Socio-psychological identity of foreign students with high academic achievement

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ABSTRACT.

This systematic review presents the current state of research investigating. *The relevance of the study* is due to the fact that in the high education sphere of the Russian Federation there is the current trend of transnationalization of the social and economic spheres, which dictates to Russian universities to invite more and more foreign students to increase their competitive potential. *Purpose of the study* to obtain more specific knowledge about the socio-psychological characteristics of Russian university foreign students, achieving a high level of academic achievement, which is the main goal of education. Methods of research: a systematic review and meta-analyses, empirical research, ascertaining experiment. The experiment involved 60 foreign students with different levels of academic achievement.

The study concluded that the socio-psychological identity of foreign students with high academic achievement is determined by the high degree of "I-social", that is, the orientation toward group affiliation, the focus on a critical attitude toward oneself, which allows to control what is happening, the presence of responsibility and the preservation of its satisfactory self-image in the past. The results of this study are used as a basis for organizing and conducting research of various groups of foreign students, taking into account their socio-psychological characteristics.

Keywords: academic achievement, foreign students, higher education, social adaptation, socio-psychological identity.

1. INTRODUCTION.

In the program of Russia's competitiveness increasing in the world market the educational services are considered both as a sphere for investments attraction and as a sphere forming a positive image of the country – in the eyes of its own citizens and in the eyes of other states and countries. In Russia foreign students become to carry the new culture in which they receive high education, and as well they must return to their countries being the competent specialists. However, the development of the educational culture and scientific and professional potential for foreign students is associated with another process – their social adaptation. They need to get used to other climatic and geographical conditions, as well as to master the linguistic and cultural environment, and change habits associated with household self-service, clothing, nutrition and, of course, the distance factor from relatives and friends plays a big role. And it is well known that the academic performance of foreign students depends on their successful social adaptation. This fact led us to the idea to obtain more specific knowledge about the socio-psychological characteristics of Russian university foreign students, achieving a high level of academic achievement, which is the main goal of education. Thus, high rates of academic achievement will also speak about successful social adaptation in a different national environment. The most important task of psychological science is the discovery of internal factors and personal resources that contribute to the achievement of academic achievement and, if we speak about foreign students, the internal factors that ensure the achievement of high academic achievement in a foreign social environment. The psychological support service will help to reduce the maladaptive reactions of foreign students, which can lead to deterioration of health, increased anxiety, severed estrangement from the team of the training group, intrapersonal and interpersonal conflicts and, as a result, a decrease in academic performance, loss of interest to educational and professional activities.

In our study the effectiveness of educational activities of foreign students in a Russian university is considered in the context of important psychological indicators of social adaptation of the individual: these are the features of the self-concept of the personality, the features of the self-relationship of the individual as a complex factor that demonstrates the existing system of assessments for oneself and the world, and the specificity of the world outlook orientations as regulators of priority areas of life potential. Academic

performance was determined by the indicators "excellent" and "good" for high level and indicators "good" and "satisfactory" for low level.

2. LITERATURE REVIEW.

The theoretical and methodological basis of the research is:

- the principle of systemic (B.F. Lomov) – the phenomenon is regarded as a system that is not reducible to the sum of its elements, it has a structure, and the properties of the element are determined by its place in the structure; it is the application to the private sphere of the general scientific principle of systemic character;

- the principle of determinism (S.I. Rubinshtein) – the principle of general conditioning of objective phenomena. This concept is based on the universal interconnection of all phenomena, which, on the one hand, is a manifestation of the substantive unity of the world and the way of its realization, and on the other – the consequence and precondition of the universal nature of development;

- the principle of the unity of consciousness and activity – in accordance with which consciousness and activity differ as the image and process of its formation, the image at the same time is a "cumulative movement", collapsed actions.

As well as modern Russian studies of foreign students on the topic of adaptation (Drozhzhina, 2013). Socio-psychological adaptation is understood as a complex, multi-component process of adaptation of an international student to the conditions of a new environment (Dorozhkin, Mazitova, 2007). The success of the adaptation process depends on many factors (Artemyeva, Akhmetzyanova, 2017; Artemyeva, Krotova, 2017). The main tasks are aimed at solving the problems arising from visiting students with adaptation and developing recommendations for them (Savchenko, 2010). We note the study devoted to the differences in the socio-psychological characteristics of foreign students "Socio-psychological adaptation of foreign students to the higher school of Russia" (Ivanova, 2001).

We also want to note the relevance of the topic of our study by the availability of modern research on the decision of prior attainment in the conditions of higher education, taking into account ethnic characteristics (Stockfelt, 2017) and research on the role of social influences on personality (Brandt, Reyna, 2017; Boyce, Wood, Delaney, Ferguson, 2017; Jokela, 2017).

3. METHODS.

Using indirect measurement tasks to assess the socio-psychological identity of personality: a systematic review and meta-analyses.

