

MOSCOW STATE PEDAGOGICAL UNIVERSITY

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**Emotional intelligence as a resource of  
socio-psychological adaptation in foreign language environment  
of student youth**

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## INTRODUCTION

**The relevance of the study** is dictated by the tasks of socio-psychological adaptation of students in a foreign language educational environment.

New technologies and high mobility of the population in different countries have determined the demand for creative training of specialists. These circumstances are increasingly encouraging today's young people to continue their education abroad. The international exchange of schoolchildren and students has become much more accessible due to the progress of globalization, advanced transport technologies that allow moving from place to place in a shorter time, changes in the lifestyle of modern youth and other progressive changes in the world. As a result, the problem of socio-psychological adaptation of students to the new circumstances of life in the field of education had become more acute.

The effectiveness of socio-psychological adaptation of students in a foreign language educational environment depends not only on external circumstances, but also on the internal resources of the individual. Such a resource is the emotional intelligence, which is the guarantee of academic and professional success and effective interaction of international students with other participants in the educational process.

The identification of the relationship between the emotional intelligence of foreign students and their existed level of socio-psychological adaptation determined the relevance of this study.

**The degree of development of the research problem.** A.I. Dontsov, A.N. Zhmyrikov, E.K. Zavyalova, N.L. Ivanova, R.F. Ikhsanov, M.Y. Kondratiev, N.N. Melnikova, I.A. Miloslavova, B.D. Parygin, V.A. Petrovsky, A.A. Rean, A.V. Sidorenkova, T.G. Stefanenko, V.S. Castro, Y.Y. Kim, W. Searle & C. Cward, J.P. Van Oudenhoven and others addressed the topic of socio-psychological adaptation at different times and in different contexts.

Means of socio-psychological adaptation and the consequences of its violation were studied by S.A. Badoeva, A.A. Baranov, N.V. Gafarova, N.V. Kostyleva, D.A. Kuznetsova, A.A. Skorodumov, S.V. Smirnova, and others.

Socio-psychological adaptation in the context of migration problems was studied by V.V. Gritsenko, E.A. Grishaeva, V.V. Konstantinov, M.A. Lobas, G.G. Pavlovets, A.N. Tatarko, O.E. Khukhlaev, M.Y. Chibisova, J.W. Berry, etc.

Several works study the features of socio-psychological adaptation of the individual in the conditions of production (K.A. Bagrationi, I.A. Baeva, O.P. Baklitskaya, V.I. Brudny, N.I. Leonov, A.I. Khodakov, etc.), in army units (A.V. Bulgakov, G.S. Dunin, V.G. Chaika, etc.).

The socio-psychological adaptation of young people as a special social group was studied by K.V. Abramov, G.M. Andreeva, A.L. Zhuravlev, N.S. Ofitserkina, E.V. Taranov and others.

Socio-psychological adaptation in the field of education was studied by G.V. Akopov, M.V. Grigorieva, T.D. Dubovitskaya, A.S. Kashapov, M.N. Kruttsova, V.M. Kuzmina, T.G. Stefanenko, E.V. Chuchelina, R.M. Shamionov and others. Socio-psychological adaptation of foreign students was studied by V.S. Ageev, L.F. Ann-Wilson, E.V. Vitenberg, M.A. Ivanova, A.V. Kravtsov, R.K. Dillion & J.S. Swann, A. Furnham & S. Bochner, O. Klineburg & W.F. Hull, R.T. Morris, P.B. Pedersen, D.L. Sam, J.C. Surdam & J.R. Collins, V. Tinto, H.B. Thompson & G.H. Thompson, W. Tseng, S. Zimmerman, etc. The greatest attention was paid to the issues of socio-psychological adaptation of students from the Asian region, including Chinese students in US universities, by such scientists as H.B. Chang, H.M. Chu, P.L. Collins, M. Klein, J.K. Lee, E.K. Yeh and others.

The importance of emotional resources in the process of socio-psychological adaptation was studied by E.A. Grishina, V.A. Tolochek, S. Shekhter and others.

The role of intellectual resources in the process of socio-psychological adaptation was studied by V.I. Medvedev, V.N. Druzhinina, D. Kahneman, A.I. Savenkov, etc.

The study of emotional intelligence was carried out not only by foreign researchers, such as R. Bar On, D. Caruso, J.D. Mayer & P. Salovey, D. Goleman and others, but also

by Russian scientists, for example, I.N. Andreeva, S.P. Derevyanko, D.V. Lyusin, A.I. Savenkov, E.A. Sergienko, etc.

The problem of the relationship between socio-psychological adaptation and emotional intelligence was studied in the works of T.A. Pankova and S.A. Potutkova.

Despite the studies presented in social psychology, the issue of socio-psychological adaptation of students in foreign language environment remains insufficiently studied in the context of their internal resources. The relationship between emotional intelligence and socio-psychological adaptation remains poorly researched and relevant.

**The purpose of the study** is to identify emotional intelligence indicators that contribute to the successful socio-psychological adaptation of students in foreign language environment based on theoretical analysis and empirical research.

**The object of the research** is socio-psychological adaptation.

**The subject of the research** is the relationship between socio-psychological adaptation and emotional intelligence of students in foreign language environment.

**Objectives of the study:**

1. To theoretically analyze and systematize research on socio-psychological adaptation in social psychology.
2. To theoretically and empirically study the importance of emotional intelligence as a resource for effective socio-psychological adaptation.
3. To study the barriers and features of socio-psychological adaptation of students in foreign language environment.
4. To identify differences in socio-psychological adaptation in groups of compatriots and in groups with diverse composition of language proficiency.
5. To study the specifics of possible connections between the socio-psychological adaptation of students in foreign language environment and the features of their emotional intelligence.

**The methodological basis of the study** is as follows:

- principles of subjectivity, systematic description of socio-psychological phenomena (K.A. Abulkhannova, L.S. Vygotsky, M.S. Kagan, Y.L. Kolominsky, B.F. Lomov, V.I. Lutoshkin, A.V. Petrovsky, S.L. Rubinstein, V.E. Semenov);

- provisions on the unity of socio-psychological phenomena, interaction and the principle of determinism (V.S. Ageev, V.A. Ilyin, R.L. Krichevsky, V.A. Petrovsky, O.E. Khukhlaev);

- provisions on socio-psychological maturity (E.L. Dotsenko, A.L. Zhuravlev, A.B. Kupreychenko), fundamental ideas of space and time of individuals and groups (K.A. Abulkhanova-Slavskaya, K. Levin, T.A. Nestik, T. Shibutani);

- ideas of unity of individual with social systems and groups (G.V. Akopov, G.M. Andreeva, E.P. Belinskaya, L.S. Vygotsky, A.I. Dontsov, A.L. Zhuravlev, N.L. Ivanova, O.B. Krushelnitskaya, E.A. Petrova, O.A. Tikhomandritskaya, N.Y. Khryashcheva, A.S. Chernyshev);

- ideas of unity of life orientations, social roles and social behavior (A.I. Dontsov, M.Y. Kondratiev, L.A. Petrovskaya).

**The theoretical basis of the study** is as follows:

- provisions of socio-psychological adaptation (V.S. Ageev, G.M. Andreeva, V.V. Gritsenko, L.V. Lebedeva, L.V. Miller, A.A. Nachaldzhan, V.N. Parygin, A.V. Petrovsky, A.N. Tatarko, A.S. Chernyshev);

- theories of social changes of individuals, groups, society (G.M. Andreeva, E.P. Belinskaya, A.L. Zhuravlev, O.A. Ovsyanik, E.A. Petrova, A.V. Sidorenkova, P.N. Shikhirev);

- provisions on the resource approach to the explanation of new features of interaction (V.A. Bodrov, T.A. Nestik, K. Muzdybaev, A.N. Tatarko, V.A. Tolochek, S.E. Hobfoll).

**Methods of investigation:**

1. Theoretical analysis and generalization of research on the problem of the relationship between socio-psychological adaptation and emotional intelligence of student youth in foreign language environment.

2. Empirical research methods:

- The methodology of studying the socio-psychological adaptation of an individual in a group (A.V. Sidorenkova, E.S. Koval);

- The questionnaire of adaptation of personality in a group in the conditions of a new cultural environment (L.V. Yankovsky, adapted by V.V. Konstantinov);
- The Questionnaire of life Orientations (E.Y. Korzhova).
- The emotional intelligence test (J. Meyer, P. Salovey, D. Caruso, adapted in Chinese by Feng Tao).

3. Statistical processing of empirical data was carried out using:

- nonparametric methods of statistics;
- single-factor analysis of variance;
- simple regression analysis;
- structural modeling.

Such statistical packages as the Microsoft Excel 2016 and IBM Statistics 22.0 were used for data processing; IBM SPSS AMOS 24.0 was used for structural modeling.

**The general hypothesis** of the study is that the effectiveness of socio-psychological adaptation of students in foreign language environment will be determined by their resource of emotional intelligence.

**Hypothesis 1.** Students in a foreign language education environment do not show sufficiently high indicators of socio-psychological adaptation, which is necessary to ensure psychological well-being regarding the interaction.

**Hypothesis 2.** There are differences in the indicators of socio-psychological adaptation between students in the compatriots' groups and students in the group with diverse language proficiency and opportunities to seek psychosocial support from groupmates.

**Hypothesis 3.** There are links between socio-psychological adaptation (involvement, adaptation to interpersonal interaction, positive attitude towards life) and emotional intelligence (the ability to identify, analyze, use, and manage emotions).

**The study sample** consisted of 90 foreign students studying at Russian universities as bachelor's, master's, and postgraduate students (all students from China). Two groups of students were identified according to the following criteria. The first group (Group A) consisted of 45 foreign students who study in classes with their compatriots and can receive socio-psychological assistance and support from them. The second group (Group



B) consisted of 45 foreign students, who study in classes with diverse language proficiency and have limitations in receiving psychosocial support from their classmates.

**Scientific novelty of the obtained results:**

- The relationship between the socio-psychological adaptation of foreign students and the features of their emotional intelligence has been studied within the framework of social psychology of education.

- The structural links between the indicators of socio-psychological adaptation and emotional intelligence of students in the field of education are presented for the first time.

- Empirical data about the differences of socio-psychological adaptation between students from compatriots' groups and students from groups with diverse composition in language proficiency have been revealed.

- The connection between the abilities to identify, analyze, use and manage emotions and such criteria of socio-psychological adaptation of students as involvement, adaptation to interpersonal interaction, and a positive attitude to life have been identified by empirical data.

**Theoretical significance of the obtained results:**

- The concept of resources which allow the subject to create, change, and use new means of activeness, to choose the position of a researcher who analyzes the effectiveness of his life project and is responsible for the chosen life strategy has been expanded.

- The specificity of possible connections between the socio-psychological adaptation of students in foreign language environment and the feature of their emotional intelligence is substantiated.

**The validity and reliability of the results** is guaranteed by the fact that:

- the determined validity of the main scientific concepts, which are based on the analysis of modern and classical works of domestic and foreign scientists in the field of social psychology;

- the selected reliable methods of empirical study of the relationship between emotional intelligence and socio-psychological adaptation of students in foreign language environment;

- applied statistical methods adequate to the objectives of the study;

- applied modern methods of processing empirical data by statistical programs;
- proved the statistical significance of the results obtained in the empirical study.

**Practical significance of the results obtained:** the materials of the dissertation work can be in demand in social practices and socio-psychological trainings for young people who enter foreign universities or foreign study programs. And this research can also be used for planning an orientation week before the start of studying programs, for organizing student associations, for monitoring psychosocial well-being during the group interaction of foreign students.

