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The Use of the Methodology for Determining the Levels of Organisational and Structural System in the Study of the Efficiency of Foreign Students' Social and Pedagogical Support (on the Example of the US HEIs)

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Abstract. The article examines the problem of foreign students' social pedagogical support in the context of the effectiveness of preparatory systems in the educational institutions, which determines the relevance of the scientific research – the definition of an effective methodology for analysing the level of structure of the adaptation system of foreign students' training in the educational institution. Due to the relevance of the research, the purpose of the article is to investigate the system of social and pedagogical support for foreign students in higher education institutions of the United States of America using the method of determining the levels of the organisational and structural system of elements of the acculturation triad. That's why a method of determining the levels of the organisational and structural system has been proposed, which provides the distribution of the analysed branching program into four levels. In addition, the research required the use of a systematic method (to determine the integrity and structure of the process of socio-pedagogical support), the method of classification (which allowed to distribute the preparatory programs by the elements of the acculturation triad) and the abstraction (aimed at a visual representation of the levels of organisational and structural system). It is emphasised that the support consists of elements of the acculturation triad, such as: educational and cultural, psychological, and linguistic. Each of these elements should be presented as a programme branch, coordinated by the preparatory centres. It was found that the number of levels at which the programmes of the analysed unit or educational institution are presented is directly related to the effectiveness of the process of foreign students' training. As an example of the analysis with the use of this method, the higher educational institutions representing the United States of America were selected (since this country (according to UNESCO) has the largest number of foreign students). As a result, the following HEIs were selected: University of Texas at Austin, Florida Institute of Technology, Ohio State University, and Yale University. The performed analysis allowed saying that the most branched organisational and structural system is presented (among the selected HEI) in the linguistic orientation of Yale University and is characterised by four levels of program branching. The lowest level (only highest) of branching was found in the educational and cultural direction of the Florida Institute of Technology. The presented methodology can be used in theoretical researches and practical analysis of the effectiveness of adaptation centres for foreign students

Keywords: adaptation, counselling centre, acculturation triad, educational and cultural training, psychological counselling, linguistic training, system visualisation

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INTRODUCTION

Academic mobility is an important component of the development of the “internationalisation of education” effect. Even though in the opinion of researcher H. De Wit, the principles of academic cooperation and individual development have taken a back seat in the modern world, and internationalisation implies only “profit and branding” [1, p. 3]. The importance of foreign students for educational and social institutions mainly lies in the development of specialised training centres for such students. The experience of these centres can then be applied to local students. Moreover, maintaining the required level of adaptation training for international students will contribute to the institution's full involvement in global academic processes. However, it should be understood that support for international students must be based not only on the provision of information and advisory support; the counselling centres must work systematically and coordinate the practical use of a complete adaptation package, which should consist of a so-called “acculturation triad” – the preparation of the educational and cultural, psychological, and linguistic orientations. The role of counselling centres (that were reviewed by such scholars as K. Koo, I. Baker and J. Yoon [2]) is mainly to stabilise social and cultural fluctuations. This type of social and cultural change can be stabilised through educational and cultural, linguistic strains of the adaptation process. According to the findings of such researchers as G. Valdez Paez, N. Hou, J. Tan, etc., there is a lack of a research base “in terms of fundamental personality figures to understand the difference between foreign and local students” [3, p. 157]. Accordingly, socio-cultural adaptation, which is closely connected with linguistic elements, is a very sensitive facet of inter-relationships, so the systemic nature of the preparatory (adaptation) process will enable to create the conditions for such an effect. This is what universities and colleges in the United States call “internationalisation of the campus” – when full interdisciplinary interaction between international and local students takes place.

The efficiency of educational and cultural, linguistic programmes promotes transformational changes for both foreign and local students (who, for their part, benefit from “reverse acculturation” as they adapt to the social and cultural specificities of students from other countries). At the same time, foreign students need to understand and accept the cultural specificities of the country they stay in. Considering the results of research by such scholars as R. Raby, R. Ward and G. Rhodes, it can be seen that a lot of foreign students perceive positively their own changes that they have experienced while studying in other countries [4, p. 639]. In

this case, a sufficient level of systematisation of adaptation measures can be discussed. Increasing the quality of intercultural adaptation is primarily related to “increased self-efficiency of adaptation” [5, p. 819], when a person (foreign student) is interested in a successful adaptation by themselves. This is possible because of the stable psychoemotional state of the student. In accordance with the research of such scientists as Y. Wang, A. Noltemeyer, A. Wang and K. Shaw, when a foreign student is forced into a foreign cultural environment, a “cultural shock, problems, and misunderstanding” occur [6, p. 822], which negatively influence an individual's psychological state [7], cause accultural stress [8], and interfere with the ability to form an effective interpersonal contact.

In this way, only the systematic and flexible programmes used during the adaptation process will enable effective training of international students and develop the necessary competencies to establish interpersonal contact, including social and cultural, linguistic specificities. In addition, psychological resilience will ensure that the negative effects of culture shock are mitigated, i.e. minimise its impact on the internal state and external emotional and behavioural manifestations of the individual. Considering the importance of the elements of the accultural triad and the presence of a system (structuring) in the programmes of adaptation training of foreign students in educational institutions, this area of research is considered relevant since it will enable further development of both Ukrainian and foreign complex of social and pedagogical support for international students. Currently, according to UNESCO [9], the country with the highest number of international students is the United States of America. Hence, it is possible to consider the experience of higher education institutions in this country as an example of the sufficiency/insufficiency of existing organisational and structural systems for international students' training.

The purpose of this article is to study the effectiveness of the structure of social and pedagogical support for international students based on the US HEIs by using the method of determining the organisational and structural system levels of the elements of the accultural triad.

LITERATURE REVIEW

The issue of adaptation training (wider sense – social and pedagogical supervision) has been considered by both foreign and Ukrainian researchers. Thus, the characteristics of the concept “adaptation” can be traced in the works of such scholars, as Y. Kim [10], E. Brody [11], J. Berry [12]. Their conclusions are demonstrated in the form of Table 1.

