

**EFFECTIVE CROSS-CULTURAL COMMUNICATION
AS A CONDITION FOR ADAPTATION OF FOREIGN STUDENTS
IN THE CONTEXT OF STRATEGY OF INTERCULTURAL
DEVELOPMENT OF THE CITY**

Chernyakova A. V., Pylypenko-Fritsak N. A.

INTRODUCTION

In the context of European integration and internationalization of education, one of the promising areas of education development focuses on the European dimension of higher education reform. The reform is aimed at developing and implementing a strategy of interculturality of Ukrainian cities. The strategy envisages the introduction of innovative technologies for effective intercultural communication and peace dialogue in all spheres of life of foreign students and ethnic minorities, particularly in education.

In this regard, the study of the problems of adaptation of foreign youth to socio-cultural conditions and the educational process in Ukrainian universities becomes relevant. This article is devoted to the study of social adaptation and intercultural adaptation of foreign youth to socio-cultural conditions and educational process in Ukrainian universities. Foreign students in the Ukraine with specific ethnic, socio-cultural and psychological characteristics are forced to overcome socio-psychological, moral, religious, communicative level, learn new types of educational activities, adhere to traditions and culture, values and forms of behavior of the Ukrainian people. From practical experience communicating with foreign students, in particular with Turkish youth, it is established that student life becomes a serious life challenge for this category of foreigners. An important aspect of the monograph is the coverage of innovative technologies of effective intercultural communication as a condition for successful adaptation and formation of cross-cultural competence of foreign students. The implementation of innovative methods in the educational process involves the creation of a favorable and safe socio-cultural environment for communication between different cultures, and conflict-free educational environment.

Analysis of scientific research, the results by conducting surveys for foreign students on the outlined topic makes it possible to state that the problem of adaptation and socialization is underdeveloped and requires more thorough treatment of both scientists and educators.

The Memorandum of Accession to the National Network of Intercultural Cities ICC-UA was signed in 2020–2021 years, which operates under the Council of Europe’s Intercultural Cities program, has given Sumy a new status and obliged it to pursue an intercultural policy¹.

The strategy of intercultural development of the city is designed to increase the involvement of representatives of national minorities and different cultures in the creation of creative ideas for the development of the city; increase the number of innovations and creative intercultural projects and cross-cultural events; reduction of conflicts, discrimination and manifestations of hatred towards many other cultures; to improve the circle of security, protection and administrative services.

In the context of the strategy, stages of its implementation are planned through the implementation of certain initiatives in seven areas: *education* (the innovative technologies of effective intercultural communication, pedagogical support, communication tolerance training for foreign citizens); *business and employment*; *public places and administrative services*; *public security and protection*; *culture and sports*; *intercultural governance*; *communication and mass*.

Analysis of recent research and publications on the problems of adaptation of international students to the new socio-cultural and educational environment are covered in the works of Ukrainian and foreign scientists. Forms and means of adaptation of foreign students to the conditions of study in Ukraine have become the subject of researches by V. Mizyuk², A. Vyselko³. Ways of pedagogical support of social adaptation of foreign students in process of studying in higher educational institutions of Ukraine are presented in researches of Ya. Hladyr⁴, Yu. Holdenberh⁵,

¹ Стратегія інтеркультурного розвитку міста Суми до 2030 року. URL: <https://smr.gov.ua/uk/dokumenti/rozrobka-stratehii-rozvytku/16496-strategiya-rozvitku-mista-sumi-do-2030-roku.html>

² Мізюк В.М. Адаптація іноземних студентів до освітнього середовища Івано-Франківського національного медичного університету. *Галицький лікарський вісник*. Івано-Франківськ, 2014. Т. 21. № 1. С. 82–84.

³ Виселко А.Д. Психолого-педагогічний супровід адаптації іноземних студентів. *Вісник Університету імені Альфреда Нобеля. Педагогіка і психологія*. Дніпро, 2017. № 2. С. 69–73.

⁴ Гладир Я.С. Педагогічна підтримка адаптації іноземних студентів у процесі допрофесійної підготовки у ВНЗ України. *Молодий вчений*. Херсон, 2016. № 9. С. 261–264.

⁵ Гольденберг Ю.М., Казаков Ю.М., Петров Є.Є. Адаптація іноземних студентів до навчання у вузах як соціальна проблема. *Світ медицини та біології*. Полтава, 2013. № 1. С. 182–184.

N. Morhunova⁶, Sin Chzhefu⁷. The concept of “Cross-cultural adaptation” is covered in a scientific article of N. Maksimenko, S. Skalska, O. Vecherok⁸. The phenomenon of cross-cultural communication as a component of the educational process of students in a multinational educational environment has become the subject of research of N. Maksimenko, S. Skalska, O. Vecherok too. The distinction between the concepts of “intercultural and cross-cultural communication” was made by Ukrainian scientist A. Solodka⁹.

The purpose of this scientific research is to analyze the peculiarities of the process of adaptation of foreign students from Turkey to the Ukrainian socio-cultural and educational environment and to develop recommendations for the use of innovative technologies of effective intercultural communication such as: pedagogical support, communication tolerance training for foreigners. Methodical recommendations are aimed at the introduction of pedagogical innovative technologies, forms, methods of teaching and social education, taking into account the intercultural development of the Sumy region, taking into account the intercultural development of the Sumy region, using the European integration approach.

To achieve this goal, the following tasks have been identified: 1) to analyze the areas of social and cross-cultural adaptation of students while studying in Ukrainian universities; 2) identify the main problems that arise during the adaptation of foreign students; 3) to conduct a survey in order to identify favorable conditions and factors of maladaptation of Turkish students; 4) on the basis of the obtained research results to formulate recommendations on pedagogical support in order to facilitate the adaptation of foreign students to the Ukrainian socio-cultural environment; 5) to demonstrate the resource of pedagogical support and the communication training during learning Ukrainian language in the Sumy State university in the context of the strategy of intercultural development of Sumy region.

