability to correctly assess its capabilities both in relation to the educational tasks that are presented to it and in relation to its routine and rules that determine their implementation. That is why it will be appropriate in the study of adaptation to use the method of determining the student's self-esteem as an indicator of its ability to study adaptation, such as, for example, J. Rotter's "Methodology for diagnosing the level of subjective control" (adapted by E. Bazhyn, S. Glinkina, A. Etkind).

The dynamics of the development of attention, memory and imaginative thinking can be considered as a process that reflects the adaptation of students to study in higher education institutions. A change in the levels of functions and their stabilization is an indicator of adaptation to the educational process. To determine this indicator, it is possible to use different research methods of cognitive-regulatory features: V. Morosanova's self-regulation style research method, T. Khomulenko's method for determining metalinguistic awareness and metamemory, V. Lyaudis' method of diagnosing life time organization in students, "Student achievement motivation" method in higher education" by S. Pakulina and others.

It is also important to take into account that educational work is preserved outside distance learning, which is an important part of the pedagogical process, because education and learning are in many respects a joint process. In an educational institution, education is a purposeful, systematic activity focused on the formation of socially significant qualities, attitudes and value orientations

of an individual. In addition, education creates favorable conditions for comprehensive harmonious, spiritual, intellectual and physical development, self-improvement and creative self-realization of the individual. Education and training is an organic process of developing the professional competence of a specialist with a high level of culture and the formation of its personality. That is why the issue of organizing the educational process in the conditions of online learning is also necessary and important.

Certain difficulties in organizing online educational work with foreign students are mostly related to the use of Internet services. These are possible technical problems, namely the lack of necessary mechanisms for accessing the Internet, problems in the operation of communication tools, limited skills in using various services of students or teachers, and their low level of digital literacy. Insufficient motivation of students to participate in educational activities, brevity of types and methods of educational work in distance learning can also become an obstacle (it is not always possible to use conventional methods using the Internet, and not everyone is capable of improving them using a digital educational environment).

But, along with the difficulties, certain advantages of this type of work with students can also be mentioned. In addition to the solution of standard tasks, remote educational work can provide the solution of other tasks: individualization, ensuring personal contact with foreign students, involvement of participants in the educational process from other sides.

Thus, it is possible to hold informative tutoring hours, master classes, trainings, etc. The main thing is to know that contact using the Internet, and not in person, has some peculiarities: you do not control and do not know what the student does in the online audience. It is necessary to mark certain rules. It is necessary to provide an opportunity for an open conversation with the teacher for each student.

The experience of conducting tutoring activities in a remote format, which increases the success of the formation of social and adaptive competence of foreign students, allows us to single out the most effective measures from the complex. In our opinion, these are web quests, during the execution of which, in the form of group work, students' communicative and leadership qualities are revealed, and their desire to receive information increases. Creation of a common creative product, joint viewing of video films with further analysis, visiting a virtual museum, and exchanging opinions about what was seen also turned out to be relevant methods of uniting the group during distance learning.

Already today, the presence of remote form of educational work in the life of higher education institutions is a necessity, students must be able to receive and assimilate various types of information remotely. Participation in conferences, speeches in front of fellow students form their personal qualities. At the same time, the tutor's task is to correctly set the direction of not only educational work, but also educational work.

When choosing measures that contribute to the success of the formation of social-adaptive competence of foreign students, it is necessary to take into account their national specificities and choose pedagogical strategies that are acceptable for them.

2.2 STUDYING THE ROLE OF THE TEACHER'S EMOTIONAL COMPETENCE IN INCREASING THE EFFECTIVENESS OF FOREIGN STUDENT' EDUCATION

Emotional competence is an important factor in the professional development of future specialists. It is a prerequisite for success in professions associated with intensive interaction with other people, since the harmonious formation of the personality consists not only of the cognitive development of a person, but also of an emotional attitude to the surrounding reality in accordance with the values, ideals and norms of society.

Emotions are often considered in the educational process as undesirable: as a source of various obstacles that cancel the logic and reasonableness of behavior, weaken the self-control of students and prevent teachers from managing the situation, as a source of immature behavior. Indeed, it is, and it will continue to be so as long as the student and teacher are emotionally illiterate.

Developed emotional competence is an important quality of a professional teacher. It is the ability to be aware of one's emotions and the emotions of a communication partner, analyze them and manage them in order to choose the most effective behavior in a specific situation.

The developed skills of emotional competence allow the teacher to consider its emotions and the emotions of students as a management resource and, thanks to this, to increase the effectiveness of its activities.

