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Social adaptation of foreign students to Kazakhstan higher education system

Abstract. *Adapting to living conditions in a foreign nation aids the growth of our country's higher professional education system and, as a result, the maintenance and enhancement of highly qualified teaching personnel. Positive adaptation to the educational environment at university helps to a person's overall adaptable behavior. The makeup of the groupings has a significant impact. Linguists have long known that teaching in small groups of 6-9 individuals results in better learning outcomes because each student receives individual attention. However, such a group may include students from other nations, with whom there have not always been friendly ties throughout their history. However, according to the foreign students themselves, the educational process is more successful when the group is multinational, as this accelerates the acquisition of the Kazakh language. The adaptation process is a complex process that shapes a foreign student's ability to develop not only in the field of communicative communication and studying methods of learning a foreign language, but also in the formation of new personality traits, the acquisition of new values, and an understanding of the significance of the future profession. The demands of their future efficient training as future experts indicate the relevance of the problem of international students' adaptation in Kazakhstani institutions. Successful and rapid adaptation helps students engage more rapidly in the educational process and improves the quality of their university preparation. As a result, positive dynamics in the social adaptation of foreign students, both in the learning process and in the process of life, are required to improve Kazakhstani institutions' competitiveness in the international process of teaching foreign people. In response, the institution aims to include people from all cultures not only in the shared educational process, but also in recreational activities. Various national holidays are observed, as well as international student conferences.*

Key words: *foreign student adaption, social environment, academic adaptation, socio-cultural challenges, Kazakhstan universities.*

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Introduction

The adaptation process is a complex process that shapes a foreign student's ability to develop not only in the field of communicative communication and studying methods of learning a foreign language, but also in the formation of new personality traits, the acquisition of new values, and an understanding of the significance of the future profession. The demands of their future efficient training as future experts indicate the relevance of the problem of international students' adaption in Kazakhstani institutions. Thoroughness and completeness Statistical analysis, examination of documentary sources, secondary analysis of materials, sociological research, expert survey, and questioning give the empirical foundation. We also employed textual analysis of scholars' works dealing with foreign student adaptation concerns in our study of foreign student adaptation in Kazakhstani universities. We compared the results of our research to research undertaken at universities in Nur-Sultan, Semey and Almaty.

Materials and methods

An expert survey was another essential tool for researching adaption issues and solutions. Dasystem, a specialist service for processing sociological research data, was used to process the survey findings (DA system).

The following is the research's scientific novelty:

- defined «social adaptation» in the context of interactions between host country and international students;
- There was a comparative examination of the features of international students' adaption in Kazakhstan universities;
- developed a typology of motivating motives for international students to pursue study in Kazakhstan in general and Nur-Sultan in particular;
- Based on the methodologies used in the migratory movement, a typology of international students is presented.

- evaluated the relevance of student migratory flows for modern Kazakhstan in general and the area in particular;
- the factors that make colleges in the Republic of Kazakhstan appealing to international students;
- highlighted the key issues that international students encounter when they come to Kazakhstan to study;
- Recommendations were made to address the primary issues that international students confront while adjusting to their new surroundings.

A variety of variables contribute to the topic's importance. We live at a time when global developments are occurring both inside the framework of particular states and across the globe. The value system, the image of an educated individual, and education in general are all evolving as a result of the information society. Kazakhstan has become a crossroads for numerous cultures and confessions as a result of international migration. In light of the continuing changes in all aspects of Kazakhstani society, the creative development of the higher professional education system is becoming increasingly important. In this context, a new university paradigm is emerging. Is it possible to discuss the preservation of the classical university paradigm in current times? How can we protect that priceless asset that has made our education one of the best? How much can be done to address the challenges of international students adjusting to life in Kazakhstani universities?