Table 1. The essence of the concept of “adaptation” in opinions of foreign scholars

No.	Scholar	Definition of adaptation
1	Y. Kim	International transformation of an individual caused by the presence of a new cultural environment [10, p. 9]
2	E. Brody	The process of establishing and maintaining a relatively stable relationships with the social or interpersonal environment [11, p. 14]
3	J. Berry	The individual's perception of whether or not they are sufficiently able to manage everyday life within the new cultural space [12]

However, it should be noted that the purpose of adaptation activities is not only to prepare foreign students socially and culturally, linguistically, and to counteract the effects of cultural shock (which indirectly affects the effectiveness of interpersonal contacts that are formed and the internal state of the individual in general). Accordingly, it is necessary to understand the essence of the phenomenon of cultural shock, which has been studied, for example, by such researchers as T. Holmes, R. Rahe, R. Lazarus, and S. Folkman, namely through the prism of the theory of stress and overcoming. Thus, scientists have concluded that cultural shock is the basis of stressful changes in people who participate in interaction with new cultural spaces to develop overcoming methods. As a result, adaptation becomes a process of stress management at different levels [13; 14]. Therefore, in this definition, a cultural shock has a more pronounced manifestation and a negative effect on the individual. According to scientists, it causes stress manifestations

which in most cases negatively affect the process of adaptation to the new culture. The impact of culture shock can be summed up by the ability to interact with people in a different cultural environment as a result of a properly implemented coping strategy.

Adaptation measures aimed at overcoming the cultural shock are part of a more comprehensive concept – social and pedagogical support, which consists not only of the preparation aspect but also of counselling, information, coordination, etc. Therefore, understanding all the peculiarities of this process can be considered a prerequisite for working with foreign students in a particular country or educational institution, for which one should also turn to theoretical research by foreign and Ukrainian scholars. Hence, social and pedagogical support of foreign students includes, *inter alia*, the need for cultural adaptation of the individual, in other words, the formation of skills of intercultural activities, which due to D.W. Sue and D. Sue [15] present a tripartite model (Table 2).

Table 2. Tripartite model of skills development for intercultural activities

No.	Model element	Characteristics
1	Individual awareness of their own beliefs, values, attitudes	To develop the ability to accept other cultures and behavioural principles, an individual must have strong personal attitudes about his or her own culture. In this case, the foreign student will be able to compare the characteristics of his or her own and “foreign” culture; to search for certain identical figures, etc., which will enable a more successful adaptation due to an understanding of the particularities on which the principles of a “foreign” culture are based
2	Awareness and insight into the cultural difference between people	This activity of an international student has an analytical basis in that it examines the differences in characteristics of cultural patterns, which help to identify the differences between the cultural views of the student and the individuals with whom intercultural interactions in the country of study are carried out
3	Use of skills and strategies to conduct culturally appropriate interpersonal activities	The conducting of worldview analysis and awareness of the different characteristics and similarities between cultures is an early stage of cultural adaptation and has a theoretical orientation. As for the practical aspect, it consists of the formation and ability to apply skills and strategies in intercultural activities. It should be noted that it is also necessary to understand the difference between “skills of current activity” and “strategic skills”. Thus, current activity skills are the elements for carrying out intercultural activities, which take place during this interval of time and are composed of the ability of the individual, in the time of intercultural contact, to organise their actions and communication in such a way as to prevent the occurrence of mistakes and, subsequently, conflict situations. On the other hand, the strategic skills are aimed at creating an effective system of interpersonal and intercultural activities in the long term, which requires a certain base to be in place (during ongoing intercultural contact) to maintain or increase the level of interaction in the future interpersonal contacts

Therefore, the tripartite model of intercultural activity is focused on the foreign student’s analytical activity, within which the peculiarities of both own and “foreign” culture will be investigated. This will make it possible to identify common intercultural ground which is the very basis of intercultural interaction. The understanding and formation of current and strategic skills are aimed at preventing the emergence of possible conflict situations due to mistakes made by the student during the intercultural contact.

As for Ukraine, organisational and methodological conditions for the adaptation of foreign students in Ukrainian

institutions of higher education were examined by H. Junsu [16]. Thus, the researcher pointed out that the intercultural communication between representatives of different cultures who have different behavioural norms and principles is an essential condition for adaptation process. Accordingly, the scientist concluded that intercultural communication is an important component of the development of multiculturalism as well as the prevention of conflict situations [16]. However, it should be noted that a lack of preparation for intercultural communication can be a cause of conflict. Therefore, it is important not only to carry out communication,

but also to prepare the foreign student to carry out communication. When examining the issues of socialisation and adaptation of foreign students, the research of such scientist as N. Hryshchenko is of interest. The scholar concluded that an effective result of the adaptation process requires the presence of components of a social and pedagogical nature that will help to achieve the set goals [17]. Among these components, the scholar distinguishes the presence of a supportive environment which can provide the necessary background for high-quality social and pedagogical activities; establishment of interconnection between academic activities and participation in cultural events of an educational character; the joint activity of the higher education institutions and other establishments which can help the international student to adapt, such as psychological support centres, local social integration institutions, etc. As a result, the researcher concluded that efficient socialisation is possible due to the new education system, which should aim to create "efficient social adaptability of students, social competence, which is consistent with the inner motivation of an individual" [17, p. 195]. Therefore, the scientist points out the importance of the intrinsic motivation component for the adaptation process and, primarily, for the formation of the student's acculturation programme.

From the point of view of issues related to educational and cultural adaptation measures, the conclusions of V. Streltsova [18] are worth reviewing. The scholar devoted attention to studying the educational and cultural environment of higher education institutions which, in her opinion, is "a complex of different conditions created by teachers (material, organisational and managerial, psychopedagogical, informational, communicative, moral, innovative, etc.), which influence the process of cultural- and self-development of students and teachers in the educational institution" [18, pp. 10-11]. Therefore, to create an educational environment it is necessary to use various specialisation measures that will contribute to the development of foreign students and specialists. For her part, O. Bilyk paid attention to the socialisation of foreign students in the educational and cultural environment [19]. Thus, the author is right that "leading aspects of socialisation of foreign students are intercultural and professional" [19, p. 277]. Hence, the intercultural factor directly influences the formation and development of necessary knowledge and skills in foreign students, which will help them to function in a new cultural environment and to interact with the country

they live in, which requires acquiring cultural norms and behavioural principles which may not correspond to the student's norms. The problems of social and pedagogical support are also presented in the author's previous studies [20; 21].

However, the researchers have not paid enough attention to the visualisation of the organisational and structural system efficiency, which will ensure the possibility of rapid implementation of the necessary changes. Therefore, the theme of the study is considered relevant for both theoretical and practical research for the social and pedagogical support of foreign students.

