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## The Establishment of the System of Foreign Students' Social and Pedagogical Support in the United States of America (1911-1920)

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**Abstract.** The study analyses the historical basis of the system of social and pedagogical support of foreign students in the United States. The relevance of the study lies in the importance of modernisation and the regular improvement of adaptive preparatory programmes in the linguistic, psychological, and sociocultural areas. However, this requires the use of the experience of countries with the biggest practice of working with foreign students, namely the United States. Therefore, the purpose of the study is to analyse the organisational structure of the system of social and pedagogical support of foreign students in higher education institutions in the United States at the initial historical stage. The methods of analysis, synthesis, and generalisation were used during the research. Also, for a more effective study of social and pedagogical and infrastructural development of the adaptive training system of foreign students, a method of chronological coordinates was developed. The stage from which it is necessary to begin the study of the history of the system of foreign student support is highlighted, namely the period of 1911-1920, marked as organisational and constitutive. It is revealed that the stage is characterised by the emergence of the primary foundations of the counselling centre for the support of foreign students; the creation of the first structured national associations of foreign students and the adoption of fundamental legislative initiatives that provided the development of the support system. It is substantiated that the process of structuring the support system in the United States should be considered after 1919 (defined by the author as a period of diachronic- synchronous unity) when the Institute of International Education was established. The practical significance of the study lies in the first systematisation of historical material and its presentation as an organisational and constitutive stage. The presented results of the research can be practically applied in the process of preparation of lecture material on the history of social work in the USA and the world; in the framework of public and non-profit organisations

**Keywords:** adaptation, counselling centre, internationalisation of education, counselling, acculturation, legislative regulation

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## INTRODUCTION

The increase in the number of international students in the world, in particular in the United States of America (as the country with the largest number of citizens of other countries in their higher education institutions) raises questions about the effective development of the system of social and pedagogical support. But in order to increase the effectiveness of modernisation processes in adaptation programmes for foreign students, it is necessary to explore

the historical basis of social and pedagogical support, which will identify the reasons for the creation of the first counselling programmes and movements to help foreign students.

The development of the system of social and pedagogical support for foreign students in the United States was dictated by certain driving forces both by the students themselves and by the United States government.

The study of the historical development of adaptation measures will make it possible to assert the existence of a long historical path of establishment and transformation of the support system. However, it is necessary to understand that not only the desire and ability to build interpersonal contact with representatives of the host country is a major factor in the historical development of the support system. Legislative initiatives, the interaction between organisations aimed at acculturating citizens from other cultural groups, etc. are also important elements.

It is also important to understand the essential characteristics of the goals set by the educational institutions of the United States and the state as a whole. The first is the export of the US education principles to other countries. The second goal is to attract international students from different countries to study in the US educational institutions for their possible involvement, in the future, as naturalised specialists. The outlined actions lead to the phenomenon of internationalisation of education, which, according to B. Bern and T. Vestal [1-2], is a necessity for the state, as well as the promotion of diversity. Thus, all these features and goals became the driving forces of sustainable establishment, and later – the rapid development of the support system for foreign students. In addition, without an analysis of the historical background, it is impossible to understand the causes and conditions of the current branched system of social and pedagogical support.

*The purpose of the study* is to investigate the features of the organisational structure of the initial stage of the establishment of social and pedagogical support system and adaptation of foreign students in the United States of America.

## LITERATURE REVIEW

The issues of adaptive training of foreign students, in particular in the process of using multicultural education, have been studied by many researchers. Thus, L. Sidun considered the basic concepts of multicultural education in the United States, namely ethnic, cultural deprivation, language, the concept of anti-racism, radicalism, genetic determinism [3]. A more historically oriented and thorough study was conducted by M. Volovikova [4] and investigates the peculiarities of the development of the theory and practice of multicultural education in the United States. For her part, I. Kalacheva [5] paid attention to the study of the characteristic features of multicultural education, comparing the US experience with the European, which included consideration of the historical preconditions for the establishment of multicultural education. The issues of theory, practice, as well as the main practical goals and objectives of multicultural education in the United States, are investigated in the works of E. Baranova [6] and J. Banks [7-8], O. Gaganova [9], O. Goncharenko [10], S. Naushabayeva [11], C. Slyther, K. Grant [12] and others.