The empirical base of the study is 60 people (4-5-years-students) (Kazan Federal University).

The psychodiagnostic complex included the following means:

1. Methods of investigating the self-relationship (S.R. Panteleyev, V.V. Stolin) (hereinafter abbreviated to MISR).

2. Test "World outlook and life orientations" (D.A Leontiev.) (hereinafter abbreviated to WOLO).

3. Test of twenty answers of M. Kun and T. Makpartenda "Who am I?".

4. The protocol of academic achievement.

5. Mathematical and statistical processing of the obtained research data.

Discussion and interpretation of the results.

According to the protocol, there were selected 2 groups for 30 people each: foreign students with high academic achievement and foreign students with low academic achievement.

Thus, the comparative data of two groups were analyzed.

4. RESULTS.

The ascertaining stage of the experiment.

First of all, the average values of psychological indicators in the presented methods were determined. The data obtained are presented in Table 1.

Table 1. Average values of psychological indicators of groups of foreign students with high academic achievement and foreign students with low academic achievement

No. / name of the indicator	"Successful" foreign students	"Unsuccessful" foreign students

1. "Openness"	6.23	6.03
2. "Self-confidence"	7.90	6.33
3. "Self-management"	6.50	7.23
4. "Reflected self-attitude"	7.07	6.50
5. "Self-worth"	8.63	7.23
6. "Self-acceptance"	6.77	6.33
7. "Self-attachment"	6.23	6.00
8. "Internal conflict"	2.47	5.17
9. "Self-incrimination"	2.30	4.97
10. "Goals in life"	36.10	32.63
11. "Emotional saturation of life"	38.37	35.36
12. "Satisfaction with self-realization"	34.27	27.57
13. "The locus of control is me"	25.60	22.23
14. "The locus of control is life"	35.90	30.30
15. "I am physical"	5.13	7.70
16. "I am social"	11.4	6.47
17. "I am as an individual"	2.97	5.13
18. "I am transcendent"	0.53	0.70

There were identified indicators with differences in their severity with a confidence level of p = 0.001. The data are presented in Table 2.

Table 2 The results of a statistical comparison of indicators with respect to the t-criterion for independent samples

N	Scale name	Criterion value, t	Reliability (P)
2	Self-confidence	4.302	0.001
8	Internal conflict	-8.708	0.001
9	Self-incrimination	-7.457	0.001

10	Goals in life	4.062	0.001
11	Process	3.881	0.001
12	Result	8.269	0.001
13	Locus of control	6.105	0.001
14	The locus of control is life	5.252	0.001
15	I am physical	-5.383	0.001
16	I am social	8.911	0.001

At this stage of the study the indicator of social identity was the distinguishing one between the group of "successful" from the group of "unsuccessful" students. Among all parameters of the I-concept proposed in the author's methodology of Kuhn and McPartland, the meaningful one in the group with high academic achievement was "I am social". In the group of "unsuccessful" the indicator "I am physical" had a significance.

In order to formulate starting points for the formation of socio-psychological accompaniment of foreign students and increase their level of academic achievement the indicators of "successful" group are important for us. That's why solving the problem of high educational achievement and psychological support for foreign students, we pay attention first of all to the "I-social", not to the "I-physical", noting only the differences in their expression for different groups.

According to the data of linear correlation, the revealed differences in the severity of the indices in two groups are explained by the following interrelations: in the "successful" group, the "I-social" indicator has following connections (Picture 1):

- with the indicator of "openness" (MISR), the nature of the connection is a direct proportional relationship (0.54, p≤0.001 ***),

- with the indicator of "self-incrimination" (MISR), the nature of the connection is a direct proportional relationship (0.48, p≤0.001 ***).

And in the group of "unsuccessful" students the indicator "I-social" has a connection with the indicator "self-attachment" (MISR) – the nature of the connection is a direct proportional relationship (0.47; p≤0.001 ***).

Thus, we can say that the characteristics of the socio-psychological identity of foreign students with high academic achievement is the orientation toward group inclusiveness

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and belonging, while reflecting and critical thinking, the openness to the new information and the willingness to blame their failures and own shortcomings. That is, their idea of themselves as a group subject depends on their ability to accept the new and be responsible for what is happening.