MATERIALS AND METHODS

Before starting the study of the organisational and structural system of educational and cultural, psychological, and linguistic orientations of adaptation of foreign students in the system of higher education in the United States of America, it is necessary to clarify the elements of the analytical system, which will be further used. Thus, the location of all system elements should be carried out under the organisational and structural development, which in some educational institutions may have a basis for the organisational and structural direction, which is characterised by the main structural formations. The whole system of organisation and structural branching, which will be analysed in all components of the accultural triad, is divided by the author into 4 main categories, in particular, highest level organisational and structural division (denoted by the direct organisational and structural space of the highest level), Highest level organisational and structural division (direct space of the highest level), organisational and structural division of Level I (straightforward space of level I), organisational and structural division of level II (straightforward space of level II), organisational and structural division of level III (straightforward space of level III). The main transition point between higher and II, II, III levels is marked by the line of the division of organisational and structural levels. In this way, the greater the number of transition points (lines of division) and organisation and structure divisions in the lower (from the organisation and structure straight line) divisions, the more branching and thorough is the system of educational and cultural, psychological, or linguistic adaptation of an international student in a particular institution of higher education. An example of the analytical system developed by the author is presented in Figure 1.

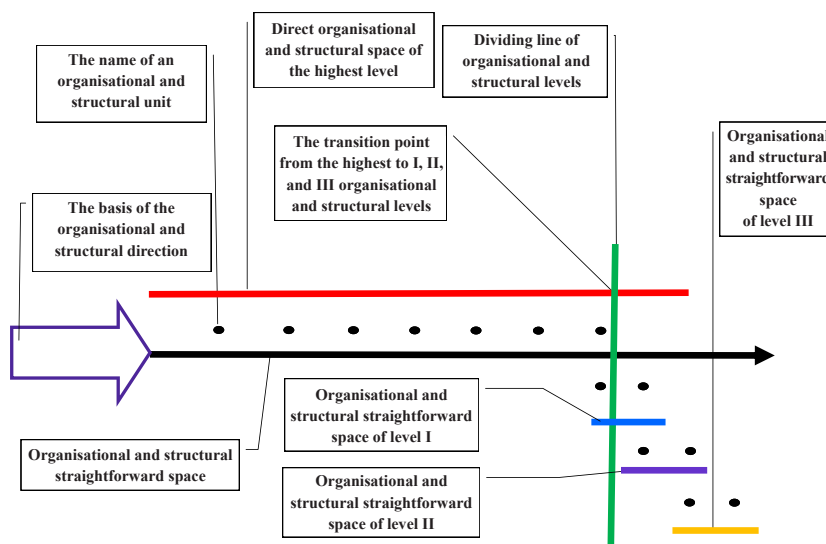


Figure 1. Example of the visualisation of the organisational and structural system levels

The methodology provides a visual demonstration of the structure of an individual element of an acculturation triad of a certain educational institution and identifies the levels at which there is a lack of structure and the need for further modernisation of the programme branching of a particular initiative or structural unit. The methodology helps to quickly identify the overload of a certain organisational and structural level and implement the required (if necessary) stabilisation measures. Of course, the number of organisational and structural space levels can be more than four. The author was guided by scientific research of particular US HEIs in which the number of such levels varied from 1 to 4. It should be noted that the choice of educational institutions in the United States of America for the study was based on certain criteria that allowed distinguishing universities from the total number of such institutions in the USA, and then analysing the educational and adaptation activities following the presence of their systems of educational component orientation. Therefore, the criteria for selecting US HEIs for the study were:

1) *geographical* – helped to identify higher education institutions according to their geographical diversity, which helped to consider the issue of dependence of educational and adaptation activities for international students on the geographical location of the education institution;

2) *quantitative and statistical* – aimed at selecting educational institutions according to the rankings of the Institute for International Education from 2010 to 2020 [22], which show the institutions with the highest number of foreign students in the United States of America, requiring from institutions to have a more developed system of social and pedagogical support;

3) *informational and component* – contributed to the selection of educational institutions with sufficient information on their official websites on the system of social and pedagogical support for international students. This criterion is particularly relevant due to quarantine restrictions associated with the COVID-19 pandemic, which has increased

the importance of the possibility of obtaining information in a distance format.

Also, the following methods were used in the research process, in particular systemic (enabled to look at the process of social and pedagogical support of foreign students as a single system, which is equally influenced by the elements of acculturation triad: educational and cultural, psychological, linguistic. Then, visually present the efficiency or lack of its structure using the methodology for determining the levels of the organisational and structural system); classification (aimed at division of the programmes and strategies of structural divisions of US higher education institutions according to certain criteria defined by the elements of the acculturation triad); abstraction (this method was used during the study of selected HEIs to present a visual component of the organisational and structural levels of the system without describing in detail all programmes represented in the chart. This approach was considered optimal because the purpose of the article is to investigate the efficiency of adaptation strategy structure in the US HEIs and to use the developed methodology for this purpose, rather than analysing the programs used during adaptation activities at all educational institutions.)

RESULTS AND DISCUSSION

Application of the methodology for determining organisational and structural system levels when analysing educational and cultural programmes

As mentioned above, the acculturation triad consists of such elements as educational and cultural, psychological, and linguistic. While analysing the efficiency of the practical application of each of these elements in educational institutions, it is possible to use own developed methodology. As an example of an *educational and cultural* orientation, the training strategy for international students at the University of Texas at Austin will be considered. The university has one of the largest international academic networks in the United States with over 5100 international students from

over 120 countries. Accordingly, the university supports a variety of programmes that enable social and educational support for students who come from other countries. The *International Student & Scholar Services (ISSS)* programme can serve as an example of such activities [23], which is the main division of the International Office and Internationalisation of the University of Texas at Austin. Program counsellors provide a wide range of services to support international students, such as personal counselling on issues of importance to students (from immigration policies to possible employment). Moreover, programme counsellors not only assist in providing materials for the possibility of more effective orientation of international students within the university campus, but also coordinate programmes of an individual and intercultural nature. The activity of the programme is based on the principle that the diversity created on the campus by international students ensures that the educational institution gains intercultural experience, which enhances classroom and research activities, develops global competence in co-workers and students, and fosters community building across the university, the state of Texas, and the United States of America in general. The “International Student & Scholar Services” is more precisely analysed further in the study [23]. Above all, it provides an opportunity to participate in many crosscultural initiatives aimed at socialisation in a new cultural environment. Among these initiatives, the following can be highlighted:

1. *Friendship Programme* [24].