### **Approbation of the results of the study**

The main results of the dissertation were presented at the XI and XII Inter-university Conferences of Young Scientists in 2016 and 2017; at the 4th International Scientific and Practical Conference "Social and Psychological Adaptation of Migrants in the Modern World", Penza, 2018; section "Psychology of Communication and Interpersonal Relations" of the International Youth Scientific Forum "Lomonosov 2018", Moscow, Moscow State University, 2018; II All-Russian scientific-practical conference with international participation "Socio-psychological problems of prosocial behavior of modern generation of children and youth", Sevastopol, 2023. The materials of the dissertation were repeatedly discussed at the meetings of the Department of social pedagogy and psychology of Institution of pedagogy and psychology.

Eight scientific articles have been published on the topic of the dissertation. Four of them were admitted by journals referred to and included in the list of the Higher Attestation Commission, and the other four were admitted by journals included in the list of the Russian Science Citation Index.

### **Statements to be defended:**

1. International students experience the difficulties of socio-psychological adaptation as a changing process of interpersonal relations in the field of education, containing contradictions between passive adaptation to a new social reality and the possibilities of creative transformation and the ability to reflect on interaction.

2. The reference group for foreign students is a study group with diverse composition of language proficiency than the interaction circle of groups of their compatriots.

3. The effectiveness of socio-psychological adaptation of students in a foreign language educational environment is conditioned by the maturity of emotional intelligence as a deep socio-psychological resource of a person and the ability to interpret, exchange emotions and regulate them during communication and interaction.

**Main scientific results:**

1. A reliable predictor of socio-psychological adaptation of student youth in a foreign-language environment is the experience of emotional intelligence as a deep resource of personality and the ability to process information and regulate their own and others' emotions contained in situations of business communication [22, p.4].

2. Socio-psychological adaptation of international students is studied as socio-cultural adaptation at the macro-level, academic adaptation at the meso-level and adaptation in a new social network at the micro-level [21, p.8].

3. The most promising in the field of research of socio-psychological adaptation of student youth in foreign language environment are the studies related to the development of a resource approach and new opportunities that the subject can create and use, remaining in the position of an experimenter, testing the effectiveness of his project and responsibly choosing a certain model of action [119, p.148].

4. Socio-psychological adaptation of students in foreign language environment does not reach a satisfactory level to ensure psychological well-being [22, p.3].

5. Students in compatriot groups differ from students in a foreign-language group in the parameters of socio-psychological adaptation [22, p.3].

6. Significant correlations were found between the ability to recognize emotions and adaptability, as well as the ability to manage emotions and alienation. The general index of emotional intelligence is not related to the indicators of sociocultural adaptation [20, p.69].

## MAIN PART

### CHAPTER I. THEORETICAL STUDIES OF EMOTIONAL INTELLIGENCE AS A RESOURCE OF SOCIO-PSYCHOLOGICAL ADAPTATION OF STUDENT YOUTH IN FOREIGN LANGUAGE ENVIRONMENT

#### 1.1 Socio-psychological adaptation as a research problem in social psychology

In psychology, scientific research with regard of adaptation problem can be classified as parts of the most important and attracts the attention of scientists of various psychological schools.

In the psychological community, there are various interpretations of the phenomenon of adaptation: psychological adaptation (V.I. Medvedev, V.N. Namazov, A.N. Zhmyrikov) [42; 73; 88], social adaptation (E.G. Lukovitskaya, A.V. Mudrik) [67; 85] and socio-psychological adaptation (V.V. Gritsenko, L.V. Klyuchnikova, I.K. Kryazheva, L.V. Miller, M.V. Morodenko, N.S. Ofitserkina, and N.A. Sviridov, A.A. Skorodumov) [31; 32; 51; 54; 77; 91; 112; 116]. Socio-psychological adaptation has unique properties and is presented not simply as a "sum" of social adaptation, which is the influence of the subject on the social environment, and psychological adaptation, which causes changes in the attributes and characteristics of the personality during active interaction. The main difference between socio-psychological adaptation and other types of adaptation is the active engagement of the individual in groups. The task of social psychology is to study the dynamics of an individual's attachment to the social environment [6].

Socio-psychological adaptation is defined as interaction in the context of intragroup relations, the relationship between the individual and the group, the individual and the social environment.

Singling out socio-psychological adaptation as one of the three types of adaptation along with professional and industrial adaptation, N.A. Sviridov considers it as "a person's

entry into the system of intragroup relations, adaptation to these relations, the development of thinking and behavior patterns that reflect the values and norms system of a given work team, the acquisition, consolidation and development of skills and abilities of interpersonal communication in it" [112, p.68]. A.P. Khokhlova complements that changes occur not only in the system of personal relations, but the group is also influenced by the appearance of a new member and is restructured [126].

Socio-psychological adaptation is studied as the relationship between an individual and a small group of students or a work team "as a process of a person's entry into a small group, his assimilation of established norms and relations, and his occupation of a certain place in the structure of relations among its members" [32, p.46]. N.S. Ofitserkina writes that successful "socio-psychological adaptation can be characterized as a state of relationship between the individual and the group, when the individual, without prolonged external and internal conflicts, productively performs his leading activity, satisfies his needs, fully meets the role expectations that the reference group sets for him, experiences states of self-assertion and freely expresses his creative abilities" [91, p.18]. The reference group builds its expectations about the individual's behavior standards that meet the requirements of the group, during which individuality and creativity of the individual are limited. However, socio-psychological adaptation does not mean assimilation with other members of the group or absorption of existing generally accepted norms and values of the group, but creative interaction with the environment in accordance with one's own needs and standards.

S.A. Larionova considers socio-psychological adaptation as "a process of interaction between the individual and the social environment, aimed at achieving a certain degree of compliance of the results of activity with the requirements of society; is a self-organizing system, where the main elements are the structural components of the personality, on the one hand, and the features of the social environment, on the other" [59, p.24]. In this definition, the author clearly points out the need to fulfill social requirements in the process of interaction with the environment but does not discuss the role of the active creative activity of the subject during the actualization of socio-psychological adaptation.

Describing the necessary methods and conditions for the actualization of socio-psychological adaptation, L.V. Miller defined its essence as "such a process of inclusion of the individual in interaction with the social environment, which offers orientation in it, awareness of the problems that arise during this interaction, search for ways to solve them, selection of the most appropriate conditions for the implementation of activity in given circumstances to ensure correspondence between them (needs, interests, opportunities) and social environment" [77, p.151]. The most successful adaptation occurs when the potential and needs of the individual are in harmony with the needs of the social communities (large and small social groups) in which he is embedded, in accordance with the conditions of life that surround them [77].

In the study of such complex phenomena as socio-psychological adaptation, it is necessary to apply a systematic approach. As B.F. Lomov writes: "The key to understanding the specifically subjective form of the existence of psychic phenomena (their subjective character) apparently lies on the way to study the polysystemic nature of the various systems to which man belongs, ensuring his integrity as a subject of activity, state, and communication" [66, p.71]. This opinion is shared by V.I. Morosanova, who believes that "the human psyche is a self-organizing subsystem in the system of integral interaction between man and the world" [83]. L.G. Dikaya discusses the systemic nature of adaptation mechanisms, noting that "the phenomenon of adaptation is manifested in the resolution of metasystemic contradictions or inconsistencies between the functioning of its system and the laws of a broader system of which it is a component, or in intrasystem contradictions and misalignment of components within the system itself, which it is" [38, p.11]. Socio-psychological adaptation is carried out through the interaction of at least two complicated systems: a person and the environment, the psychological context of which is accompanied by the activation of behavioral, cognitive, and personal characters and a person's traits. Traditionally, socio-psychological adaptation is considered in two aspects: psychological (cognitive and emotional) and social (behavioral) aspects [59, p.24]. W. Ciele and S. Ward also distinguish between psychological and socio-cultural adaptation, studying the socio-psychological adaptation of modern youth studying in foreign language environment. Socio-cultural adaptation is associated with the acquisition of

skills determined by new cultural specifics and is determined by interaction with local citizens, intercultural experience, length of residence in a new country, acculturation strategies, and language fluency. The quality of psychological adaptation is based on psychological well-being and life satisfaction and depends on personality traits, events, coping style and environmental support [193]. Considering the features of socio-psychological adaptation, V.I. Brudny highlighted cognitive, practical, and emotional aspects that develop in the process of socio-psychological adaptation of young professionals [19, p.36-37]. In addition, S.A. Ward and A. Kennedy suggest that the level of socio-cultural and psychological adaptation is directly dependent on social groups, just as the relationship between them depends on contexts and groups [207]. The structure of socio-psychological adaptation has also been studied, considering the specifics of different social groups of people. In determining the socio-psychological adaptation of the workforce of the population, E.V. Taranov outlined four aspects: socio-political, professional-industrial, personal, and interpersonal aspects of adaptation [120]. Focusing on the adaptation of migrants, N.S. Khrustaleva divides socio-psychological adaptation into three aspects: professional and linguistic adaptation, material and domestic adaptation, and moral and psychological adaptation [127].

Many subsystems are involved in the interaction of these systems, in which both intra-system and inter-system connections are restructured. A change in one subsystem can lead to a change in another subsystem and even change the structure of the systems. Socio-psychological adaptation is also polysystemic because it is also part of another, larger system. As shown by V.E. Tamarina: "from the standpoint of the systems approach, it is important not to isolate it when analyzing a particular type of adaptation, but in the context of other adaptation processes" [118, p.164]. Therefore, the problem of socio-psychological adaptation should be investigated, considering the positions of psychophysiological, psychological, and social adaptation. The study of socio-psychological adaptation involves the analysis of a person's interaction with the micro- and macro-social environment, considering interpersonal relations, that is, working with all subsystems and sets of relations between the subject and the world.

The systematic approach also involves the analysis of socio-psychological adaptation in the context of its formation. N.S. Ofitserkina, as well as N.A. Sviridov, N.N. Melnikova, M. Klein, T. Shibutani, considers socio-psychological adaptation not as a static state, but as a dynamic process containing several stages of its changes. For example, T. Shibutani considers the socio-psychological adaptation "as the integral process, including a certain set of adaptive reactions and techniques that are formed by a successive series of adaptations" [133, p.78]. N.A. Sviridov distinguishes the pre-adaptation stage, which includes the initial, intermediate (up to three years) and high (over three years) phases, as well as the stage of direct adaptation [112]. Considering the chronological criteria, N.N. Melnikova describes five stages of the socio-psychological adaptation: the initial reaction to novelty, orientation, processing and comprehension inside, and productive interaction [74]. All these authors assume that the process of socio-psychological adaptation of a person consists of "certain steps" that can be climbed step by step, i.e. in a "direct" way.

The stages of adaptation of foreign students in new social environment are divided and distinguished by M. Klein by the depth of change: the stage of the observer; the stage of stress and adaptation; the "everything is fine" stage; Decision-making stage. At the last stage, the question is whether it is worth returning home or whether it is worth continuing to face the difficulties that arise. Then, anxiety increases, which leads to the need to carefully assess and control one's condition. The author notes that adaptation can take place at different stages, depending on cognitive and affective changes in personality and the deepening of interpersonal contacts [166]. M. Klein's idea of the process of socio-psychological adaptation is similar to the theory of culture shock with a U-shaped curve ("Honeymoon", "culture shock", "return shock") [136], which rejects the postulate that the longer it takes a person to adapt to a new environment, the more successful he or she is. For N.S. Khrustaleva, in contrast to M. Klein, the destructive stage of adaptation for foreigners occurs later than the rational phase. She distinguishes five stages of adaptation of foreign citizens: the first stage: elevated (from a few days to several months); the second stage: excursion (from three to four weeks to two or three months); Third stage:



orientation phase; 4) the fourth stage: depressive (from three to four months to several years); 5) Fifth Stage: Activity [127].