The presence of cultural and language barriers and their impact on social relations between a foreign student and representatives of the United States, as well as the psychological component of student behavioural transformations, were considered by M. Jackson, S. Ray, D. Bybel [13]. At the same time, it is interesting to study the

motivation and problems of students of a particular national group who chose the US educational institutions as a place of getting an education (T. Gefner-Bab, R. Hoshlessan [14]). For their part, the study of foreign students in universities and colleges of the United States in the historical context was studied by L. LeBlow [15] and E. Akanwa [16].

Notably, that the researchers also paid attention to the study of various problems that arise in foreign students and, directly the aspects of interpersonal and intercultural relationships. For example, issues of micro-aggression, as well as racism and xenophobia toward foreign students who have other sociocultural norms, have been considered by scholars such as H. Yeo, R. Mendenhall, S. Harwood, M. Hunt [17]. Most frequently, such culturally oriented problems are the cause of communication self-isolation of a foreign student, the consequence of which, among other things, may be insufficient effectiveness of linguistic adaptation, which leads to the impossibility of full communication, as confirmed by C. Wang, J. Ann, H. Kim and K. Lynn-Siegler [18]. Thus, the author of this study concludes that there is no thorough research of the initial stage of establishment of a full-fledged system of social and pedagogical support in the United States, taking into account the organisational structure aimed at foreign students, which indicates the relevance of the chosen research topic.

## MATERIALS AND METHODS

During the study, such methods as analysis, synthesis, and generalisation were used, which helped to consider and analyse the establishment of the structure of social and pedagogical support system of foreign students in the United States.

Investigating the historical basis of the development of social and pedagogical support and the transformation of this phenomenon into a system, it is necessary to determine the method of periodisation that will be used. According to the logic of developing the structure of the study, the most effective, in the author's opinion, is the use of the dichotomy "diachronic method- synchronous method", which was studied by F. Chermak [19], P. Swiggers [20], G. Talmi [21]. and others. According to F. de Saussure, who separated these methods, synchrony is "the relation between co-existing elements", while diachrony is "the replacement in time of one element by another, i.e. event" [22]. At the same time, according to Y. Olkhovska, the subject of the synchronous method is relations "which connect coexisting elements and form a system", and the subject of the diachronic method is relations which connect elements in the order of historical sequence which is not perceived by the same collective consciousness; elements that replace each other but do not form a system" [23]. It is also worth referring to the conclusions of S. Vasilieva that "the diachronic method is characteristic of structural-diachronic research as a type of research activity, the purpose of which is to identify the characteristic features of construction in the time of dissimilar processes" [24]. Thus, diachrony, according to researchers, does not provide an opportunity to study the system, which requires research. On the other hand, the

synchronous method is aimed at studying the system, but within a single collective consciousness, which blocks the need to study the historical and institutional basis.

Thus, for the choice of method, it should be noted that periodisation involves the division of the historical development of a particular process into stages, i.e., builds a certain historical sequence, which demonstrates the need for a diachronic method. But, on the other hand, the synchronous method makes it possible to study a certain period of time directly in the historical context. Therefore, the understanding of the importance of the synchronous method arises. In this regard, the author considers it necessary to apply both elements of the dichotomy concerning the performance of different tasks. To build a historical analysis of the development of support for foreign students, it is necessary to use a diachronic method, which will not allow studying the systematic development of support for foreign students at the stage of periodisation but will help to create a historical vertical. For its part, to understand the preconditions that were indicators of the establishment of a system of support for foreign students in the US educational institutions, it is necessary to use a synchronous method that will make it possible to explore the stage of periodisation in the space of its collective consciousness. Additionally, in the process of using the diachronic method, it is important to take into account its prospects [25], namely prospective (to study the development of social and pedagogical support in chronological order) and retrospective (which directs research to historical aspects).

Thus, to identify the chronological periods of the most significant changes in the social and pedagogical, and institutional development of the adaptation process in the US higher education system, a method of chronological coordinates was developed. For its application, it is necessary to build the studied time period in the form of a stage. Significant innovations or changes in a particular period should be applied to the chronological plane, which has a diachronically and synchronously directed coordinate axis. Given the conclusions of scientists considered earlier, the diachronic axis should include a chronological sequence of effective manifestations of the selected stage. At the same time, events (points) that contributed to the development of the adaptation process in the time dimension of a particular year should be laid on the synchronous axis.