While living in a new cultural space, international students can provide information about their cultural peculiarities, which will contribute to a better understanding among the entire academic and social communities. Therefore, the program is aimed at establishing relationships between international students and Austin residents, and providing the possibility of establishing inter-institutional links and intercultural relations. Thus, the host community, in particular the Austin community, gets the opportunity to get to know representatives of different cultures at the same time as helping them to get acquainted with the cultural specificities of Austin. For their part, international students have the prospect of learning about the city and American culture in general, which has a positive impact on more effective socialisation, as the understanding of the culture leads to a more rapid acceptance of it. To ensure the proper implementation of the programme, certain requirements are imposed on international students and representatives of the host community. For example, residents of the Austin community have to live in Austin or in a neighbouring city; be willing to participate in the program during the semester or academic year; be socially inclusive and willing to participate in new events; and provide information on their culture, traditions, and values. The host country shall respect the principles of cultural, religious, and national identity of foreign students, and also to inform internationals about any religious or political events scheduled during the student's stay in the host family (the person must first agree to

participate in the events). However, it is worth bearing in mind that people from some cultures find it difficult to refuse the host country. This is one of the aspects of social and pedagogical support – to find a socially acceptable way to communicate with an international student, which would help him or her to refuse to participate in the event without a feeling of guilt. The Friendship Programme, therefore, places great emphasis on the elements of the student's interaction with a representative of another culture, to use all possible actions to prevent the emergence of a sense of anxiety, which in turn negatively affects the psychological state, academic success, and eventually impedes the process of adaptation. At the same time, it should be noted that the “Friendship Program” is not intended to improve the English or other language skills of the community members during their interaction with a foreign student. The initiative is primarily aimed at cultural interaction, familiarising the host party with the traditions and cultural specificities of the foreign student and vice versa. Hence, the programme is aimed at developing intercultural relations as well as introducing foreign students and members of the Austin community to the specificities of other cultures.

2. *The International Orientation Volunteers programme* [25].

The programme is open to current students of the Austin University who wish to establish interpersonal contacts with representatives of other cultures and countries. It is the responsibility of the students to assist the international office staff in working with international students during the New Student Check-In (26), Providing information to international students about the University of Texas at Austin and attending events devoted to the new students from other states.

3. *The Passport to UT programme* [27] is characterised by a one-week informative event aimed exclusively at international students. Participation in the initiative provides an opportunity for representatives of other countries to establish interpersonal contact with the co-workers of the educational institution and active students who will help in the process of familiarisation with the campus. The program is designed to support international students in seeking resources for academic excellence, becoming more familiar with the American culture, and building bridges with other international students. The advantages of the programme itself are as follows: conducting personalised information sessions with international students; participating in in-depth sessions on American culture and university life; city and campus tours; participation in cultural events; meetings with international student-counsellors, teachers; forming social relationships with other students. The short programme is designed to provide the international student with practical information aimed at acquainting him/her with the peculiarities of social interaction during the study period, requirements for documents, etc., and increasing cultural awareness and encouraging interpersonal and intercultural contacts with the university administration and other students, especially those from other countries.

4. *The Partnerships to Advance Language Study (PALS) programme* [28] connects international and American students for cultural exchange and language skills improvement, including the design and planning of campus activities to create an inclusive environment [29]. Participation in the programme consists of joint visits and meetings, the main purpose of which is to ensure interpersonal contact between the students.

5. *The Living Learning Community programme* [30] enables students at the University of Texas at Austin to build bridges with others who are from unfamiliar cultures and states. This interaction takes place through participation in various community events, discussions, support from the teachers and living with people from other cultures in the campus. In general, "Community" can be defined as a place where there is an opportunity for dynamic intercultural contact, thus raising the level of students' intercultural competence and intercultural skills of communication. Any student who is interested in interacting with different groups of people from other cultures can participate in the programme. Interventions that take place within an initiative are designed to create a sense of unity by providing greater opportunities for interaction between students and educators on different topics. Students who participate in such collaborative activities, live together, thus enabling them to maintain interpersonal contacts for shared interests beyond the classroom. The programme "Living Learning Community"

is designed to foster interaction between students from different cultures and to integrate academic and extracurricular activities. The thematic orientation of such collaborations covers a range of interests for students: from specific academic programmes to a broad thematic orientation. Some of the thematic communities are aimed at taking classes in certain specialities, others at teaching students a certain way of living with people from other cultures. The *Jefferson Scholars Living Learning Community* is an example of such communities designed to provide social and pedagogical support to international students. Participation in this community is available only to students who participate in the *Jefferson Scholars Program*, which is designed to raise the level of humanistic education of individuals and their leadership skills [30].

Therefore, educational and cultural adaptation measures for international students at the University of Texas at Austin consist of counselling sessions that may include information on the cultural specificities of the country of study; application of the cross-cultural principle of adaptation (when an international student stays with the host family, it ensures regular interpersonal interaction; as a result, representatives of the host family also adapt to the social and cultural specificities of the international student from their side). The system of adaptation activity structuring demonstrates the two-level branching, which can be considered sufficient for the educational and cultural preparation of the foreign student (Fig. 2).

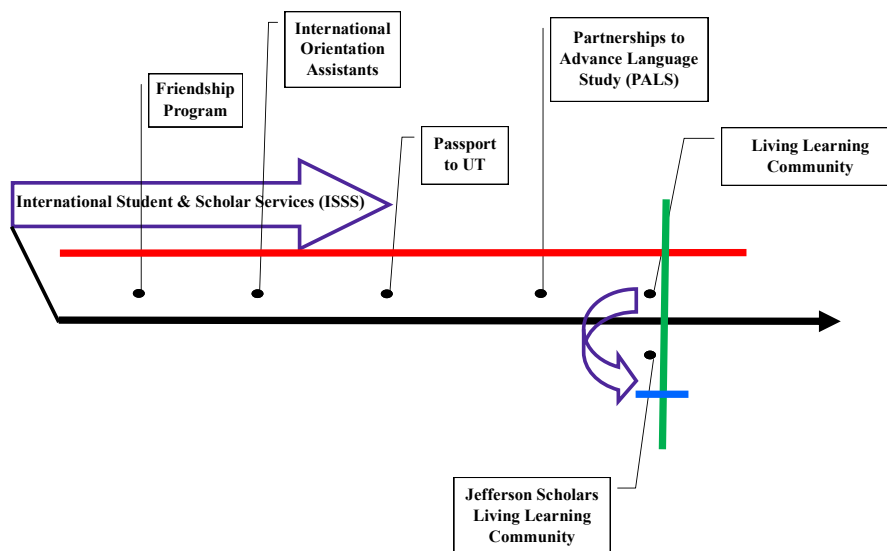


Figure 2. Organisational and structural system of educational and cultural adaptation of international students at the University of Texas at Austin

