

Furthermore, there has been a focus on cultivating ethical and cultural sensitivity in photography, encouraging critical thinking and reflection on the societal and cultural implications of photographic works. The enhanced practice and industry awareness opportunities have strengthened students' practical photography skills and industry insight. The improved training system has played a crucial role in enhancing the professionalism of photography. Through comprehensive education in technique, ethics, and practice, students have gained a more profound grasp of the core skills and professional qualities of the photography field, laying a solid foundation for their future careers. Finally, the close ties between universities and industries have provided students with broader opportunities for professional development and career resources.

In conclusion, the professional training system for photographers in modern Chinese universities has undergone significant changes, such as an emphasis on technological education, including digital photography techniques, and the integration of multimedia applications. This has enabled students to keep pace with rapid technological advancements and better adapt to the modern photography industry's needs.

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UDC 316.614:378.4(476.2)-057.875(510)

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SOME ASPECTS OF CHINESE STUDENTS' ADAPTATION AT F. SKORINA GOMEL STATE UNIVERSITY

УДК 316.614:378.4(476.2)-057.875(510)

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НЕКОТОРЫЕ АСПЕКТЫ АДАПТАЦИИ КИТАЙСКИХ СТУДЕНТОВ В ГГУ ИМЕНИ Ф. СКОРИНЫ

Adaptation of foreign students is a multidimensional phenomenon. Educational immigrants arriving in another country must adapt to the natural (nature, climate, geography), artificial (urban conditions, logistics, architecture), social (interactions, relationships in human communities) and cultural (cultural systems, traditions, customs, language) environments, including mastering the principles of functioning of the educational and new forms of the modern digital environment.

The theoretical and methodological foundations of the problem were studied in the works of G. M. Andreeva, T. G. Stefanenko, G. V. Soldatova, T. P. Skripkina, N. M. Lebedeva, L. A. Dika, L. L. Shpak, T. N. Yudina, I. V. Dubrovina and others.

The results of research on the concept of socio-cultural adaptation of foreign students and providing a system for supporting and protecting the identity of students in multicultural education were analyzed in the works of L.A. Apanasyuk, A.I. Garipova, N.K. Gramotunova, R.A. Dontsova, E.I. Klimantova, V.G. Morozova, E.I. Lebedeva, O.A. Pavlenko.

In general, all authors dealing with similar issues note that “when foreign students enter a new sociocultural environment, as a rule, various kinds of difficulties and problems arise” [4], therefore, the receiving party will always face the task of minimizing the maladjustment of students. Disappointment of students leads to a decrease in academic performance, psychological difficulties, and the manifestation of physiological, somatic and emotional disorders [1; 3]. Therefore, it is important to organize psychological and pedagogical support [2; 4].

One more aspect of the reception of foreign students in the educational and sociocultural environment of a higher education institution should be noted: the arrival of educational migrants creates a multicultural environment, the scope of which expands to the scale of the city, region and the whole country, while the administration and teachers must also adapt to the work with new students and interact within the framework of intercultural communication.

To overcome these difficulties, Francisk Skorina State University carries out the project “Adaptation of Foreign Students” [4]. During the 2023–2024 academic year, Chinese students are involved in it, studying within the framework of an experimental project supported by the Ministry of Education of the Republic of Belarus, and implemented in addition to the above-mentioned university in other 4 Belarussian universities.

In order to study various aspects of the adaptation of foreign students, 41 Chinese students were interviewed using survey methods and in-depth interviews; the average age of the respondents was 23 years. For some questions, it was possible to select several answer options; to simplify the understanding in the future they will be indicated by a special sign (*).

The main factors for choosing the country and university* for 21.1 % of respondents were a calm political and economic situation, for 19.5 % – good attitude towards foreigners and high quality of education, for 12.8 % – advice from friends/acquaintances/relatives, for 12.0 % – adequate (low) cost of training, 8.3 % – good climate and 6.8 % – geographical location.

When choosing a major*, respondents were guided by future employment opportunities (38.75 % of respondents), the prestige of the major (28.75 % of respondents), advice from friends/acquaintances/relatives (22.5 % of respondents), adequate (low) cost of education (10.0 % of respondents).

The majority of respondents (63.5 %) consider the cost of training adequate; 14.6 % of respondents think that the cost of training could be higher, while 7.3 % of respondents would like the cost to be slightly lower, and for 14.6 % of respondents the cost of training is high. These responses correlate with responses about the economic status of Chinese students' families. The majority of respondents (56.1 %) classify their family as having an average level of income, 7.3 % of respondents classify their family as wealthy and with a level of income in the family above average; 12.2 % of respondents consider the level of income in the family to be below average, and 17.1 % of students consider themselves to be from low-income families.

The majority of project participants plan to continue their studies in master's (postgraduate) and doctoral programs after completing their undergraduate studies (63.4 %), undecided – 17.1 %, and almost a fifth of respondents do not plan to continue their studies (19.5 %). After completing their studies, 26.8 % of respondents plan to study further in the Republic of Belarus, and 58.6 % plan to return to their homeland, 2.4 % would like to work in the Republic of Belarus.

