

Cultural adaptation in the educational environment: the role of pedagogical support

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Abstract. The study's relevance is underscored by global trends in globalization, where enhancing the quality of higher education now hinges on tapping into educational opportunities in the global market and effectively addressing integration challenges in international education. In the coming years, the Far Eastern region of Russia anticipates a significant influx of individuals from different civilizations and predominantly of Chinese nationality, seeking education abroad. Foreign students form a cohesive community bound by shared national consciousness, cultural heritage, and language, underpinned by established relationships, mutual interests, values, and norms. Their extended exposure to a foreign cultural milieu and their voluntary engagement in intercultural interactions inevitably bring about challenges when interacting with individuals from different cultural backgrounds.

1 Introduction

Modern researchers have examined various facets of the sociocultural adaptation of youth, highlighting its significance in societal context and its role in shaping educational strategies. Gedueva L.A. emphasizes the adaptation of Russian youth as a barometer of societal needs and technological choices for implementation. Berezhnaya M.S. views sociocultural adaptation as a deliberate process of education aimed at integrating personal, social, and cultural dimensions in students' lives (Berezhnaya M.S., 2007). Solodukhin V.I. defines socio-cultural activity as a new ideology for individual socialization (Solodukhin V.I., 2007), while Gil S.S. delves into socio-pedagogical support for youth initiatives, exploring psychological and pedagogical techniques to aid individuals in sociocultural adaptation.

However, despite the theoretical grounding in scientific literature and educational practices, the sociocultural component in the education of foreign students within Russian higher education remains inadequately implemented. This observation forms the basis of our research problem, which seeks to identify the conditions necessary for effective sociocultural support for foreign students, thereby facilitating their successful adaptation to Russian university education. Within this framework, several contradictions emerge: the societal demand for adaptable specialists in evolving social and professional environments versus higher education's insufficient focus on developing effective educational systems and pedagogical technologies to

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meet these demands; the societal call for humanizing education, promoting integrated cultural, social, and professional development, versus the specialized and pragmatic orientation of professional educational systems, which may limit students' creative potential within specific disciplines; the personal aspiration of foreign students for optimal self-realization through education in a new cultural setting versus the predominant focus of educational practices on content assimilation rather than holistic personal development; and the future professional and personal needs of foreign students in mastering a new cultural and linguistic environment versus the existing gaps in educational theory and methodologies that support their adaptation process within Russian education.

In essence, our research aims to bridge these gaps by exploring how pedagogical and sociocultural support can enhance the adaptation journey of foreign students within the Russian educational landscape.

2 Materials and methods

In light of these observations, it becomes especially relevant and significant to develop the scientific and methodological foundations for supporting and protecting migrant students in a multicultural educational environment. This includes creating pedagogical technologies specifically designed to work with migrant children, ensuring their successful adaptation and educational development. Such advancements are crucial not only for academic research but also for practical application in educational settings, aiming to foster a more inclusive and supportive learning environment for migrant students.

The methodological basis of the study is rooted in the idea of social conditioning of human development as individuals, emphasizing the value, uniqueness, and originality of diverse cultures and cultural traditions. This foundation addresses the priority of forming public consciousness based on national and universal values and fostering a moral culture of interethnic relations to enhance all aspects of life within a multinational community and society at large.

As the overarching research methodology, we employ the general scientific principles of the philosophy of humanism, which highlight the universal interconnectedness, mutual dependency, and integrity of phenomena and processes in the surrounding world. This philosophy underscores social activity and the creative essence of individuals as active participants in historical processes and cultural development. In this context, the study also relies on cross-culturalism, synergetics, and a person-centered approach. These methodologies collectively provide the framework for a comprehensive and systematic examination of the process of pedagogical support and protection of migrant students within a multicultural educational space.

3 Results and Discussion

The study's theoretical significance lies in deepening the understanding of "sociocultural support for foreign students" by exploring key aspects like pedagogical support, mediation, involvement, and adaptation. It aims to clarify how these elements function within the framework of vocational education reform principles. Additionally, the study focuses on defining the concept of "adaptation of foreign students," particularly in relation to establishing criteria and indicators that assess their levels and dynamics of adjustment to Russian university education. The model of sociocultural support for foreign students is substantiated from a sociocultural approach perspective, emphasizing principles of activity that guide its implementation. This model outlines a systematic sequence of actions, including defining pedagogical tasks, selecting methods for intercultural cooperation, creating conducive

conditions, and evaluating outcomes. Ultimately, the study contributes to enriching pedagogical knowledge by expanding understanding of sociocultural support's role in fostering personal and professional development during the adaptation of foreign students to Russian educational environments.

The study holds practical significance for universities engaged in international educational programs in several ways. Firstly, it provides established criteria for evaluating the adaptation of foreign students, categorized into social-informational, cultural-creative, and personal-activity domains. These criteria enhance the accuracy of assessing individuals, reflecting their development and realization across educational and professional contexts, thereby fostering a profound educational impact.

