

FEATURE OF ADAPTATION OF FOREIGN STUDENTS TO THE LEARNING PROCESS AT A TASHKENT MEDICAL ACADEMY

Paresh Ramesh Kasaram

Imamova Akida Obidjon kizi

Musalova Lobar Kamol qizi

Mirzakarimova Shahzoda Umarjon qizi

Abstract. This article is devoted to the study of the features of adaptation of foreign students to the learning process in Tashkent Medical Academy. The adaptation of students to the university is considered as a process of their adaptation to the conditions of the university, to new methods and forms of education, to the norms of the student body and to future professional activities. Foreign students are representatives of different cultures and, in this regard, can be very different from Uzbek young people, so the process of their adaptation has its own characteristics. This moment is very important to realize and take into account the teachers of the university. How the process of adaptation of a foreign student will go depends on the effectiveness of his studies at the university, mastering his future profession.

The success of adaptation is determined by many objective and subjective factors. As one of the main difficulties of foreign students, the language barrier was singled out by more than half of the students of the TMA. The process of adaptation of students is influenced by the level of development of adaptability.

In the course of the study, the diagnostics of the adaptability of foreign students was carried out, for this purpose the methods "Self-assessment of psychological adaptability" and "Assessment of emotional and activity adaptability" were used. The study was conducted at the TMA. After processing and analyzing the results, it concludes that the adaptability of most students is at a low level of development. At the same time, there are more girls with low socio-psychological adaptation than boys.

Key words: adaptation; adaptability; psychological adaptation; socio-psychological adaptability; emotional and activity adaptability; students; adaptation difficulties

Entering a higher educational institution, each student adapts to the learning process at the university; the tasks of adapting to student forms of collective life are solved; restructuring the school attitude to the educational process, etc. The adaptation of foreign students, unlike Uzbek ones, has its own characteristics. Foreign students who come to study in Uzbekistan are forced to adapt not only to the process of studying at a university (like Uzbek young people), but also to life in a foreign country: the sociocultural environment is changing, ties with family, compatriots and friends are broken, adaptation to new environmental conditions. How a foreign student adapts to this environment will largely depend on the effectiveness of his studies at the university. Both the educational success of foreign students and the process of their professional development as a whole depend on this. In this regard, the problem of adaptation of foreign students to study at TMA is very relevant.

The success of adaptation is determined by many objective and subjective factors: social and living conditions, the level of pre-university education and the degree of preparedness for studying at a university, student motivation, including educational, personality attitudes,

features of relationships with other people, psychological properties and personality traits, etc. [1].

A large role in the adaptation of students is given to motivation for success. A person who is motivated to succeed is distinguished by high activity, initiative, awareness of actions [2].

The adaptation process for such students

proceeds more efficiently than those motivated to fail. One of the factors influencing the process of a student's adaptation to a university is the level of development of adaptability. Adaptability can be considered as the ability of a person to adapt to various conditions of life [3].

The aim of the work is to study the features of adaptation of foreign students to study at a TMA. We assume that there are differences in the levels of manifestation of adaptability in students of different sexes; personality adaptability is associated with the manifestation of anxiety.

The term adaptation is an interdisciplinary concept. Initially, this phenomenon was described by natural science disciplines: biology, physiology, medicine. Adaptation by these sciences is considered as a form of reflection of the effects of the external and internal environment on the body, which consists in establishing a balance with them [4].

Research methods. The following methods were used in the study: analysis of the works of psychologists and teachers, observation, conversation, testing, methods of mathematical processing of the results of the study (Fisher's χ^2 -criterion, Spearman's rank correlation coefficient). Our study was conducted on a sample of foreign students studying at the TMA. The study involved foreign students in the amount of 33 people. The age of the respondents was 19-26 years. To study the indicators of adaptability, we used the methods "Self-assessment of psychological adaptability", "Assessment of emotional and activity adaptability", "Express diagnostics of propensity to unmotivated anxiety" [17].

The methodology "Self-assessment of psychological adaptability" is aimed at studying the level of development of socio-psychological adaptability: the features of interaction with others, attitudes to changes in the environment, the speed of adaptation to these changes. There are five levels of socio-psychological adaptability: high, above average, medium, below average, low. The higher the score received by the student, the higher his social and psychological adaptability.

In the method "Assessment of emotional and activity adaptability" the emphasis is on the following aspects - the manifestation of the emotional sphere, the features of working capacity, behavior in activity. In this technique, four levels of development of emotional and activity adaptability are distinguished: high, medium, low, very low. In this technique, a high score indicates a low level of adaptability.

To diagnose anxiety, we conducted the Express Diagnostics of Tendency to Unmotivated Anxiety test. The methodology distinguishes three levels of manifestation of anxiety: high, medium, low. As in the first method, a large number of points scored indicates high anxiety.

Students answered the proposed questions anonymously, only gender and age were indicated on the answer sheets. To be able to compare the results of different methods for one student, all three methods were located on the same form.

Research results and discussion. As already noted, the adaptation of foreign students differs from the adaptation of Uzbek students, and has its own characteristics. Difficulties in adapting

foreign students depend on many factors: national, regional, religious characteristics and vary from course to course [18].