Regardless of the approach to studying the dynamics of the process of socio-psychological adaptation, researchers testify to its variability. Thus, the essence of these concepts lies in fixing the interaction of two complex systems: the individual and the environment, which defines adaptation as a dynamic process. On this basis, a dichotomous approach to the study of factors influencing the processes of socio-psychological adaptation has emerged. A balanced relationship between the subject and object worlds cannot be found in only one system, nor can it take place in the presence of only one's own resources. In order to transfer resources from one system to another, other relevant systems are required.

The principle of development involves the study of the initial state of socio-psychological adaptation, successive changes over time, the identification of optimal conditions for the development of systems, as well as system-forming and system-destroying factors [130, p.110]. From the perspective of the resultative and procedural approaches, the object of adaptation is formulated by A.A. Rean as "a set of mental qualities that were formed (developed) in the process of adaptation and led to one or another result. At the same time, the set of the new creatures includes not only a set of knowledge, skills, and abilities received and formed by the subject of adaptation, but also a complex system of interpersonal interaction with the professional and social environment" [101, p. 19-20]. E.A. Grishina, V.V. Gritsenko, O.I. Zotova, I.K. Kryazheva, P.S. Kuznetsov, N.A. Oshurkova, T.G. Stefanenko, N.V. Usova, D.L. Sam, U. Ciele, A. Kennedy, S. Ward addressed the study of factors of socio-psychological adaptation.

V.V. Gritsenko summarized four approaches to the analysis of adaptation factors [32, p.65]. The first approach is to analyze one factor discovered by D.L. Sam. The researcher found that the difficulties of adaptation are related to the differences in the culture of the student's home country and the country where he is currently [190]. The second approach involves the analysis of several factors (without further grouping), which O.I. Zotova and I.K. Kryazheva attributed to the conditions of life and activity [44],

and the American psychologists W. Ciele, A. Kennedy, and S. Ward defined it as a change in life, social support, language proficiency, life expectancy in a new culture, strategies for acculturation of the individual, interaction with local residents, and the style of copying [193; 208]. From the standpoint of these approaches, socio-psychological adaptation is determined by factors that are not interrelated and are not considered from the point of view of a systemic approach. A third approach is to analyze a group of factors that are most often divided dichotomously: external and internal. The development of the socio-psychological adaptation system is determined by constantly changing conditions for the implementation of activities and personal functioning of the interaction subject [130, p.117-118]. Internal factors include demographic characteristics, psychological characteristics, and others. External factors include activity, living conditions, etc. [25; 28].

This approach is often used to explain the process of intercultural adaptation as well. E.A. Grishina divides the factors influencing adaptation into general cultural factors (the specifics of the original and receiving cultures) and individual factors (socio-demographic and personal characteristics of the subject) [34]. T.G. Stefanenko divides all factors into individual (personal characteristics and circumstances of an individual's life experience) and group (the degree of similarity or difference between cultures, characteristics of the culture to which immigrants and newcomers belong, characteristics of the country of residence) [117]. Some researchers recognize one category of factors as more significant than another. S.A. Larionova divides socio-psychological adaptation into psychological adaptation (at the intrapersonal level) and social adaptation (at the level of interaction between the individual and the environment). She indicates individual, personal and intellectual characteristics as factors of psychological adaptation, value orientations, personality orientation, social status and social role structures as factors of social adaptation. The author considers personal factors to be decisive in the process of socio-psychological adaptation, i.e. subjective factors are superior to objective [59].

Despite such a "sorting" of the factors of socio-psychological adaptation into objective and subjective, N.V. Litvinenko notes their inseparability: "it is impossible to separate them from each other", they "determine the specifics of the socio-psychological

adaptation process in a particular case in the specific combination" [64, p.35]. The fourth approach to the study of socio-psychological adaptation, namely the systemic approach, lies directly in the interconnection of objective and subjective factors.

P.S. Kuznetsov's model of factors can be attributed to the system approach. He identified seven levels of adaptive factors: material (economic), self-preservation, regulative, reproductive, communicative, cognitive, and self-actualization. The first four factors satisfy the lower needs, and the other three are aimed at satisfying the higher needs [56]. This model is closely intertwined with Maslow's theory [72]. The division of needs into lower and higher is also similar to Vygotsky's distinction between natural and higher mental functions [27]. A level-based approach of this type is part of the systematic description of psychic phenomena. It is necessary to apply the level analysis of a complex system in cases when the phenomenon manifests itself as a singular, peculiar, inherent in one individual in the origin of a group joint activity [130, p. 110]. In this model, the factors of each individual level are not isolated, but interact with the factors of the other level. However, this model is characterized by a sequence of components and does not take into account the fact that, while satisfying lower needs, modern people, as social beings, simultaneously satisfy higher needs. The goal of socio-psychological adaptation is not just to survive in society, but to self-actualize and to feel the value of one's existence in society.

Another integrative model of socio-psychological adaptation is I.I. Kim's model of the dynamics of the adaptation process. In this model, socio-psychological adaptation is a dynamic process in which individuals establish and maintain relatively mutual, stable, and functional ties with a new and non-traditional cultural environment. The model makes it possible to explain socio-psychological adaptation with the help of schemes of human interaction with the environment. External factors impose constraints and limits on adaptive behaviors, and internal factors are demonstrated through behaviors [164]. It is assumed that "in this model, the communicative activity of a person, along with his predisposition (readiness for change, ethnic affinity, adaptability) and environmental factors (receptivity of the new environment to newcomers, conformity and the strength of pressure from the ethnic group) influence each other, and together these factors

facilitate or hinder the general processes of human transformation (functional capability, psychological health, intercultural identity) in the new environment" [21, 163]. In this way, the model systematizes and synthesizes some intrapersonal and external factors that affect the individual. At the same time, it also uses the specifics of the behavioral approach, considering communication as the only form of interaction between a person and the environment. Moreover, the individual appears as a passive person, adapting to external changes and not being able to transform the environment on his own. Last but not the least, the listed factors do not cover all aspects of socio-psychological adaptation and are not correct enough.

The analysis of different approaches to the study of factors influencing socio-psychological adaptation allows us to identify the incompleteness of research on the problem of socio-psychological adaptation in the scientific community.

The form of interaction between the subject and the object is reflected in the behavior of the individual, according to the adaptation strategy. N.N. Melnikova bases adaptation strategies on three related paired concepts: a) contact/avoidance (presence or absence of interaction); b) changing the environment/change of the individual himself (direction of change); c) activeness/passiveness of the individual (the presence or absence of actions in relation to changes in the environment). Adaptive behavior is considered to be the contact between the individual and the environment, changes in both parties involved in the interaction [74]. Contact/avoidance can be thought of as a concrete embodiment of activity/passivity; Contact manifests itself as an active interaction, avoidance as a negative interaction. To a greater extent, the last two pairs of adaptation strategies analysis have been studied: the direction of the reaction to a change in the environment; the activeness and passiveness of behaviors.

Researchers adhering to the first approach include the following authors: S. Freud, R.S. Lazarus and S. Folkman, A.A. Rean, A.R. Kudashev and A.A. Baranov, G.G. Pavlovets. In particular, Sigmund Freud distinguished between alloplastic and autoplasic adaptation; People who are prone to changes in the environment under conditions of adaptation belong to the alloplastic type, and those who primarily want to change themselves belong to the autoplasic type [125]. The works of R.S. Lazarus and S.

Folkman describe problem-oriented and emotionally oriented strategies for relieving stress [170]. Identifying the vectors of adaptation activeness, A.A. Rean believes that "The types of adaptation process do not really differ according to the criterion "active-passive". The second of the above-mentioned types is also active" [101, p.70]. G.G. Pavlovets notes that there are: a) active influence on the environment, its development and transformation, and b) active change of personality with correction of attitudes and habitual behavioral stereotypes [92]. That is, activeness can be directed not only to the outside world, but also to oneself.

N.B. Mikhailova and A.A. Nalchazhdyan define the position of the second approach – the bipolar division of adaptation strategies into passiveness and activeness [80; 87]. In a longitudinal study, N.B. Mikhailova describes behavioral strategies in foreign environment as passive or active behaviors. The latter can be presented both as purposeful and effective, and as chaotic, impulsive, and ineffectual. Over time, a person's behavior becomes more purposeful and successful in terms of coping with problems [78]. A.A. Nalchazhdyan distinguishes two ways of implementing socio-psychological adaptation, namely: adaptation by transforming and actually eliminating a problematic situation, i.e. an active approach, and adaptation with the involvement of defense mechanisms, i.e. a passive approach [87].

Strategies of socio-psychological adaptation are presented by L.V. Klyuchnikova "on the one hand, by the merging of the individual with society, and at the same time, on the other hand, by the separation of his own individuality" [51, p.45]. Each subject has his own unique life resource, applies an individual adaptive mechanism, evaluates the situation in his own way, and has his own style of adaptation.

In the literature devoted to the criteria of socio-psychological adaptation, objective and subjective factors of socio-psychological adaptation are often distinguished. For example, O.P. Baklitskaya calls the productivity of a young worker in production as an objective criterion, and the satisfaction of a newcomer with various aspects of life in the team as a subjective criterion [14]. A similar point of view can be found in the works of I.K. Kryazheva [54]. The criteria of socio-psychological adaptation of rural and urban students at the university are determined according to the same plan in the study of V.M.

Kuzmina. She mentions the achievement of success, the effectiveness of educational and professional activities and similar examples as objective criteria, and psychological comfort, the absence of serious socio-psychological problems, average or below medium levels of anxiety and depression, etc. as subjective criteria [55]. In addition, A.N. Zhmyrikov refers to the criteria of socio-psychological adaptation the emotional experiences of the subject (satisfaction with the result) and the effectiveness of activities (interpersonal and objective) [42]. These indicators refer to subjective and objective criteria, respectively. In some studies, psychological well-being is considered to be the only criterion for socio-psychological adaptation. N.V. Usova clarifies that subjective well-being in the context of migration can be an internal criterion of effective socio-psychological adaptation. Indicators of such well-being can be the demonstrating activeness in relevant spheres of life, as well as satisfaction with the realization of one's own activeness [124]. This point of view coincides with the opinion of F. Prutt, who considers adjustment and assimilation to be the criteria of adaptation. According to the researcher, adjustment is a state of an individual when he interacts normally with a new environment and does not face serious psychological problems. Assimilation refers to free interaction with the host country and full acceptance of the foreign culture [184].

In traditional approaches, adaptation is viewed as a series of passive-adaptive actions under the influence of environmental change. So F.B. Berezin considers adaptation as "the process of establishing the optimal correspondence of the individual and the environment in the course of the implementation of the individual's activity, which allows the individual to satisfy current needs and realize the significant goals (at the same time maintaining mental and physical health), while ensuring the correspondence of the person's mental activity and behavior to the requirements of the environment"[14, p.15]. This definition practically does not touch upon the basic socio-psychological mechanisms of human adaptation. In real-world conditions, it is more flexible and inventive. The individual himself can react purposefully to what is happening and control his own adaptation process according to social circumstances. Socio-psychological adaptation involves two contradictory processes: adaptation to the existing social environment and creative transformation of social reality. According to I.A. Miloslavova, "a person is not

only a 'product' (object), but also a creator (subject) of social circumstances, he not only acquires social experience, but also creates and changes his social environment" [79, p.126]. In interaction with the environment, a person becomes a subject of activeness, consciously creating his world and himself in the world: "the personality is the subject of the leading activity, productively and creatively performing it; a subject of communication who fully satisfies his or her socio-psychological needs, and a subject of self-consciousness who experiences states of free expression of creative potential, self-assertion and self-realization" [122, p.8]. Such a subject can actively take the necessary measures and be responsible for his actions, he ponders and transforms the world around him, he perceives already existing social norms, rules, standards, etc., or creates new ones. This opinion is supported by A.A. Baranov, who believes that the activeness of the adaptation subject is interdependent with the activeness of transformation. "Adaptation obeys the laws not only of maintaining equilibrium, but also of development, we save energy" [15, p.29].