The following components can be defined in the structure of emotional competence: mastery of the theory of emotions and their role in the learning process; the ability to manage one's own emotions and accurately determine the nature of the student's emotional states, empathize with it and use it not in its own, but in its interests, that is, to show empathy; the ability to predict the emotional state of students and manage it, using at the same time appropriate teaching strategies that allow reducing negative emotions of students (fear, envy, anger, etc.), as well as stimulating and maintaining positive emotions (sympathy, joy, satisfaction, etc.), which ensures the intensity of assimilation of educational material; creation of a favorable emotional learning climate, which can be ensured if the first three components are implemented.

With this approach, the emotional competence of the teacher will allow it to establish relationships with students based on respect for human dignity, which, on the one hand, will ensure the emotional stability of the teacher, and on the other hand, will motivate students to educational and cognitive activities, contribute to the improvement of the learning process and achieving good results in their studies.

Five components of emotional and social competence are distinguished, namely:

- 1) intrapersonal (self-respect, emotional self-awareness, self-confidence, independence and self-realization);
- 2) interpersonal (empathy, social responsibility and interpersonal relations);
- 3) stress management (resistance to stress, impulse control);
- 4) adaptability (connection with reality, flexibility and ability to solve problems);
- 5) general mood (optimism and happiness) [5].

Let's believe that for a teacher who works with foreign students, such abilities and skills as self-regulation, regulation of relationships, empathy and reflection contribute to successful communication in the educational process.

Educators who work in the field of intercultural communication, teaching foreign students, must possess the skills of emotional competence, which allow both on the verbal and non-verbal levels to recognize the emotions of the communication partner, as well as to express their own emotional states taking into account the interlocutor's culture, situation and style communication. An emotionally competent teacher can organize the learning process and manage it, choosing different methods, create a favorable climate in the classroom, stimulate student activity during classes, etc.

In the structure of emotional competence of a teacher who works with foreign students, we propose to distinguish two aspects: intrapersonal and interpersonal. The first aspect consists of the following components: awareness of one's feelings, self-esteem, self-confidence, responsibility, tolerance, self-control, activity, flexibility, interest, openness to new experiences, motivation to achieve, optimism. The second aspect includes such components as sociability, altruism, openness, empathy, the ability to take into account and develop the interests of another person, respect for people, the ability to adequately assess and predict interpersonal relationships, the ability to work in a team.

Let's believe that the emotional competence of a teacher working with foreigners includes the following abilities and skills:

- presence and awareness of one's feelings (that is, to know what they are, how strong they are, and what causes them in us and in others);
- ability to express feelings in a socially acceptable and respectful way (that is, knowing how, where and when to express them);
- ability to feel and think at the same time, to be able to realize and use the entire register of feelings;
- accept responsibility for one's own feelings;
- manage one's feelings (to be able to make a choice within certain limits, what to feel and with what force);
- manage one's behavior on the basis of ethical decisions made, including situations when feelings conflict with these decisions;
- be able to recognize what other people feel, to know how feelings affect other people, to take responsibility for this effect;
- do not use feelings to manipulate other people.

Emotional competence largely determines the style and methods of teaching. In addition, emotional competences allow the teacher to correctly assess its strengths and weaknesses, to compensate for its shortcomings at the expense of advantages. In order to feel more confident in a professional environment, a teacher needs to constantly improve itself by studying specialized literature, attending various advanced training courses, seminars, etc.

The effectiveness of teaching largely depends on a positive and warm atmosphere in the classroom, which is the most favorable for learning. If the teacher takes this into account, takes into account the relationship of students among themselves, then the chances that students will willingly participate in all types of activities organized by the teacher, without fear of making a mistake and receiving an unsatisfactory grade, increase significantly.

Emotional interest encourages cognitive activity, which, in turn, contributes to increased perception of information, its memorization and restoration. In classes with foreign students, where the teacher uses different types of work, including frontal, group, pair, moral support of students by the teacher, empathy, desire to help when problems arise are essential components. A teacher who is able to effectively organize the communication process is also able to create a learning environment in which students feel most comfortable and natural, which leads to higher results. In particular, when a foreign student performs a task related to speaking, often nervousness, insecurity and other negative feelings affect the quality of its speech.

The interpersonal behavior of the teacher itself plays the role of a driving force in the cognitive and emotional development of students. A teacher who shows a more friendly and understanding behavior towards foreign students usually not only improves their success, but also stimulates their interest in studying the subject.

