



The Problems of Linguistic and Academic Adaptation of International Students in Russia

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Introduction. In the context of internationalization of higher education, attracting students from abroad is considered a tool for strengthening the country's positions in the world's educational space. The paper addresses the issue of linguistic and academic adaptation of international students in Russia. International students tend to experience difficulties when adapting to a new/different socio-cultural environment. The relevance of the article is determined by strengthening of integration processes, international relations, competing trends between higher education systems in the world.

Materials and Methods. The quantitative research into barriers to the linguistic and academic adaptation of international students in Novosibirsk universities, conducted by the authors in April 2018, is presented. The survey of international students ($N = 310$) in Novosibirsk universities identified the main barriers to linguistic and academic adaptation. The survey had been created online through an Internet-based survey application Google Forms. The authors employed general scientific methods and the sociological method while conducting research.

Results. We studied two groups of students. Group 1 included students from post-Soviet countries ($N_1 = 256$) and group 2 included students from other countries (beyond post-Soviet countries) ($N_2 = 54$). International students are experiencing difficulties. There are common problems for all international students in academic adaptation: low general educational level; weak training in core disciplines and special subjects; the difference between forms and methods of teaching in a Russian university from the forms and methods of instruction in domestic the higher education institution. The main barrier to the successful adaptation of international students is the language barrier which affects the academic barrier. Most international students who do not speak Russian are not able to fully comprehend lectures and understand other educational materials. International students need to quickly master the language, adapt to a learning system and fit into another culture in order to successfully learn. Local and regional programs should be developed to support international students to effectively involve them in a new environment. The research results demonstrate a positive impact of socialization on adaptation.

Discussion and Conclusion. Analysis of Russian and international studies of linguistic and academic adaptation shows that the most effective ways to overcome the adaptation difficulties include orientation programs as domestic supplementary educational programs, refresher courses for teaching staff involved in training international students, and a set of socializing services for international students. The goals are to study psychological, intercultural, social problems of adaptation of international students in Russia. The results of the research presented in the article will aid in the organization of training of international students at the university. The article can be useful for teaching staff and managers of Russian universities and international researchers. The obtained results contribute to the development of theoretical and methodological base for studying the problems of international students adaptation.

Keywords: internationalization, higher education, international student, language barrier, language adaptation, academic adaptation, Russian as a foreign language

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Проблемы языковой и академической адаптации иностранных студентов в России

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Введение. В условиях интернационализации высшего образования привлечение иностранных студентов рассматривается как средство усиления страны на международном образовательном рынке. Статья посвящена изучению проблем языковой и академической адаптации иностранных студентов в России и трудностей, с которыми они сталкиваются во время обучения в российских вузах. Актуальность статьи обусловлена усилением интеграционных процессов, международных связей, конкурирующих тенденций между системами высшего образования в мире.

Материалы и методы. В статье используются данные онлайн-анкетирования и интервью иностранных студентов. Авторами представлены результаты исследования иностранных студентов вузов г. Новосибирска ($N = 310$), полученных с помощью Google Forms в апреле 2018 г. Исследование проводилось на основе методов социологического опроса, интервью.

Результаты исследования. Были изучены две группы студентов: первая включала учащихся из стран постсоветского пространства ($N1 = 256$), вторая – из других стран ($N2 = 54$). По итогам исследования были выявлены общие проблемы: низкий уровень образования в целом, слабая подготовленность по основным и специальным дисциплинам, различие форм и методов обучения. Основным препятствием успешной адаптации иностранных студентов является языковой барьер. Авторы статьи доказали необходимость местных и региональных программ с целью поддержки иностранных студентов – для быстрой и гармоничной адаптации их к новым условиям. В данной работе предложены наиболее эффективные пути преодоления трудностей адаптации: ориентационные программы как отечественные дополнительные образовательные программы, курсы повышения квалификации для преподавателей, обучающихся иностранных студентов, услуги и клубы поддержки иностранных студентов.

Обсуждение и заключение. Полученные результаты вносят вклад в развитие теоретико-методологической базы по изучению проблем адаптации студентов из числа иностранных граждан. Представленные в статье результаты исследования имеют большую практическую значимость для организации обучения иностранных студентов в вузе. Статья может быть полезна преподавателям и руководителям российских вузов, международным исследователям.