As a result, there is the opportunity to build a diachronic arc (in case of a considerable number of significant dates in the study phase), as well as a synchronous arc (only in the place where the synchronous process is detected). Additionally, it should be noted that the synchronous arc is built from the diachronic coordinate axis due to the fact that the synchronicity process is a consequence of the diachronic chronological sequence. If several synchronous branches appear in the period of one stage, the appropriate number of synchronous arcs must be applied. Therefore, the chronological plane can only have one diachronic arc and many synchronous arcs (depending on the degree of synchronous development of the studied time period).

In the plane of intersection of the diachronic and

synchronous arcs, there is a field on the chronological plane, which was defined as “*the period of the diachronic-synchronous union*”. Its presence makes it possible to determine specific time frames when a diachronic-synchronous process takes place in a certain period. The greater the number of periods of diachronic-synchronous unity is presented in the studied chronological stage, the more effective it is for the development of the system of social and pedagogical support.

## RESULTS AND DISCUSSION

Creating the infrastructure for effective social and pedagogical support was a challenge for American society in the early 19<sup>th</sup> century. The increase in the number of foreign students and the geography of the countries from which they came to the United States, reflected the desire of foreign nationals to receive a better level of education. Thus, one of the first researchers to document the history of foreign students in the United States, K. Du Bois, concluded that “the desire to learn outside one's society, nation, or culture is as long as the study itself ... and reflects the ability of people to communicate with each other at different levels, with varying complexity, bypassing the barriers of social characteristics” [26]. Therefore, to overcome communication barriers and acculturation of foreign students, an appropriate support system was created, the first stage of which can be considered 1911-1920 and described as organisational and constitutive.

Notably, one of the central elements in the development of the international student support system in the United States and the first full-fledged counselling centre is the Committee for Friendly Relations among International Students [27-28], founded in 1911, which was a branch of the International Committee of the Christian Youth Association and aimed to assist students arriving in the United States. The work of the committee was divided between the so-called national departments [29], each of them was responsible for the representatives of a particular national group among students. Later, in the 1920s, the largest departments were Chinese, Japanese, Latin American, Filipino, and departments of other nationalities with minimal representation by foreign students. In addition, the Committee performed certain functions related to the support of students from other countries, including [30]:

1. Advising students before they leave their countries through the work of educational leaders or representatives of national associations (this function has been further developed and is active now when colleges and universities apply a programme of pre-adaptation preparation of foreign students to continue their training in the United States: such training develops (if necessary) initial language skills, acquaintance with the features of American culture (which will help reduce the negative impact of culture shock), as well as psychological preparation of the student's personality for future problems;

2. Meeting students upon arrival in the United States and providing food, housing, city guide (these meetings of foreign students, assistance in their accommodation, and acquaintance with the host city, are the responsibility of the

counselling centre within the modern system of student admission. In addition, special guides are provided to help students learn about education and culture in the United States, as well as the specifics and benefits of their chosen institution. Also, nowadays, counselling centres assist in obtaining visas, insurance, etc. and the provision of various legal services);

3. Providing foreign students with information on choosing an educational institution, as well as supporting admission to the chosen educational institution (this function of the committee is relevant today only in the format of pre-adaptation preparation using the information component. Thus, in the 1920s it was difficult for students (for example, from China or the Philippines) to obtain the full amount of information required about an educational institution in the United States without personally arriving in the country, therefore, the committee's work on this issue was important. The question arises as to the first point, in which students were consulted before leaving their country, and why was the information about the choice of an educational institution not provided at that time? It may be assumed that the representatives of the associations that provided advice did not have complete information about all American colleges and universities, so their task was to conduct a general campaign for admission to the educational institutions of the US and providing an initial level of information;