However, when talking about the teacher's empathy, its empathy for students and other interpersonal relationships, one should remember the hierarchical structure of the educational process, the teacher's leadership role, and the preservation of its reputation. The teacher must adhere to its professional framework, not allowing itself to go beyond them, and at the same time respect the personal boundaries of the students. The teacher should not share its personal problems or stories with the students. A teacher's relationship with students should be professional and impeccable.

Improving emotional competence is the personal development of a teacher. Increasing the emotional competence of teachers will contribute not only to the academic success of foreign students, but also to the prevention of professional burnout of teachers.

2.3 PECULIARITIES OF THE NON-VERBAL ASPECT OF PEDAGOGICAL COMMUNICATION IN THE CONTEXT OF INTERCULTURAL COMMUNICATION

The important task of revealing the personal and professional potential of students and training competent specialists can be solved only by teachers who not only have deep professional knowledge, but also strive for effective educational cooperation with students, know and possess the specifics of pedagogical communication. These qualities of a teacher become especially relevant when teaching foreign students, when it is necessary to build pedagogical communication taking into account a number of factors, the main of which is the specific intercultural nature of communication.

Pedagogical communication is a multifaceted process of organization, establishment and development of communication, mutual understanding and interaction between teachers and students,

which is generated by the goals and content of their joint activity [6]. Effective pedagogical communication should combine:

- openness, observance of pedagogical tact;
- establishment of personal contact so that each student feels addressed to it;
- creation of situations of success through the approval of potential opportunities of students.

Today, the institution of higher education is a multicultural space in which there is a dialogue between the cultures of representatives of different peoples. This determines the need for the teacher of a higher school to take into account a number of factors in the process of pedagogical communication, the main one of which is the specific intercultural nature of communication between students and with the teacher.

The phenomenon of intercultural communication is mostly understood as a functionally determined communicative interaction of people as carriers of different cultural communities, which is focused on the mutual penetration of cultural and communicative meanings, the achievement of mutual understanding taking into account and preserving the "national picture of the world", their mutual enrichment in socio-cultural and spiritual terms [7]. This process is related to overcoming negative stereotypes by the individual and forming its readiness for dialogue and communication.

For effective intercultural communication in the process of pedagogical communication, certain personal qualities of the teacher play an important role. We consider the following to be the most necessary for effective intercultural understanding:

- personal qualities (positive attitude and internal motivation for interpersonal contact with a representative of another culture, recognition and respect for cultural differences, tolerance, openness, stress resistance, etc.);
- creative qualities (original intelligence, logical thinking, manifestation of justified readiness for adequate risk, creative potential, etc.);
- cognitive qualities (knowledge of the content of cultural differences, norms, values of both native and other cultures, the need for their replenishment);
- reflective qualities (comparing oneself with other people, awareness of both positive and negative traits of one's own personality; adequate assessment of one's own actions, behavior, relationships with people of another culture; ability to overcome stereotypes);
- communicative qualities (communicability, ensuring the possibility of adequate intercultural communication based on cultural literacy in accordance with the subject and context of communication);
- ethno-social qualities (language culture, respect, recognition of customs and traditions of another culture, ability to constructively solve ethno-social problems, possession of ethno-nonverbal culture).

During the organization of pedagogical communication with foreign students, the teacher should strive to use all possible means of emotional and psychological influence to create a comfortable working atmosphere in class, avoid pressure, authoritarian tone in communication with students.

Many years of experience working with different contingents of foreign students allows us to characterize their national and psychological characteristics, determine the specifics of pedagogical communication with them, and draw a "group portrait" of some regional groups of students. Thus, the main features of African English-speaking students can be considered a tendency to learn more slowly and learn new concepts, a heightened reaction to "danger", an intense inner life, dreaminess, thoughts about the meaning of life. African French-speaking students are characterized by openness, contact, but also a tendency to anxiety and insufficient self-control. The specificity of pedagogical communication with this group of foreign students consists of openness and gentleness in communication, development of students' self-organization skills and discipline. At the same time, it is not recommended to use a democratic style of communication.

Students from Southeast Asia have developed abstract thinking, they have a high level of self-discipline, they control their emotions, they calmly accept changes, they are mostly distinguished by high morality and good behavior, they care about their own reputation. But at the same time, they are closed, non-contact, unyielding. In pedagogical communication with this contingent of foreign students, the teacher does not need to avoid discussing complex disciplinary issues, it is recommended to provide questions for reflection, actively use independent types of work in education, use moral and ethical motivation and motivation of personal achievements.