The study consists of two chapters, conclusions outlining the prospects for future research. In the first chapter, the interest is focused primarily on

⁶ Моргунова Н.С. Форми та засоби соціокультурної адаптації іноземних студентів до умов навчання в Україні: практичний аспект реалізації. *Новий колегіум. Організація та управління*. Харків, 2014. № 4. С. 35–39.

⁷ Сін Чжефу. Педагогічна підтримка адаптації іноземних студентів до навчання у вищих навчальних закладах України : автореф. дис. ... канд. пед. наук : 13.00.05. Старобільськ, 2015. 22 с.

⁸ Вечерок О.М. Максименко Н.В., Скальська С.А. Крос-культурна адаптація іноземних студентів як складова навчально-виховного процесу. *Сучасна медична освіта: методологія, теорія, практика* : матеріали Всеукр. навч.-наук. конф. з міжнар. участю, м. Полтава, 19 березня 2020 р. Полтава, 2020. С. 34–36.

⁹ Солodka А.К. Теоретико-методичні засади кроскультурної взаємодії учасників педагогічного процесу вищих навчальних закладів : дис. ... докт. пед. наук : 13.00.07. Київ, 2015. С. 29–30.

the characteristics of problems of adaptation of foreign students. The second chapter presents new approaches to the problem of cross-cultural communication 1) the experience of pedagogical support in educational work with foreign students and socio-pedagogical support through the introduction of cross-cultural studies as an instrument of effective adaptation and socio-cultural integration, 2) implementation innovative technology of cross-cultural training of interethnic tolerance.

1. Adaptation of foreign students as a component of the educational process in Ukraine

Adaptation of foreign students to the new socio-cultural and educational environment is a determining factor influencing the effectiveness of education in Ukraine and future success in professional activities in their homeland.

In social psychology, adaptation is defined as the adaptation of the individual to group norms and the actual social group¹⁰. Adaptation – is the process of adaptation of the individual to the environment, in this case – the adaptation of the student to the content and organization of the educational process in a particular higher education institution¹¹.

In the context of the topic we will describe in more detail the social and cross-cultural adaptation of foreign students. In reference books, social adaptation is defined as the process of adaptation of the individual on the conditions of the social environment, integration of the individual into social society, activities to develop stable social conditions, acceptance of norms and values of the new social environment¹².

Recent studies show that the specifics of social adaptation of the individual are multifaceted: it is adaptation to living conditions in another country, to its traditions and norms of social behavior, to a new socio-economic, socio-cultural and interethnic environment.

Experience of practical work with students from Turkey, sociological research allows us to clarify that foreign students go through several levels of social adaptation, among which we have identified: adaptation to educational activities in higher education, adaptation to living conditions and learning in a new country, in a non-native, multicultural and foreign

¹⁰ Енциклопедія для фахівців соціальної сфери / за заг. ред. проф. І.Д. Звереві. Київ, Сімферополь : Універсум, 2012. С. 7–8.

¹¹ Вечерок О.М. Максименко Н.В., Скальська С.А. Крос-культурна адаптація іноземних студентів як складова навчально-виховного процесу. *Сучасна медична освіта: методологія, теорія, практика*: матеріали Всеукр. навч.-наук. конф. З міжнар. участю, м. Полтава, 19 березня 2020 р. Полтава, 2020. С. 35.

¹² Енциклопедія для фахівців соціальної сфери / за заг. ред. проф. І.Д. Звереві. Київ, Сімферополь : Універсум, 2012. С. 8.

language environment, adaptation to a multinational team, as foreign students often study in a multicultural group¹³. Based on the generalization of scientific views on the problem of social adaptation of foreign students to the new culture, society, educational environment as the main we can identify the following areas of social adaptation: socio-cultural, socio-communicative and socio-domestic, because together they cover basic aspects of life and social student activities.

Within the outlined problem, it is important to focus more thoroughly on the grey areas of social and socio-cultural adaptation. With great importance on socio-cultural adaptation, which is defined as complex multifaceted process of interaction between the individual and the new socio-cultural environment, during which foreign students, having specific ethnic and psychological characteristics, are forced to overcome various psychological, social, ethical, religious barriers, learn new specific activities and forms of behavior¹⁴, and the methods of entering the individual into a new culture, which involves the gradual assimilation of norms, values, patterns of behavior, achieving social and psychological integration with the new culture without losing its identity.

Socio-cultural adaptation as a technique of mastering cultural values and lifestyles can have negative backlashes, consisting in the conflict of “own” and “foreign” cultural values and the emergence of “cultural shock”: students feel confused by the loss of weight of habitual values and inability to do so, as is customary in the new cultural environment¹⁵. The social and communicative adaptation of foreign students is a complex process, during which the establishment of an adequate, without significant loss of meaning, exchange of information with representatives of the country of study and with young people around the world in situations of various social contacts through verbal and non-verbal communication¹⁶. Socio-domestic adaptation is another very important element of the process of social adaptation of

¹³ Чернякова А.В., Пилипенко-Фріцак Н.А. Особливості адаптації турецьких студентів до соціокультурного та освітнього середовища під час навчання в Україні. *Наукові записки Вінницького державного педагогічного університету імені Михайла Коцюбинського. Педагогіка і психологія*. Вінниця, 2020. Випуск 63. С. 184–189. DOI: 10.31652/2415-7872-2020-63-184-189.

¹⁴ Моргунова Н.С. Форми та засоби соціокультурної адаптації іноземних студентів до умов навчання в Україні: практичний аспект реалізації. *Новий колегіум. Організація та управління*. Харків, 2014. № 4. С. 35–39.

¹⁵ Чернякова А.В., Пилипенко-Фріцак Н.А. Особливості адаптації турецьких студентів до соціокультурного та освітнього середовища під час навчання в Україні. *Наукові записки Вінницького державного педагогічного університету імені Михайла Коцюбинського. Педагогіка і психологія*. Вінниця, 2020. Випуск 63. С. 186.