Ключевые слова: интернационализация, высшее образование, иностранный студент, языковой барьер, языковая адаптация, академическая адаптация, русский язык как иностранный

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Introduction

Internationalization has become one of the key higher education drivers worldwide¹. This has to enhance the competitiveness of national education systems in the field of exporting educational services and forming strategies for promoting national educational brands. In this regard, attracting students from abroad is seen as one of the means of strengthening the country's

positions in the world's educational space. Russia is home to many universities that deserve a much higher international profile. The number of international students is increasing, and although most of them are students from the post-Soviet countries (83% of the number of international students), the total number of international students in Russia in 2015 amounted to more than 237,000 people².

¹ de Wit H., Hunter F., Howard L., Egron-Polak E. Internationalisation of Higher Education. Brussels: European Parliament; 2015. 326 p. Available at: http://www.europarl.europa.eu/RegData/etudes/STUD/2015/540370/IPOLE_STU%282015%29540370_EN.pdf (accessed 22.11.2018). (In Eng.)

² Zair-Bek C.I., eds. [Academic Mobility of Foreign Students in Russia]. *Fakty obrazovaniya* = Facts of Education. 2016. Issue 7. Available at: <https://ioe.hse.ru/data/2016/07/13/1116424276/ФО7.pdf> (accessed 22.01.2019). (In Russ.)



The development of educational migration to Russia is currently one of the most promising and strategic areas of the state educational policy. Each university strives to develop its own strategy, model of international activity and training of international students, depending on the regional and intra-university specificity and the already established relations.

As a result of the project “Development of the export potential of the Russian educational system”, the number of international students enrolled in full-time education in Russian universities is expected to significantly grow from 220,000 in 2017 to 710,000 in 2025, and the number of international students taught through online courses launched by Russian educational institutions will grow from 1.1 million people to 3.5 million people. The number of international students who have been trained in supplementary educational programs is expected to increase by 2025 in comparison with 2016³. However, international students tend to experience difficulties when adapting to a new/different socio-cultural environment. In this study, we identify the linguistic and academic barriers and analyse their specific features in the context of Russian universities. We also discuss several possible ways of overcoming the barriers. In conclusion, we summarize and draw the main findings.

Literature Review

Internationalization enhances the quality of educational research for all students and teaching staff and makes a meaningful contribution to society [1]. Higher education internationalization has been described and defined by J. Knight as “the process of integrating an international, intercultural, and global dimension into the purpose, functions (teaching, research and service)

and the delivery of higher education” [2, p. 11]. They considered internationalization as key strategic partnerships, beneficial in terms of teaching, learning, and research, but also recognized their wider benefits, especially in status, international recognition and political influence.

Internationalization abroad comprises educational activities across borders, such as distance learning, student and teaching staff mobility, ECTS credit and degree mobility, and establishing networks among students, scholars and institutions and off-shore campuses [1; 3]. “Internationalization at home” means that “the intercultural and international dimension is applied in the educational process, research, extracurricular activities, in relation to the local cultural and ethnic communities and the integration of international students and scientists” [4].

One part of the process of higher education internationalization is attracting international students to universities. In the literature we can find different definitions of such students. According to the “Education at a Glance: OECD Indicators” the term “foreign students” and the term “international students” are different. The first ones are defined as “those who are not citizens of the country in which they are enrolled” [5]. The second ones are “those who left their country of origin for the purpose of study” [5]. In general international students are a subset of foreign students. The UNESCO defines the category of international students as “the persons admitted to undergo a specific program of study at institutions of higher education in the country where they do not have citizenship”⁴. Mitin calls this category of students as “educational migrants” [6]. Anderson & Guan adopt the term “student sojourners” considered as “a subgroup of students who

³ [Passport of the Priority Project “Development of Export Potential of the Russian Education System” (approved by the Presidium of the Council under the President of the Russian Federation for Strategic Development and Priority Projects, No. 6, May 30, 2017)]. Available at: <https://legalacts.ru/doc/pasport-prioritetnogo-proekta-razvitiye-eksportnogo-potentsiala-rossiiskoi-sistemy-obrazovaniya> (accessed 22.11.2018). (In Russ.)

