



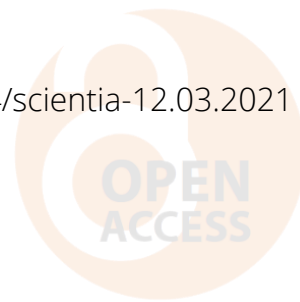
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## **PSYCHOLOGIC-PEDAGOGIC APPROACH TO INTERNATIONAL STUDENTS ACCULTURATION AND SOCIO-CULTURAL ADAPTATION STUDY**

Cross-cultural adaptation questions represent study actual areas in expatriates, migrants and international students and there are researches about common and different features, ways and mechanisms, difficulties and experience in them [1]. International students are considered to be vulnerable student population [2]. Foreign students' adjustment factors assessment is in the study focus in various countries: in English-speaking universities [3], in North American students [4], in the Moroccans in the Netherlands [5] particularly. There exists multiple theoretical perspectives integration toward international adjustment comprehensive model [6] as well as communication and cross-cultural adaptation integrative theory. Proper acculturation places one of the leading positions in reaching the successful adjustment [7; 8; 9]. Adjustment process for foreign and domestic students is studied separately [10]. Social support [11] is rather important for international students' proper adaptation as a whole and acculturation in part [12; 13; 14; 15; 16]; it is developed in various countries and different educational establishments with intercultural friendship formation, for example, in Australian university for Japanese students [17]. Cross-cultural adaptation experience [18; 19] and acculturation experience [20] sharing must be performed by international students from various countries and educational establishments.

Acculturation in part and social adaptation as a whole are aimed to preventing the psychological distress [21], cultural shock [22] as well as the acculturative stress [23], in the foreign students and even the graduates [24] and coping with them [25].

There are trying to measure sojourner adjustment among the students studying abroad in part among the American ones [26] as well as there are cross-cultural researches across 50 countries [27]. There exist acculturative stress [28], adaptation, cultural distance and acculturation orientation [29] scales. Factor structure and factorial invariance of the multidimensional acculturative stress inventory was studied [30].

Foreign students' adjustment process was found to be in dependence on personal psychological peculiarities in part described in the big five [31]. Common stressors are assessed in international students to know their nature and to help the education applicants to cope with them optimally [32] as well as the stressors' peculiarities are studied in various countries and separate educational establishments: among Shanghai university students [33]. Role motivation to study abroad was found to be contributive in the international students' adaptation.

There is an opinion about adaptation and acculturation process rethinking [34] which started not so long ago comparatively to previous Berry's acculturation model [35]. As a whole, acculturation process (cultural change process occurring when two groups come into contact) has become an important area of study with big theoretical (while widening the data about between- and within-differences or, with other words, inter- and intra-grouped varieties among the representatives of various ethnic groups and cultures representing Differential and Social Psychology subject) as well as applied significance. Given scientific direction applied significance is determined by vast international educational exchange, necessity to perform multi-faceted research by the specialists from various countries and possible dys-adaptation problems development. Students represent separate age category, they can be studied in Age, Differential and Social Psychology dealing to human typologies. And even there exists a separate branch of Psychology – Students Psychology. This science is on the crossing between Psychology, Pedagogy and Medicine and is the complex one. Professiogenesis or socio-psychological adaptation process to professional activity represents scientific research separate branch particularly in the international students [36]. For example, Ukrainian medical stomatological academy dental students start their professiogenesis at their 2<sup>nd</sup> study year in the academy that is distinguished from many other similar educational establishments starting it much later. Acculturation can be thought to be globalization process manifestation theoretical marker [37]. As a whole, educational establishment poly-ethnic educational environment became psychological and pedagogical research object [38]. Conflicts prevention during study abroad represents important task of such Psychology branch as Psychology of conflicts [39]. Ethno-psychology represents a separate discipline with such a branch as Cross-Cultural Psychology.

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