¹⁶ Чернякова А.В., Пилипенко-Фріцак Н.А. Особливості адаптації турецьких студентів до соціокультурного та освітнього середовища під час навчання в Україні. *Наукові записки Вінницького державного педагогічного університету імені Михайла Коцюбинського. Педагогіка і психологія*. Вінниця, 2020. Випуск 63. С. 187.

foreign students; it is a process of modification in order to adapt to new living conditions, which are associated on the one hand, with food, clothing, housing, climatic conditions, the specific national cuisine and health, and on the other hand, recreation, entertainment, organization leisure¹⁷.

It is for foreign students that another, special adaptation is actualized – adaptation to study in a foreign higher education institution, which consists in mastering the existing norms and rules of the university, establishing interaction of students in the group with teachers and staff.

During interviews with Turkish youth in the educational process, we identified a number of factors that cause difficulties in social adaptation and determined the maladaptation of Turkish students.

The social adaptation of Turkish students to the new conditions of study and life is determined by a large number of socio-psychological, religious, medical and biological problems, insufficient knowledge (or ignorance) of the Ukrainian language and differences in education systems. Entering a new socio-cultural environment for foreign students is associated with the need, on the one hand, to solve a number of serious problems of socio-communicative, socio-psychological nature, overcoming the stress of acculturation, culture shock, on the other hand – prevention of discrimination, segregation, xenophobia against foreign students as social group. Well-being, comfortable existence and successful learning of a student depend on how the relations of a person (in our case, students from Turkey) with people around him, society as a whole, how harmonious and comfortable these relations will be¹⁸.

As part of the study, we conducted a survey in two areas: the first survey – in order to identify favorable and unfavorable conditions (difficulties) for socio-cultural, socio-communicative and socio-domestic adaptation; second, because finding ways to successfully adapt to changing social conditions and new activities is an urgent problem for every student, aimed at identifying conditions, actions, circumstances, etc., which, in the view of Turkish students, helped them to successfully adapt. The survey included 130 Turkish students (aged 18 to 25) who came to study at Sumy State University from Turkey¹⁹. The survey was conducted among students

¹⁷ Чернякова А.В., Пилипенко-Фріцак Н.А. Особливості адаптації турецьких студентів до соціокультурного та освітнього середовища під час навчання в Україні. *Наукові записки Вінницького державного педагогічного університету імені Михайла Коцюбинського. Педагогіка і психологія*. Вінниця, 2020. Випуск 63. С. 187.

¹⁸ Сін Чжефу. Педагогічна підтримка адаптації іноземних студентів до навчання у вищих навчальних закладах України : автореф. дис. ... канд. пед. наук : 13.00.05. Старобільськ, 2015. 22 с.

¹⁹ Чернякова А.В., Пилипенко-Фріцак Н.А. Особливості адаптації турецьких студентів до соціокультурного та освітнього середовища під час навчання в Україні. *Наукові записки Вінницького державного педагогічного університету імені Михайла Коцюбинського. Педагогіка і психологія*. Вінниця, 2020. Випуск 63. С. 187. DOI: 10.31652/2415-7872-2020-63-184-189

of 2–6 courses – students who have passed the stage of adaptation and could share their own experiences.

To determine the level of complexity of the problems faced by foreign students during their studies, we conducted the first questionnaire: proposed to distribute the difficulties (climatic; national-traditional, country-related; personal-psychological; educational-pedagogical; social-domestic; communicative socio-cultural, related to learning in a multicultural group) by gradation, where 1 – the most difficult, 7 – the easiest.

According to the results of the survey (the approbation of this research was described in the scientific work), we can state the following: respondents from Turkish students are open to new culture and communication with Ukrainian people, in particular, they describe the attitude of teachers, university staff, Ukrainian students and residents in general as friendly (95% of respondents), but 37% of students describe the experience of entering a new cultural society as difficult. All respondents (100%) have a positive attitude to the cultural diversity of their new country and recognize that mastering the basics of intercultural communication in theory and in practice is very necessary. 95% of the surveyed students emphasized the positive impact of communication with Ukrainian peers, which, in their opinion, is a good foundation for overcoming barriers to cultural adaptation and promotes cultural dialogue. It is significant that 97% of Turkish students rated the level of mutual understanding, professional relations with teachers, university staff and the dean's office as positive, which had the best effect on their adaptation to the educational process. Among the factors mentioned by the students, the priority was a high quality level of professionalism and teaching, sociability, demanding, friendliness, and support.

The analysis of the results of the study allowed us to conclude about the favorable conditions for establishing communication interactions of Turkish students, which helped to identify a number of problems that Turkish students face during socio-communicative adaptation. First, the problem that all students face is the insufficient level of proficiency in the Ukrainian language. Only 5% of Turkish students who studied Ukrainian on their own in Turkey said that the new language did not interfere with communication. A more significant problem (identified by 87% of students surveyed) was the inability to correctly perceive and adequately perceive nonverbal communication, which is associated with the usual ways of communication for many Ukrainians, cultural preferences, socially accepted norms of behavior and differences in intercultural nonverbal communication.

Based on the answers of the respondents regarding social and domestic adaptation, we can conclude that the main obstacle during the adaptation for Turkish students was the climatic conditions. Only 5% of students surveyed stated that they quickly and without harm to their health adapted to the Ukrainian climate, and 15% said that they are still not used to the winter.

The next problem they faced, according to 80% of respondents, is unsatisfactory, from the point of view of students, living conditions in the dormitory. Among the arguments of “dissatisfaction” were noted: “lack of peace, inability to rest because of neighbors” (20%), “lack of proper security system” (30%), “poor sanitation” (25%), “low temperature in the cold season” (10%). 15% of respondents said that they were not used to sharing their private space with anyone and would never live in a dormitory. Another problem that hinders the rapid adaptation of 15% of Turkish students, but had the fastest solution, was Ukrainian cuisine.

Regarding the adaptation of students to higher education, 68% of respondents mentioned difficulties related to the educational process: in most Turkish universities, a large part of the educational process is occupied by distance learning, and students do not need to go to school every day; in Ukrainian universities (in particular, in medical schools) tests are conducted daily in contrast to Turkish universities. As a result, more than 90% of students experience significant mental and physical overload²⁰.