4. Acquaintance with the community of the educational institution or other representatives of the local society (in this case, one can talk about the activities of socialisation of a foreign student as part of the adaptation process). Thus, in the 1920s, attention was paid to interpersonal and intercultural interaction between a student from another country and representatives of the host country. In the support system today, this aspect plays an important role in consolidating the theoretical skills of interpersonal interaction in practice, when a foreign student has the opportunity to establish contact and communicate with a representative of another cultural environment, which will allow identifying problem areas in the adaptation system, the solution of which requires further efforts. Additionally, when meeting other people, the student will be able to more effectively adapt to the new (for themselves) academic model, while communicating with local society is aimed at developing ideas about the characteristic features of the host country, specifically in practical terms);

5. Providing information on earning opportunities for students who self-finance their studies (the activities of the committee in this area provided combining learning and work, which today is not one of the main points of activity of counselling centres);

6. Encouraging students to participate in summer conferences and other motivational gatherings of an international character (participation in scientific and social and cultural activities in the period between academic courses allows not to lose skills acquired during the academic year. Such events are still relevant today when the US educational institutions not only hold conferences or meetings in the summer but also organise summer training camps for

foreign students, which also use structured curricula and offer participation in specialised courses, etc.);

7. Providing support to students in solving their moral or religious problems, or helping to adjust their lives in the United States (today this area is more widely used because problems are divided not only into moral and religious, attention is paid primarily to acculturation and problems arising from it, which include differences between countries and cultures, linguistic features, the academic component, which varies in different countries. It is the solution of problems in three areas, namely sociocultural, academic and psychological, that makes it possible to talk about the possibility of performing the necessary activities within the framework of living in the United States. Therefore, a modern understanding of the adjustment of academic and social activities for international students can be considered full-fledged and effective).

Although the Committee made efforts to coordinate and support international students, it also assisted in the publication by national committees of collections of students' publications, which contributed to the academic and scientific improvement of students. Thus, among such collections are *The Japan Review* [31-33], *Christian China* [34], *The Chinese Students Christian Journal* [35-36], *El Estudiante Latino Americano* [37]. Many publications are still being published today.

A special role in the activities of the Committee was played by the involvement of foreign students in Summer Student Conferences that were held in different parts of the United States and provided an opportunity for foreign students to establish contacts with other foreign students and the most successful representatives of American educational institutions. It is worth noting that today colleges and universities have not refused to hold such events, which have the format of a reporting conference or an annual meeting supported by the counselling centre. Examples are the "National Meetings in Educational Institutions or Counselling Centres" held today, where international students can meet other participants from their home country and representatives of the host country.

Thus, given the activities of the Committee of Friendly Relations among Foreign Students, the conclusion is that it can be considered a prototype of modern counselling centres, designed to provide practical social and pedagogical support for foreign students. Naturally, many areas of the Committee's activity have been transformed, structured, and improved to date, which allows for more effective adaptive work with the student. However, the fact that the organisation, which operated in the 1920s paid attention to such a diverse range of work with international students, suggests that the United States has considerable experience in acculturating other countries' representatives, which requires extrapolation of such experience. Given that the Committee can be considered the first counselling centre for foreign students, the year of its origin can be defined, namely 1911, as the beginning of the first stage of the process of establishment of the system of social and pedagogical support in the United States.

The establishment of the system of American public

administration in cooperation with foreign nationals (and later foreign students) has a long history. Thus, in 1917, the US Congress passed the first immigration law, which laid some foundations for the further development of the experience of the state in cooperation with citizens representing other countries. This law was adopted in response to the social uncertainty that arose during the First World War and included the most important aspects that later contributed to the adoption of a later regulatory act. In general, the Immigration Act of 1917 required the introduction of a literacy test, which required all citizens over the age of 16 to prove basic reading and comprehension skills in any language, which naturally distinguishes it from modern requirements for foreign students who take the test, but its purpose is to confirm knowledge of English, not their native language and, subsequently, the grouping, according to the results. The law also expanded the rights of immigration officials, who were given more power to identify citizens who were denied entry to the country. [38] Thus, it can be noted that at an early stage of the legislative settlement of issues with immigrants, attention was paid to the importance of identity checks and, if necessary, refusal. Also, the law prohibited the entry of persons whose place of birth was the "Asian zone", which did not include citizens of Japan and the Philippines. Chinese were also not allowed to enter the United States, but not because they were in the "Asian Zone" but under a special law on the exclusion of Chinese citizens [39-40]. It is necessary to note the major differences in modern immigration policy from the one that existed before the beginning of the 20<sup>th</sup> century, which allows citizens from different countries to visit the United States, in particular for educational purposes.