To compare organisational and structural systems, the experience of educational and cultural programs of the Florida Institute of Technology (Melbourne, Florida) should be considered, where the activities of the structural unit "Office of International Student and Scholar Services" (ISSS) may be of interest [31]. It aims to support students in achieving their academic goals and objectives. The office facilitates the

formation of preconditions for interaction between international and American students through the acquisition of knowledge from one another and enhancing the understanding by the institution's management of the peculiarities and values of cultural diversity, i.e., the internationalisation of the campus. The mission of the office of international student services is based on the Florida Institute's purpose

to ensure the development of international education in an educational institution while creating an environment conducive to intercultural learning and exchange. The responsibilities of the Office include advising on U.S. government regulations; acting as a liaison between the international student and the U.S. Department of State, the U.S. Department of Homeland Security, community, cultural organisations, and foreign embassies; to provide information and consultation services to international students; to provide cross-cultural exchange programs for international students and the academic partnership. In addition, the Office of International Student and Scholar Services also initiates programmes that provide assistance in adjusting to life in the United States of America in general and Florida in particular. Thence, the main programmes for international students at Florida Institute of Technology are:

1. "Florida Tech Diplomat Programme" [32].

Upon obtaining official status as a student at a U.S. educational institution, an individual has many questions about living in the United States of America and Florida in particular, such as: what documents and things to bring; which airport to arrive at; costs of living; finding housing (if living behind campus); etc. The questions that arise before the start of academic activity and before the first contact with a representative of another cultural environment have a negative impact on the psychological state of the individual, which is already in the preadaptation (propaedeutic) period forms the feeling of anxiety and insecurity. Thus, the Florida Institute of Technology's Office of International Student and Scholar Services in 2005 hosted the "Diplomat Programme" for international students from all around the world (e.g. Germany, Bangladesh, Trinidad and Tobago, India, United Arab Emirates, Vietnam, Pakistan, Turkey, etc.) who have travelled to the new country of study. "Diplomats" give their time, knowledge, and experience to help foreign students who are staying in the United States for the first time and involve them in social activities. Hence, the programme aims to support the initial level (i.e. the preadaptation period when the international student needs to receive information and motivation for the further intercultural process). A positive factor is the use of representatives of different countries as "diplomats". Obviously, students in U.S. institutions of higher education include representatives from many nations, but with "diplomats" from various continents, it is possible (at least partially) to build cultural solidarity between them and the foreign student (for example, if the foreign student is from India, it would be more effective put him or her together with a "diplomat" from India or Bangladesh than from Germany, for example) because having a person who is a counsellor from a closer cultural environment makes the whole process of the programme more effective. Consequently, the level of trust between the international student and the counsellor increases, which will allow for more effective preadaptation (propaedeutic) activities. Otherwise, due to the presence of national incompatibility, the level of interpersonal interaction between the "diplomat" and the student will not be sufficiently effective due to the lack of the necessary intercultural contact for the implementation of the initial adaptation.

2. Workshops [33].

The Office of International Student and Scholar Services sponsors and facilitates seminars on a variety of topics designed to inform international students about issues related to enhancing academic, administrative, and personal performance during their period of study. The topics of the seminars are composed of rules and regulations related to immigrant issues; employment on/off-campus; specificities of employment in the United States, etc. These seminars can also be characterised as part of the preadaptation (propaedeutic) preparation of international students for their stay in a new cultural and academic environment. Even though not all seminars have an educational orientation, they are socially significant for the student because they provide an informational component that provides assistance in understanding and carrying out the basic activities necessary to ensure their further stay in the country of study. These difficulties harm the educational and cultural state of the individual because at this (primary) stage of stay in the country she or he is not yet able to fully become part of the social system. Among the seminars, the *ISSS Orientation Workshop* [34] is the most important in terms of educational and cultural support and provides the information needed to implement the rules of immigration control; establishing links with the governments of the countries of origin of the students; providing information on the campus and the services available to the students; promoting effective intercultural and multicultural events; and paying attention to such issues as cultural adaptation, expectations of activities in the classroom, etc. The seminar is relevant for new students and is defined as a necessary part of the adaptation process.

During the seminar, students are introduced to the basic informational component of the academic process at an educational institution, which includes knowledge related to the terms of obtaining the necessary number of educational credits for taking a particular course. Attention is also given to distance learning, which has a different focus in U.S. educational institutions, primarily because students have the right to take several courses online. Therefore, providing information on such academic peculiarities is not only an educational process but also of a preadaptation (propaedeutic) nature.

3. International Coffee Hour [35].

The programme implies a national division – for example, special events are held based on the geographical origin of foreign students. These could be meetings for people from the African continent or students from Oman and so on. Such a geographical division has a certain purpose, which is determined by the fact that the international student will feel more "protected" (in a psychological sense) in the case of interaction with representatives of his or her native country or geographical and cultural area. In this way, we can talk about the use of this concept as one element of an adaptation programme when the student needs to take a "psychological break" from the effects of a "culture shock". Therefore, the most appropriate activity for the recovery from adaptation problems could be a meeting with culturally close students in an informal setting in the format of an educational and cultural programme.

Hence, “International Coffee Hour” is a social and cultural aspect of international student’s adaptation within the educational institution. Thus, one of the ways to form intercultural and interpersonal contacts with representatives of other cultures is to carry out various activities. The main purpose of the project is to create an understanding and acceptance of foreign students in the academic community (in this case, only the academic community can be discussed, because it deals with the socialisation of individuals in educational institutions.) At the same time, it should be noted that such gatherings can be organised within the workplace and so on. In general, the issue of adaptation in the collective space has been investigated by many scholars, including Yu. Miroshnichenko [36] (experience of adaptation of the community members), V. Ovsianikova [37] (paid attention to the psychological adaptation), B. Onopriychuk [38], I. Volkova [39], O. Getman [40] (specific features of adaptation of a person in a new community). Also note the possible participation of teachers in such events, which allows foreign students to be in an informal atmosphere, without the need to fully comply with academic behaviour standards (however, “not fully” does not mean “completely”, because a certain boundary between a teacher and a foreign student should still exist) and, accordingly, more effectively establish contact with teachers, which will facilitate further interaction with them already in the format of the academic process.