Thus, all Turkish students studying at the Medical Institute of Sumy State University, to varying degrees, face certain difficulties that are physiological, socio-cultural and socio-psychological in nature and hinder successful social adaptation. As a result of the study, it can be stated that the combination of subjective and objective factors of psychological, ethnic, cultural and social factors significantly affect the adaptive characteristics of foreign students.

In the context of consideration of the outlined topic of this monograph, an important task is to reveal the essence of “cross-cultural adaptation”. The concept of “cross-cultural” is based on the word “cross” (“intersect”), which is increasingly used and implies the internalization of many languages, cultures and their interaction.

Cross-cultural adaptation is a way of active interaction of an individual with a new atmosphere, which leads to its development and personal growth²¹. The difficulty of a foreign student adapting to study at a Ukrainian university is that, in addition to adapting to the specifics of the educational process of another country, he/she needs to learn how to communicate with representatives of different cultures.

²⁰ Чернякова А.В., Пилипенко-Фріцак Н.А. Особливості адаптації турецьких студентів до соціокультурного та освітнього середовища під час навчання в Україні. *Наукові записки Вінницького державного педагогічного університету імені Михайла Коцюбинського. Педагогіка і психологія*. Вінниця, 2020. Вип. 63. С. 188. DOI: 10.31652/2415-7872-2020-63-184-189

²¹ Вечерок О.М. Максименко Н.В., Скальська С.А. Крос-культурна адаптація іноземних студентів як складова навчально-виховного процесу. *Сучасна медична освіта: методологія, теорія, практика* : матеріали Всеукр. навч.-наук. конф. з міжнар. участю, м. Полтава, 19 березня 2020 р. Полтава, 2020. С. 35.

Cross-cultural adaptation is part of the educational process, the success of which depends on effective intercultural communication.

N. Maksimenko, S. Skalska, O. Vecherok emphasize that the criteria for adaptation of a foreign student to academic society can be considered: the ability to assess conditions environment, the ability to control their needs, mastering the required level of communicative competence²². Successful adaptation of the students in a main way depends on the teacher and requires an individual approach to each and innovative technologies of cross-cultural communication: pedagogical support, communicative training, communicative theatre.

The solution to the problem of adaptation of foreign students is to create a conflict-free educational space examples of communicative consider revision tolerance, namely – the perception of cultural features as a form of knowledge, which helps to eliminate problems caused by cultural differences, reducing the cultural distance between the different cultures.

2. Innovative technologies of cross-cultural communication: pedagogical support, training of interethnic tolerance, communication theatre

This chapter presents new approaches to the problem of cross-cultural communication 1) the experience of *pedagogical support* in educational work with foreign students and *socio-pedagogical support* through the introduction of cross-cultural studies as a instrument of effective adaptation and socio-cultural integration, 2) implementation innovative *technology of cross-cultural training of interethnic tolerance*.

Cross-cultural communication is difficult and so it requires knowledge not only of foreign languages, but also of cultural characteristics of different countries – national customs, traditions, values, norms, lifestyle, etc. Cross-cultural communication is the process of interaction of different cultures.

The manifestation of inefficient cross-cultural communication of foreign students in the socio-cultural and educational environment is a cross-cultural shock, which results in the rejection of differences between representatives of other ethnic minorities, isolation, conflicts, violence. Therefore, the main tasks of cross-cultural communication in the conditions of educational process are friendly interaction, partnership, the formation of interethnic tolerance. Let us analyse in more detail the phenomenon of interethnic tolerance.

In the context of the global processes of internationalization of education, one of the promising directions for the development of the domestic educational sphere is the integration of Ukraine into the world community²³.

²² Вечерок О.М. Максименко Н.В., Скальська С.А. Крос-культурна адаптація іноземних студентів як складова навчально-виховного процесу. *Сучасна медична освіта: методологія, теорія, практика* : матеріали Всеукр. навч.-наук. конф. з міжнар. участю, м. Полтава, 19 березня 2020 р. Полтава, 2020. С. 35–36.

²³ Чернякова А.В. Міжкультурна толерантність в умовах інтернаціоналізації освіти: погляд студентів-іноземців. *Неформальна освіта: краці практики і проекти*. Житомир, 2019. Вип. 2. С. 70.

Therefore, it is the clear desire of educators to focus on the formation of skills and abilities of successful language communication of foreign students, interethnic tolerance in a multinational educational environment. In the context of global processes of internationalization of education, one of the promising directions for the development of the domestic educational sphere is the integration of Ukraine into the world community

Today the Sumy region is a region with a diversity of foreigners, as 1863 students from 51 countries, including India, Palestine, Turkey, China, Turkmenistan, Sweden, African countries, etc. study in higher education institutions²⁴. Given the social tension in Ukraine, considering statistics on the spread of various manifestations of ethnic discrimination, it can be argued with certainty that the Sumy region is in the zone of potential risks of dislocation of interethnic conflicts, segregation, and xenophobia²⁵.

An important role in solving this problem of adaptation of foreign students to the socio-cultural and educational environment belongs to pedagogical support, the purpose of which is to ensure the successful adaptability of student youth. Analysis of scientific research of domestic and foreign researchers revealed that mainly the attention of scientists is focused on studying the issue of pedagogical support of foreign students in the process of adaptation to the educational process (V. Mizyuk²⁶, A. Vyselko²⁷), in particular to the conditions of study in Ukrainian universities, to the professional environment (O. Bilyk²⁸, N. Morhunova²⁹, Sin Chzhefu³⁰).

²⁴ Звіт департаменту міжнародної освіти СумДУ за 2020 рік. URL: https://sumdu.edu.ua/images/content/general/public-info/report/report-2020_education-international.pdf

²⁵ Чернякова А.В. Міжкультурна толерантність в умовах інтернаціоналізації освіти: погляд студентів-іноземців. *Неформальна освіта: краці практики і проекти*. Житомир, 2019. Вип. 2. С. 71.