⁴ Sergeeva L.V. [Academic Mobility: Types and Forms of Foreign Students’ Adaptation in Russia]. *Ustoychivoye razvitiye rossiysskikh regionov: ekonomicheskaya politika v usloviyakh vneshnikh i vnutrennikh shokov* = Sustainable Development of Russian Regions: Economic Policy in Terms of external and Internal Shocks. Conference proceedings. Ekaterinburg: UMTS UPI Publ.; 2015. p. 681-687. (In Russ.)

temporarily move away from their home culture to pursue higher education in a new country” [7]. In Zhu investigation the term is used both as “international students” and “overseas students” [8]. Also the term “a cross-border student” is defined as “an individual who traverses a nation’s territorial boundaries to obtain an education” [9]. In our opinion all mentioned above terms are interchangeable. The term “international students” is more common to all of them.

To study language and academic adaptation requires a general understanding of the main other problems faced by international students. It is natural to expect that international students may encounter certain difficulties or problems. Based on social psychology and ethnopsychology, M. I. Ivanova argues that international students have been included in a new macro and micro environment experiences natural discomfort because of a reorganization of psycho-physiological processes of the personality⁵. They need the period of adaptation in a new micro and macro environment. International students feel discomfort and stress [10], “culture shock” [11], intercultural misunderstanding and conflict [12] etc. Poyrazli examines psychological symptoms and concerns experienced by international students related to “academics, career, and stress” [13, p. 309].

Many works of domestic and foreign researchers are devoted to the problems with the adaptation of international students. The most general characteristics of this phenomenon is that “adaptation process has a complex structure and represents interaction of different kinds of adaptation (psychological, socio-psychological, biological, cultural, physiological, etc.), which is allied to the overcoming of cultural and language barrier by a migrant surrounded

by the defined ethnos”⁶. It means a process of interaction of the individual and the new socio-cultural environment. During this process students are expected to get the ability “to acquire culturally” and to negotiate interactive aspects of the host environment, “to fit in” [14, p. 660]. According to Ward & Kennedy, communication skills and language abilities appropriate to a new environment are key skills to assimilation and faster adaptation to a new culture [14].

The process of adaptation depends on many factors described in literature [15]. There are barriers that prevent the “entry” in a different socio-cultural environment [16–18]. There is the lack of comprehensive regional and national studies of the problems of adaptation of international students in Russia.

While a large amount of literature on international students has focused on psychosocial and academic adjustment, few studies have examined the language adaptation. The problems of language and academic adaptation of international students are partially touched upon in sociological studies by Arefiev & Sheregi, Dementieva, Dorozhkin & Mazitova, Drozhzhina, Rakhimov, etc.⁷ [19–22]. However, special studies of this problem in domestic science have not been conducted recently.

The language barrier is the first serious problem on the way of the higher education internationalization and the integration of international students in a different socio-cultural environment. Martirosyan claims that “the socio-cultural and psychological adjustment of international students might be influenced by their English proficiency, which might impact their academic success” [23, p. 61]. In Leong’s findings, English language proficiency was considered as the primary challenge and barrier to

⁵ Ivanova M.A. [Social and Psychological Adaptation of Foreign Students to the Higher School of Russia: Dr. Sci. Thesis (Psychology)]. St. Petersburg; 2001. (In Russ.)

⁶ Anufrieva O.V. Social and Psychological Adaptation of Foreign Students as an Acquisition Determinant of Russian Cultural Field. *Mezhdunarodnyy zhurnal eksperimentalnogo obrazovaniya* = International Journal of Experimental Education. 2014; (2):123-124. Available at: <http://www.expeducation.ru/ru/article/view?id=4648> (accessed 23.03.2019). (In Russ., abstract in Eng.)

⁷ Arefiev A.L., Sheregi F.E. [Foreign Students in Russian Universities. Section One: Russia in the International Education Market. Section Two: How to Attract Foreign Students to Russian Universities]. Moscow: Center for Sociological Research; 2014. Available at: <http://www.socioprognoz.ru/files/File/2014/full.pdf> (accessed 22.11.2017). (In Russ.)



students' academic success [24]. Students who come to study in Russia are required to learn Russian to master their future profession [20].

Learning a language helps to get some background and immerse in the culture and traditions of the host country, its literature, history, and mentality. All this knowledge helps international students to adapt more quickly to a foreign language environment and gives rise to the prerequisites for a motivational and meaningful study of a language, generating confidence in their linguistic abilities. Li et al. identifies that language proficiency and classroom learning styles play a vital role in academic adaptation of international students [25]. To overcome language and academic difficulties international students need to academic and social support services [26–29].