4. Another educational and cultural program for international students at Florida Institute of Technology is *The International Festival*, first held in 2007. The festival is characterised as an annual cultural celebration of international cooperation held at the Florida Institute of Technology campus in Melbourne, Florida [41]. The festival brings together international student groups from China, Brazil, Iraq, Lybia, Taiwan, Oman, Sri Lanka, etc. as well as local cultural organisations from the host country who are preparing special exhibition stands, devoted to the cultural diversity, the traditional clothing of the nationalities represented by foreign students, and also informational literature, maps, flags [42; 43]. One of the main locations of the festival is the open Panthereum stage at the Florida Institute of Technology where dance, vocal groups, and other performers (including martial artists) take the stage and help fill the auditorium

with a “live” program. On their side, the square near the Panther Plaza offers the opportunity to try a variety of international ethnic dishes [44, p. 15]. Therefore, one can conclude that the cultural value of the “International Festival” is significant in terms of the adaptation of foreign students to the new society. By becoming acquainted with the characteristics of other cultures and having the opportunity to present their own, the international student gains the confidence that his or her desire to become part of a new culture is not something unique, that other individuals have undergone, are undergoing, or will have to undergo the same cultural path. Being able to demonstrate the best of one’s own culture provides confidence that adapting to a new cultural environment does not mean forgetting one’s own, but can be a complementary component to establishing oneself as a fully-fledged element of the new society. Therefore, such events as the “International Festival” have not only an entertaining effect, but their main purpose is to support the Office of International Student and Scholar Services in the social and pedagogical support of international students. The Melbourne Beachsider explains why the international festival is important, namely because “it is a really significant event since it illustrates to the society the diversity of the educational institution and promotes the integration that is the main mission of the Florida Institute of Technology” [45, p. 10]. It is also important to demonstrate to all students and the community that diversity is a valuable factor.

Thus, Florida Institute of Technology has a set of measures that can be characterised as elements of adaptation infrastructure. The Office of International Student and Scholar Services can be considered the main advisory and information unit of the educational institution, where relevant programmes such as the diplomats programme, seminars, international coffee hour, the international festival have been launched. These activities are designed to enhance interpersonal and intercultural contacts among international students, as well as to develop their networking with American students and local community members. However, the absence of a full-fledged branching, as evidenced by the presence of only the highest organisational and structural level (Fig. 3), indicates the absence of a structural part of the educational institution’s adaptation process.

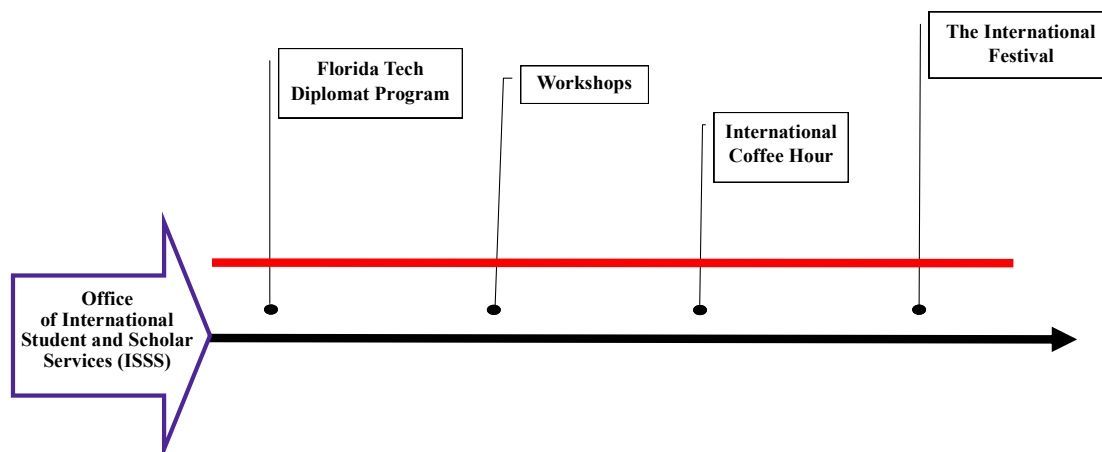


Figure 3. Organisational and structural system of educational and cultural adaptation of international students at the Florida Institute of Technology

Application practice of the methodology for determining organisational and structural system levels in the analysis of psychology programmes

The other element of the acculturation triad is *psychological*, the efficiency of the organisational and structural system which can also be determined by the author's methodology. The Ohio State University (Columbus, Ohio) is an example of a system of psychological support for international students. *Counselling and Consultation Service (CCS)* is represented by the office of student life management and provision of counsellor and psychological services on the campus of the university, which is the base of psychology oriented activity. The mission of the service is to facilitate the student's successful academic process, to provide comprehensive services for psychological health care, etc. The service operates in several areas, including *Group Counseling*, which consists of seminars of various orientations, the most important for the psychological support of international students being *Graduate Groups* [46]. The participants of this seminar meet to discuss the issues that affect the emotional state of the graduates and deal with conflict situations related to academic, social, and personal relationships. The purpose of the seminar is to optimise individual and academic success by raising the level of self-awareness and establishing a better relationship with others. It should be noted that the adaptation of an international student has to go through its basic stage at the initial period of his or her stay in the country of study. However, intercultural and interpersonal problems may arise later on, and some activities required for their solution are also part of this seminar. In addition, the counselling service conducts separate seminars on psychological support, among which one should distinguish:

1. *Beating Anxiety Workshop* [47].

Since anxiety is a widespread reaction of the international student to the need to conduct activities in a new social and cultural environment, this phenomenon will allow for more effective interaction with representatives of other cultures. The seminar is designed to familiarize students with the nature of anxiety; to show the importance of influencing the feeling of anxiety in a person's mind; to discuss ways of overcoming anxiety by controlling their own thoughts and emotions. At the end of the seminar, students will receive a theoretical foundation that will help them dealing with negative emotions and thoughts that lead to anxiety, and also practical skills that can be used to reduce the negative impact of anxiety on the individual;

2. *Surviving College 101 Drop-In Workshop* [48].

The seminar consists of 4 parts, with the main focus on the development of skills that will help to solve problems related to the beginning of the college study (this is also relevant for international students, who are also affected by such phenomena as stress, problems in relationships, problems with identity formation, fear of responsibility). Depression and anxiety problems are also reviewed. The main issues of the seminar are Mental Health Awareness (students are given an opportunity to discuss general psychological health problems during their stay on campus and

to develop skills for overcoming difficulties); Transitioning Back Home (students learn to solve psychological problems related to short or long term visits to their home country) etc.;

3. *Art Space: Creativity for the Body-Mind, and Soul* [49].