²⁶ Мізюк В.М. Адаптація іноземних студентів до освітнього середовища Івано-Франківського національного медичного університету. *Галицький лікарський вісник*. Івано-Франківськ, 2014. Т. 21. № 1. С. 82–84

²⁷ Виселко А.Д. Психолого-педагогічний супровід адаптації іноземних студентів. *Вісник Університету імені Альфреда Нобеля. Педагогіка і психологія*. Дніпро, 2017. № 2. С. 69–73.

²⁸ Білик О.М. Соціально-педагогічний супровід соціалізації іноземних студентів: досвід практичної реалізації в освітньо-культурному середовищі вищого навчального закладу. *ScienceRise. Pedagogical Education*. Харків, 2017. № 4 (12). С. 30–37. DOI: 10.15587/2519-4984.2017.100404

²⁹ Моргунова Н.С. Шляхи включення іноземних студентів до іншомовного професійно-культурного середовища ВНЗ України. *Педагогіка та психологія*. Харків, 2017. Вип. 58 С. 282–290.

³⁰ Сін Чжефу. Педагогічна підтримка адаптації іноземних студентів до навчання у вищих навчальних закладах України : автореф. дис. ... канд. пед. наук : 13.00.05. Старобільськ, 2015. 22 с.

Regarding the pedagogical support of adaptation of foreign students to the educational process in educational institutions of Ukraine, pedagogical support is considered by scientists as a comprehensive pedagogical program aimed at including foreign students in foreign language learning, professional and professional environment, which will improve the quality of education and achieve the best academic results consequences³¹.

Undoubtedly, during their stay in Ukraine, international students have the most active contact with teachers and staff of the educational institution where they study, and the main agents of socialization, adaptation and pedagogical support of foreigners in Ukrainian universities are mostly teachers, in particular, broadcasters impact on international students. The above allows us to distinguish between the terms “pedagogical support” and “socio-pedagogical support” of foreign students in the process of adaptation.

We believe that for the successful adaptation of foreign students to the socio-cultural and educational environment while studying in Ukraine, their socialization in Ukrainian society, a versatile and comprehensive approach to the problem of socio-pedagogical support, creating social adaptive conditions for a wide range of actions is mandatory, development of a system of recommendations and a program of measures aimed at adapting foreigners to the educational and cultural environment of the educational institution and socialization in Ukrainian society.

In the second questionnaire, we identified ways to remove obstacles that cause problems related to the adaptation of young people³². The results of the second survey showed that among the significant conditions that contributed to the successful adaptation of Turkish youth, 91% of surveyed students identified emotional, socio-cultural and moral assistance and support: compatriots (33%), curators (47%), the dean’s office and international center education (11%). According to 9% of students, outside support in the process of adaptation was not significant for them and they went through the path of adaptation on their own; decisive in overcoming maladaptive factors, students noted their personal qualities: cognitive activity, persistence, independence, sociability, interactivity, etc. The majority of Turkish students (86%) said that they needed special help: socio-domestic, socio-cultural, communicative direction. Almost all students (97%) positively assessed the creation and implementation of measures to support foreign students in the

³¹ Моргунова Н.С. Шляхи включення іноземних студентів до іншомовного професійно-культурного середовища ВНЗ України. *Педагогіка та психологія*. Харків, 2017. Вип. 58 С. 283–284.

³² Чернякова А.В., Пилипенко-Фріцак Н.А. Особливості адаптації турецьких студентів до соціокультурного та освітнього середовища під час навчання в Україні. *Наукові записки Вінницького державного педагогічного університету імені Михайла Коцюбинського. Педагогіка і психологія*. Вінниця, 2020. Випуск 63. С. 188. DOI: 10.31652/2415-7872-2020-63-184-189

process of adaptation to the socio-cultural and educational environment during their studies, proposed by SSU and the city community; 74% of respondents expressed a desire to join the adaptation activities and agreed to participate in the program of assistance to junior students, to be mentors, assistants to teachers-curators.

Based on the obtained results, we consider it expedient to formulate recommendations for facilitating the social adaptation of foreign students to the new socio-cultural environment at the regional level, which are productive.

In our opinion, the priority areas of pedagogical support for the adaptation of foreign students at the moment are the organization of a favorable learning environment (developed educational and methodological complexes tailored to needs), the creation of cross-cultural studies (online platforms during quarantine) and involvement in social volunteering foreign citizens to build the community.

Since, according to the survey, Turkish students, like the vast majority of foreign students of other nationalities, pose communication problems in the first place among the adaptation difficulties during living and studying in Ukraine, language teachers are the initiators and subjects of pedagogical support. They mostly perform a number of functions and roles (*no further functions, can delete this sentence? Or add the functions of tutors: informative, communicative.*

Teachers of the Department of Language Training of international citizens of SSU have some good long-term experience in organizing and conducting pedagogical support of foreign students in the process of adaptation of foreign students to the socio-cultural and educational environment³³.

In order to promote the successful social adaptation of foreign students on the basis of SSU created an open educational platform “Cross-Cultural Studies”. The introduction of cross-cultural studies is aimed at solving a number of problems faced by foreign citizens during cross-cultural contacts: 1) a lack of knowledge of cultural etiquette, traditions, customs of the Ukrainian people whose language is studied; 2) the study of values and features of the Ukrainian population; 3) the prevention of maladaptation in a foreign language environment; 4) the prevention of various manifestations of violence, discrimination, segregation, bullying; 5) the formation of cross-cultural competence of Ukrainian and foreign students; 6) the formation of ethnocultural competence and culture of mutual understanding in the process

³³ Іноземці в Україні: навч.-метод. матер. / упоряд. Казанджисва М.С., Роденко А.В., Тубол Н.О. Суми: Сумський державний університет, 2019. 42 с.

of cross-cultural interaction (the approbation of this research was described in the scientific work³⁴).