New ways must be developed, and the quality of educational activities must be improved. Many colleges have turned their attention to internationalization in recent years. The OECD concept of internationalization of higher education at the national, sectoral, and institutional levels is typically interpreted as a process in which educational services' aims, functions, and organization are given an international dimension. The number of international students is one of the markers of a university's performance. According to the State Programs, international students studying in Kazakhstan will increase from 2.3 percent in 2011

to 10% in 2002. The process of learning Kazakh as a foreign language complicates the process of adaptation for international students. Only a tiny percentage of Kazakhstani universities provide English-language instruction to overseas students. Learning the Kazakh language is more challenging for students from India, Pakistan, and Afghanistan than it is for students from Europe. The article's concern is related to the current socio-cultural issues faced by international students in Kazakhstan's higher education system. The objective of this research is to highlight the difficulties that international students have in adjusting to higher education in Kazakhstan. Adapting to living conditions in a foreign nation aids the growth of our country's higher professional education system and, as a result, the maintenance and enhancement of highly qualified teaching personnel. Positive adaptation to the educational environment at university helps to a person's overall adaptable behavior. A foreign student's motivation for any other adaptation activity, such as studying culture and tradition, traditions in the host nation, and existing foundations, grows. Understanding how foreign students feel in a new socio-cultural context is critical, as is determining what steps may be made to improve living and learning circumstances and ease the transition process. At least three criteria of effective adaptation appear to exist in modern household literature: socio-cultural, socio-communicative, and socio-everyday. This suggests a wide variety of issues related to the subject's adaptation. Low winter temperatures, notwithstanding Kazakhstan's harsh climatic circumstances, are frequently the cause of students' return to their country. The following are the issues that arise in the creation of international students in the new linguistic, social, and educational space:

Psychophysical (due to climatic change and psycho-emotional stress, the individual's restructuring, his «admission» into the new educational process);

- educational and cognitive (related with language challenges, «language barrier,» overcoming special elements of the educational system; confrontation with uncommon, more

complex needs of the new institution and the educational process' structure);

- social and cultural (associated with the development of a new socio-cultural environment of the university; overcoming the communicative barrier in solving language problems in the process of verbal communication within an interfaith audience, group). Difficulties directly connected to the learning process (educational and cognitive) can alternatively be expressed as two aspects that are dependent on the student and the teacher. This is a binary process of subject-subject relationships in general. The instructor must be knowledgeable about the subject and possess particular personality traits. In turn, pupils' individual learning abilities, degree of Kazakh language competence, and national mindset peculiarities are all crucial factors. We feel that mastering the Kazakh language quickly and effectively is one of the most important requirements for international students studying in Russian colleges. «When learning a foreign language, a student is confronted with a different sign system than their home language, as well as a different semantic structuring, articulatory structure, and melody of speech, as well as a distinct conceptual domain.» «Foreign students' adaptation is the establishment of a stable system of attitudes toward all components of the pedagogical system, which assures appropriate conduct and human skills,» says one expert. Only good dynamics in a foreign student's communication process will aid not only in the development of language abilities, but also in the understanding of daily, sociocultural, and other aspects of student social life.

For international students, universities have already created a language school. Students from many nations have been coming to Nur-Sultan for the preparation department since 2000, where they attend a 9-month preparatory Kazakh language study before being admitted to other specializations at the same institution. A survey of students from India, Pakistan, and Afghanistan was done in November 2015-2016 academic year. A total of 60 females and young people under the age of 25 responded to the survey. Students were instructed to make a list of the challenges