According to respondents' answers, to make it easier for foreign students to study, it is necessary to create conditions for studying within the dormitory and increase the number of hours for studying the Russian language (34.2 % of respondents answered this way), 22.0 % of respondents would not want to change anything, and the least number of students would like more opportunities for activities, to have textbooks in Chinese in the library, good conditions in the hostel and for teachers to know Chinese (2.4 %).

As for the linguistic aspect of adaptation, 22 % of respondents noted that they understand teachers and fellow students well, 63.4 % of respondents understand most of them, and 14.6 %

of students understand poorly/partially. Most students have received training in English language proficiency. 43.9 % of respondents mastered it during the educational/learning process, 36.6 % of respondents studied it themselves or in courses, while 7.3 % of the surveyed students did not study English anywhere.

Regarding the organization of the educational process, the following points can be noted. Chinese students believe that classes are taught by highly qualified specialists (97.6 % of respondents) who use modern equipment (computers, projectors, multiboards, devices, etc.) (95.1 % of positive answers). Classes are held in good classrooms (laboratories) (90.2 % of positive answers), the class schedule is convenient (optimal) from the point of view of 82.9 % of respondents. The level of teaching disciplines in terms of accessibility and completeness of presentation of the material, the use of modern educational and information technologies completely satisfies 31.7 % of the surveyed students, mostly satisfies 56.1 %, partially satisfies 9.8 % and mostly does not satisfy 2.4 % of respondents. Almost 8 % of respondents were satisfied with the level of educational and methodological support, availability of literature and electronic educational materials (completely – 31.7 % and mostly – 48.9 %), 14.6 % of students were partially satisfied. 76.5 % note high opportunities for conducting research work.

Difficulties in the learning process were cited by 51.2 % of respondents as well as the lack of necessary books in the library, 31.7 % as problems with access to the Internet, while 19.5 % of respondents do not experience difficulties. The majority of Chinese students have a support group of friends, classmates and teachers (6 %).

12.2 % and 34.1 %, respectively, are completely satisfied and mostly satisfied with the living conditions in dormitories, 22.0 % are partially satisfied, 26.9 % are not satisfied, 4.9 % of students in the study sample rent private apartments.

51.2 % were mostly and completely satisfied with the organization of catering, 58.5 % were satisfied with leisure and sports events at the university, and 58.5 % were satisfied with the condition, number and availability of gyms and sports equipment.

80.5 % were satisfied with the level of student-supervisor relations, 80.5 % were satisfied with the student-administration relationship, 78 % were satisfied with the moral and psychological climate in the student environment, and 78 % of respondents were satisfied with the activities of student government bodies.

Chinese students believe that the people around them are good-natured and help them if necessary (85.4 %), that they have friendly (39.0 %) and almost friendly (41.5 %) relations with Belarusian students.

Anxiety scale of R.D. Spielberger (State-Trait Anxiety Inventory, STAI) was used as a psychodiagnostic tool at the end of the first month of Chinese students' stay in Belarus. It allows us to determine reactive/situational and personal anxiety. In the context of this study, the state anxiety subscale was used to assess an individual's level of anxiety at a specific point in time. In this sample, 78.05 % of students were characterized by a high level, the rest – average, that is, almost all students were disadapted. They were characterized by states of anxiety, tension, increased nervousness and even fear. Such states act as an emotional reaction to a stressful situation.

To minimize the problem of adaptation, students of 4 specialties were invited to training sessions of the project “Adaptation of Foreign Students” of the Department of Social and Pedagogical Psychology, where teachers and students majoring psychology acted as trainers. The classes were aimed at improving mutual understanding between representatives of different cultures, increasing resistance to everyday stress, and reducing the use of negative stereotypes.

When this sample was re-diagnosed at the beginning of the second semester, the number of students with a high level of situational anxiety decreased to 24.39 %, the average level was identified as 48.78 %, and some students (26.83 %) could be characterized by a low level of anxious reaction to new conditions life and study.

Thus, the main problems in adaptation are lack of knowledge of the language and living conditions; the specifics of the educational process do not cause a negative reaction of the majority of students. The organization of psychological support allows foreign students to reduce emotional reaction to new living and studying conditions. In general, both the receiving and arriving parties are friendly to each other and demonstrate a fairly short social distance.

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UDC УДК 372.878

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PEDAGOGICAL CONDITIONS OF MUSICAL AND AESTHETIC EDUCATION OF JUNIOR SCHOOLCHILDREN IN CHINA

УДК 372.878

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ПЕДАГОГИЧЕСКИЕ УСЛОВИЯ МУЗЫКАЛЬНО-ЭСТЕТИЧЕСКОГО ВОСПИТАНИЯ МЛАДШИХ ШКОЛЬНИКОВ В КИТАЕ

В статье раскрываются проблемы музыкально-эстетического воспитания младших школьников в Китае, рассматриваются вопросы создания поликультурной эстетической среды в общеобразовательной школе, обосновываются педагогические условия, способствующие развитию музыкальной культуры учащихся.

At present stage of development of society, characterized by the aggravation of social, economic, spiritual and moral problems, the preservation of interethnic and interfaith conflicts, the study of problems of spiritual and moral development of the individual seems relevant. The general education school has a real opportunity to stop the destructive processes observed in