Materials and Methods

The survey of international students at universities in Novosibirsk was aimed at identifying the main barriers to linguistic and academic adaptation. Students were asked to answer the questions of an online questionnaire by sending relevant emails to the international departments of their universities. The survey had been created online through an Internet-based survey application Google Forms. None of the completed questionnaires were discarded. The survey was posted on the website of the Ministry of Education of the Novosibirsk Region. The survey of Novosibirsk university students as a part of the pilot project "Development of the export potential of Russian education" was conducted by the authors in April 2018. In total, 310 students enrolled in Bachelor, Specialist and Master degree programs ($N = 310$) participated in the survey. Dividing students in 2 groups was necessary because the degree of linguistic and academic practice varies considerably.

Results

We studied two groups of students. Group 1 included students from post-Soviet countries ($N1 = 256$) and group

2 included students from other countries (beyond post-Soviet countries) ($N2 = 54$). Group 1 mainly involved the representatives of Kazakhstan (183 people, 59% of all respondents), Tajikistan (42 people, 13.5%), Uzbekistan (15 people, 4.8%), Kyrgyzstan (8 people, 2.6%), Azerbaijan (3 people, 1%), Armenia (2 people, 0.6%), Turkmenistan (2 people, 0.6%), Georgia (1 person, 0.3%). Group 2 included the representatives of the People's Republic of China: 32 people of all respondents (10.3%), Mongolia (17 people, 5.5%), Cambodia (1 person, 0.3%), Lebanon (1 person, 0.3%), Egypt (1 person, 0.3%), Vietnam (1 person, 0.3%), Afghanistan (1 person, 0.3%).

Students of group 1 lived in the countries of the former Soviet Union, speak Russian, most of them live in Russian-speaking families or have Russian-speaking relatives. The overwhelming majority of respondents of group 1 (97.7%) studied Russian at home, the rest 2.3% did not study it at all. The question "How well do you speak Russian now?" was answered "excellent" (68.3%), "good" (26.2%), "satisfactory" (5.5%), "poor" (0%). When asked about the need for additional classes in the Russian language, 15% answered positively. The most desired frequency of classes is 2 hours per week (63.2%). 36.8% of international students are ready to engage in a program with 4 hours a week of teaching.

However, listening comprehension skills are well developed for 91.8% of respondents, with 7.4% having the skill at a lower level, 0.8% of the respondents don't understand their teachers. Reading skills (perusing library books) are available to 87.5% of respondents, 12.5% of international students partially understand what they read. When asked about the form of teaching the Russian language, 40.9% prefer distance learning to in-house teaching.

Respondents were also asked to assess the degree of proficiency in Russian on the international scale. In group 1 at the C2 level, 180 people are in command, C1 is 24 people, B2 is 16 people, B1 is 11, A2 has 4 people, and A1 has 21 people. The response rate to this question means that they

either cannot assess their level, or they are not familiar with this assessment system and do not have a certificate in the Russian language. Table 1 shows how students assessed themselves in terms of language proficiency

The results for group 2 were contrasted with the results for the group of students from the areas that do not belong to post-Soviet countries. B1 is the threshold level which is sufficient to start training in Russian educational institutions. Almost 10% of the students in group 1 and more than 16% of group 2 did not reach it. The question “How well do you speak Russian now?” was answered “excellent” (5.6%), “good” (48.1%), “satisfactory” (37%), “poor” (9.3%). According to our study (group 2), 67% of students studied Russian in Novosibirsk before their arrival, the remaining 33% could not speak Russian at all. Only 22.2% of respondents fully understand the teaching material, 63% understand it partially and 14.8% do not understand it at all (Table 2).

83% need additional lessons in the Russian language, with 26% expressing a wish to study for 2 hours a week, 59.2% prefer 4 hours a week and 14.8% need 6 hours a week and more (Table 3).

The data obtained indicate that there is no requirement to have Russian lan-

guage skills in some Novosibirsk universities and unified requirements for the knowledge of the Russian language, obligatory to do a university program in Russia. Each university has an internal language policy with respect to foreign students. International students do not understand their teachers, although they can read library materials. In many ways, this may be explained by the fact that at present there is practically no methodological support for foreign students with adapted literature and textbooks. Soviet universities had significant experience developing these materials and they are currently being revised. The language barrier is an obstacle to comprehensive and high-quality education in Russia.

