



# NAUKA ISSN 1561-6894 I STUDIA

PEDAGOGICZNE NAUKI

5 (73) 2013



Wydawnictwo  
Pedagogiczne

Wydawca: Sp. z o.o. «Nauka i studia»

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**Adres wydawcy i redakcji:**

37-700 Przemyśl, ul. Łukaszyńskiego 7

☎(0-16) 678 33 19

e-mail: [praha@rusnauka.com](mailto:praha@rusnauka.com)

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Dr. Krupenina N. A.  
V. Dahl University, Luhansk, (Ukraine)  
Dr. Tihonova M.I.  
T. Shevchenko University, Luhansk, (Ukraine)

**GENDER AND OTHER ASPECTS OF THE ADAPTATION  
OF THE TURKISH STUDENTS AT THE UNIVERSITIES  
OF UKRAINE (BY MEANS OF AN THE EXAMPLE OF NA-  
TIONAL UNIVERSITY NAMED AFTER VOLODYMYR DAHL)**

*Annotation*

*In the article various forms of foreign students' adaptation (gender, linguistic, cultural, social) are considered based on the data of survey held at National University of Luhansk (Ukraine).*

*Keywords: adaptation, International students, interpersonal relations, socio-cultural environment.*

Having read the English Church publications of Khaled Said, the Ambassador of the Republic of Iraq in Ukraine, A. Hatem al-Rubaie Jabbar (Iraq), Fadia Bukhari (Saudi Arabia) and having analyzed the results of Akhmed Red research concerning students at the University of Sharjah as well as investigations of D. Ghazi Saleh Nahar (Jordan) on higher education issues related to globalization problem [1], we got convinced of the relevance of our research subject.

The process of a gender and personality adaptation to changing environmental conditions is the subject of study of different sociological trends. In the research of contemporary Ukrainian sociologists three types of adaptation of foreign students are singled out: physiological, psychological and social ones. From our point of view, the social adaptation, which is defined as a type of interaction of an individual or social group with the social environment is of the biggest interest and value as in the course of this adaptation the harmonization of requirements and expectations of social actors with their capabilities and reality of the social environment is realized [2].

The purpose of our research is to reveal problems which can arise during the adaptation process of the Turkish Students studying at Luhansk East Ukrainian National University named after Volodymyr Dahl (EUNU). Particular attention in this respect has been paid to the physiological and psychosocial factors. Many questions for the questionnaire we have developed are provided with some additional comments, which allow our respondents to express their emotional attitude. In this survey 46 Turkish Students took part at the age of 18 – 30 years old. Empirical data have been processed with the use of statistical software package for social sciences SPSS13.

According to the results of our study, students from not well-to-do or financially-poor families and those who are accustomed to be under their parents' strict guardianship experience a particular stress for the first few weeks after the arrival in a foreign country. They are in a state of stress: complaining of loss of appetite, fatigue, lethargy, insomnia, low mood and irritability (67% of respondents).

Climate change is a strong irritating factor for Turkish Students, and it can result in sleep disturbances, headache, high blood pressure, acute condition of chronic diseases. High or low temperature, humidity changes, fluctuations of atmospheric pressure, specific features of a local daylight can cause a bad mood and discomfort. Here are some answers of foreign students to the following question: «How does the weather (climate) in Luhansk influence you?». 38% of students responses are «can not adapt, feel sick all the time», 12% say they have adapted at once. Adaptation to climatic conditions is one of the longest and most difficult processes. It was very hard for students to be adapted to frequent changes of weather, little sun and snow.

Another question is: «What are the specific features of Luhansk climate you can't adapt to?».

The answers are: little sun (39%), temperature changes (31%) 4% – high humidity, 26% – snow.

The process of adaptation of students to the Ukrainian cuisine is the quickest and easiest one. In many countries, as well as in Ukraine, potatoes, rice, meat and fish are preferable, people of these countries use a lot of spices. Therefore, some Ukrainian dishes turn out to be similar to the dishes of native cuisine to students' pleasant surprise (38% of respondents admit this fact). The question is proposed: «How was the adaptation process to the Ukrainian food developing?» The students responded as follows: 38% said they had got accustomed to it at once, 22% – were still getting used to it, 40% – had got used to it for a long time.