Foreign students who come to study in Uzbekistan need to adapt not only to the process of studying at a university, like in Uzbekistan, but also to the conditions of life in a foreign country. It should be noted that foreigners who come to another country experience the influence of climate associated with a change in climatic zones: about 50% of students note the frequent lack of sun in autumn and a long, cold winter as a moment negatively affecting them. The next factor that has an adverse effect is nutrition: the type of food, its taste, and the absence of familiar products may be unusual. Most often among the negative factors interviewed by students is called water and the need to get used to it. At the same time, students do not say that water is bad, it is simply "different", and this, in turn, affects the process of adaptation to changed living conditions, the course of adaptation.

Among the main difficulties of foreign students, it is worth noting the presence of a language barrier. In the course of the interviews, it was found that more than half of the TMA students (70%) studying at different faculties experience difficulties in communicating in Russian. The same difficulties are experienced by the students who participated in this study. It should be noted that these are future teachers of the Uzbek language. The presence of a language barrier explains the fact that students do not demonstrate the desire to communicate with Russian-speaking classmates, very rarely answer verbally in class, try not to participate in collective discussions. This is especially evident in mixed groups. In groups consisting only of foreign students, students feel more relaxed, but the process of mastering the Russian language by them, in our opinion, is slower than that of their compatriots who study together with Russian students. This is due to the fact that young people communicate with each other in Turkmen, while students in mixed groups are "forced" to communicate with fellow students in Uzbek. Poor knowledge of the Uzbek language is associated with difficulties in learning, understanding the material, especially, as foreign students themselves note, lecture material: they often do not keep up with the pace of presentation of material in class, do not understand the content of the topic being studied.

As one of the factors influencing the process of adaptation, we can name the level of development of adaptability. Adaptability is considered as "an innately acquired ability to adapt to the whole variety of life under any conditions" [3, p. 13]. The level of adaptability can change under the influence of the conditions of training and education, the way of life of a person.

Our study was aimed at studying various aspects of the adaptability of foreign students.

The first method "Self-assessment of psychological adaptability" diagnoses the levels of development of socio-psychological adaptability, features of relationships with others, and getting used to a changing environment. After processing the responses of students K and analyzing the results, we found that only 6.1% of the students surveyed have a high level of social and psychological adaptability. Note that a high level of adaptability is observed only in girls (9.5%). The indicator above the average was revealed in 18.2 students (33.3% of boys and 9.5% of girls), 21.2% of students (33.3% of boys and 14.3% of girls) have an average level of development of adaptability. 54.5% of foreign students studying at TMA have levels of socio-psychological adaptability below average and low (24.2% and 30.3%, respectively). At the same time, there are more girls with a low level of psychological adaptability than boys. These

indicators indicate that more than half of the students surveyed may experience difficulties associated with adapting to a new group, changing conditions of the social environment.

We compared the indicators of adaptability of boys and girls and found that in this sample there are more girls with a low indicator of socio-psychological adaptability than boys. 8.3% of boys and 42.9% of girls have a low level of this adaptability. The existing differences were substantiated using Fisher's angular test, which evaluates the significance of differences between the percentages of two samples.

Analysis of the results of the second method "Assessment of emotional and activity adaptability" showed that 78.8% (83.3% of boys and 76.2% of girls) of the students participating in the study have a low indicator of emotional and activity adaptability and 21.2% average (16.7% of boys and 23.8% of girls). The conducted - statistical analysis showed that $\chi^2 = 0.493$ falls into the zone of insignificance, which indicates that the emotional and activity adaptability is developed in boys and girls approximately equally. Not a single student has this type of adaptability at a high level of development. We can conclude that most of the students have problems with adaptation: they often worry about something, experience anxiety, focus poorly on the task at hand, demonstrate poor performance, etc.

After processing and analyzing the results of the test "Express diagnosis of propensity to unmotivated anxiety", we found that most of the students have anxiety of an average severity of 54.5% (66.7% of boys and 47.6% of girls), i.e. there is a tendency to show anxiety. 39.4% of students have high anxiety (33.3% of boys and 42.9% of girls), their anxiety manifests itself clearly and affects the behavior and well-being of young people. In 6.1% of students, a low level of anxiety was found, while it is observed only in girls.

The result of adaptation can be the adaptability of the individual is considered adaptability. Indicators of emotional state Positive emotions that a person experiences in communicating with friends, satisfactory well-being, a sense of spiritual comfort, and the absence of anxiety for any reason speak of its high adaptability. In addition, academic performance, social and research activity are named as factors for successful adaptation of students.

Conclusion. The adaptation of foreign students to the learning process in a TMA differs from the adaptation of Uzbek students and has its own characteristics. This process depends on many factors: national, regional, religious characteristics, etc. Young people, having come to study in Uzbekistan, adapt not only to the process of studying at a university, which differs from school, but also to the way of a foreign country

Adaptation problems of students can be associated with poor knowledge of the Russian language and the difficulty of learning it, with the complexity of the university education system, with the abilities of the students themselves, with many other objective and subjective factors that can negatively affect the process of adaptation. One of these factors is adaptability. In the course of the study, a diagnosis of the level of adaptability and the level of anxiety was carried out, in which foreign students studying at the TMA. We found out that most of the students have low rates of adaptability, both socio-psychological and emotional-activity. A significant part of foreign students has a high rate of anxiety, which affects the manifestation of adaptive abilities. We can assume that this group of students may have difficulties in the process of adapting to the university, and subsequently in acquiring professional knowledge and skills. This should be taken into account by teachers working with this category of students. It is necessary to create conditions that reduce the anxiety of young people, which will contribute

to the effective and painless adaptation of foreign students. It is important, in our opinion, to involve them in extracurricular activities, to involve them in research work.

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