they face when adjusting to a new environment. First and foremost, linguistic issues were brought up. This usually occurs when a teacher fails to consider the communication features of a foreign student who does not speak Russian fluently. International students face significant challenges due to the language barrier when they first arrive in Kazakhstan; most foreign students are not equipped to study in the Kazakh language. The integration of instructional materials into the receiving party's language presents challenges. The majority of the international students polled point to difficulties in absorption of technical disciplines that arise early in the process of learning a foreign language. Students attribute these issues to a lack of mastery of the Kazakh language, as well as inadequate secondary school preparation and teachers who speak at a rapid speed in the classroom. The makeup of the groupings has a significant impact. Linguists have long known that teaching in small groups of 6-9 individuals results in better learning outcomes because each student receives individual attention. However, such a group may include students from other nations, with whom there have not always been friendly ties throughout their history. However, according to the foreign students themselves, the educational process is more successful when the group is multinational, as this accelerates the acquisition of the Kazakh language. In response, the institution aims to include people from all cultures not only in the shared educational process, but also in recreational activities. Various national holidays are observed, as well as international student conferences. Unbalances in the learning process are caused by conflicts with teachers and misconceptions. The most ideal «accelerator» of adaptation, according to students, is the formation of a «nice home» setting in which each student «would discover himself.» Teachers seldom dig into their pupils' concerns, and often have prejudices towards immigrants. Many students are afraid of making a mistake, forgetting the appropriate term, or being worse than their peers when learning a foreign language. The teacher's job is to assist pupils understand that errors are a natural part of learning new things.

Group relationships are particularly important in the adaption process, as it allows international students to connect privately with native speakers and rely on their assistance. The availability of favorable conditions for successful learning and the integration of a foreigner into a new educational environment, as well as a person's socio-cultural space, does not ensure the absence of complications. The unwillingness of Kazakh students to communicate with international students is one of the issues that foreign students face. Due to the foreigner's lack of self-preparedness and understanding of the host country's culture, mentality, and manners, which is guided solely by stereotypical ideas and possibly distorted information, difficulties arise in the formation of not only the educational process within the educational space, but also social adaptation. The most challenging thing for foreign students in Kazakhstan was acclimating to the temperature and living circumstances in a hostel, as well as the necessity to communicate in a non-native (Kazakh) language. Students also ascribed the issues to a different way of life, people's attitudes, the absence of close friends and relations, and nutrition peculiarities. However, as compared to studies in other places, international students in Nur-Sultan experience a sense of serenity in the city. There are hardly no incidents of antagonistic sentiments from the local populace mentioned. When looking at the characteristics of the first stage of a foreigner's adaptation period, it's clear that students from former CIS nations have significant challenges in the educational process. Representatives from Southeast Asia are having particular difficulties; everyone understands that the Kazakh and Eastern mentalities are vastly different. Students must adjust to the study routine, which differs greatly from how students in other countries organize their study time. This results in inattention in the classroom, a sensation of exhaustion, and, as a result, a drop in academic performance. It is critical to comprehend the cultural connotations in order to have a good interaction between students and instructors. On the other hand, ignorance of some cultural realities might make the lesson's task much more difficult. The subject

of Chinese students' attitudes toward instructors is particularly unique, because they feel that the teacher is always correct, and they never fight with him. When doing activities of a given type in a Kazakhstani lesson, a scenario of debate between the instructor and the student may emerge, in which the student is required to voice a viewpoint that differs from the teacher's. Those from Muslim-majority nations find it difficult to schedule their free time, whereas students from Western Europe have little trouble doing so. The findings of sociocultural research show that gender features have a substantial impact on a student's adaptive ability. Adaptation is more difficult for girls from Muslim nations than it is for men. At the same time, sentiments toward various genders are less keenly observed among Europeans. «There is evidence that European women adjust to a lifestyle in a foreign socio-cultural milieu faster than males.» Perhaps this is because they are more actively engaged in the cultural features of the nation in which they study.

Discussions and results

As a result, we can observe that the majority of international students suffer challenges in both their physical and social lives. When asked what they enjoyed when they first came in Kazakhstan, the students had a broad variety of responses. The majority of the students expressed dissatisfaction with the weather (prolonged frosts, heavy rains, cold temperatures, short daylight hours), a persistent sensation of exhaustion, and a wish to return home as soon as possible. Some commented on the uniqueness of not only traditional food, but also the difficulty of finding a restaurant that serves national cuisine, and even if it could be found, the price policy did not fit. Students were compelled to cook at home in this situation, however due to the complexities of cooking, this had a negative impact on their living conditions. In addition, international students had concerns about medical treatment. Approximately 20% of those who responded to the study said they were frequently unwell. Many of the students polled (about 40%) mentioned difficulties in the hostels,