Secondly, the study offers a well-developed model of sociocultural support for foreign students during their adaptation to Russian education. This model ensures coherence among pedagogical activities and employs appropriate methods, forms, and modes of sociocultural engagement across various aspects of students' lives.

Thirdly, the research identifies and substantiates effective pedagogical conditions through experimental work. These conditions facilitate the successful adaptation of foreign students within the Russian professional education system. They also promote intercultural tolerance, creative engagement, and self-realization within Russian cultural contexts, thereby fostering dialogic intercultural interactions.

Additionally, the study includes a developed software and methodological complex comprising methods for creating the identified conditions. This complex includes socially significant activities, artistic and creative practices, and initiates intercultural communication processes. These elements are intended for use in educational, practical, seminar, elective, and independent study settings, as well as in implementing creative sociocultural projects.

The reliability of the research findings is underpinned by the application of humanistic, cultural, sociocultural, personal-activity, and systemic approaches. These conceptual frameworks provide a robust foundation for understanding and addressing the challenges of sociocultural support for foreign students. The research methods employed are aligned with the study's objectives, ensuring the validity of theoretical conclusions through experimental validation and statistical data analysis. Moreover, the author's extensive experience in this field within a vocational higher educational institution further reinforces the credibility and practical relevance of the study's outcomes. Sociocultural support for foreign students adapting to Russian education involves specialized intermediary pedagogical activities. These aim to facilitate foreign students' mastery of Russian cultural elements through their active participation in socially significant, artistic, and creative activities, thereby promoting successful adaptation.

The system of criteria for assessing foreign students' adaptation to Russian education—social-informational, cultural-creative, personal-activity—defines essential qualities akin to those required of modern managers. These criteria enable evaluation of adaptation levels and dynamics, thereby influencing the quality of training future foreign specialists. Social-informational criteria emphasize openness to dialogic intercultural interaction, engagement in social relationships, acquisition of socially significant information about Russia, and autonomous selection of sociocultural activities. Cultural-creative criteria involve integrating into Russian culture, creatively expressing oneself through immersion and acculturation, and fostering respect for diverse cultures. Personal-activity criteria highlight individual creativity, conscious life path organization, responsibility for present and future actions, and experience in independent intercultural activities.

The model of sociocultural support for foreign students integrates various components of intermediary pedagogical activities. It outlines specific goals and outcomes, directs problem-solving efforts through diverse educational forms and methods, and establishes conditions conducive to achieving desired results. Pedagogical activities within this model are pivotal,

shaping its content and organizational structure. The comprehensive construction of sociocultural support involves a structured algorithm facilitating foreign students' socialization and adaptation. This process includes assimilation and subsequent application of acquired skills in professional contexts. Ultimately, the outcome of sociocultural support is foreign students' successful adaptation, self-realization across different spheres of life, and ongoing personal development.

The pedagogical conditions fostering sociocultural support for foreign students in their adaptation to Russian education encompass several key initiatives. These include introducing foreign students to Russian national and cultural traditions through extracurricular educational activities, incorporating Russian cultural elements into the educational process through sociocultural activities, and promoting personal self-development within the Russian cultural context during vocational education.

5 Conclusion

As the Russian education system engages with international processes, it must consider the sociocultural characteristics of foreign students attending its universities. The expansion of the export potential of Russian education, particularly in the Far Eastern region, and the corresponding integration into the global educational system highlight the need for fostering personal development through cultural and educational advancement. The academic success and professional growth of foreign students in Russia hinge on their effective adaptation to a new culture and language, which should be learned through culturally appropriate methods. Addressing how future professionals can achieve personal and professional growth and self-realization within vocational education's structure and content is crucial for modernizing education amid global integration. Higher education provides a space for individuals to develop and express their creative potential, achievable only through cultural engagement and activities, which transform innate abilities into human-specific capabilities.

In this framework, education is viewed as a lifelong process of acquiring new cultural experiences, and its content is seen as human culture conveyed through knowledge, thinking, emotions, and behavior. This involves learning social communication and participating in personally significant cultural (creative) activities that permeate all aspects of life and consciousness. Significant restructuring of educational institutions is necessary to orient foreign students towards immersing themselves in Russian culture and mastering the language. Developing special programs and organizations to facilitate the adaptation of foreign students is essential for fostering intercultural dialogue and ensuring communication between people from different countries is as smooth and trustful as possible. The role of extracurricular sociocultural activities and the focus of pedagogical efforts will shift to align with the humanistic educational paradigm, emphasizing the collaborative effort between teacher and student to create cultural conditions that nurture the creative potential of foreign students. Consequently, the adaptation of foreign students at Russian universities becomes a pressing issue.

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