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**МОВНО-КУЛЬТУРНА АДАПТАЦІЯ МІЖНАРОДНИХ СТУДЕНТІВ В УКРАЇНІ  
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**Анотація.** Актуальність цього дослідження була зумовлена тим, що до воєнного часу в багатьох вишах України навчалися іноземні студенти. Такі студенти поруч з вимогою вивчення державної мови України, мали проходити процес культурної адаптації на різних рівнях діяльності суспільства. Мета дослідження полягає у виявленні та характеристиці основних проблем, з якими іноземні студенти мали справу та шляхи вирішення таких проблем. Для досягнення окресленої мети були поставлені наступні завдання дослідження: виявити відмінності іноземних студентів; виявити ознаки мовно-культурної пристосованості; окреслити модель та умови культурної адаптації. Упродовж дослідження змішаний метод був застосований, що дозволило якнайглибше вивчити предмет наукового дослідження, а саме: описовий, зіставний, якісний та кількісний контент аналіз. Результати дослідження показали, що високий відсоток іноземних студентів були вмотивованими, проте зазначали труднощі в комунікації. Іноземні студенти виявили зацікавленість в поза навчальних заходах для кращої культурної інтеграції. Отже культурна усвідомленість для іноземних студентів буде інструментом для подолання лінгвістичних перешкод та труднощів. На перспективу існує проведення повторного зрізу культурної адаптації іноземних студентів в Україні після завершення війни.

**Ключові слова:** культурна адаптація, академічна мобільність, інтеграція, спілкування, компетенції, іноземні студенти.

**Introduction.** Education is a sphere among a lot of society activities, which is very sensitive to geopolitical changes. The war in Ukraine has influenced educational preferences. Higher education must remain open, global and international regardless boundaries. Both students and higher education institutions have become academically mobile; they both aim to compete in the global market [6]. Education is a sphere among a lot of society activities, which is very sensitive to geopolitical changes. The war in Ukraine has influenced educational preferences.

Higher education must remain open, global and international regardless boundaries. For host countries, students who are doing academic mobility can be a reasonable source of income; they can contribute to the development of economic and innovation systems [4].

In search of a better life, students from different parts of the world decided to study in Europe. The Ukrainian higher education system has a long history of relationships with international students from the Soviet Union to the present day. After the accession of Ukraine to the Bologna

Process, this trend has become more obvious and allowed Ukrainian universities to become part of the international educational community [7]. The physical journey from one's home country to a new country often coincides with the psychological journey of cultural adjustment, which includes changes in behavior, thinking, and feelings. Some scientists have become interested in the experience of cultural adaptation because it can predict not only success and satisfaction, but also the quality of relationships between members of different cultural groups [8].

The cultural fit of an individual and society is not the only predictor of cultural adaptation. International students need a lot of resources to make their stay abroad easier. Since communication skills are necessary to meet daily needs, many scholars argue that competence in intercultural communication and in the language of the host society is critical to meet these needs and therefore to achieve a sense of well-being in intercultural adaptation.

The term «adaptation» is used interchangeably in the literature with «acculturation», «accommodation», «assimilation», or «integration». Understood as a state, cultural adaptation refers to the degree to which people fit into a new cultural environment, as reflected in their psychological and emotional response to that environment. From a procedural point of view, adaptation is the process of responding to a new environment and developing the ability to function in it [9].

At the Kamianets-Podilsky Ivan Ohienko National university there used to study 10 international students who had to leave the town and flee after the war had started. This is one of the leading universities in Ukraine, where students from Asia, Africa and the Middle East study. They took short-term summer/winter courses of Ukrainian. All these syllabuses were available in Ukrainian and English.

While studying in Ukraine, foreign students must use three languages, namely: native, Ukrainian and English. At

the beginning of the first year of study, non-native English students with Ukrainian in the curriculum, according to their type of program, have to gain Ukrainian language skills after completing the Ukrainian language course.

**Purpose.** Is to find out cultural challenges and ways to overcome them. In order to achieve the aim there are 3 tasks: 1. to establish whether there is a difference between host students and international students; 2. to formulate a complete model of cultural adaptation; 3. to explore the hypothesis of "cultural fit" in relation to self-interpretation.