Students from the Arab countries of the Middle East are characterized by openness, interest in other people, lack of fear of criticism, indiscipline, conflict and irritability. During pedagogical communication with representatives of this group of students, it is better for the teacher to emphasize the discussion in the learning process, be calm and delicate in communication, and strive to develop self-discipline skills in students.

Speech is, of course, the main means of pedagogical communication. A teacher of a higher school should have a high speech culture, a rich vocabulary, possess expressive abilities and intonation expressiveness of speech, have a clear diction. However, the teacher communicates with students not only with the help of words, but also using various non-verbal means of communication. Information in communication is carried not only by speech, but also by gestures, facial expressions, gaze, and posture. Sometimes they become more expressive and effective than words. And inadequate use of non-verbal language can have the opposite effect to what the teacher expects.

Non-verbal language is a distinctive feature of every culture. Knowledge of the features of non-verbal communication is necessary for effective intercultural communication. In the process of pedagogical communication with foreign students, a teacher, especially a language teacher, widely uses non-verbal means of communication:

- paralinguistic (tempo-rhythmic and melodic-intonation features of language);
- extralinguistic (laughter, crying, sighing, ticking);
- proxemic (spatial movements during classes);
- kinesics (mimicry, gestures, pantomime).

Along with directly non-verbal means of communication related to human behavior (facial expression, gesticulation, posture, vocal characteristics, touch, gaze, visual attention), such

characteristics as attitude to time, manner of dressing, type of architectural buildings, in which people live and work, cosmetic changes in a person's appearance [8]. Such non-behavioral forms during communication also carry information and can be misinterpreted, which can cause misunderstandings in communication during intercultural communication. Thus, the peculiarities of the national and ethnic consciousness of representatives of different cultures can potentially become a barrier to intercultural interaction.

In international communication, issues of semantics of gestures become especially significant. Each linguistic and cultural community has its own specific model of dynamic behavior, so the inadequate use of "their" communication gestures by foreign students in parallel with the use of the language of study can lead to a misunderstanding of the content of communication by the interlocutor and disrupt language contact. The teacher's task is to teach the student to adequately participate in communication, that is, it must take into account possible interference in the gestural behavior of foreign students. In the process of pedagogical communication with foreign students, it is important both for the teacher to understand the gestures used by the students, and for the audience to adequately perceive the non-verbal means used by the teacher. The teacher must orient itself in the country studies material of the student contingent, possess culturally valuable information about the people with whose representatives it works. Mistakes in interpretation occur mainly when they coincide formally: such a gesture is given the meaning inherent in its culture.

Gestures and other means of non-verbal communication can be decoded incorrectly due to many reasons: national and cultural specificity; ambiguity; lack of social experience, etc. Let's illustrate this thesis using the example of decoding the kinesic component of communication [9]:

1) kinesic means are decoded incorrectly due to the complete or partial similarity of dynamic drawings and gesture meanings;

2) kinesic means are perceived, but not decoded, because they do not cause a visual association with the kinesic system of the native language; for example, retracting the lower eyelid with the index finger among Germans and Spaniards means "I see everything", "I am ready";

3) kinesic means are not noticed, because the representative of another culture does not suspect that they carry any meaning; for example, in Hong Kong, tapping the middle and index fingers on the Table means thanks for pouring tea or wine;

4) kinesic means are perceived, but decoded incorrectly due to the similarity of dynamic drawings in the native and foreign culture, but the difference in meanings; for example, the gesture "o'kay", performed not in a vertical, but in a horizontal plane, means "zero, empty space" in French society.

The teacher needs to control the use of facial expressions and take into account the national specificity of student facial expressions in order to avoid communicative failures and adequately understand the student. Mimic movements such as furrowed brows, grimacing, wide-open eyes, open mouth, pouty lips, pursed lips, winking, and others have fixed cultural meanings. Emotional categories, such as anger, joy, sadness, or disgust, are linguistically and culturally specific. Therefore, in the Chinese classroom, the teacher must remember that in China, raised eyebrows are a sign of

anger, while in our culture, eyebrows are raised more often out of surprise. When communicating in the audience of Nigerian students, a situation is possible when, when condemned for any act in response to the teacher, the student will smile on its face, or even laugh, so it will express its confusion and sympathy.

When working with foreign students, it is necessary to take into account the students' religious affiliation. For example, it is important to remember that for those who practice Islam, the left hand is considered impure. If to hold out a gift or money with your left hand, you may offend a Muslim.

