

## **Physical Training at University as a Means of Adaptation of Foreign Students to the Study in Different Cultural Environment**

Elena V. Fazleeva, Anna S. Shalavina, Grigory I. Pasmurov and Marat I. Rahimov  
Kazan (Volga Region) Federal University, 35 Kremlyovskaya St., Kazan, Russia

**Abstract:** In the study justified the necessity of foreign students involvement in active physical training and sports in order to improve their motor and communicative activity. Precisely in the area of physical activity of foreign students there are certain reserves for increasing the efficiency of adaptation processes. Physical activity is a powerful means of restoring mental and physical strength of students which helps to cope with the problems of adaptation to the new life's conditions and education. Physical training contributes to the expansion of communication ability of foreign students, reduces language barriers, creating favorable conditions for psychological adaptation of foreign students to study and live in different cultural environment.

**Key words:** Physical training, physical activity, foreign students, different cultural environment, adaptation

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### **INTRODUCTION**

In modern society, the rate of social changes connected with the mobility of population, migration flows and education in other countries rose sharply. These processes actualize the need of development such issues like physical and psychological training, socialization and adaptation of a person to the life in different cultural environment, particularly in the problem of adaptation of foreign students to the current educational process to the life in new socio-cultural environment beyond the nation-states (Andrade, 2006; Kragh and Bislev, 2005; Lewthwaite, 2005).

As a rule, the studies include three groups of adaptation problems which foreign students face: academic problems (related to the educational process), individual problems (associated with personality characteristics) and sociocultural problems (connected with the conditions of a new social environment) (Kudryashov, 2012). Therefore, it is necessary to talk about the adaptation of foreign students to the complex stress factors associated with living in a new social, psycho-social and climatic conditions complicated by the language barrier and the need of adaptation to university study (Gunn, 2005).

In our opinion, certain reserves of increasing efficiency of processes of adaptation are in the sphere of physical activity of foreign students, since the physical activity is a powerful tool for the restoration of mental and physical strength of students and it also helps to cope with the problems mentioned above, concerning adaptation to the new life conditions and education.

### **MAIN PART**

There are >2,000 foreign students in the Kazan Federal University (KFU), mostly from the Middle East and Southeast Asia. After preparatory training of Russian language, they enrolled in the ordinary Russian-speaking groups. As our long-term studies and observations show, the students of the preparatory course which did sport (in sections in the gym of hostel) by themselves and attended additional trainings with the students of general course as a rule, less sick, stand easier educational load, more sociable, overcome quicker the language barrier and less feel psychological distress in the transition to the full-time education.

At the organization of physical training with foreign students in the study and leisure time, it is important to take into consideration the following factors:

- The state of health and physical fitness as well as the individual characteristics of the adaptive processes (psychophysiological, social)
- The presence of a certain language barrier connected with a different initial mastering of the Russian language
- Characteristics of the national culture and traditions (including confessional) in matters of physical education (Gunn, 2005)

In the process of physical training with foreign students against the background of the common tasks of physical education related to health promotion, increasing of the physical and functional training, etc., especial

relevance have the solution of problems associated with non-specific effect of physical training on the body, expressed to increase resistance to a variety of adverse factors (unaccustomed climate, psychological stress, mental strain, etc.). It should be noted that cooperative group activities in these classes (in mixed language groups) promote activation of mutual learning, mutual and self-control, organization of various forms of mutual aid, expansion of communications capabilities, strengthen the interpersonal relationships in the group, create a positive psychological microclimate.

We believe that it also needs to attract foreign students to participate in mass sports and recreational activities in different role qualities (as a spectator, a fan, a member of a support group, a competitor). KFU foreign students (of preparatory faculty and main course) successfully participate in the national team of university at the different local olympics, take an active part in the sports festivals. For example, at the Institute of Philology and Intercultural Communication KFU for foreign students of preparatory and basic courses organized sports and recreational trips to educational and health center "Yalchik" and other places out of town, both in winter and summer.

### **SUMMARY**

Practice shows that this approach to the organization of motor, sports and recreational activities of foreign students optimizes complex multifactorial process of their adaptation to the life and education in different cultural environment.

Thus, physical education at university in a certain sense, brings to international students functions of adaptive physical education. Therefore, in view of the above, physical training for foreign students must be compulsory, in the same time scale as for the local students and not to become the subject of choice or elective if there is no corresponding medical restrictions.

### **CONCLUSION**

Indicators of physical and functional readiness of foreign students at the beginning of training are lower

than those of Russian peers which determines the low initial level of reactivity of the organism to the muscle loadings and consequently, low levels of adaptation reserves.

Regular physical training with optimal motor regime stimulates positive dynamics of functional state, the overall health of foreign students and produces an adequate response to multifactorial effects of the environment.

Physical education classes with foreign students should be spend with less motor density and moderate intensity, in a high psycho-emotional background with a high level of clarity during training and considering the language barrier.

It is necessary to carry out personal consultations for foreign students to identify their preferences in choosing the sport and motor activity in order to create the optimal individual motor mode.

For physical training, it is necessary to form a mixed language groups to activate mutual learning, self-control, various forms of mutual assistance, to enhance communications capabilities, leveling the language barrier, strengthen interpersonal relations in the group and create a positive psychological microclimate. This will facilitate the optimization of psychological adaptation of foreign students to the study and the life in the different cultural environment.

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