According to students, they suffer from misunderstanding, prejudice and, as a result, anxiety. Motivation is another issue that worries foreign students. There is a group of students who consider the host country not only for the purpose of studying, but also as an opportunity to start work abroad. All these factors lead to problems, such as: academic performance, absenteeism, failure to complete project work and homework. Consequently, internationalization brings not only opportunities but also obstacles. Clearly, the internationalization of higher education creates learning challenges related to language barriers, different teaching cultures and different learning styles [13]. This is a challenge for both students and teachers, since the pedagogical systems of the host and home countries are different; universities have their own assessment of students' knowledge, which are completely new, and teachers use different approaches, strategies and methods.

Currently, the significant goals of teaching the Ukrainian language are the formation of a benevolent and tolerant attitude towards the values of other cultures, motivation to improve the level of foreign language proficiency and the use of a second / third foreign language as a means of obtaining information that allows expanding one's knowledge in other subject areas [5].

University teachers are to work with people who are different from them in religion, education, culture, race. Consequently, the variety of types of competencies required for global communication and cooperation is increasing [1], [2]. Three main components can be distinguished, in particular: professional, multicultural and personal competencies. Teachers help students in the process of their integration into the educational system and the university environment.

The term adjustment refers to the process of adaptation to the new educational environment of the university, in particular, adaptation to the process of teaching and learning the Ukrainian language in a new framework, to new criteria and pronunciation. Languages differ on multiple levels being the means of communication and reflecting reality and history at the same time. It is a process of joining a new system without losing national identity, a process that helps foreign students to succeed in their studies and make them interesting and effective. In general, the issues of integration and foreign students in terms of the internationalization of education are of current interest [14].

International students will differ from Ukrainian students in self-interpretation and the extent of adaptation. Foreign students will have a higher level of interdependent self and psychological and sociocultural difficulties than Ukrainian students. Ukrainian students will have a higher level of independence than foreign students. Even now being in Europe and studying online they more culturally adjusted.

**Methods.** We used a mixed approach to review research on language and communication in student adaptation for the entire period 2019-2021. In particular, we conducted quantitative bibliometric analyzes such as joint citation analysis, keyword overlap analysis, and conceptual mind-mapping, also here there is a qualitative content analysis to explore research questions.

The questionnaire is the most appropriate research tool because it provides insight into the problem, maximizes the use of respondents' time, and facilitates data analysis. Quantitative data analysis was carried out using the method of descriptive statistics and counting repetitions of participants' answers to closed questions, critical analysis and interpretation. Secondly, a qualitative analysis of the participants' answers to an open question and their comments was carried out by classifying them, identifying common patterns and themes in the answers, grouping and coding them.

The study was conducted online among former students and current teachers of the Kamianets-Podilsky Ivan Ohienko National University due to the fact that during the war in Ukraine recipients are not available in person. Two groups of people participated in data collection for this study. The survey involved 5 teachers of foreign languages of the university and 10 foreign students who have already completed the programs. All respondents voluntarily participated in the survey; they were informed of the purpose of the capture and guaranteed anonymity. Teachers have been teaching at the university for several years, and their teaching experience ranges from 2 to 25 years. Among the participants, 1 (20 %) teachers were male and the remaining 4 (80 %) were female. The survey involved a group of foreign students, which included 10 international students. Participants were from different countries (Asian, African).

A survey was conducted during which two sets of questions were developed to send research questions: one for university teachers, the other for international students. The questionnaires consisted of multiple choice questions and 1 open-ended question; the respondents could share their point of view or opinion on this issue and indicate their own version. For teachers and international students to explore interesting questions from both angles there were almost similar set of questions. The questionnaire consisted of 10

questions and included 5 thematic sections:

- Definition of cultural adaptation
- Challenges in language adaptation.
- Definition of culture shock
- Stage of adjustment of cultural adaptation
- Ways of lingo-cultural adaptation

To collect data, an online survey was used using Google Forms, which is an effective and convenient tool for collecting and processing data. There were no deadlines or criticism, policy was democratic, they were free to drop some questions.

Data analysis has focused on the analysis of quantitative and qualitative data in closed and open questions, solving two problems, for example, problems faced by teachers working with foreign students; problems and difficulties that foreign students face when learning a foreign language. These results helped to identify the cultural problems faced by teachers and students in the process of teaching/learning Ukrainian at the university, and to answer questions of the research.