Different cultures have different ideas about the optimal distance between interlocutors. So, the Chinese, Mongolians, residents of Northern Europe prefer to be at a distance from the interlocutor when communicating, unlike Arabs, for whom 60 cm is already a long enough distance for communication. Arabs, residents of Eastern Europe and Mediterranean countries also quite actively use touch when communicating. In Asian cultures, feelings of patronage and superiority are conveyed through touch. Touching their shoulders or back means friendship. An expression of brotherhood among Muslims is a hug. But there are also prohibitions: in Asian cultures: you cannot touch the head of the interlocutor, it is considered an insult. Therefore, in Asian cultures, teachers often hit students on the head, and students perceive this as an insulting punishment.

So, the above description of the non-verbal aspect of pedagogical communication in the context of intercultural communication shows that the teacher's mastery of non-verbal communication skills contributes to more effective and conflict-free pedagogical communication between representatives of different countries, increasing the motivation of intercultural learning through communication, and creating an emotional atmosphere of mutual understanding in the course of educational activities.

2.4 TAKING INTO ACCOUNT THE INFLUENCE OF THE TYPE OF PEDAGOGICAL SYSTEM ON THE SUCCESS OF THE FORMATION OF SOCIAL ADAPTIVE COMPETENCE OF FOREIGN STUDENTS

The period of adaptation of a foreign student to new conditions of study and living upon entering a higher education institution can last several years and is determined by a large number of socio-psychological, medical-biological, religious problems, the level of proficiency in the language of instruction and differences in national education systems. In the process of adaptation, the necessary abilities, skills, algorithms of actions are formed, which allow not only to successfully master professional competencies in higher education institutions, but also to function in a foreign-cultural society, that is, the social-adaptive competence of foreign students is formed.

The essence of adaptation can be defined both as a process and as a result of internal changes, external active adaptation and self-change of an individual to new conditions of existence [10]. By the adaptation of foreign students to the foreign language environment and conditions of study in higher education institutions, we understand the multifactorial process of entering, developing and forming the personality of a foreign student in the educational space of a higher education

institution within the framework of a complex combination and interaction of informational, functional and sociocultural fields [11].

Even under favorable conditions, adaptation is a difficult, stressful process, which is considered successful if a person realizes its personal potential, its capabilities, abilities and copes with emerging psychological and sociocultural problems. If a person's sociopsychological and psychophysiological capabilities do not match the requirements of the life situation, which does not allow it to adapt to the conditions of the living environment, the phenomenon of maladaptation occurs.

Maladaptive states accompanying the process of adaptation of a foreign student can manifest at several levels:

- at the individual and psychological level – in the development of negative emotional states, changes in behavior, basic values, ethnic identity and an increase in the level of conflict;
- at the psychosomatic level – in the reduction of resistance to diseases, in the exacerbation of chronic fatigue syndrome, etc.;
- at the pedagogical level – in the reduction of motivation and success of studies.

Socio-psychological adaptation can be attributed to internal (personal or ethnic group) processes, states and consequences of entering a foreign environment. Under the conditions of its successful implementation, the result is the achievement of harmonious relations with the immediate environment, a sense of inner satisfaction, and psychological comfort. In our opinion, the components of the social and psychological adaptation of a foreign student to study at a higher education institution of another country are:

- socio-cultural adaptation (the subject's achievement of compliance (compatibility) with the new cultural environment);
- physiological adaptation (a set of physiological features that determine the balance of the organism to the conditions of the external environment (water, food, climate, time zones));
- psychological adaptation (the psychological readiness of a foreign student, including its attention, memory, thinking, will);
- pedagogical adaptation (adaptability of the individual to learning and upbringing in the environment of a specific educational institution: the opportunity to acquire knowledge, skills, competences in a new educational environment, the adoption of a knowledge control system, a system of self-training, forms and methods of education).

Adhering to the position of the British scientific psychological school (S. Bochner) regarding the issue of adaptation of foreign citizens in a foreign culture, which, in contrast to the American one (K. Brislin), which insists on the need for traditional psychotherapeutic influence, considers the acquisition of the necessary social skills that allow the individual to be the main task to effectively work, study and overcome stressful situations, let's insist on the need to develop specific skills in the cognitive, emotional and behavioral spheres, which will contribute to the formation of the social and adaptive competence of the individual for the successful completion of the socio-cultural adaptation of foreign students. By the social-adaptive competence of foreign students, let's mean a set of knowledge, ideas, action algorithms, a system of values and relationships that

are actualized in the process of socio-cultural adaptation in the process of general education and professional training of foreign students and ensure their integration into the institution of higher professional education.