Cross-cultural studies is a university initiative that covers various areas of socio-cultural and educational activities, including: diagnostic work, educational work using innovative learning technologies (communication training, workshops, design, interactive game technologies), project work, socio-educational and training activity using components of non-formal education (volunteering). In our opinion, during the COVID-19 pandemic, the following forms and types of work with foreign students can be relevant: creation of an online platform for exchanging information on the lives of foreign students, distance language courses, organization of art festivals “Kaleidoscope of European and Eastern cultures”, “Different languages one world”, training of interethnic tolerance, conducting virtual tours of local history for freshmen³⁵. An interesting form of work can be project activities, for example, the creation of photo albums by foreign students “Streets of the city”, “Local History Quest”, “Sumy through the eyes of foreigners”. The purpose of such projects is to get acquainted with the traditions, customs, culture and enterprises of the city of temporary stay during training.

The analysis of the survey of students, teachers, staff and monitoring on the problems of social integration and adaptation of foreign students at the Medical Institute of Sumy State University in the conditions of internationalization of higher education gives reason to say that the problem of forming interethnic tolerance is extremely relevant for Ukraine in general and Sumy region in particular and requires extremely a lot of attention to educational advancement among the community.

The study of the problems of interethnic communication of students in the educational environment has become a scientific interest of domestic researchers. Features of the formation of interethnic tolerance of students in the process of their education and interethnic stereotypes in the process of intercultural interaction are highlighted in the scientific intelligence of A. Dudolad, N. Sergienko³⁶. Conditions of education of culture of

³⁴ Чернякова А.В., Ворона Н.О. Крос-культурні студії як інструмент соціокультурної інтеграції та мовної підготовки іноземних студентів у контексті регіональної стратегії інтеркультурного розвитку міста. *Науковий вісник Східноєвропейського національного університету імені Лесі Українки*. Луцьк, 2020. № 3. С. 60.

³⁵ Пилипенко-Фріцак Н.А., Чернякова А.В. Формування міжетнічної толерантності іноземних студентів у процесі мовної підготовки. *Шляхи удосконалення професійних компетентностей фахівців в умовах сьогодення: матеріали міжнар. наук.-практ. інтернет конф.* (м. Київ, 28–29 травня 2020 р.). Луцьк, 2020. С. 371–372.

³⁶ Сергієнко Н.П., Дудолад А.В. Особливості формування міжетнічної толерантності студентів у процесі учбової діяльності. *Проблеми екстремальної та кризової психології*. Харків, 2014. Вип. 15. С. 235–243.

interethnic relations among adolescents became the subject of scientific intelligence T. Fogel³⁷.

Based on the terminological analysis of scientific explorations and reference sources, we will try to specify the essence characteristics of the basic concept of “interethnic tolerance” and its components.

According to the interpretation of the concept presented in the Encyclopaedia for Social Professionals, “tolerance” is the ability to see in another person exactly another – the carrier of other values, the logic of thinking, other norms of behaviour, the awareness of its right to be different in the conditions of foreign culture³⁸.

Interethnic tolerance is a complex of personality traits and abilities that allow it to show tolerance, respect and friendly attitude to representatives of other cultural communities: resilience of the individual, which consists in goodwill, restraint, social responsibility; empathy; social activity; language flexibility and knowledge of the cultural and linguistic picture of the world³⁹.

Considering interethnic tolerance as a complex of installations, N. Sergienko and A. Dudolad in their own research identified in its structure the following components:

1. Cognitive (understanding of other ethnic groups, their culture, interethnic relations; knowledge about the phenomenon of tolerance, human rights regardless of ethnicity).

2. Emotional (relation to other ethnic groups).

3. Behavioral (specific acts of tolerant/intolerant response, manifested in the desire to communicate / distance / demonstrate aggression against representatives of other ethnic groups)⁴⁰.

The main condition for the formation of interethnic tolerance, understanding and acceptance of other cultures is ethnocultural competence. In the article of the domestic researcher T. Fogel, ethnocultural competence is interpreted as the possession of personality by such competencies as acceptance of differences, respect for other people, the ability to

³⁷ Фогель Т.М. Розвиток етнокультурної компетентності підлітків як одна з умов виховання культури міжетнічних стосунків. URL: https://www.narodnaosvita.kiev.ua/Narodna_osvita/vupysku/13/statti/fogel.htm

³⁸ Енциклопедія для фахівців соціальної сфери / за заг. ред. проф. І. Д. Звереві. Київ, Сімферополь : Універсум, 2012. 536 с. С. 404.

³⁹ Енциклопедія для фахівців соціальної сфери / за заг. ред. проф. І.Д. Звереві. Київ, Сімферополь : Універсум, 2012. 536 с. С. 404–405.

⁴⁰ Сергієнко Н.П., Дудолад А.В. Особливості формування міжетнічної толерантності студентів у процесі учбової діяльності. *Проблеми екстремальної та кризової психології*. Харків, 2014. Вип. 15. С. 237.

harmoniously coexist with people of other cultures, languages, and religions, be ready to overcome prejudices and compromise⁴¹.

The basis of interethnic tolerance among students in the learning process is the acceptance of cultural and national characteristics of a person, the ability, regardless of ethnicity to constructive cooperation and dialogue, the ability to listen and help if necessary. It should be added that intercultural intolerance is manifested in forced tolerance (latent intercultural intolerance) or open forms of aggression and bullying.

The role of a social institute of education is a priority in the formation of interethnic tolerance of students. A higher educational institution is one of the most important social environments of personality education, formation of civil consciousness, political culture, as well as interethnic institutions, organizational support of tolerant interaction between students of different nationalities⁴². The student environment is characterized by its psychological and age characteristics: emotional immaturity, suffrage, self-identification. During this period, the environment in which they are located becomes very important for students.

To help a student enter the society of the university with minimal losses and quickly adapt to its requirements is one of the tasks of psychological and pedagogical support of students of the initial stage of study.