It is also worth noting that the process of structuring international education in the United States began with the establishment in 1919 of the Institute of International Education (IIE). For example, in its 1921 guide to International Students in the United States, the Institute provided complete information about the country's education system, allowing foreign students to understand both the general structure and the challenges to be overcome. A description of the communities of foreign students that already existed at the time can be considered an important information component, which may indicate the existence of a support system for representatives of other countries at the initial stage of the historical development of internationalisation of education. Among such communities, the most prominent were:

1. The Corda Fratres Association of Cosmopolitan Clubs represented clubs that were organised at many universities to bring together representatives of each nationality in a separate educational institution. The association held a monthly congress to discuss current issues and try to find solutions. The association was actively supported by Cornell, Purdue, the University of Chicago, and others. An important feature of the organisation was to enable foreign students to build full-fledged contacts with representatives of other nationalities [30].

Thus, in the early 1900s, this organisation attempted intercultural adaptation through direct cultural contact

between people of different nationalities, which is now actively used in the system of social and pedagogical support and adaptation of foreign students to overcome the effects of culture shock. Accordingly, it can be stated that the Association of Cosmopolitan Clubs has played an important role in the initial establishment of the future system of student support.

In general, according to statistics, in 1921 there were more than 8,000 foreign students in the US higher education institutions. In terms of the number of students, who came to the country, the Philippines were in third place (857 students), the second place went to Canada (1294). The largest number of students came from China, namely 1443 [41]. This leadership of students from China led to the creation of another organisation, namely [30]:

2. Alliance of Chinese students. The organisation aimed at uniting all Chinese students in the United States held annual meetings in various parts of the country and published a monthly journal. All these actions served the mission of connecting students from China, spreading the information required to understand their interests while studying in the United States. At the same time, there was the Association of Chinese Christian Students, whose activities were aimed at the development of Christian teaching among the Chinese, which also included conferences, meetings in various parts of the United States, and a journal of the organisation was being published.

3. The American Hindu Association was created for British Indian students (India was part of the British Empire at that time), the purpose of which was to promote successful academic and social activities by members of this nation, as well as to provide American students and teachers with information about Indian culture and its citizens.

Notably, the creation of the Hindu Association was the result of differences between cultures, which in the process of direct contact do not have certain problems of mutual adaptation. Therefore, it was important to understand the features of cultural norms and traditions that form the basis of the behaviour of such students, which later allowed, within the support system, to take into account differences in the cultural component when creating a working curriculum and planning activities to promote acculturation.

4. The Philippines' third largest number of foreign students in the United States in the early 1920s led to the creation of the Philippine Student Federation in America.

There were also communities for smaller numbers of foreign students in the United States, including the Armenian Students' Organisation, the Syrian Educational Community, the Brazilian Students' Association, the Chilean Students' Association, the Latin American Christian Students' Association, the South African Students' Association, etc.

Thus, these organisations aimed to unite students from certain countries, which allowed for the regular use of a specific intercultural approach depending on the nationalities of students. After the stages of adaptation to the new culture, such a national division should not be used, because it will harm integration into society and the academic environment.

Thus, the period of diachronic-synchronous unity in the stage of isolated periodisation can be traced in 1919,

when synchronous development took place. The chronological coordinates of the first stage are presented in Figure 1.