Students who come to study in Russia are required to learn Russian to master their future profession. The language barrier is a difficulty in communication that arises as a result of ignorance of basic rules and norms of interpersonal communication; ignorance of a national culture; inability to speak spontaneously in a foreign language; being unprepared for the very existence of difficulties in intercultural communication. For several months before entering the main program of study, many students take an access

Table 1. Levels of Russian language proficiency among international students (quantity, people, percent)

Level of proficiency	Quantity of people, %	
	Group 1	Group 2
C2	180 (70,3)	6 (11,1)
C1	24 (9,4)	1 (1,9)
B2	16 (6,3)	16 (29,6)
B1	11 (4,3)	11 (20,4)
A2	4 (1,6)	6 (11,1)
A1	21 (8,2)	3 (5,6)

Table 2. Comparative analysis of Russian language proficiency among international students, %

Index	Group 1			Group 2		
	Understand everything	Partially understand	I do not understand	Understand everything	Partially understand	I do not understand
Listening comprehension skills	91.8	7.4	0.8	35.2	27.8	7.4
Materials from library	87.5	12.5	–	22.2	63.0	14.8



Table 3. Required hours of Russian language learning per week, %

Group 1			Group 2		
2 hours	4 hours	6 hours and more	2 hours	4 hours	6 hours and more
63.2	36.8	–	26	59.2	14.8

Table 4. Adaptation support for international students in Novosibirsk, %

Who provides support	Group 1	Group 2
Teaching staff	2.7	35.2
Employees of the dean's office	12.5	14.8
Fellow countrymen	14.5	13.0
Friends, neighbours	21.5	20.4
Classmates	22.0	11.0
Relatives	3.9	–
None	22.3	5.6

course in the study of Russian as a foreign language. However, a few months is too short a period to prepare for subsequent training in groups with Russian students.

Most international students who do not speak Russian are not able to fully comprehend lectures and understand other educational materials, which also makes it difficult to conduct current monitoring, reliable intermediate and final certification. This problem relates to the quality of their education at the end of their studies and, consequently being unprepared for independent learning/improving their learning skills. International students are not given sufficient attention: teachers are not interested in testing whether foreigners could understand the course provided in a new language. In Russian universities, the educational environment has not yet been fully adapted to the training of international students [20; 21].

According to our survey, international students of group 2 receive adaptation support mainly from the academic community (35.2%) and the staff of the dean's office (14.8%). In their opinion, only 11.1% of classmates provide them with adaptation support.

As the table 4 shows, the students of Group 2 have more adaptation sup-

port from teaching staff, while students from post-soviet countries receive it from friends, neighbours, classmates, or do not need it at all. A surprising fact is that 5.6% of students of group 2 do not receive any support at all. Academic adaptation is associated with the adoption of the norms and concepts of the educational environment by international students understanding content and conditions of the training process organization, acquiring independent research, and study skills.

According to the survey, 75.6% students of both groups are satisfied with the choice of university and the direction of education. Satisfied with the choice of the university, but would change the direction – 14%, are satisfied with the choice of direction, but would change the university – 4.7%, would change both, 5.7%.

There are common problems for all international students in academic adaptation: low general educational level; weak training in core disciplines and special subjects; the difference between the forms and methods of teaching in a Russian university from the forms, and methods of instruction in the higher school of their home country. Educational programs do not always take into account the context of international education [22].

Discussion and Conclusion

Our results show that international students are experiencing difficulties, and they need to quickly master the language, adapt to a learning system and fit into another culture in order to successfully learn. The problem of language adaptation is typical not only for Russian universities. Arefiev & Sheregi analysed the results of studying international citizens ($N = 2000$) within the allocated quota of Russian state scholarships. It was a quantitative study and students were selected in proportion to their number in the universities of the federal districts of the Russian Federation⁸. According to Arefiev & Sheregi, a majority of international students suffer from some lack of knowledge of the Russian language before coming to Russia⁹.

Language adaptation is an important part that determines the international student integration in the social environment as well as academic. Language skills are important because they affect the quality and quantity of intercultural interactions. Sufficient experience in organizing communication clubs for international students could be helpful for improving communication skills [21]. Engaging international students in sharing their interests, experiences, and interactions led them to improve their language skills, and learning performance [26].

The process of learning adaptation is essentially a process of interaction between different cultural models of education, “dissimilar systems and philosophies of education” [30, p. 4]. An optimal tool for the “inclusion” of an international student in the educational process is integration where an active development of another national culture takes place while students can maintain their own national identity. Therefore, in the process of teaching international students, it is also necessary to take

into account the strengths of ethnic and cultural characteristics, the specifics of their learning habits. For example, students from China tend to learn as “passive” listeners, without being involved in “active” training (asking questions, using critical thinking), as is customary in the West, which can create some difficulties in teaching¹⁰.

According to Leask¹¹, universities have a responsibility for preparing students to “live and work in a complex, globalised world”. Educational programs do not always take into account the context of international education. Leask studies internationalization of the curriculum in the disciplines which play an important role in the globalization of higher education [31]. Leask argues that internationalization of the curriculum should be a planned, developmental, and cyclical process and that employing imagination is an essential part of the process of internationalization of the curriculum in any discipline [31].

As Fass-Holmes stated, teaching staff must focus “on teaching and learning rather than students’ behavior and character” [27, p. 17]. The number of undergraduates who experience difficulties in their studies is increasing. By the end of their studies, the difficulties accumulate and increase. To overcome the linguistic and academic barriers, in our opinion, local and regional programs will be needed to support international students to quickly and harmoniously involve them in a new environment [28]. We propose to create services similar to European and U.S. Academic and Social Support Services, Peer-Pairing Support Programs, Pre-oriental programs for international students at the Russian universities, to eliminate the barriers and ensure early adaptation of international students [28; 29]. Student Services can create programs for international students

⁸ Arefiev A.L., Sheregi F.E. [Foreign Students in Russian Universities. Section One: Russia in the International Education Market].

⁹ Ibid. P. 216.

¹⁰ Gow L., Balla J. Kember D., Hau K.T. The Learning Approaches of Chinese People: A Function of Socialization Processes and the Context of Learning? In: The handbook of Chinese psychology, ed. M. H. Bond. Hong Kong: Oxford University Press; 1996. p. 109-123. (In Eng.)

¹¹ Leask B. Internationalization of the Curriculum, Teaching and Learning. In: Encyclopedia of International Higher Education Systems and Institutions / P. Teixeira & J. Shin (Eds.) Dordrecht, Netherlands: Springer; 2018. P. 2. (In Eng.)



to help them become more familiar with customs, non-verbal behaviour, slang and other cultural aspects of life in Russia. This can help them feel more connected with the host culture. Mesidor & Sly suggest to “create culturally sensitive programs to help normalize the adjustment process by bringing in senior and alumni international students to share their adjustment experiences” [15, p. 275].

We recommend the development of youth internships, exchanges to improve and gain additional practical skills in mastering the Russian language as a foreign language; support and promotion of the Russian language abroad (cultural and language centres), conducting training and methodological seminars for foreign teachers of the Russian language. Various programs for adapting to life in the city and university life are provided for international students at Tomsk Polytechnic University. TPU is one of the largest centres for attracting international students to Siberia and arranging adaptation. Annually, there is an increase in the share of international students among all university students. This is carried out by the teaching staff of the educational institution and members of the volunteer youth initiative group. “Buddy Building Club” attracts students from various universities to help international students adapt. We believe that other universities can make full use of Tomsk Polytechnic University experience [21; 22]. This experience is closely connected with international one, because there, the process of internationalization runs much more intensively, and it began much earlier.

These recommendations are developed using international experience which relies on research and empirical observations. In solving the problems of linguistic and

academic adaptation in Russia and choosing practical solutions, one can note their commonality with the results presented in literature: conducting research; developing programs for additional general and language training in the education of international students; organization of refresher courses for teaching staff; and arranging language and learning support services for international students.

We hope that at least some of our recommendations can be useful for supporting policy and strategy on a practical level, as well as making a theoretical contribution. Ultimately, our hope is for a more harmonious international community. The expansion of academic mobility from other countries to Russia in the framework of various forms of training of international students requires active participation of psychologists, teaching staff, sociologists and social workers in the provision of educational services to international students.

The prospects for further study lie in elaborating on psychological, intercultural, and social problems of adaptation of international students in Russia. The recommendations proposed in this paper will be useful for the organization of empirical studies of the problems of adaptation of international students. The findings can assist in the development of a system for managing the process of language and academic adaptation of international students in Russian universities and abroad.

The results of the research presented in the article are of great practical importance for the organization of training of international students at the university. The article can be useful for teaching staff and managers of Russian universities, international researchers.

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