The Seminar provides one year for practical creativity and artistic self-expression of the international student's personality. The description of the programme of the seminar indicates [49] that (in the opinion of the American Art Therapy Association), self-expression through art positively influences psychological health. So, the activities are focused on the self-awareness and personal growth of the student. This therapy does not require any skills in any particular activity (painting, sculpting, etc.), the main thing is to gain the ability to self-realise during the critical period of adaptation;

4. *Conversations with the Counsellor* [50]. The seminar joins a series of other seminars aimed at solving problems encountered by students at the beginning of their higher education activity. Each seminar provides students with theoretical information and skills for overcoming difficulties and resources that can be used by the student in practice during academic or everyday activities. The seminar is characterised by the possibility of participating in several other seminars, including [50]:

1.1. *Mental Health Awareness.*

The seminar provides students with information on specific features of psychological health and well-being, which implies an introduction to the impact of given aspects on the success of interpersonal relationships. It also includes the development of skills to ensure that international students can use stress management techniques;

1.2. *Adjustment to University.*

The purpose of this seminar is to discuss the experience gained in terms of adaptation to the new academic environment and also to raise the level of psychological resilience of international students and to develop skills that will enable them to conduct effective communication with representatives of other cultural groups;

1.3. *Anxiety & Depression.*

The manifestations of anxiety and depression are among the main negative factors that affect the performance of international student. Therefore, the seminar provides an opportunity to get acquainted with the theoretical component of these phenomena, the mechanisms of their negative impact on the personality and the formation of abilities to resist them;

1.4. *Imposter Syndrome.*

The topic of the seminar is characterised by the feeling of the international student that his/her place of residence and studies is a mistake and he/she feels himself/herself to be a stranger in the academic process and interpersonal activities off-campus. This syndrome has a negative impact on the adaptation process of the individual because it can lead to self-and psychological isolation, which is completely incompatible with the goals of adaptation, which require more active interaction with representatives of the new society. Thus, the seminar is an important component, which assists in the adaptation process of the foreign student and

information on the nature of the syndrome, forms the ability to recognise its manifestations, encourages to discuss their experiences in dealing with this negative condition, and is aimed to learn strategies for dealing with the syndrome.

Therefore, Ohio State University's main focal point for psychological support is the Counselling Service, which organises seminars on conflict resolution, individual

self-awareness, and anxiety management. An important component of the educational institution's psychological support is a seminar on personal self-expression using art therapy. The educational institution's adaptation system is characterised by a two-level structure, which can be considered sufficient for providing effective counselling support to international students (Fig. 4).

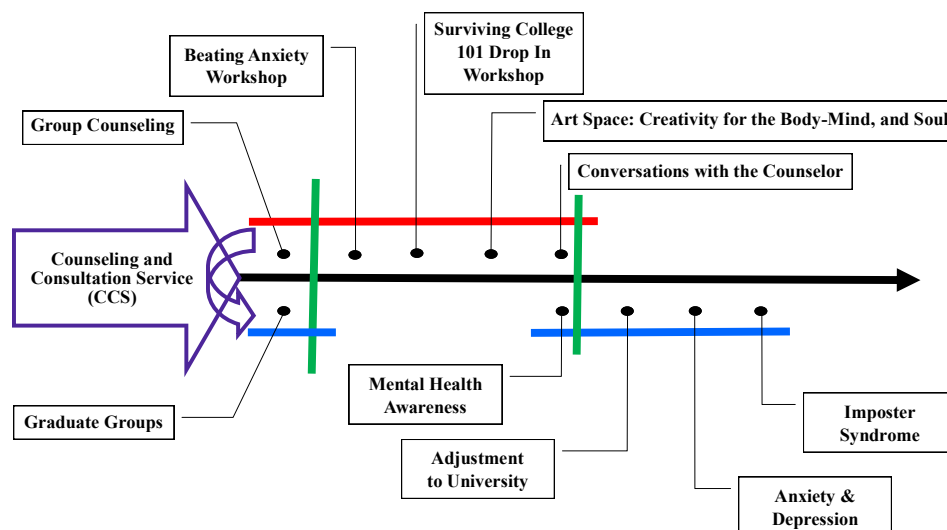


Figure 4. The organisational and structural system for psychosocial support for international students at the Ohio State University

Analysis of linguistic programmes using the methodology for determining organisational and structural systems levels

The communication itself is the link element of the cultural and psychological component, which is based on the ability to recognise the language of the opponent, analyse the linguistic nature of the information received and give an oral response. Therefore, *linguistic training* of foreign students is considered as the third element of the acculturation triad. Yale University (New Haven, Connecticut) is used as an example for the graphical demonstration of an organisational and structural system of linguistic training. Yale University's linguistic training system is based on the coordinated activities of the Office for International Students and Scholars as well as its International Centre, which organises the participation of international students in the programme and courses for the development of interpersonal communication, including *English Conversation Groups*, *English Language Programme at Yale (ELP)*, *Professional Communication Skills*, *Speaking*

Fluently, writing activity including *Academic Writing*. In addition, important components of the linguistic system of the educational institution are as follows:

1. The ELP Summer Academy Language Programme provides international students with the opportunity to participate in educational activities to develop practical English language skills during the summer period (*Language Partner, Instructional Materials, Consultation*);
2. Summer sessions which provide training in the core linguistic areas of writing, speaking, reading, and listening (*Academic Reading and Writing, Academic Speaking and Listening*).

Therefore, it can be stated the organisational and structural system of linguistic training of foreign students at Yale University (Fig. 5) has the highest level of branching, which is represented by two bases of direct development and four levels of organisational and structural units, that demonstrates the most efficient organisational and structural system out of all the institutions of higher education in the USA studied in the scientific article.