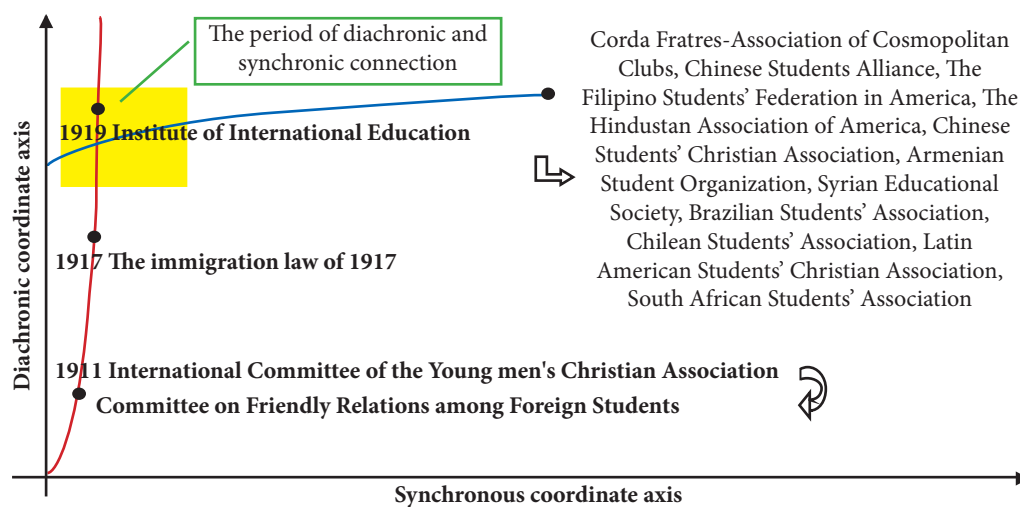


Figure 1. Chronological coordinates of the first (organisational and constituent) stage (1911-1920)

## CONCLUSIONS

Thus, the creation of an infrastructure for the social and pedagogical support of foreign students is a necessary condition for the implementation of effective adaptation initiatives. The historical development of the support system in the United States was determined by the information and organisational direction, which included the creation of national adaptation groups with information, which helped foreign students get answers to current issues of social organisation and academic activities, as well as the emergence of the primary foundations of counselling centres to support foreign students. The adoption of immigration and verification legislative initiatives was a catalyst for the establishment of the legal framework for legal and academic regulation of other sociocultural groups, which is a necessary element of the system of social and pedagogical support.

The method of chronological coordinates used in the study of the historical development of the system of social and pedagogical support of foreign students in the United States in a specific period (1911-1920) made it possible to consider this stage in diachronic-synchronous context and to distinguish 1919 as a period of diachronic-synchronous unity of the organisational and constituent stage. The study of this stage helped to analyse the foundation that was laid from 1911 to 1920 and directly influenced the development of the system of cooperation with foreign students in the United States. Further studies on the periods of development of the American system of foreign students' adaptive training in the historical aspect should include the following stages of periodisation, which will allow performing a full-fledged formation of organisational and structural design of social and pedagogical support.

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### **Становлення системи соціально-педагогічного супроводу іноземних студентів у Сполучених Штатах Америки (1911–1920 рр.)**

**Анотація.** У статті проаналізовано історичну основу становлення системи соціально-педагогічного супроводу іноземних студентів у США. Актуальність дослідження полягає у важливості модернізації та регулярного вдосконалення адаптаційних підготовчих програм у лінгвістичному, психологічному й соціокультурному напрямках. Однак, для цього необхідне використання напрацювань держав, що мають найбільший досвід роботи з іноземними студентами, а саме США. Тому метою дослідження є аналіз організаційної структури системи соціально-педагогічного супроводу іноземних студентів у закладах вищої освіти США на первинному історичному етапі. Під час проведення дослідження були використані методи аналізу, синтезу й узагальнення. Також, для більш ефективного дослідження соціально-педагогічного й інфраструктурного розвитку системи адаптаційної підготовки іноземних студентів був розроблений метод хронологічних координат. Виділено етап, з якого необхідно починати дослідження історії системи супроводу іноземних студентів, а саме період 1911–1920-х рр., позначений як організаційно-установчий. Виявлено, що етап характеризується виникненням первинних основ діяльності консультативного центру з підтримки іноземних студентів; створенням перших структурованих національних асоціацій іноземних студентів і прийняттям фундаментальних законодавчих ініціатив, що забезпечили підтримку розвитку системи супроводу. Обґрунтовано, що процес структурування системи супроводу в США необхідно розглядати після 1919 року (визначеного автором як період діахронічно-синхронічного єднання), коли був створений Інститут міжнародної освіти. Практичне значення дослідження полягає в тому, що вперше проведена систематизація історичного матеріалу та подання його як організаційно-установчого етапу. Представлені результати дослідження можуть бути практично застосовані у процесі підготовки лекційного матеріалу з історії соціальної роботи в США та світі; в рамках діяльності громадських і некомерційних організацій

**Ключові слова:** адаптація, консультативний центр, інтернаціоналізація освіти, консультування, акультурація, законодавче регулювання