One of the main factors hindering the formation of social adaptive competence of foreign students is the difference in the Asian and European pedagogical systems. The majority of foreign students studying in Ukraine and Kazakhstan today represent Asian and African countries, that is, they are more used to the Asian pedagogical system. Today, the Kazakh and Ukrainian pedagogical systems are a symbiosis of Asian (to which the Soviet educational system mostly belonged) and European cultural and educational traditions, with a noticeable advantage of the latter, since the course on the Europeanization of education, adopted more than 20 years ago, brought positive results.

Undoubtedly, the pedagogical systems of, for example, China and Morocco are very different from each other, but, nevertheless, they can be attributed to the Asian educational system, which is characterized by diligence, organization, perseverance. The European system supports students' individuality and independence more. Let's cite the most significant differences in the educational traditions of European and Asian countries [12].

In the Asian pedagogical tradition, the role of a teacher (mentor, guru, instructor) who possesses personal wisdom and knows the answers to all questions is special. In the educational process, the correct result of solving the problem is important. At the center of learning is the story (lecture) of the teacher, from whom students expect specific tasks, an exact goal, detailed instructions, specific work schedules. Students want to learn how to complete tasks. The European pedagogical tradition assumes a special role of knowledge transmitted by any competent teacher, who at the same time has the right not to know something. Not only the result is important, but also the creative process of solving the task itself. The center of learning is the independent work of students. It is creative initiative that the teacher expects from students. Students prefer an open goal, general instructions, flexible work schedules. That is, students want to learn how to learn.

The interaction of such different pedagogical cultures and ways of thinking is a complex problem that negatively affects the adaptation of foreign students to a new socio-cultural environment. The process of entering a new society is complicated by the fact that during the initial socialization in their homeland, foreign students have already learned the values, social norms, and behavioral stereotypes of their culture. In the new society, they need to change social reactions and forms of activity, master new knowledge and skills of Ukrainian society. Our research and questionnaires of foreign students prove that the closer the pedagogical system of the student's home country is to the pedagogical system of the country of study, the easier its adaptation will be and the more successful the formation of its social adaptive competence will be.

Our own experience of working with foreign students allows us to note that preparation for intercultural interaction, formation of social adaptive competence of foreign students should be started and actively carried out at the stage of their studies at the preparatory faculty. Let's also insist on the need to implement a special program for the formation of social adaptation of foreign

students at all stages of their education, to develop and carry out a complex of organizational and pedagogical measures for the purpose of its formation, such as psychological and pedagogical support, the use of special pedagogical strategies in the process of professional training of foreign students based on national-cultural and individual-psychological features revealed in them, scientific and methodological support, special pedagogical training of teachers who work with foreign students. It is also mandatory to develop in foreign students the ability to independently solve various types of problems related to the adaptation period, with the help of acquired knowledge, skills, competencies that are transformed into a new social experience.

Therefore, when determining the conditions that contribute to the success of the formation of social-adaptive competence of foreign students belonging to different ethnic groups, it is necessary to take into account their national specificity and choose pedagogical strategies that are acceptable for them.

2.5 DISCUSSION OF THE RESULTS OF SECTION 2

When starting their studies at a higher education institution, foreign students find themselves in an unfamiliar socio-cultural, linguistic and national environment to which they must adapt as soon as possible. The effectiveness of this process largely depends on the successful management of the educational process of professional training of foreign students. Successful adaptation increases the quality and level of students' education, provides high motivation for mastering their knowledge, skills and abilities.

Most foreign students only at the end of the second year make significant progress in mastering the language, have a sufficient vocabulary and begin to actively use their knowledge. It is possible to single out the problems of the adaptation process in higher education institutions that are common to all foreign students: low general education level; weak training in specialized disciplines and special subjects; the difference between the forms and methods of education in higher education institutions of another country from the forms and methods of education in the higher education institution of their native country. Significant difficulties for foreign students are also related to the lack of independent work skills. Students do not know how to summarize lectures, work with sources of information, analyze large amounts of information. They do not know how to and do not want to use the library, and searching for information on Internet resources is difficult for them due to the insufficient level of command of the language of instruction. Practical and laboratory work causes additional stress due to unfamiliarity and inability to use the necessary materials correctly. The consequence of this is the overload of educational materials and the accumulation of a large amount of incomprehensible and unassimilated educational information.