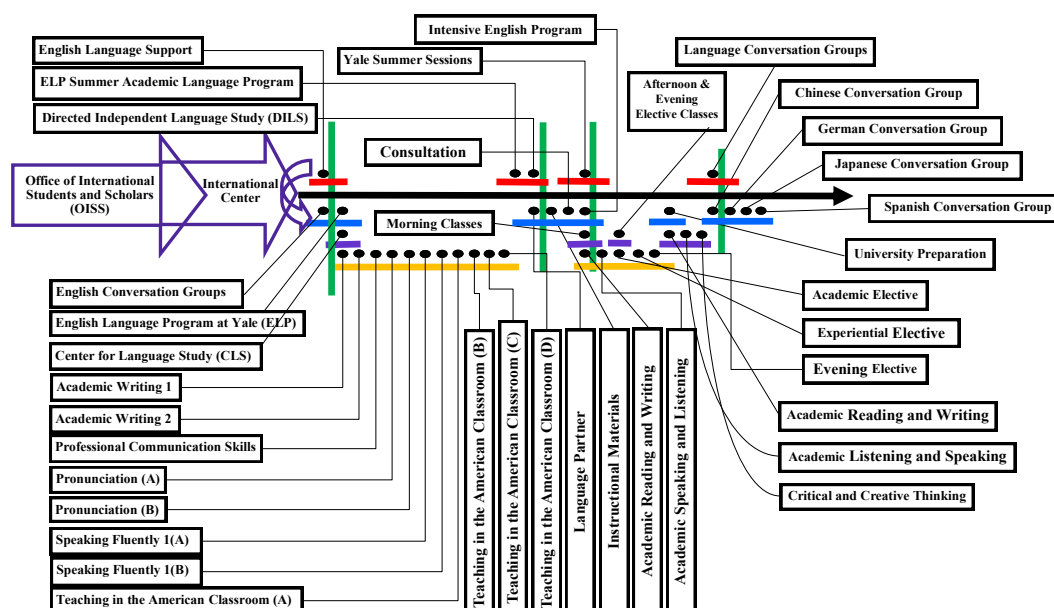


Figure 5. Organisational and structural system for linguistic training of international students at Yale University

Therefore, based on the conducted analysis, the following results on the efficiency of organisational and structural systems were discovered:

- the educational and cultural orientation of the University of Texas at Austin is characterised by a two-level branching, represented by the programmes in the upper and lower organisational and structural units, which can be considered a sufficient structural branching;
- the training of international students in the educational and structural area at the Florida Institute of Technology is represented by programmes that can be classified as a high-level organisational and structural unit, which demonstrates the surface level of structuring the system of social and pedagogical support;
- Ohio State University's psychology department is represented by upper and lower organisational and structural units, which cannot be fully defined as sufficient structure. However, the number of programmes, especially for the first level, can minimise the limitations of the organisational and structural system;
- the linguistic training of international students at Yale University demonstrates a high level of structure (according to the number of organisational and structural units considered as a standard for scientific research). The programmes of this university are presented at the highest, first, second, and third levels, indicating the efficient level of structuring in compliance with the "element of the acculturation triad" criterion.

CONCLUSIONS

Hence, a properly structured system of social and pedagogical support for international students contributes to their efficient adaptation. As a result, the author has developed a corresponding methodology that allows analysing the structural efficiency of a particular program or a unit of the educational institution, which activities are focused on

the support of international students. As an example of application of the author's methodology for determining the efficiency of organisational and structural system the following higher education institutions were selected: The University of Texas at Austin, Florida Institute of Technology (to study the educational and cultural orientation of acculturation triad); Ohio State University (to study the psychological area), and the Yale University (to study the linguistic area).

Visualisation of the organisational and structural system requires, according to the author's methodology, the presence of four levels of divisions: higher, first, second, and third (which is not a final requirement, this gradation was conditioned by the real need for the selected HEIs). As a result of the conducted study, it was found that in the field of educational and cultural adaptation programs for international students the most effective organisational and structural system is developed at the Texas University at Austin, which is reflected in the two-level branching. Regarding the Florida Institute of Technology, the organisational and structural system of educational and cultural adaptation of this educational institution is insufficiently structured. It was discovered, that the organisational and structural system of the Ohio State University Psychology Department has sufficient structural branching (two-level). It should also be noted that there are several sub-programs at the first level of the system. At the same time, it has been confirmed that the linguistic dimension of the organisational and structural system of Yale University has the highest level of structuring among the educational institutions that were selected for the analysis (four levels). Therefore, the methodology for determining the organisational and structural system levels makes it possible to visually mark the structure of a program or a unit of an educational institution to determine the level of the program branching. Such visualisation helps to promptly produce a structural system regardless of the number of programs and sub-programs (the number of levels). The

results of scientific research are not final ones, which requires further study of different methods of systems analysis of social and pedagogical support of international students in foreign and Ukrainian institutions of higher education.

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Використання методики визначення рівнів організаційно-структурної системи при дослідженні ефективності соціально-педагогічного супроводу іноземних студентів (на прикладі ЗВО США)

Анотація. У статті досліджено проблему соціально-педагогічного супроводу іноземних студентів у контексті ефективності підготовчих систем, які існують у закладах освіти, що обумовлює актуальність наукового пошуку – визначення ефективної методики для аналізу рівня структурованості адаптаційної системи підготовки іноземних студентів у закладі освіти. Мета наукової статті – дослідити системність соціально-педагогічного супроводу іноземних студентів у закладах вищої освіти США за допомогою методики визначення рівнів організаційно-структурної системи елементів аккультураційної тріади. Для цього було запропоновано методику визначення рівнів організаційно-структурної системи, яка передбачає розподіл аналізованої програмної розгалуженості за чотирма рівнями. Крім того, дослідження вимагало застосування системного методу, методу класифікації та абстрагування. Визначено, що супровід складається з елементів аккультураційної тріади, а саме освітньо-культурного, психологічного та лінгвістичного, кожен з яких має бути представлений як програмне розгалуження, яке координується підготовчими центрами. З'ясовано, що кількість рівнів, на яких присутні програми аналізованого підрозділу чи закладу освіти, безпосередньо пов'язана з ефективністю процесу супроводу іноземних студентів. Для прикладу проведення аналізу із застосуванням означеної методики, були обрані ЗВО, що представляють Сполучені Штати Америки (у зв'язку з тим, що в цій країні (згідно з даними ЮНЕСКО) проходить навчання найбільша кількість іноземних студентів). Відтак було відібрано такі ЗВО, як: Техаський університет в Остіні, Технологічний інститут Флориди, Університет штату Огайо та Єльський університет. Виконаний аналіз дав змогу стверджувати, що найбільш розгалужена організаційно-структурна система представлена (серед відібраних ЗВО) у лінгвістичному напрямі Єльського університету та характеризується чотирма рівнями програмного розгалуження. Найменший рівень (лише вищий) розгалуження було виявлено в освітньо-культурному напрямі Технологічного інституту Флориди. Представлена методика може бути застосована в теоретичних дослідженнях та практичному аналізі ефективності діяльності центрів адаптаційної підготовки іноземних студентів

Ключові слова: адаптація, консультаційний центр, аккультураційна тріада, освітньо-культурна підготовка, психологічне консультування, лінгвістична підготовка, візуалізація системи