Successful adaptation of the student largely depends on the teacher and requires an individual approach to each individual. However, the main thing in adaptation remains the student's personality, his abilities, skills, and desire to adapt to new conditions, that is, independent creative work. Solving the problem of adaptation of foreign students is to ensure the "saturation" of the educational space with samples of communicative tolerance, namely, the perception of cultural features as a form of knowledge that contributes to the elimination of problems caused by cultural differences, reducing the cultural distance between carriers of different cultures.

The most productive form of classes in the process of educational activities, in particular, in lessons on the study of the Ukrainian language as a foreign language, is the training of intercultural communication. Interesting methods of work are art lessons and master classes on making symbolic works in the spirit of dialogue of cultures, for example, "Canvases of Peace" (see fig. 1). On the canvas, students express their own term "tolerance" in different languages. The purpose of training sessions with elements of art skills: to accline participants with different views on the

⁴¹ Фогель Т.М. Розвиток етнокультурної компетентності підлітків як одна з умов виховання культури міжетнічних стосунків. URL:https://www.narodnaosvita.kiev.ua/Narodna_osvita/vupysku/13/statti/fogel.htm

⁴² Сергієнко Н.П., Дудолад А.В. Особливості формування міжетнічної толерантності студентів у процесі учбової діяльності. *Проблеми екстремальної та кризової психології*. Харків, 2014. Вип. 15. С. 235–243.

problem outlined by making social advertising, to involve foreign students in training role-playing exercises with equal participation.

Hence, today's modern society is characterized by multiculturalism, and the problem of forming interethnic tolerance of foreign students while studying at universities in Ukraine is an urgent issue. It is the use of such interactive methods of work as art lessons and master classes in language training in a multinational group that contribute to the formation of unity, teach students to live in the world community, guided by the principles of tolerance. In our opinion, the effectiveness of cross-cultural communication as a condition for adaptation of foreign students depends on the use of innovative communicative technologies such as: the communicative training in the formation of interethnic tolerance, the communication theatre.

An interesting form of work is a communication theatre, aimed on the formation of cross-cultural competence (see fig. 2).



Fig. 1. Making symbolic works “Canvases of Peace” during the training of interethnic communication in the process of language training



Fig. 2. The communication theatre as instrument of cross-cultural interaction of foreigners

Role-playing games are offered for students. During the game, students try to make a friendly dialogue, imitating different characters and communicate in public places, institutions based on tolerance. The topics of role-playing games relate to the usual household problems “In the hotel”, “In the hospital”, “Meeting a group at the university”, “In public transport”, “Shopping in the market”.

In summary, it should be noted that the main aim of innovative technologies of cross-cultural communication in the context of the regional strategy in regard to intercultural development of the Sumy region, cultural life of the university and the city such as pedagogical support, communicative training, communicative theatre, is to improve the cross-

cultural competence of foreign students to promote the active role of local communities. Objectives include: 1) to reflect and discuss on the challenges that migrants, foreigners face today at an European and local level; 2) to offer a space for sharing good practices in inclusion of migrants, ethnic minorities; 3) to learn and develop knowledge, skills and attitudes to work on diversity, intercultural learning and inclusion; 4) to present a new approach to the problem of cross-cultural interaction and implementation innovative methods into education, creating the tolerance space.

CONCLUSIONS

The process of integration of Ukrainian education into the European and world educational space has led to an increase in the number of foreigners coming to study at Ukrainian universities to receive quality vocational education, and raised the issue of creating a tolerant society capable of productive intercultural dialogue in the context of cross-cultural interaction. In the process of cross-cultural interaction, students have to face the need to understand other cultures that have their own characteristics, norms, traditions. The key to successful cross-cultural communication is a positive attitude to the norms, traditions, way of thinking and worldview of others.

It is the tolerant understanding of feelings, thoughts, expectations and aspirations of another person that is the determining and decisive factor of cross-cultural interaction, optimizes the processes of intersubjective interaction and acts as a mechanism for regulating cross-cultural contacts.

Positive cultural receptivity contributes to the formation of skills of interaction with representatives of other cultures and is closely related to the adaptation of foreign students to the socio-cultural and educational environment of the country of study, helps to master a new language, new values, ideas, norms and restrictions. foreigners during training.

The success of the process of entry of foreign students into the new culture depends not only on the socio-psychological characteristics of the student, but to a greater extent on the conditions created in universities and in the local community. That is why it is necessary to focus teachers on the formation of skills of successful language communication of foreign students, interethnic tolerance in a multinational educational environment, create a program of pedagogical support to accelerate and facilitate the process of adaptation of foreign students, organize a favorable learning environment, create intercultural platforms open and tolerant communication.

SUMMARY

The article aims to study the essence of cross-cultural communication as a very important process for adaptation the foreign students in which to adapt to the socio-cultural and educational environment while studying in Ukrainian universities.

The first chapter highlights the content and essence of the concept of adaptation, identifying the main areas of adaptation and clarifying the main problems faced by foreign students during their studying and staying period in Ukraine. The main areas of adaptation are as follows: social, socio-cultural, cross-communicative and socio-domestic.

Social adaptation is characterized as adaptation to the social environment, which is related to the process of socialization, internalization of norms and values of the new social environment. Cross-cultural adaptation is a way of active interaction of an individual with a new environment, which leads to his development and personal growth.

The second chapter reveals the true meaning and objectives of cross-cultural communication for foreign students in the process of adaptation to the socio-cultural and educational environment, presenting the results of a study conducted to develop a model of effective cross-cultural communication during training Ukrainian as a foreign language in the Sumy State University (SSU). Practical activities allow us to identify the most effective areas of cross-cultural communication in the educational process in the multicultural educational environment. In particular, it is pedagogical support, communicative training (cross-cultural trainings). Authors present the experience of pedagogical support by introducing cross-cultural studies as a factor of social adaptation and socio-cultural integration and at the same time the center of the study of the Ukrainian language, traditions, customs, features of culture, taking into account local lore information.

Specific attention is given to the implementation of initiatives of social and educational activities in the context of the regional strategy in regards to intercultural development of the Sumy region, cultural life of the university and the city.