or more specifically, the lack of equipment with required home appliances. For foreigners, access control is also a concern. Students are unable to concentrate on their studies due to a lack of familiarity with the host country's culture and behavioral conventions, which frequently leads to misunderstandings between international students and the local population. It goes without saying that acclimating international pupils to the Kazakh educational system is a lengthy and arduous process. It's also crucial to note that the host country has a critical role to play in optimizing the lives and studies of international students who are through a challenging transition to new living conditions. The uniqueness of a foreign student as a study subject is that upon arrival in a foreign country, he is obliged to learn new cultural norms in order to operate well as a member of the host society. Because old patterns and behaviors are not always applicable in a new environment, overcoming barriers and integrating into a new socio-cultural environment takes time and effort. «As a socio-pedagogical process, personality adaptation aims to remove the traumatic consequences of the external environment and to include the individual in the changing social milieu.»

«The adaptation of foreign students is the establishment of a stable system of attitudes toward all components of the educational system, guaranteeing proper conduct contributing to the attainment of the pedagogical system's goals,» writes researcher I.V. Shiryayeva. This is also critical for the growth of the Kazakh educational system in the worldwide educational market, where good foreigner adaptation is critical. Foreign students must master new types of activities and forms of behavior in order to overcome numerous social, psychological, and religious obstacles, i.e. experience sociocultural adaptation, due to the existence of particular ethnic and psychological features. In this circumstance, the issue of international students studying in Kazakhstani universities intercultural contact becomes critical. The student is immersed in a social and cultural context that is unfamiliar to him, forcing him to seek for new landmarks, learn new norms and values, as well as behavioral

models. The adaptation process is a complex process that shapes a foreign student's ability to develop not only in the field of communicative communication and studying methods of learning a foreign language, but also in the formation of new personality traits, the acquisition of new values, and an understanding of the significance of the future profession. The demands of their future efficient training as future experts indicate the relevance of the problem of international students' adaption in Kazakhstani institutions. Successful and rapid adaptation helps students engage more rapidly in the educational process and improves the quality of their university preparation. As a result, positive dynamics in the social adaption of foreign students, both in the learning process and in the process of life, are required to improve Kazakhstani institutions' competitiveness in the international process of teaching foreign people.

Conclusion

There is a disparity in responses from international students and specialists on issues such as what attracts students to Kazakhstani

institutions, what the primary adaptation challenges of this set of students are, and who these students turn to for aid in the first place. The disparity in responses reveals how experts are disconnected from genuine overseas students and their difficulties. You must establish a route for direct communication between foreign students and international department professionals (helpline, website), as well as inform all foreign students at each university. Furthermore, a yearly monitoring of foreign students is recommended in order to discover pertinent issues. The results of monitoring, which may take the form of a questionnaire or an interview with a curator, must be shared with specialists and other interested parties. Solving the major issues of social adaptation of international students in universities is a big concern in today's educational system. Our proposed methods for normalizing foreign students' adaptive processes are based on an analysis of pressing problems faced by students, graduate students, doctoral students, and course students from other countries, and are applicable to universities in Kazakhstan as well as higher education institutions in other cities in Kazakhstan.

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Шетелдік студенттердің Қазақстанның жоғары білім беру жүйесіне әлеуметтік бейімделуі