Adaptation is a multi-level, dynamic process that has its own structure, sequence of stages and implementation features associated with a certain restructuring of the personality in connection with the assimilation of new social roles. Adaptation of foreign students to the professional

and cultural environment of the university, compared to domestic students, has its own specifics. It is possible to single out such groups of adaptation problems in foreign students as socio-cultural, socio-psychological, pedagogical. The stage of socialization and personal adaptation is complicated by the fact that foreign students are socially mature individuals who were formed under the influence of the environment in which they were brought up. As a rule, they have a certain life position, goal settings, value system and value orientations. In addition, each student has its own specific characteristics: ethnic, national-psychological, psychophysiological, personal, etc. From these positions, in modern conditions, it would be most correct, in our opinion, to talk not about the process of adaptation of foreign students, but about the formation in them of social-adaptive competence, a certain set of knowledge, ideas, algorithms of actions, a system of values and relations, actualized in the process of socio-cultural adaptation at the stage of pre-university or professional training in higher education institutions.

It should be noted that most of the pedagogical methods and techniques used by domestic teachers in working with students are a new form of the pedagogical process from the point of view of a foreign student. In order to develop a method of successful training of any contingent of foreign students, it is necessary to first of all take into account its peculiarities. Undoubtedly, the teacher should take into account all the factors affecting the education system, all the characteristics of each individual people: geographical, economic, national, historical, cultural and religious, etc.

In order to identify the peculiarities of the formation of social-adaptive competence of foreign students, we conducted a comprehensive social-psychological study (2021) using such methods as, for example, the Revised Sociocultural Adaptation Scale (SCAS-R) method (J. Wilson, 2013), aimed at studying the peculiarities of the adaptation of foreign students, the questionnaire "Strategies for overcoming stressful situations" (Strategic Approach to Coping Scale – SACS), the method of researching the value orientations of the personality by M. Rokych, the coping test by R. Lazarus, etc. 212 foreign students of KhNADU participated in the study, from which 4 groups were formed: Moroccan students (111 people), Turkmen students (48 people), Mongolian students (32 people), African students (21 people). We will present the main results of the carried out correlation analysis, which are the most important for understanding the features of the formation of social adaptive competence of foreign students.

Let's consider the results of the study of social contact in different groups of foreign students. This factor is of primary importance, since the possibility of entering into social contact is the main factor that contributes to the adaptation of foreign students in a foreign-cultural society, reduces the stress of acculturation and allows solving the necessary everyday and educational problems. The obtained results demonstrate that Moroccan students quickly adapt to the conditions of our country, city, university, dormitory, easily find a "common language" with Ukrainian people, quickly find Ukrainian friends. When establishing social contacts, Moroccan students show independence, strive for dominance in interpersonal relations, show a desire for independence of judgment, tenacity in defending their point of view. The main motives of their behavior in this case are preservation of their own dignity and defense of national interests. The analysis of the Turkmen sample showed

that Turkmen students who have a certain authority among their peers, a certain social recognition, as well as those who are ready to take responsibility for their actions, enter into social contact more often. Analyzing the correlations in the Mongolian sample, we note that the least aggressive and least ambitious individuals, who show caution in their actions and have few friends, enter into social contact more often. African students approach social contact with caution, sometimes using manipulative and impulsive actions. In a number of situations, African students can control their feelings (exercise self-control), but sometimes let their emotions run wild. One of the correlations shows that entering into social contact is related to the importance for African students of such a life value as health.

For successful adaptation and socialization in a new environment, foreign students need to be able to make important decisions on which their well-being depends: health, success in educational activities, living conditions, compliance with the legislation of the host country, etc. With this in mind, we analyzed the correlations formed by the "problem-solving planning" factor. In the Moroccan sample, students with a desire for competition and self-control, who experience a shortage of time, plan in advance to solve problems. It should be noted that a large part of the Moroccan contingent is dominated by a passive strategy for overcoming difficulties, such a model of behavior as cautious actions and avoidance prevails. Respondents from Morocco tend to postpone solving the problem, hoping that it will solve itself; to save energy and prefer to do anything to forget about the unpleasant thing that needs to be done. In the Turkmen sample, ambitious and energetic young people who strive for competition and are involved in educational activities are more likely to be ready to plan a solution to the problem. This part of Turkmen students is ready to positively reevaluate their actions and take responsibility for them. In the sample of Mongolian students, a significant group of young people seeks knowledge, they are ready for a positive reassessment of their actions, self-control and restraint of emotions. For this category of students, material values are less important. The analysis of the results of African students showed that young people who plan to solve the problem are prone to positive reevaluation of actions, who are looking for friendly support; and also show caution and self-control in actions, restrained in emotions.