**Results.** Students and teachers stressed the importance of developing speech and communication skills through organizing a conversation club and organizing events dedicated to Ukrainian culture (festivals, concerts). Such extra-curricular activities can be useful for students, as representatives of different cultures will be involved; this will force them to communicate and work together, preventing them from communicating with each other. Students expressed a desire to improve the situation with their Ukrainian speaking and even now being outside of Ukraine. They also need to interact with the teacher virtually in individual interviews. The interest of students in learning the Ukrainian language was high. Most of the students were motivated by their future career, which can be characterized as both instrumental and integrative motivation: getting the best opportunities for work, communication and integration into any environment. A significant number of students chose definitely

instrumental and external motivation: compliance with the requirements of the curriculum and society demand. A high percentage of students were intrinsically motivated, stating that they were interested in learning the Ukrainian language. Also, they added in open the question the answer that they would come back to continue their further education in Ukraine after the war finishes.

**Discussion.** Therefore, cultural adaptation is a type of interaction of a student with the educational environment of an educational institution, during which the subject's requirements and expectations are reconciled with his/her capabilities and objective reality. The implementation of the model of the adaptation process of international students also depends on how the difficulties will be overcome arise in intercultural communication: lack of a positive attitude towards another person, categorical evaluation and judgement; rejection of other points of view, views, positions; self-doubt, lack of activity. The solution to the problem of adaptation of international students is to ensure "saturation" of the educational space with examples of communicative tolerance, namely, the perception of cultural features as a form of knowledge, which contributes to the elimination of problems caused by cultural differences, shortening the cultural distance between the speakers of different cultures.

Knowing the cultural characteristics of different nations, one can explain this or that behavior of individual people, and therefore find solutions to overcome possible misunderstandings caused by cultural characteristics. So, intercultural communication caused by a multicultural environment affects all areas of a student's activity and as a factor of adaptation, and as a condition for achieving success in the educational process.

Their desire to participate in group work proves their willingness to communicate not only with representatives of their own culture, but also with others. Indeed, due to the low level of language profi-

ciency, international students tend to communicate with their compatriots so they form a separate sub-group. Although group work may seem daunting, it helps to achieve several goals at the same time: giving international students more time to think, providing them with a wider range of ideas and opinions, and reducing stress and anxiety.

Cultural consciousness and the ability to apply this consciousness in practice is the main aim for both international students and university while overcoming the biggest obstacle in education. This idea does not imply the need for a detailed knowledge of all cultural characteristics, but rather an awareness of differences in educational practices that exist in other countries, differences in customs and traditions, cuisine, religion, etc.

The obtained results may be relevant at the moment of publishing. In the war condition the former international students have been outside of Ukraine for 8 months that is why not experiencing culture in person could have varied the responses.

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## LINGO-CULTURAL ADJUSTMENT OF INTERNATIONAL STUDENTS IN UKRAINE BEFORE THE WAR

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**Abstract.** Education is a sphere among a lot of society activities, which is very sensitive to geopolitical changes. The war in Ukraine has influenced educational preferences. Higher education must remain open, global and international regardless boundaries. Education is a sphere among a lot of society activities, which is very sensitive to geopolitical changes. The war in Ukraine has influenced educational preferences. Higher education must remain open, global and international regardless boundaries. The aim is to find out cultural challenges and ways to overcome them. In order to achieve the aim there are 3 tasks: 1. to establish whether there is a difference between host students and international students; 2. to formulate a complete model of cultural adaptation, 3. to explore the hypothesis of "cultural fit" in relation to self-interpretation. The study was conducted online among former students and current teachers of the Kamianets-Podilsky Ivan Ohienko National University due to the fact that during the war in Ukraine recipients are not available in person. Two groups of people participated in data collection for this study. The survey involved 5 teachers of foreign languages of the university and 10 foreign students who have already completed the programs. All respondents voluntarily participated in the survey; they were informed of the purpose of the capture and guaranteed anonymity. The obtained results show that students and teachers stressed the importance of developing speech and communication skills through organizing a conversation club and organizing events dedicated to Ukrainian culture (festivals, concerts). Such extra-curricular activities can be useful for students, as representatives of different cultures will be involved; this will force them to communicate and work together, preventing them from communicating with each other. Therefore, cultural adaptation is a type of interaction of a student with the educational environment of an educational institution, during which the subject's requirements and expectations are reconciled with his/her capabilities and objective reality. Knowing the cultural characteristics of different nations, one can explain this or that behavior of individual people, and therefore find solutions to overcome possible misunderstandings caused by cultural characteristics. Intercultural communication affects all areas of students' activities in the process of education.

**Key words:** cultural adjustment, academic mobility, integration, communication, competences, international students.