Аңдатпа. Шет елдегі өмір сүру жағдайларына бейімделу біздің елімізде жоғары кәсіптік білім беру жүйесін дамыту тетігіне және соның салдарынан жоғары кәсіби профессорлық-оқытушылық кадрларды сақтауға және жетілдіруге ықпал етеді. Университеттегі білім беру кеңістігіне оң бейімделу тұтастай алғанда адамның бейімделу мінез-құлқына ықпал етеді. Топтардың құрамы маңызды рөл атқарады. Лингвистер 6-9 адамнан тұратын шағын топтарда оқу жоғары нәтиже беретінін, әр студентке көңіл бөлінетінін ұзақ уақыт дәлелдеді. Алайда, мұндай топқа даму тарихында әрқашан бейбіт қарым-қатынас бола бермейтін әртүрлі елдердің студенттері кіруі мүмкін. Бірақ, шетелдік студенттердің айтуынша, топ халықаралық болған жағдайда оқу процесінің тиімділігі жоғары, өйткені бұл қазақ тілін үйрену процесін ынталандырады. Бейімделу процесі-бұл шетелдік студенттің коммуникативтік қарым-қатынас, шет тілін үйрену әдістерін үйрену саласында ғана емес, сонымен қатар жаңа тұлғалық қасиеттерді қалыптастыруда, жаңа құндылықтарды игеруде және болашақ мамандықтың маңыздылығын түсінуде сәтті қарым-қатынас жасау қабілетін қалыптастыратын күрделі процесс. Шетелдік студенттердің қазақстандық жоғары оқу орындарына бейімделу проблемасының маңыздылығы оларды болашақ мамандар ретінде одан әрі тиімді даярлау міндеттерімен айқындалады. Сәтті және жылдам бейімделу оқу процесіне тез қосылуға көмектеседі және университетте студенттердің дайындық сапасын арттыруға көмектеседі. Бұдан шығатыны, қазақстандық жоғары оқу орындарының шетелдік азаматтарды халықаралық оқыту процесі саласындағы бәсекеге қабілеттілігін арттыру үшін шетелдік студенттердің оқу процесінде де, өмір сүру процесінде де әлеуметтік бейімделуінде оң динамика қажет.

Өз кезегінде, университет түрлі мәдениет өкілдерін бірлескен білім беру процесіне ғана емес, бос уақыттағы іс-шараларға да тартуға тырысады. Түрлі ұлттық мерекелер, халықаралық студенттік конференциялар ұйымдастырылады.

Түйін сөздер: шетелдік студенттердің бейімделуі, әлеуметтік атмосфера, академиялық бейімделу, әлеуметтік-мәдени қиындықтар, қазақстандық университеттер.

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Социальная адаптация иностранных студентов к системе высшего образования Казахстан

Аннотация. Адаптация к условиям жизни в чужой стране способствует развитию системы высшего профессионального образования нашей страны и, как следствие, сохранению и укреплению высококвалифицированных педагогических кадров. Позитивная адаптация к образовательной среде вуза способствует общему адаптивному поведению человека. Большое влияние оказывает состав групп. Лингвистам давно известно, что обучение в небольших группах по 6-9 человек приводит к лучшим результатам обу-

чения, поскольку каждому студенту уделяется индивидуальное внимание. Однако в такую группу могут входить студенты из других народов, с которыми на протяжении всей их истории не всегда были дружеские связи. Однако, по мнению самих иностранных студентов, учебный процесс проходит более успешно, когда группа многонациональная, так как это ускоряет освоение казахского языка. Адаптационный процесс представляет собой сложный процесс, формирующий у иностранного студента способность развиваться не только в сфере коммуникативного общения и изучения способов изучения иностранного языка, но и в формировании новых качеств личности, приобретении новых ценностей, понимание значимости будущей профессии. Требования их будущей эффективной подготовки как будущих специалистов свидетельствуют об актуальности проблемы адаптации иностранных студентов в казахстанских вузах. Успешная и быстрая адаптация помогает студентам быстрее включиться в учебный процесс и повышает качество их подготовки к вузу. В результате необходима положительная динамика социальной адаптации иностранных студентов, как в процессе обучения, так и в процессе жизнедеятельности, для повышения конкурентоспособности казахстанских вузов в международном процессе обучения иностранцев.

В связи с этим учреждение стремится вовлекать представителей всех культур не только в общий образовательный процесс, но и в развлекательные мероприятия. А также отмечаются различные национальные праздники и международные студенческие конференции.

Ключевые слова: адаптация иностранных студентов, социальная среда, академическая адаптация, социокультурные вызовы, казахстанские вузы.

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