REFERENCES

1. Білик О.М. Соціально-педагогічний супровід соціалізації іноземних студентів: досвід практичної реалізації в освітньо-культурному середовищі вищого навчального закладу. *ScienceRise. Pedagogical Education*. Харків, 2017. № 4 (12). С. 30–37. DOI: 10.15587/2519-4984.2017.100404
2. Вечерок О.М. Максименко Н.В., Скальська С.А. Крос-культурна адаптація іноземних студентів як складова навчально-виховного процесу. *Сучасна медична освіта: методологія, теорія, практика* : матеріали Всеукр. навч.-наук. конф. з міжнар. участю, м. Полтава, 19 березня 2020 р. Полтава, 2020. С. 34–36.
3. Виселко А.Д. Психолого-педагогічний супровід адаптації іноземних студентів. *Вісник Університету імені Альфреда Нобеля. Педагогіка і психологія*. Дніпро, 2017. № 2. С. 69–73.

4. Гладир Я.С. Педагогічна підтримка адаптації іноземних студентів у процесі допрофесійної підготовки у ВНЗ України. *Молодий вчений*. Херсон, 2016. № 9. С. 261–264.

5. Гольденберг Ю.М., Казаков Ю.М., Петров Є.Є. Адаптація іноземних студентів до навчання у вузах як соціальна проблема. *Світ медицини та біології*. Полтава, 2013. № 1. С. 182–184.

6. Енциклопедія для фахівців соціальної сфери / за заг. ред. проф. І.Д. Звереві. Київ, Сімферополь : Універсум, 2012. 536 с.

7. Звіт департаменту міжнародної освіти СумДУ за 2020 рік. URL: https://sumdu.edu.ua/images/content/general/public-info/report/report-2020_education-international.pdf

8. Іноземці в Україні: навч.-метод. матер. / упоряд. Казанджиєва М.С., Роденко А.В., Тубол Н.О. Суми : Сумський державний університет, 2019. 42 с.

9. Мізюк В.М. Адаптація іноземних студентів до освітнього середовища Івано-Франківського національного медичного університету. *Галицький лікарський вісник*. Івано-Франківськ, 2014. Т. 21. № 1. С. 82–84.

10. Міхеєв О.М. Адаптація. URL: http://esu.com.ua/search_articles.php?id=42642 (дата звернення 27.01.2021).

11. Моргунова Н.С. Форми та засоби соціокультурної адаптації іноземних студентів до умов навчання в Україні: практичний аспект реалізації. *Новий колегіум. Організація та управління*. Харків, 2014. № 4. С. 35–39.

12. Моргунова Н.С. Шляхи включення іноземних студентів до іншомовного професійно-культурного середовища ВНЗ України. *Педагогіка та психологія*. Харків, 2017. Вип. 58 С. 282–290.

13. Пилипенко-Фріцак Н.А., Чернякова А.В. Формування міжетнічної толерантності іноземних студентів у процесі мовної підготовки. *Шляхи удосконалення професійних компетентностей фахівців в умовах сьогодення* : матеріали міжнар. наук.-практ. інтернет конф. (м. Київ, 28–29 травня 2020 р.). Луцьк, 2020. С. 371–372.

14. Сергієнко Н.П., Дудолад А.В. Особливості формування міжетнічної толерантності студентів у процесі учбової діяльності. *Проблеми екстремальної та кризової психології*. Харків, 2014. Вип. 15. С. 235–243.

15. Сін Чжефу. Педагогічна підтримка адаптації іноземних студентів до навчання у вищих навчальних закладах України : автореф. дис. ... канд. пед. наук : 13.00.05. Старобільськ, 2015. 22 с.

16. Солодка А.К. Теоретико-методичні засади кроскультурної взаємодії учасників педагогічного процесу вищих навчальних закладів : дис. ... докт. пед. наук : 13.00.07. Київ, 2015. 462 с.

17. Стратегія інтеркультурного розвитку міста Суми до 2030 року. URL: <https://smr.gov.ua/uk/dokumenti/rozrobka-stratehii-rozvytku/16496->

strategiya-rozvitku-mista-sumi-do-2030-roku.html (дата звернення 27.01.2021)

18. Фогель Т.М. Розвиток етнокультурної компетентності підлітків як одна з умов виховання культури міжетнічних стосунків. URL: https://www.narodnaosvita.kiev.ua/Narodna_osvita/vupysku/13/statti/fogel.htm (дата звернення 27.01.2021)

19. Чернякова А.В. Міжкультурна толерантність в умовах інтернаціоналізації освіти: погляд студентів-іноземців. *Неформальна освіта: краці практики і проекти*. Житомир, 2019. Вип. 2. С. 70–73.

20. Чернякова А.В., Ворона Н.О. Крос-культурні студії як інструмент соціокультурної інтеграції та мовної підготовки іноземних студентів у контексті регіональної стратегії інтеркультурного розвитку міста. *Науковий вісник Східноєвропейського національного університету імені Лесі Українки*. Луцьк, 2020. № 3. С. 58–65.

21. Чернякова А.В., Пилипенко-Фріцак Н.А. Особливості адаптації турецьких студентів до соціокультурного та освітнього середовища під час навчання в Україні. *Наукові записки Вінницького державного педагогічного університету імені Михайла Коцюбинського. Педагогіка і психологія*. Вінниця, 2020. Випуск 63. С. 184–189. DOI: 10.31652/2415-7872-2020-63-184-189.

Information about the authors:

Chernyakova A. V.,

Ph. D degree in Pedagogic Sciences,
Associate Professor at the Department of Language Training
for Foreign Citizens
Sumy State University
2, Rymskogo-Korsakova str., Sumy, 40007, Ukraine
ORCID ID: 10000-0002-4076-4377

Pylypenko-Fritsak N. A.,

Teacher at the Department of Language Training for Foreign Citizens
Sumy State University
2, Rymskogo-Korsakova str., Sumy, 40007, Ukraine
ORCID ID: 20000-0002-5261-582X