Water is one of the most frequent negative factors of adaptation (68.8%). A poor quality of water as sanitary facilities is also noted. Analysis of the survey results leads to the conclusion that adaptation to this factor is particularly difficult.

We emphasize that adaptation to an abrupt change in climatic conditions and food makes a person switch on the appropriate coping mechanisms that negatively affect the learning process bringing it to the background. The impact of climate and nutrition, in turn, unfavorably affects students' health and psychological state. Complaints of fatigue are the most frequent. It is known to be caused by the organic disorders, poor environmental conditions and psychological discomfort. In turn, fatigue can result in memory deterioration. 61% of students surveyed complain of memory deterioration. This fact is very disturbing, because similar memory impairment can be often a signal of extreme condition. Health disorders have been noted by 55% of respondents. It is a matter of great importance because it prevents nearly 40% of the students from studies.

The second part of the questionnaire is devoted to the problem of adapting to the educational process. It turns out to be developing much easier than other forms of adaptation. The results show that 55% of respondents do not consider the system of

training difficult. Only 9% of students regard examinations and tests to be difficult and 30% point to an extreme educational load and 18% mention other factors.

Overwhelming majority of Turkish Students enjoy studying their disciplines, although they have some difficulties, for example with memorizing terms. The initial period of teaching subjects in Russian is also challenging. The questionnaires' responses propose teaching subjects in foreign languages for some period.

Thus, it is adaptation to the educational process that softens and makes easier the process of general adaptation.

In all aspects of adaptation foreign students who are young men, experience various problems 3-4 times more often than girls do, but communication with classmates is equally difficult for both genders (Table 1).

**Table 1. Differences in the adaptation process of foreign students according to their gender**

Please, tell what is the most difficult for you to do in Ukraine?	Your gender	
	Male	Female
study at the University	77,21%	22,78%
live (everyday life)	83,79%	16,20%
rest (leisure)	81,81%	18,18%
communicate with authorities	82,69%	17,30%
communicate with your group mates	53,84%	46,15%
Communicate with other people	80,32%	19,67%
Something else	80,64%	19,35%

Gender differences in responses to the question what Turkish Students like on their arrival in Ukraine have been distinctly revealed. Unlike girls, boys like the Ukrainian people, independence and autonomy, different lifestyle, presence of fellow countrymen (100%) and education process (90%), while girls show their preference for culture, weather and sights of Luhansk (Table 2).

Our study has shown that faculty members of the University assist students in their adaptation. The question was asked: «Do your teachers provide you with any supplementary consultations after classes?» 35% of foreign students answered «always», 36% – «not always» 29% – «no.» Despite this fact, 43% of students in case of having problems with their studies turn to teachers for help.

**Table 2. Differences of first impressions between foreign students according to their gender**

What did you like when you come in Ukraine?	Your gender	
	Male	Female
University and its multi-nationality	81,57%	18,42%
girls	93,02%	6,97%
weather (snow)	73,07%	26,92%
Ukrainian people	100%	0
studies	90,9	10,10%
independence	100%	0
city, its sights and nature	71,42%	28,57%
Russian language	90%	10%
culture	70%	30%
availability of country men	100%	0
different lifestyle	100%	0
cuisine	81,81%	18,18%

Conclusion. As a whole we should admit a high level of Turkish Students adaptability at our University to the University reality in which they not only learn, but live for a long period of time. A considerable number of the Turkish Students face certain difficulties, which are of gender, physiological, social and psychological character. Adaptation to the Ukrainian climate and cuisine is the main physiological problem. Adaptation to climatic conditions is a more complex process. A complex of professional, gender and psychological factors, marked by more successful adaptation, suppresses an acute influence of social and physiological factors, despite the fact that they exert a negative impact on the students' health and studies.

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