Emphasizing the activeness and initiative of the subject in the scheme "subject/object", S.R. Rubinstein writes that a person "becomes nothing more than the objectively existing starting point of the entire coordinate system. Human existence becomes such a starting point by virtue of human activeness, by virtue of the possibility of changing being [105, p.63]. The development of the adaptation process is impossible without the activeness of the subject, which shows itself in communication, self-development, activity and the formation of a perspective for the future. V.S. Castro defines adaptation as "receptivity to the norms and values of another culture, the formation of new social and cultural skills, the development of communication skills for productive interaction with another culture" [146]. If an individual has certain social and cultural competencies, he can not only create and maintain social relations, but also effectively use his functions in a new socio-cultural society [164]. Hence, satisfactory psychological health and a positive social and ethnic identity can be formed through skillful social and cultural skills.

M.V. Morodenko notes that the process of socio-psychological adaptation allows the formation of qualities that are not only traditionally considered positive, as well as

influences the formation of the status and role structure of the individual and forms conforming behavior, but also can be negative, not reducing the adaptive potential. Destructive changes in humans, such as alienation, deviance, and hyper dependent behavior, are still associated with the process of adaptation in the scientific literature [82]. In other words, socio-psychological maladaptation is an individual's reaction to changes in the external environment. Psychological maladaptation is an internal disorder that is not fully manifested in behavior and activities. Social maladaptation is often demonstrated in families, groups, schools, etc. It is differentiated by the dynamism of its manifestations in activities and behavior [53]. The Latin prefix "mal-" acquires the meaning of "downward movement, downgrading". On this basis, maladaptation is recognized as a low-level adaptation, not its antonym. This point of view is supported by A.A. Skorodumov, who argues that socio-psychological maladaptation is a consequence of the weakening of defense mechanisms [116], which are one of the adaptation mechanisms. However, defense mechanisms prevent the achievement of a high level of maturity and inhibit the productivity of socio-psychological adaptation. Activeness is considered by A.A. Rean to be a criterion for distinguishing adaptation and maladaptation: "Conforming, passive acceptance of the requirements, norms, attitudes and values of the social environment without including the active process of self-change, self-correction and self-development is always not adaptation, but inadaptation" [101, p.70]. In other words, maladaptation is adaptation without activeness.

The concept of activeness is closely related to a person's life situation. Exploring the life model, which is understood as "the flagship of a life scenario implemented by a person in a specific sphere of life" [84, p.7], the researchers emphasize that human activities in different spheres of life reveal a complex multi-layered formation of a life model. [84]

N.S. Ofitserkina points out that socio-psychological inadaptation is a stage of socio-psychological adaptation, characterized by a small opportunity to implement activeness. She explains the process of socio-psychological adaptation as "the transition from inadaptation to adaptation", the main characteristic of which is "supra-situational activeness" (according to V.A. Petrovsky [97]), which leads to the search for solutions and "life creativity" [91, p.17]. The "situation" may be caused by demands on the



subject from the outside, or it may also be provoked by the subject himself. At the same time, it not only connects the objective and subjective world of the individual, but also connects his past with the present. A situation can prompt the subject to activeness in the context of a given time, it is "formed at the moment of the beginning of the action" [97, p.75]. Supra-situational activeness in a broad sense does not mean "going beyond the limits of the situation." The individual fulfills the requirements necessary for a given situation with the help of external resources or his own experience accumulated in the past. At the same time, supra-situational activity involves not only accepting the requirements of the situation, but also overcoming it, being able to act beyond these basic requirements. In the case of supra-situational activity, after a retrospective and prospective assessment of the processes and results of one's achievements, the search for means for the implementation of a new goal is carried out. Over the next time, the subject not only uses the underlying resources, but also creates alternative opportunities that are to some extent redundant relative to the original ones. In this way, he sees new goals of activities in the transformation of the situation and moves towards this goal. "The subject initially follows situational necessity, but in the very process of the following there arise supra-situational moments that can contradict situational necessity" [97, p.78]. Following V.A. Petrovsky, E.G. Lukovitskaya defines socio-psychological adaptation as "an integral, continuous, dynamic and relatively stable process of establishing a correspondence between the level of actualized (currently available) needs and the level of their possible (prospective) satisfaction" [67]. It is supra-situational activity that makes it possible to move from inadaptation to adaptation, and it is characterized by the fulfillment of not only the necessary, but also the superior needs of the subject. A similar opinion is shared by V.I. Namazov and A.I. Zhmyrikov. Researchers have defined socio-psychological adaptation as "a complex, dialectical process of interaction between the individual and the environment, leading to an optimal correlation between the goals and values of the individual and the environment, the realization of intrapersonal potential in specific conditions of life with a favorable emotional well-being" [88]. Socio-psychological adaptation is not only the optimal fulfillment of the requirements of the

environment, but also the satisfaction of the requirements of the individual to himself and the environment, that is, the realization of intrapersonal potential.

In her works, V.V. Gritsenko examines the socio-psychological adaptation of migrants. In her opinion, the important conditions for satisfying the need for self-actualization are the followings: success in professional activity, the presence of self-respect, and indicators at the individual and personal level are an optimistic assessment of changes in life and satisfaction with the actualization of the meaning of life [31]. It is precisely these needs that stimulate supra-situational activeness, which is an integral part of the dynamics of socio-psychological adaptation.

Thus, socio-psychological adaptation can be studied as a changeable system of dynamic interaction between subject and object in interpersonal relations, in relations with a social Group and/or the environment. Socio-psychological adaptation contributes to satisfying not only a basic need for psychological well-being, but also a higher need for self-actualization through the design of one's future.

## **1.2 Features of socio-psychological adaptation of student youth in foreign language environment**

In 2001, S. Ward, S. Bochner, and A. Furnham identified three categories of people in the intercultural space: "temporary migrants, migrants, refugees" [209]. "Students find themselves in the status of temporary migrants, unlike other categories who want to stay in this territory forever" [21]. According to a study by T.G. Arkadieva, S.S. Vladimirov, and N.S. Fedotova, a social group consisting of students studying outside their homeland suffers from psychological difficulties associated not only with a lack of knowledge and language practice, but also with a limited circle of communication, interaction, as well as with worries related to the stage of growing up [12].

The problem of socio-psychological adaptation is of particular relevance in the context of the fact that a person cannot isolate himself from all life situations that he is forced to face. People are constantly interacting in various ways in new life situations, where conformism, aggressiveness, depression, etc. are manifested. The Kurt Lewin

proposed the concept of "living space" within the concept of "fields." Living space is defined as the unity of a person and a situation. In this aspect, human behavior is understood as a function of the relationship between the person and the situation [62]. A life situation can be "conflictual", according to N.V. Grishina [35], "critical", according to F.E. Vasilyuk [24], "difficult", according to L.A. Antsyferova [11], and can also be a "situation of life changes", according to T.B. Kartseva [49], or an "adaptogenic situation", according to S.T. Possokhova [100]. How successfully a person copes with the difficulties that arise in these living situations is the most obvious.

The socio-psychological adaptation of student youth differs from the adaptation of other social groups and the features of the socio-psychological adaptation of other young people groups.

In socio-psychological terms, a person needs to adapt to the changes in life circumstances that he constantly faces. In the adaptation process, such a social group as students is special for the innovative orientation of their life aspirations. By planning to master a profession, students build their career prospects, which motivates them to revise life stereotypes, change their place of residence and create new conditions for learning. We are talking about foreign students who are studying at foreign universities. For them, such a challenge as changing life situations is especially serious and relevant. Thus, the study of the student group as a subject of adaptation acquires the most significance during researching the problem of socio-psychological adaptation as a whole.

Students are a special social group which has specific social and psychological characteristics. This social group is studied by such social psychologists as G.M. Andreeva, N.S. Ofitserkina, V.A. Petiekov, E.I. Pilyugina, A.L. Zhuravlev, K.V. Abramov, E.V. Taranov, I.A. Miloslavova and B.D. Parygin and others. Particular attention in the works of these researchers is paid to the study of social groups of foreign students.

Student groups, unlike other social groups, are characterized by the highest motivation for cognitive activity, optimal creativity in groups, the peak of intellectual development, the highest social activity, but also lack of life experience and vulnerability.

As G.M. Andreeva writes, "students are one of the most important social groups of society, and the problems of socialization of this group are extremely important" [7, c.277]. In social psychology, the essence of socio-psychological adaptation is studied as a phenomenon that is closely related to the mechanisms of socialization. It is generally accepted that both socialization and socio-psychological adaptation reflect the same process of interaction between the individual and society. Socio-psychological adaptation can be considered as a part of socialization. Therefore, there should be socio-psychological adaptation of the individual in the process of socialization.

Scientists divide the process of socialization into three stages: pre-labor, labor, and post-labor because in Russian social psychology it is been asserted that socialization involves the acquisition of social experience predominantly from the labor activity. Even though a significant number of today's young people are already starting to work in their free time to gain economic independence, their financial situation is not yet stable. Such limitation in finances "toughens" society life for young people. However, the problem of socio-psychological adaptation is more acute at the pre-labor stage of life in any case since quite a lot of young people choose to obtain higher education to increase their competitiveness in the labor market [7, pp.343-344].

In her study of the socio-psychological adaptation of young people in a market economy, N.S. Ofitserkina described modern youth as a "dynamic social and age group of the population" focused "on self-realization, on taking a worthy place in the society not at the expense of easy enrichment, but at the expense of personal self-development, obtaining a high socio-professional status" [91, p.120]. Students stand out by professional orientation, initiative, desire for success and prospects in their future careers.

K.V. Abramov considers youth as a socio-age group in the process of "active professional and social maturing" [1, p.139]. Student age is a special stage of a person's life path, which is a sensitive period of a person's socio-psychological potential development. Higher education has a significant impact on the individual's personality and psyche development in not only intellectual, but also socio-psychological terms. Young people acquire fresh general and specific knowledge, and at the same time rapidly develop intellectual abilities, such as higher and indirect forms of perception, memory,

thinking, attention, etc. during higher education. In addition, V.A. Petiekov and E.I. Pilyugina write about the students' readiness for autonomy, independence, emotionally positive attitude to the world and acceptance of people around them, the formation of confidence, motivation, self-actualization, self-realization and self-improvement as the most important socio-psychological competencies of students [98, p.7].

Socio-psychological maturity is accompanied by the interaction of the individual with the social environment. The basis for this statement can be found in the works of A.L. Zhuravlev. The researcher writes that "socio-psychological maturity is characterized by general signs of maturity that are showed in the relevant spheres of human interaction with other people" [43, p.297]. The main features of this phenomenon are independence, active social position, and social responsibility. This view is supported by A.A. Rean, who identified four components of social maturity: responsibility, tolerance, self-development, and personal positivity, which suggests a positive attitude towards the world [101, p.127]. Students acquire all these features from socio-psychological adaptation during the period of apprenticeship. Psychosocial maturity is the result of a few mechanisms, including changes in life circumstances and psychosocial development.

One of the subjective contradictions concerning the socio-psychological adaptation of foreign students is the conflict between the person's potentials and the new social environment requirements. It is reasonable to assume that student youth, as an age group that has reached a certain level of socio-psychological maturity, has a certain number of resources to fulfill their social role and satisfy their need for development.

The main psychosocial features and resource possibilities of young people are described in the Ph.D. dissertation of K.V. Abramov. The researcher writes about the psychological, social, and economic independence of students, their responsibility for their own important decisions in life, the quality and degree of mastering the norms of interpersonal interactions, the level of social and individual identity maturity, and the involvement in social groups [2]. These qualities, on the one hand, suggest the initiative and independence of student youth in the structure of socio-psychological maturity; on the other hand, they do not deny the young people's dependence on the influence of socio-psychological circumstances. Defining the features of modern youth's socio-

psychological adaptation, K.V. Abramov concludes their substantive characteristics: "constructive possession of the accumulated social experience for solving various life problems, the level of psychological well-being of the individual, which denotes an adequate awareness of the essence of the educational and professional tasks performed and their social significance" [2, p.7]. This statement is based on the traditional method of studying adaptation as a passive fulfillment of objective (educational, professional, and living) requirements without taking into account the creativity and activeness of the subject. In addition, according to the statement, the purpose of adaptation is the psychological well-being of broad social groups, not just young people. As one of his own statements, E.V. Taranov emphasizes the activeness of working youth and formulates socio-psychological adaptation as "a multidimensional process of personality formation and a stable positive attitude to the tasks and traditions of the enterprise in the course of activity and increased involvement in production activities, the system of interpersonal relations, the socio-cultural and socio-political life of the enterprise, finding there conditions for self-realization" [120, p.57]. E.V. Taranov mentions the evaluative attitude of young people to the environment. He studied socio-psychological adaptation as mutual influence of the subject with other people, with the group to which he belongs, with interpersonal relations and joint activities social culture.

Studying the socio-psychological adaptation of young people in the labor sphere, B.D. Parygin and I.A. Miloslavova identified five spheres of presence, i.e. "adaptation to the norms and traditions of the group, to the psychological climate of the group, to the peculiarities of interpersonal relations that have developed in the team, to the system of social roles arising from the social status of the young worker, and to the style and requirements of the leaders and the organizer of the primary group" [94, p.68-69].

Today's young people in study groups have the same ways of adapting. Therefore, the socio-psychological adaptation of student youth, as a polysystem process of active involvement of the subject in social life in a contact group, is determined by such characteristics as group status, interpersonal relations with classmates, which ensures psychological well-being and self-development.

Students in foreign language environment may face a variety of difficulties during socio-psychological adaptation. The study by H.B. Thompson and G.H. Thompson reveals the most difficult aspects in the adaptation of international students. They rated them as follows, in descending order of importance: (1) social isolation; (2) language ability; (3) knowledge of norms, rules, and regulations; (4) overcoming stereotypes; (5) transportation; (6) dress codes; (7) differences in food [203]. M.A. Ivanova and N.A. Titkova also concludes the climatic factor, the personal and psychological factor, the social and domestic factor, the factor of interpersonal communication and the factor of adaptation to the pedagogical system. All these factors, according to researchers, can affect the life of international students in the new social conditions [46, p. 6].

International students from the Asia-Pacific region studying at foreign universities have greater difficulties in adapting compared to students from other regions of the world. Several studies have shown that students from Asia have higher levels of social anxiety and a tendency to depression [151; 169]. P.L. Collins examines the problem of socio-psychological adaptation based on the samples of international students at Harvard University. One of the main findings of this study is that it is Asian students who report the most problems [150].

In a few works, Western psychologists analyzed the presented research materials and came to the following conclusions regarding the reasons for the difficulties found during adaptation of immigrants from Asian countries.

Firstly, students from Asian countries do not seek psychological help in case of problems. Researchers point to the health problem as one of the most important factors in maladaptation [137; 181; 196; 199]. Because students from Asia do not seek medical care in a timely manner, they are 1.6 times more likely than students from other regions to talk about suicide as an option for solving their problems [148]. The stress of acculturation is one of the most serious adjustment problems for young people in foreign culture. E.A. Grishina notes that intercultural adaptation is accompanied by an increase in the acculturation stress, which manifests itself in the form of a dynamic complex of emotional conditions. After a certain period of staying in a foreign cultural environment, the nature and structure of this complex of emotional states also changes. At the early

stages of adaptation, positive emotions prevail, which later lead to asthenic anxiety and depressive states; In the later stages of adaptation, more intense emotions arise, which reflect increased adaptive activeness and the transition to the stabilization phase [33]. It should be noted that the period of stay in foreign cultural environment is not the only factor that determines the stressful emotional state during intercultural adaptation. Considering stress as the result of a dynamic interaction between a person and his environment, R.S. Lazarus and S. Folkman distinguish five stages of the adaptation process: the occurrence of a potentially stressful event, the primary cognitive assessment of the event, the secondary cognitive evaluation of the event, the coping strategy for stressful events, and the physical and mental health problems that may arise because of this type of interaction. After a stressful event occurs, a person decides whether the event is hindering their well-being, whether it is beneficial to achieving personal goals, and whether it can potentially threaten or harm their well-being. During the secondary assessment, the person considers what resources they need to solve the problem and eliminate the threat or harm, and whether they are available. The convergence of primary and secondary evaluations leads to the start of the process of overcoming. Those American scientists classify coping methods into two categories: problem-oriented and emotion-oriented. Problem-based coping focuses on specific tasks and involves taking action to change stressful events or situations. An example of this type of overcoming is taking a language course in advance in your home country to be prepared for studying in a foreign country. Emotion-oriented coping involves regulating one's feelings about an event [170]. However, it should be emphasized that the impact of stress on the socio-psychological adaptation of students in foreign language environment is not necessarily exclusively negative, it can also be positive. "While the stress of adaptation can create distress, frustration, and anxiety, it can also be a stimulus to develop and acquire new knowledge, skills, and experiences" [21, 163].

In addition, international students underestimate the importance of interacting with people in new territory. According to the results of a study by M.H. Klein and his colleagues, conducted at the University of Wisconsin, students from Asia are characterized with a high orientation towards achieving a professional or academic goal,



while intercultural interaction is of secondary importance. Initially, students do not expect to build warm and close relations with the local population, they prefer to preserve their own culture and relationships with their compatriots [165]. These results were confirmed in the work of Chu [149], H.B. Chan [147], E.K. Yeh [211], Lu [172]. The lack of social support from the local population is becoming an significant reason for the maladaptation of not only students from Asia, but also students from other countries [167]. As noted by T.G. Stefanenko, friendly relations with local population contribute to the socio-psychological adaptation in a different culture [117]. N.B. Mikhailova also notes that "the presence of strong social contacts between migrants and the local population, their activeness, purposefulness of actions, etc., are key indicators of adaptation in an unfamiliar country" [80]. Recognition by local residents seems to be the most significant factor in the process of socio-psychological adaptation of young people in foreign language environment.

The quality of interaction between international students and the local population also affects the attitudes of students. This problem becomes the subject of research by J.S. Surdama and J.R. Collins. They studied the socio-psychological adaptation of international students in the United States and identified language skills as a factor which influences the adaptation of students in foreign language environment [197]. The interaction between international and local students takes place in their interpersonal relationships and determines their closeness. On the contrary, the language barrier is an obstacle to communication, complicates interpersonal relations, and has a negative impact on socio-psychological adaptation.

The establishment of interpersonal relationships takes place mainly through communication. The problem of intercultural communication is of particular importance in the socio-psychological adaptation of students to educational activities in foreign language environment and is the subject of research by Y.Y. Merzlyakova, M.V. Chikhachev, I.I. Kim, S. Zimmerman [75; 128; 164; 212]. The central role of communication in the process of adaptation is emphasized by I.I. Kim, who asserts that a person adapts through various communicative actions [164]. S. Zimmerman believes that communication is the core of adaptation of international students and distinguishes three

aspects of communication: the "cognitive" aspect, the "affective-evaluative" aspect, and the "operational" or "behavioral" aspect, which represents intercultural communication [212].

G.M. Andreeva and J. Janoushek research the unification of communication and activity. Activity implies not only the work itself, but also communication in the process of work. According to researchers, communication exists as an aspect of activity [8]. However, in the opinion of A.A. Rean, A.A. Stavtsev and A.V. Egorova, "the acquisition of social skills by students is just as important, and in certain aspects even more important, than the acquisition of academic skills" [103, p.200]. In order to achieve these goals, it is necessary to learn how to build both formal and informal relations.

A survey conducted by the Department of Education of the Embassy of the People's Republic of China in the Russian Federation shows that the language barrier ranks first among the problems faced by Chinese students in Russian universities. Speech, as the main means of communication, allows us to understand each other directly. The speech barrier hinders the socio-psychological adaptation of foreign students, and therefore is recognized as the most significant problem [153; 171]. The inability to fulfill their need for communication contributes to the fact that international students are not included in the new cultural environment. Lack of understanding of intercultural differences leads to the fact that students are not always able to express their thoughts correctly, lose activeness and motivation to study, and isolate themselves in groups. Such isolation measures reduce the opportunity to learn a language and experience new culture. A vicious circle arises that creates limitations for the success of socio-psychological adaptation processes.

Communication is a necessary part of any collaborative activity and is a key element in establishing contact between people, exchanging a variety of information, having a positive perception of others and opportunities for social support. It has been revealed that psychosocial support is associated with better adaptation in universities, according to the results of a study conducted by L. Friedlander, G. Reed, N. Shupak and R. Cribba [156]; better adaptation in interpersonal relationships, according to the study of M.E. Schneider and D.J. Ward [191]; less anxiety, according to the findings of a study by G.

Felze and C. Wilcox [155]; reduction of internal stress, according to a study conducted by N. Rodriguez, S.B. Mira, H.E. Myers and others [187].

The most important basis for socio-psychological confidence is a favorable relationship with those people with whom international students are in direct contact.

Building relationships with teachers, classmates, administrative staff at the university, compatriots and friends is an integral part of socio-psychological adaptation in foreign language environment. The works of V. Tinto, A. Furnham and S. Bochner are devoted to the problems of international students in the field of relations. Students' interpersonal relationships are divided into academic, i.e. formal, and informal [198]. Foreign social psychologists have repeatedly confirmed the fact that the environment of foreign students has an impact on their academic performance at the university. Based on this, the criterion of successful interaction with one's environment is one of the most important in describing the subjective psychological well-being of students [144; 188].

Studying the friendships of students in a foreign cultural environment, A. Furnham and S. Bochner identified three types of friendship among foreign students. The first is called a monocultural social network: a social circle is formed from friends who are similar in origin. Compatriots have the greatest supportive influence on the student. The second type is called an intercultural network, in which case communication is built with the bearers of the host culture. For international students, locals are on the second level in terms of influence. The third type is called a multicultural network: contact is established with students from different countries. Foreign-speaking students have the least impact compared to the previous two types [157]. These three types of social networks and friendships with international students acquire different socio-psychological functions: international students can express their feelings, share their values, and implement cultural practices in a monocultural network; In an intercultural network, they can succeed in school and work; And a multicultural network can also diversify leisure time, expanding the circle of friends.

It should be noted that monocultural, intercultural and multicultural networks are inevitably found and manifested in the formal and informal integration of foreign students into a new social environment. It is the study group and the educational environment as a

whole that allow international students to build a variety of social relationships. Thus, in interpersonal relations in the study group, first of all, socio-cultural adaptation is in demand and implemented.