While the group of "unsuccessful" students has lower values on the indicator of social identity, most likely, due to the existing rigidity of the I-concept, attachment, reluctance to change against the background of a general positive attitude toward oneself. Their group identity is not high, because they do not try to change something in themselves, they are all happy with them. Although social adaptation must include the process of some transformation of the self, and not maintain an inadequate self-image, which is no longer necessary in the new environment. It is possible that the tendency to preserve such an I-image is one of the protective mechanisms of self-awareness.
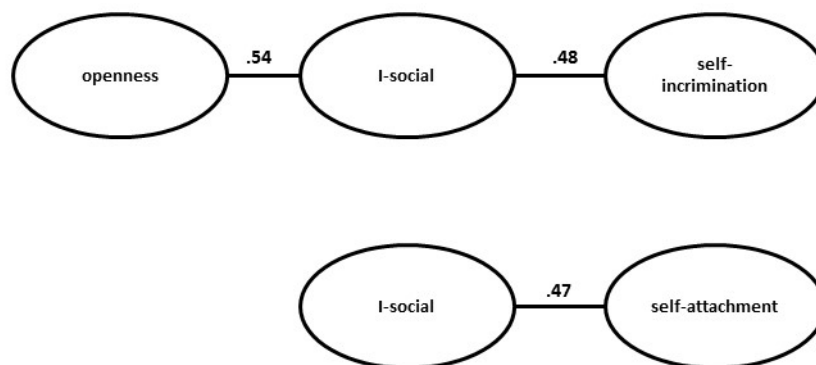

Picture 1 Interrelations of the "I-Social" with psychological indicators in groups of "successful" and "unsuccessful"

According to the divergent analysis (pairwise comparison of correlation matrices), it is possible to confirm the psychological differences between the groups in that there are differences not only in the intensity of the indicators and the difference in the correlation of the social identity indicator, but also in the existing differences in the interrelations of the indicators in the psychological profile to the group of "successful" students as a

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reference group. Thus, we found out the features of the interrelationships between the following indicators of the group "successful" students (Picture 2):

- "openness" (MISR) and "control locus is life" (LIF) – the nature of the connection is the inverse proportional relationship (0.44; p≤0.05 *),

- "self-attachment" (MISR) and "satisfaction with self-realization" (WOLO) – the nature of the connection is a direct proportional relationship (0.39; p≤0.05 *).
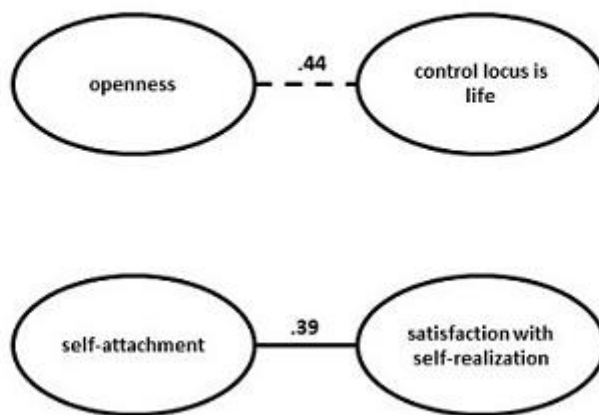
Picture 2 Interrelationships of psychological indicators that determine the psychological profile of group of "successful" students

Based on the foregoing, it turns out that students of a "successful" group are able to control their lives, and attachment to oneself and unwillingness to change oneself are related to satisfaction with the lived life span, that is, criticality allows one to control one's life and integrate into a new group while maintaining its self-image in the lived segment of the life. When a group of "unsuccessful" students is not going to abandon their self-image and thereby closes their own way of forming a social identity adequate to the new circumstances.

5. DISCUSSIONS.

Thus, on the basis of theoretical and empirical research it is possible to draw conclusions of the study:

1. The socio-psychological identity of foreign students with high academic achievement is determined by the high degree of "I-social", that is, the orientation toward group affiliation, the focus on a critical attitude toward oneself, which allows to control what is happening, the presence of responsibility and the preservation of its satisfactory self-image in the past.

2. The group of "successful" students is fully satisfied with their life achievements and has a high level of adaptation of themselves in the social structure, and as a consequence, has a higher level of adaptation in modern Russian society. The members of the group are included and aware of themselves in various social roles, so they are adapted to social space and interaction.

6. CONCLUSION.

In the process of teaching foreign students face a new socio-cultural and linguistic environment, an unfamiliar climate, new methods and forms of training, a complete change in the working and rest regime, which inevitably causes them new emotional experiences and mental states. Previous conclusions have allowed us to formulate recommendations to observe the psychological support of the process of social adaptation of foreign students in a Russian university, taking into account the revealed features of their socio-psychological identity. Recommendations relate to the development of psychotherapeutic programs aimed at the psychological and mental health of the individual associated with the process of social adaptation and high academic achievement. It is possible to suggest a specific conduction within the framework of socio-psychological support of foreign students, information courses, training sessions aimed at enhancing the potential of their social roles, stimulating the development of a critical attitude to oneself and their abilities, confirming Russian higher education institution in the positive experience of the past, rather than cultivating it in a foreign culture environment that interferes with optimal social adaptation. All these ideas will allow us to resolve both internal contradictions and the uncertainty in interactions in the new social conditions, with the aim of shifting attention not to ourselves, but to achieving the high academic result.

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