Considering the physiological aspects of adaptation, it is impossible to bypass such a basic factor as health. Correlation analysis revealed connections of the "health" factor with other factors related to the process of adaptation and national and cultural characteristics of students. As the results showed, the health of Moroccan students is positively influenced by self-confidence (assertiveness), desire for knowledge, creativity and a productive life in general. In the Turkmen sample, the results of the correlation analysis showed that those students who rate their life experience (wisdom) sufficiently highly consider themselves to be healthier; who has realized such a value as "love", who cares about the happiness of other people, as well as those who have an active life position and do not have financial problems. Young people, who allow impulsive actions, often distance themselves from their problems, have a good assessment of their health. those for whom such values as "knowledge" and "development" are secondary; those who have weak social recognition. The health of Mongolian students depends on their age – the younger they are, the healthier they

consider themselves to be. Those students who have a happy family, who have realized the value of "love" and have enough life wisdom (according to self-esteem) also consider themselves to be healthier. The presence of faithful friends and freedom from internal contradictions help to maintain health. In an African sample, correlations show that love and career opportunities positively affect health. Those students who control their emotions less and more often show specificity in behavioral reactions consider themselves to be healthier; as well as those for whom freedom as independence in actions is not one of the primary life values.

The desire for knowledge is a necessary motivating factor in the formation of social adaptive competence. Therefore, the factor of "cognition" is one of the most important factors affecting the result of the educational activity of a student of any nationality. Correlation analysis showed that Turkmen students strive for knowledge, the more they realize such life goals and values as social recognition, productive life, development, material security. The process of learning is valued by those for whom the values of "the happiness of others" and "the beauty of nature and art" are important. The desire for knowledge of the group of Moroccans is positively related to the interest in learning, the opportunity to make a professional career and public recognition. Students who have a sufficient amount of knowledge often plan in advance to solve their problems and are interested in the beauty of nature and art. In our opinion, a paradoxical relationship was also noted in the Moroccan sample – the "knowledge" factor is negatively correlated with the "development" factor, that is, students who rate their level of knowledge quite highly consider their overall development to be insufficient. In the Mongolian sample, students who consider themselves quite healthy and who have life experience (wisdom) seek knowledge; who strive for the productivity of life; some of them are characterized by distancing themselves from problems and less important such a value as "social recognition", they often show impatience. African students associate their desire for knowledge with interest in the learning process and productivity in life as a whole.

The diagnostic study of foreign students from African countries, Turkmenistan, Morocco, and Mongolia, conducted in the conditions of the educational process, made it possible to create a collective image of an African, Turkmen, Moroccan, and Mongolian student, highlighting their essential individual and psychological indicators.

African student:

- anxious, prone to depression and hypochondria;
- often unsure of its abilities (low self-esteem);
- sensitive to the peculiarities of its culture, which requires a tactful attitude, care, and social support;
- executive and disciplined, mostly motivated to obtain high-quality professional education.

Turkmen student:

- careful;
- oriented to a specific approach in actions (for the benefit of a friend/relative, not the law);
- ethnocentric (prefers communication within its national diaspora);
- prone to an individual form of educational activity;

- allows subordination to the teacher in the educational process;
- weakly motivated for educational and cognitive activities, undisciplined (often late and missing classes);
- distinguished by a weak degree of motivation to obtain professional education.

Moroccan student:

- more inclined to interaction, participation in public events, has hobbies and interests, more pronounced aspirations to participate in academic activities and performance of work duties;
- unpunctual, has a habit of being late, does not calculate time;
- does not like monotonous, monotonous work and tends to build its work on distractions – prefers communication;
- often emotionally unstable, can show aggressiveness;
- characterized by an external (external) locus of control.

Mongolian student:

- energetic, impatient, ambitious, prone to antisocial actions;
- at the same time, it is distinguished by a high degree of self-control and restraint of emotions;
- characterized by a high degree of involvement in the educational process, competitiveness;
- has communication problems related to the difficulty of learning the phonetics of the Ukrainian language;
- motivated to obtain a diploma of the Ukrainian higher education institution.

It should be noted that due to the small number of samples, it cannot extrapolate the selected characteristics to national groups in general. It is only possible to talk about some trends that can be traced on the example of national groups of foreign students at one university. But it is an absolute fact that the process of forming the social-adaptive competence of foreign students should be considered as a complex pedagogical program, the success of which is determined by multiple parameters and criteria that allow improving the quality of education of foreign students and achieving better academic results with the least negative consequences.

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