The experience of belonging to a group and the need to interact with the environment are represented in the student's mind by an understanding of the role of social support, which directs and regulates the processes of socio-psychological adaptation in foreign language environment (E.G. Vartanova, K.A. Bollen, R.H. Hoyle, etc.). In a foreign-language environment, students must first join a study group. E.G. Vartanova notes that the process of socio-psychological adaptation in a new group decisively depends on the task of adaptation "to be like everyone else", the priority is given to the student's ability to enter any contact reference group [23]. The individual becomes conformist in order to gain social approval in the group and to be accepted by it. K.A. Bollen and R.H. Hoyle express their views on group relations: "An individual's sense of belonging to a certain group and his moral state associated with group membership is interpreted by the authors of the "perceived" side by the cohesion in the group" [145, p.482]. Perceived cohesion can be evaluated by students as potential support from other members of the group. In addition, group cohesion has been shown to influence prosocial behavior and student performance [177; 194; 195], and is also positively associated with indicators of stress resistance and success in performing common group tasks [160]. In the relationship and in the "subject-group" field, the socio-psychological adaptation of students is carried out.

The socio-psychological adaptation of students in foreign language environment is presented not only as an interaction between a student and a social network, but also as an interaction between a student and a different socio-cultural environment. It is quite logical to study the socio-cultural adaptation of students in foreign language environment from the point of view of intercultural adaptation, the essence of which is to build "group-to-group" relationships. Studying the indicators of socio-psychological adaptation of migrants at the group level, V.V. Gritsenko singles out the preservation of migrants' own cultural experience, the establishment of ties with the new environment, satisfaction of relations with the new environment, the positive image of "They" (indigenous peoples), the positive image of "We" (migrants), positive social (ethnic) identity, the closeness of

the value systems of migrants and indigenous peoples, intergroup tolerance [31]. These indicators cover intercultural distance, the attitude of representatives of one culture to representatives of another culture. N.M. Lebedeva speaks in a similar way, highlighting the following criteria of socio-psychological adaptation: ethno-psychological images of "We" and "Them", social distance from representatives of other cultures, assessment of the positive influence of one's own or another ethnic groups, the relative importance of intragroup and intergroup relations, positive image of other ethnic groups and one's own group. Studying intergroup interaction, the researcher focuses on the subject's comparison of his own ethnic group with a group of another culture [60].

Considering intergroup interaction or interethnic interaction itself, it is possible to emphasize such a cognitive problem of socio-cultural adaptation of an individual as stereotypes. Social stereotypes, in this case, ethnic stereotypes, are internalized by children long before clear ideas about the groups to which they belong [200]. Emphasizing the importance of stereotypes in adapting to the socio-cultural environment and revising the traditionally negative understanding of the role of stereotypes, V.S. Ageev notes that "the success of adaptation in new conditions is directly related to the success (speed, volume, "accuracy") of mastering the stereotypes of a new group" [4, p.186]. In the works of R. Neumann [89], G.U. Ktsoeva [58] the influence of joint activities on the dynamics of ethnic stereotypes has been experimentally confirmed. For students studying in foreign language environment, it is necessary to join a group of representatives of other cultures. Therefore, their ethnic stereotypes may be subject to change and influence by joint activities and communication.

According to V.S. Ageev's research, the adapting minority needs to change, or, to be more precise, they need to begin to change their views and form a new image for themselves, characteristic of the majority, in order to successfully integrate into a foreign cultural environment. At the same time, it is not necessary to get rid of stereotypes if they are characteristic of the majority of students in the group. Stereotypes in a mono-ethnic group are stereotypes acquired by students before moving to a foreign country. There is no need to change one's views if they can contribute to adapting to an unknown socio-cultural environment. However, in a mixed-culture group, international students are often

not the overwhelming majority. Therefore, this minority needs to change its old stereotypes and begin to develop new ideas about the environment through more frequent interaction with other cultures and joint learning activities [4].

Social relations are, firstly, relations between social groups and, secondly, interpersonal relations between individuals as representatives of social groups. The essence of social relations is the interaction of certain social roles. When international students take on a new social role as a member of a different culture, they re-identify with society. As I.A. Mnatsakanyan notes, intercultural adaptation is accompanied by a change in social identity; There is an expansion of professional, ethnic, and geographical identities [81]. D. Myers points out that under the influence of the new socio-cultural environment, students must identify with a certain social group in the first place, as well as maintain identification with the national group to which they belong. A rather interesting observation was made by the following researchers. If a person is part of a small group that is part of a larger group, he or she is often quite aware of his or her social identity; And if an individual is part of a majority group, he is unlikely to think about his own identity [70]. Students in foreign language environment are members of a small group when they are surrounded by local students, as a result of which they gain a new image of themselves as carriers of some else's mentality. In this case, foreign students are much more aware of their national identity than they are in their home country, surrounded by people of the same culture as them. E.S. Kadin believes that ethnic majority students perceive themselves to be more included in the educational curriculum than minority students [162]. Such an understanding, which arises because of the influence of social culture on the individual, causes psychological distress and hinders self-realization in foreign language environment.

It is quite natural that in the beginning there are disjunctive experiences due to misunderstandings with the local population and lack of intercultural competence. At the same time, the acquisition and realization of a new social identity can lead to the actualization and growth of foreign students' conjunctive feelings towards their compatriots, with whom they are united by similar socio-cultural and life experience, verbal means of expression and a certain style of communication. Such attitudes and

feelings towards representatives of one's own and other cultures, of course, complicate the process of secondary socialization in a new socio-cultural environment.

At the same time, the awareness of belonging to one's own national group and a positive attitude towards other national groups can contribute to the socio-cultural adaptation of students in foreign language environment. For example, M.A. Lobas notes that in the process of socio-cultural adaptation, those students who maintain a close connection with their national roots do not pay attention to ethnic issues, and in the educational environment they create various national groups in an atmosphere of mutual support and assistance. And foreign students who is getting a positive ethnic identity, high ethnic tolerance, and resistance to frustrating situations, are not protected from impulsive reactions [65]. Cognitive, affective, and behavioral self-regulation is required from the subject to achieve the desired state.

Some scholars have investigated socio-cultural adaptation within the framework of the individual-environment relationship. In a 1982 study, A. Furnham and S. Bochner identified the main problems faced by international students, focusing on culture shock [158]. K. Wardom examines socio-cultural adaptation from the point of view of affective, behavioral, and cognitive approaches:

**Cognitive approach:** attention is paid to the perception of the original and assimilated culture, social attitudes towards representatives of one's own and other cultures, ethnocultural identification and its changes.

**Emotional approach:** Stress can occur when a person moves into a foreign culture and experiences a series of life difficulties and changes. In this case, it is necessary to mobilize adaptive resources to cope with stress.

**Behavioural approach:** intercultural adaptation involves the acquisition and mastery of culturally specific skills that are required to live in a new cultural environment [123, p.656-709].

These psychologists consider socio-cultural adaptation from a personal approach, but a large number of scientists study the problems of socio-cultural adaptation of foreign students from the communication point of view, interpreted as intercultural competence. Intercultural competence is defined by T.M. Milovanova as the ability to recognize

oneself as a person belonging to a certain socio-cultural community, as the ability to better understand another culture and representatives of another culture, as the ability to unite, while preserving the national peculiarity, the ability to be tolerant, empathetic and unbiased towards others [78]. In addition, culturologist A.P. Sadokhin notes that the possession of intercultural competence and the successful implementation of the process of intercultural communication allows international students to implement joint activities with people around them, create common cultural values, and form a unique socio-cultural space in which representatives of different cultures and ethnic groups can interact [110]. Of course, intercultural competence as a whole system plays a key role in the socio-cultural adaptation of students in foreign language environment.

Studying socio-cultural adaptation also in the context of the "individual-environment", J.W. Berry sees adaptation as a series of changes that occur to an individual or group in response to environmental demands. These changes can last for a long period of time, or they can happen immediately without delay. Short-term changes in acculturation can sometimes be quite disruptive and extremely negative. However, most people affected by acculturation observe the long-term positive effects of adapting to a new cultural context [143]. In the opinion of J.W. According to Berry, adaptation is a continuation of the psychological effects of acculturation. Socio-cultural adaptation in this case is interpreted as a psychological and behavioral reaction of a person to the requirements of an adaptogenic situation in order to maintain his or her internal balance. Such adaptation with low activeness is quite typical for students in foreign language environment, where new requirements and challenges arise. At the same time, the foreigner does not understand what is happening around him, what measures and actions need to be taken, as a result of which he may be maladapted. H.B. Thompson and G.H. Thompson note the inactive participation of international students in general discussions in group classes. Such behavior, according to the authors, has a negative impact on students' academic achievement and the social integration with the group [203]. Many authors consider socio-cultural adaptation from the behavioristic approach. It lies in the fact that when the situation changes, the new environment acquires insurmountable psychological barriers that predetermine the style of adaptive behavior. A person becomes



passive and dependent on a new situation and acts with a low level of activeness during the period of socio-psychological adaptation to a foreign language environment.

However, if we are talking about the socio-psychological adaptation of students, then the social and activity activeness of students cannot be ignored. Students are able not only to adapt, but also to actualize themselves. Young people adapt with increased activity for the benefit of themselves and society. Then the new predicament can no longer completely dominate the personality. A person acquires subjectivity and activeness to a certain extent. So, by purposefully striving for self-actualization and self-development, he can mobilize his resources and his potential.

Socio-psychological adaptation of students as self-actualization was studied on the example of adaptation of Chinese students in the Netherlands. "Self-efficacy is considered adaptive competence due to the fact that students with high self-efficacy do not avoid a difficult task but have an incentive and interest in their own affairs." [21]. For them, the successful completion of a task is important, so they can gladly redouble their efforts in the face of difficulties in order to develop and improve themselves. In this case, the process of self-efficacy turns into a process of socio-psychological adaptation of a person to an unknown and stressful environment [175].

In explaining how and why some international students live successfully and positively abroad, W. Zeng pays special attention to their internal well-being. "On the one hand, they aspire to a successful and meaningful academic life in another country, and on the other hand, they have their own sense of satisfaction and positive affect. They prefer to be included in a new environment rather than just staying in their subjective "comfort zone." In another culture, they want to get to know themselves and others, expand their social circle, update their view of the world, and don't hesitate to ask for help to solve problems. They try to maintain smooth relationships with teachers and academic leaders, actively seek cultural and social contacts, consciously choose "detachment" tactics, do physical exercises like Qigong and yoga in their free time when necessary to relieve stress, etc. [21, 204]. The highest level of students' activeness in socio-psychological adaptation is embodied in creative and positive strategies of behavior in new environment.

Thus, the socio-psychological adaptation of students in foreign language environment is realized in interpersonal relations and in a group of socio-cultural adaptation.

Student youth, as a special social and age group, obtains internal resources with the help of which they can actively and creatively solve the problems of socio-psychological adaptation in foreign language environment.

In foreign language environment, students, especially students from Asia, suffer from lack of psychosocial support, which happens in interpersonal relationships in groups and relationships in general, in overcoming communication difficulties and language barriers.

### **1.3 Emotional intelligence as a resource of socio-psychological adaptation of student youth in foreign language environment**

In recent years, the word "resources" has appeared more and more frequently in social psychology research. The resource approach, which originated in environmental and economic science, has long been used in the extended context of "human resources". For example, it is found in the organizational psychology of K.A. Bagrationi and T.A. Nestik [13], in the study of the activity style by V.A. Tolocek [121], in a number of works by foreign authors [140; 161; 178]. In psychological research, there is an increasing appeal to the concept of "resource" regarding to the problems of studying stress resistance and emotional well-being. In the dictionary of the Russian language, "resource" is interpreted as follows: firstly, a resource can mean reserves or sources of funds. These can be physical objects, tangible assets, or even financial reserves. Second, a resource can refer to the funds themselves that are used at the right time or on unusual occasions. It can be an ability or skill that can come in handy in a particular situation. However, the concept of a resource has a much broader context, especially in psychology and the social sciences. Here, the resource can refer to psychosocial aspects such as social network support, psychological resilience, or personal qualities that help a person cope with difficulties or stress. Psychosocial resources are those substances that are either valued

(e.g., self-esteem, physical attachment, health, and inner peace) or act as a means to key ends (e.g., money, social support, credit).

After the appearance of the first studies on the concept of resource, many scientists turned their attention to the problem of conceptualizing resources. Subsequently, a number of distinctive types of resource models have been proposed.

The first of these resource models can be defined as the key resource theory. P.A. Toitz suggested that key resources are those that can be considered as management resources [201]. Another theory of resources is the construction of resources that have multiple components. Several models represent integrated resource theories. Integrated resource theory views resources as a part of a more dynamic process of well-being through their sharing. There is a life-course resource model in which resources are gradually lost. This theory was one of the first concepts to consider the interaction of people's social resources, such as social support [138] and personal resources, such as mental health [139; 179], as well as the unity of the potential advantages and limitations arising from this combination.

Summarizing various models of the resource approach, the American psychologist S.E. Hobfall identified the following specific features of resources:

People seek to obtain, conserve, protect and develop resources

in the biological, cognitive and social domains;

People with resources are less likely to experience stressful circumstances;

Those with resources are more able to cope with stressful circumstances;

Those who are better resourced are less affected by the loss of resources or their loss in stressful situations;

some resources are linked to and complementary to others;

The impact of resources is long-term and generally not transient as in the case of stress;

Resources are valued, and those who have resources (e.g., support from loved ones or money) are recognized and valued more highly by others [161].

The resource approach is promising for studying the phenomenon of socio-psychological adaptation. The following reasons for such forecasts are distinguished:

firstly, resources have a significant impact on the process of achieving human well-being and mental health, including the success of socio-psychological adaptation to environmental change; Secondly, and more importantly, the "resource" in the structure of socio-psychological adaptation integrates the person and the situation. On this issue, V.A. Tolocek writes: "We see the concept of "resources" as the most integral concept that integrates the triad – a set of potential qualities (properties) of the subject and co-subjects, states, and conditions of the environment. It can be a natural psychological "cell" and an adequate psychological "unit" of analysis of integral fragments. [121, p.76].

Considering the evolutionary history of mankind, it cannot be denied that man has special adaptive abilities in relation to nature, the social environment, and critical changes. A person who is adapted to a certain permanent environment can successfully cope with others. Everyone has the potential to adapt. T.S. Possokhova believes that "it is expedient to present the adaptive potential as an integral formation that systematizes socio-psychological, mental, biological properties and qualities actualized by the individual for the creation and implementation of new programs of behavior in changed conditions of life" [99, p.37]. The researcher identifies four components in the composition of personal adaptive potential: biographical, bioplastic, psychic, and personality regulatory. All these components in the system of adaptive capacity are interdependent and mutually reinforcing. Each component has its own place in the system of adaptive potential. In the changing circumstances of life, it is necessary to use appropriate resources in order to realize the adaptive potential.

The mechanisms of adaptive potential have long been the subject of research by scientists. G. Selye was the first to look at this issue from the point of view of the resource-potential approach. He viewed adaptive potential as a system that includes both the surface and deep energy of the organism. Surface energy can be wasted under the influence of the external environment, but there is a continuous flow of energy from the deep reserves, that is, the deep energy serves as a resource that constantly supplies the surface energy. In addition, when the life situation changes, different resources are included to help cope with various tasks and challenges. The nature of the possession of resources, in particular, their volume and structure, differs depending on the unique life

experience of everyone. Therefore, if the subject's adaptive resources are insufficient, a low level of socio-psychological adaptation in unusual circumstances is expected.

Socio-psychological adaptation is understood not only as passive adaptation, but also as an active transformation, as a result of which a person not only realizes self-esteem, self-regulation and self-development, but also counteracts the harmful effects of the environment.

On the one hand, with the current or increased demands of the environment, resources are needed in order to ensure and stabilize the functioning of the body and psyche systems. Explaining the importance of resources also in the relationship between a person and his environment, K. Muzdybaev defines resources as a means of subsistence and growth of opportunities for people and society; everything that a person uses to meet the requirements of the environment; life values which form a real potential for coping with adverse life events [86]. In this sense, resources are often mentioned in the study of stressful states, when the balance between the individual and the environment is disturbed, psychological instability in difficult life situations increases, and adequate coping strategies are needed to resolve them. Being in a new environment is quite stressful for international students, so they need a certain amount of resources accumulated in the process of gaining life experience, which allows them to ensure normal functioning with increased mental tension. As a result, resources play a significant role in self-regulation in harsh life situations.

On the other hand, resources are necessary for the realization of one's own activeness and individualization in purposeful activities aimed at socio-psychological adaptation. Scientists led by N.V. Grishina argue that individuals with a high initiative for personal growth "are more proactive in finding resources to implement change" [36, p.218]. Studying the mechanisms of adaptation, V.A. Bodrov notes that "adaptation strives not for equilibrium, but for the development of a person, an increase in his resources for interaction with the external environment" [18, p.60]. In the author's opinion, adaptive resources rather need to satisfy the transcendent needs of self-development and self-actualization of the subject. S.L. Rubinstein writes the following about personal resources: "By my actions I am constantly exploding, changing the situation in which I

find myself, and at the same time I am constantly going beyond myself" [107, p.84]. K.A. Abulkhanova agrees with the dynamism and unlimited possibilities of personal resources and writes those resources play an important role for a person, "as a creature that is not closed, not locked in the prison of its certainty, not given, not completed..." [3, p.64]. Therefore, resources are necessary for realizing supra-situational activeness in socio-psychological adaptation.

According to K. Muzdybaev, resources can be "tangible and symbolic, material and moral" [86, 119]. In a broad sense, adaptive resources are divided into two categories in accordance with two interacting systems of socio-psychological adaptation: subjective and objective (in other words, psychological and social, or internal and external). Objective resources are considered as an accessible helpful means (instrumental, moral, emotional) in the social environment (from family members, friends, colleagues) and material support for people's life [45]. However, there are several understandings of subjective (internal) resources. By internal adaptive resources, researcher I. Rizhika means "adaptable", which is a subjective prerequisite for adaptation, in contrast to the concept of "adapted", which denotes the level of adaptation [103, p.83]. A.A. Nalchadjyan describes adaptability, similar to adaptive resources, as the ability to adapt, which is individual for each person [87, p.50]. Despite a clear classification of adaptive resources, one cannot rely on internal resources or external resources separately for productive socio-psychological adaptation since these resources act as components of interacting systems. Summarizing the two categories of adaptation resources, we can agree with S.A. Shapkin and L.G. Grigoriev that "resources", as one of the central concepts for the analysis of adaptation, are "the sum total of the means that an subject possesses to ensure effective action" [131, p.21].

A.V. Grigoriev calls the cognitive and emotional-evaluative features of the attitude to social activity that determine the socio-psychological adaptation of young people [30]. This means that both intellectuality and emotionality are related to socio-psychological adaptation.

The results of E.A. Grishina's study show that in specific situations, objective non-adaptive factors entail passivity in adaptation [34]. However, V.A. Tolochek notes that

"it is not the external circumstances that determine the nature of the subject's experiences, but on the contrary, the subject creates the circumstances responsible for his experiences, guided by the programming functions of the corresponding emotional images" [121, p.76]. S. Schechter believes that the emergence of emotions is influenced by a person's past experience and perception of the current situation in accordance with his own needs and interests at the moment [47]. Thus, when the subject interacts with external circumstances, subjectivity manifests itself as a resource in the form of social activeness, while the subject's emotions are not just passively influenced by the environment, but, on the contrary, emotions, and all circumstances are under the control of the subject himself.

Emotions serve as a means by which a subject can exert a significant influence on the object world around him. For J. According to Meyer and Salovey, emotions are "adaptive responses that focus on cognitive activity and follow-up actions. Emotions guide behavior, serve as a signaling function, and stimulate reactions to a particular situation." [154]. E.A. Levanova and L.V. Tarabakina also write about the impact of emotion on interaction: "emotionally creative people are able to provide a vast emotional and associative field of interaction, notice the interconnection of various stimuli, which makes it possible to achieve qualitative originality of activity, to choose effective strategies of behavior" [61, p.275]. This allows us to conclude that without sufficient emotional resources, people cannot cope with various stimuli and life loads, obstacles that arise in a new environment, and are not able to creatively carry out their activities for optimal functioning in society, and, accordingly, cannot adapt.

Intelligence is considered as the ability of a person's socio-psychological adaptation. D. Wechsler defines intelligence as a set of abilities of an individual and the ability to act purposefully, think rationally, and communicate effectively with people around him [210]. Based on this definition, intelligence is not just a mental activity, but also a subjective activity and a strategy for interacting with the environment in the "human-environment" scheme. V.I. Medvedev considered psychological adaptation as a process of creating a conceptual model in the human mind. According to the scientist, it includes the mode of action, the objective and subjective significance of the interaction between the person and the environment, the strategies and tactics of response, and the origin in

accordance with this image of the state that ensures the corresponding actions of the person [73]. From this statement, it follows that adaptation involves the search for the optimal behavioral way out of an uncomfortable situation, and not just an intuitive reaction. Thinking plays a regulatory role in the development of adaptation. Cognitive processes such as forecasting, anticipation, and goal-setting have long been considered key to adaptation. Intelligence contributes to overcoming psychological barriers, which leads to a successful coping strategy and resilience to adaptation. At the same time, assessment occupies an important place both in increasing stress and in overcoming it but related to personal characteristics and emotional processes.

Intellectual resources are recognized as significant for productive socio-psychological adaptation in the works of V.N. Druzhinin, D. Kahneman, and A.I. Savenkov. Acknowledging the importance of intellectual abilities, A.I. Savenkov writes that "individual cognitive features contribute to effective adaptation" [108, p.10]. According to V.N. Druzhinin, a cognitive resource is a cognitive system and the energy of many related components that determine the solution of a problem [39]. In D. Kahneman's study, the contribution of attention resources predetermines the productive solution of the problem [48]. Cognitive resources are an integral part in solving the difficulties of socio-psychological adaptation of young people because their defining function is the solution of social problems. Socio-psychological adaptation is supported by both emotional and cognitive resources.

In his research, W.R. Uttal adheres to the concept of "new phrenology". He believes that "the distinction between emotional and cognitive divisions is based on the underlying processes; that emotions are the result of phylogenetically earlier brain regions, while cognitive processes are the creation of later structures" [206]. In other words, emotions are interference that destroys and disorganizes mental activity, so they need to be controlled. According to this view, emotions are seen as a complete lack of intellectual control and have no explicit purpose. Emotions are seen as a separate form of cognition, which contradicts the theories put forward by numerous researchers [134]. They are interpreted as meanings of emotional states that are important to individual experience, and act as a mode of expression through which information about the person himself and



his environment is conveyed [5]. Each emotion is fraught with a certain system of identifiable signals – emotional information that can be transmitted both through the channels of human communication and through rare patterns of associative signals using the channels of perception, influence, and cognition [5, p. 37].

Reflecting on the dominant function of emotions in cognitive processes, A. Bergson writes: "There are emotions that give rise to thought: and invention, although it belongs to phenomena of an intellectual order, may have its constituent sphere of feelings. In this case, the emotion appears as a cause, not as an effect, in relation to subsequent mental states. Emotion can generate new ideas. She's super-intelligent" [16, pp. 44-45]. From V.D. Shadrikov's point of view, the intellectual world cannot be isolated from emotions. In his opinion, thought, as the core of the system of cognitive activity, appears "in the form of a need-emotional-content substance" [129, p. 91]. The Russian psychologist L.S. Vygotsky writes that "those who have torn thought away from affect from the very beginning have forever closed the way to explaining the causes of thinking itself, because the deterministic analysis of thought presupposes the discovery of the driving motives of thought, needs, interests, motives and tendencies direct the movement of thought in one direction or another" [26, p.13-14]. Following him, S.L. Rubinstein and A.N. Leontiev assert that mental action has an emotional nature [63; 106]. Emotions as a determining factor in the success of activities, in particular, professional ones, are studied by I.V. Patsyavicius [95], A.E. Olshannikova [83], I.A. Pereverzeva [89], O.P. Sannikova [102]. T.A. Egorenko notes that the student's ability to emotional regulation ensures the success of the process of his socio-psychological adaptation [40]. These facts can be explained by the concept of "cognitive ring", the essence of which is that positive emotions cause positive thinking, which helps to relieve depression and raise an optimistic mood. At the same time, negative thoughts generated by negative emotions, on the contrary, increase the intensity of the experience [183]. Therefore, successful socio-psychological adaptation requires the unity of emotional regulation and intellectual orientation.

Emotional intelligence as a synthesized resource that combines intellect and emotions is studied by psychologists from different countries: J.D. Mayer, P. Salovey, and D. Caruso created a model of emotional competence [182], D. Goleman created a

mixed model of emotional intelligence [159]; R. Bar-on created a kind of specifically mixed model [141].

According to the model of J. Mayer, P. Salovey, and D. Caruso, there are four components in emotional intelligence:

Identifying emotions – the ability to perceive, evaluate, and express emotions;

facilitation of thinking with emotions – the ability to use emotions to improve the effectiveness of mental activity;

understanding and analyzing emotions – the ability to understand and analyze emotional information;

Managing emotions is the ability to consciously regulate an emotion for personal development and interpersonal relationships [113].

All the above components are necessary for a successful impact on the external environment, as well as for the internal regulation of a person's own emotional state. Emotional intelligence, according to this concept, is defined as a cognitive ability. The model of American psychologists is created because emotions contain information about a person's relationships with other people and objects, and emotional intelligence helps to process the information that accompanies emotions. It is worth noting that the methods of measurement differ from each other, since the ideas about emotional intelligence also differ. The methodology developed by J. Mayer, P. Salovey, and D. Caruso in accordance with this model, was based on objective criteria.

In addition to the model of emotional competence, other models have been developed, including the model of R. Bar-On and the model of D. Goleman, classified by J. Mayer, P. Salovey, and D. Caruso as mixed models [182]. The authors of the mixed models have expanded the meaning of emotional intelligence by focusing on personality traits that are not directly related to ability. Thus, mixed models of emotional intelligence differ significantly from models of ability.

Answering the question "why some people can be more successful in life than others," Bar-On created a model of emotional intelligence that includes five areas of activity that contribute to success:

- self-knowledge;

- interpersonal skills;
- adaptation;
- surge management;
- the general mood.

Based on the psychological literature on personality traits that lead to success in life, R. Bar-On presented emotional intelligence as a system of all unconscious abilities, knowledge, and competencies that allow a person to successfully cope with various life situations [142]. Emotional intelligence in the Bar-On model correlates with such personality traits as individual independence in interpersonal skills. This fact allows us to classify the Bar-On theory as a mixed model of emotional intelligence.

The third model of emotional intelligence was popularized by D. Goleman [29]. The scientist admits that in his research he considers the problem of emotional intelligence in a broader context. D. Goleman mentions that "Ego Defense... is very similar to this model of emotional intelligence, which includes social (and emotional) competence" [159, p.44], and "emotional intelligence explains success at home, school, and work" [159, p.192]. Currently, this model contains two criteria: personal skills (self-awareness, self-control) and social skills (social understanding and relationship management). At the same time, this structure is adjusted to each specific individual, which indicates the individual nature of the formation and functioning of emotional intelligence.

Criticism of the concept of emotional intelligence has largely centered around the question of whether the concept can refer to the term "intelligence." H.Y. Eysenck writes that Goleman's description of emotional intelligence includes an unsubstantiated notion of intelligence in general [159]. E.G. Locke also argues that the concept of emotional intelligence is itself a misinterpretation of intelligence. The researcher suggested that such a concept should be redefined and implied as a skill [174].

Following the above-mentioned psychologists, D.V. Lyusin [68], E.A. Sergienko [113], V.N. Kunitsyna, N.V. Kazarinova and V.M. Pogolsha [57], S.P. Derevyanko [37], I.N. Andreeva [9], A.I. Savenkov [108; 109] and many others continue to study emotional intelligence.

A.I. Savenkov distinguishes three aspects in emotional intelligence: cognitive (knowledge about people, social memory, social intuition, and social forecasting), regulatory (emotional expressiveness, sensitivity, empathy, control of emotions, etc.) and behavioral (social perception and interaction, self-regulation, etc.) [109]. According to this concept, emotional intelligence is studied not just as a cognitive ability, but as a set of social life experiences. Emotional intelligence is characterized by interactivity between the subject and the life situation. It is not limited to the sum of personal qualities and skills.

D.V. Lyusin's model is often used by Russian scientists. There is a division of emotional intelligence into intrapersonal and interpersonal. D. V. Lyusin reconstructed the models described above and identified two specific features in emotional intelligence: the ability to recognize an emotion and the ability to control an emotion.

The ability to identify emotions extends to one's own feelings and the feelings of others, it illustrates that a person can:

Feel and determine whether you or that person is experiencing emotions.

Identify the exact emotion that a person is experiencing and verbally convey it;

Understand and analyze the causes that cause this emotional expression and the effects it will lead to.

The ability to control an emotion can also be focused on one's own emotions and the emotions of others. With this ability, a person is able to:

regulate the intensity of the emotion and weaken the excessively strong emotion;

manage the outward expression of emotion;

show a certain emotion freely, if necessary, using its influence to fulfill their desires [69].

D.V. Lyusin's model combined the ability to recognize emotions with the ability to manage them. According to D.V. Lyusin, the level of emotional intelligence is determined by specific personality traits. Therefore, this model is also called the "personality model". The method he developed for diagnosing emotional intelligence is based on the subjective self-report of the subjects. A similar approach is found in the Schutte SSRI method (Schutte et al. Self-Report Index) [192].

Summarizing the data obtained from all models, we can conclude that emotional intelligence is a set of abilities to process emotional information to regulate one's psychological state and relationships with other people and the world around us.

Despite the similarities and differences between these models, there is still no conclusive rationale for determining which model is more reliable than the others, but they do represent a variety of perspectives on emotional intelligence.

The study of the relationship between emotional intelligence and socio-psychological adaptation attracts a lot of attention from both Russian and foreign scientists. I.N. Andreeva considers, that "people with a high level of emotional intelligence have a pronounced ability to understand emotions (of their own and other people), to express emotions and to manage the emotional sphere, which leads to higher adaptability and efficiency in communication and activity" [10]. According to the results of studies conducted by Bar-On in different countries, emotional intelligence has a positive correlation with self-actualization of the individual, while the desire for self-actualization coincides with the desire to optimize one's potential [141]. Thus, emotional intelligence can be considered an influential factor in the socio-psychological adaptation of young people.

Socio-psychological adaptation is presented not just as a passive satisfaction of the requirements of the environment, but as the realization of the subject's activeness of using the resources available to him. A subject with better socio-psychological adaptation is also characterized by a supra-situational need for maximum actualization of his potential in real situations of life and activity. In foreign language environment, students face a new challenge – comprehensive isolation from the new environment due to the language barrier. Difficulties in interacting with verbal and non-verbal means and in interpreting emotional information are encountered by most students in foreign language environment. Emotional intelligence, first of all, is considered as a predictor of prosocial behavior, and then as a key factor for success in communication and interaction. It also implies the ability and willingness to be over-situational in the face of difficult communication and interaction. Both psychological well-being and the ability to realize subjective activeness depend on the presence of this ability.

T.A. Pankova examines the relationship between emotional intelligence and the socio-psychological adaptation of young professionals in her dissertation. It is confirmed that both intrapersonal and interpersonal emotional intelligence is significant for the effective socio-psychological adaptation of young people according to external criteria, and according to internal criteria emotional intelligence, which has an intrapsychic character, is more important than emotional intelligence, which is predominantly interpsychic in nature [93]. Similar conclusions were reached by E.V. Erokhina [41] and T.S. Kiseleva [50]. Researchers have shown that the medium level of emotional intelligence development seems to be the most favorable for socio-psychological adaptation. A different view is presented in the works of Lin Yichun and her colleagues. Scientists believe that that international students with high emotional intelligence are more successful in adapting to Taiwanese culture than students with low emotional intelligence, since emotional intelligence, manifested in intercultural competence, has an impact on students' successful adaptation to the external cultural environment [173]. A similar result was found in the study T.P. Shemyakina and S.A. Bogomaza about links between emotional intelligence and youth socialization [132]. Thus, the question of the influence of emotional intelligence on the socio-psychological adaptation of young people currently remains controversial and uncertain.

It is assumed that emotional intelligence should contribute to the socio-psychological adaptation of students in foreign language environment. The higher the emotional intelligence scores, the better adapted students are. Thus, it is logical to assume that it is students with a high, rather than a medium level of emotional intelligence, who are more effective in adapting to the new socio-psychological environment.

This result is explained by the fact that, firstly, prosocial behavior is associated with high emotional intelligence. People with high emotional intelligence characteristics: a) show strong motivation to achieve academic success [205] and at work [180]; (b) Develop friendlier relationships with others over time than those who score low on emotional intelligence or high narcissism. c) men behave less conflictual and antagonistic in the process of interaction [152; 186]. Secondly, successful cross-cultural adaptation is associated with high emotional intelligence. In a study by Jaquilin M. Tang, the cross-

cultural adjustment of eighty adults in America was positively correlated with empathy, emotional expression, and emotional regulation. These functions of emotional competence are skills which serve parts of emotional intelligence system. Therefore, emotional intelligence can be considered a practical basis for studying ways of consolidating intercultural relations [198]. Thirdly, a person with high emotional intelligence is less likely to be overwhelmed by stress, more successful in getting rid of obsessive negative thoughts, easier to restore a positive mood, and generally better able to cope with stress. As one of the 24 positive personality traits, emotional intelligence can be a preventive tool of psychological pathologies and a diversion which relates to stress caused by difficult life circumstances [102]. Fourthly, emotional intelligence contributes to more successful management and recognition of a few interpersonal processes and allows for improved interpersonal interaction through effective communication, conflict management and tolerance. These functions of emotional intelligence make it possible to improve the socio-psychological adaptation of students in foreign language environment.

In many studies, the socio-psychological adaptation of students is associated with the ability to consciously manage emotions. The ability to consciously manage emotions becomes the most important factor for socio-psychological adaptation in interpersonal relationships. A similar opinion is shared by P.N. Lopez and his colleagues, conducting research on how the ability to manage emotions affects interpersonal interactions. They note that "personality traits have a major influence on the evaluation of one's own interaction with others, and when other people evaluate their interaction with a person, how the person manages his or her emotions plays a key role" [176]. It is also empirically confirmed that the ability to control emotions is associated with alienation [20]. