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PSYCHOLOGY AND PEDAGOGY CROSS-CULTURAL ADAPTATION STUDY IMPLEMENTING

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Adaptation (particularly natural, social, psychological, cross-cultural), acculturation, acculturation stress, enculturation, cross-cultural experience study is important in Pedagogics, Psychology and other sciences about human being. There appeared such directions of Psychology as ethno-psychology, cross-cultural psychology. If not to take corona virus pandemy into account modern youth (students in part) is distinguished by high academic mobility especially after introducing the Bolon's system. Immigration represents another big area of such important questions implementation. There are scientific works about children, adolescents, adult women and men immigration and study abroad (students represent separate age category) in various countries and even continents: Korean immigrants adolescents [1]; adolescent health and adaptation in Canada taking into account ethno-gender and ethno-age typological aspects [2]; Chinese immigrant adolescents cross-cultural experiences [3]; African students cross-cultural adaptation factors in Chinese universities [4]; psychological adaptation of Moroccan and Ecuadorean immigrant adolescents in Spain [5].

The works about foreign students study abroad represent separate block in part in relation to adaptation process in a wide aspect and in the narrow ones (psychological, cultural, social). Here are the examples. Vietnamese international students psychological and sociocultural adaptation in French universities [6]; socio-psychological adaptation to learning and professional activities [7]; enculturation in Chinese students [8]; adjustment difficulties in Turkish International students [9]; foreign students acculturation process dynamics in multi-ethnic environment [10] represent only some areas of the research performed. One can meet the works about the results of the students' surveys about their adaptation to education in higher educational establishments. Poly-ethnic educational environment of the university can be thought as an object of psychological and pedagogic research [11]. There are state models of interconfessional tolerance in modern multiethnic societies [12].

Co-adaptation process, in part while creating the Club of international friendship, is thought to be the effective way of International students' adaptation [13], social connectedness must be tried to be achieved in the biggest possible extent [14]. Integrative motivation enforcement, improving the linguistic confidence in the second language are also helpful [15]. Understanding the international transitions to higher

education does matter and there are multiple researches on the reasons of it [16] and influencing factors [17]. Much attention must be paid to social intelligence development particularly in the students [18]. E-learning [19] and mobile learning [20] active implementation can help even under the conditions of usual, non-remote learning because of foreign students language problems (both oral and written). Non-remote educational processes also have their distinguishing features in various countries and are also described particularly 3D Printing Technology at Medical Education [21]. There are disciplines teaching peculiarities in multi-ethnic groups. Typological belonging taking into account will provide reaching the individual approach in study up to maximal extent both at remote and non-remote learning.

There must be countries and separate educational establishments experience interchange in part in the area of foreign students learning as well as foreign students from different countries should share their inter-cultural experiences [22; 23; 24]. There should be formation of the multicultural multilingual personality.

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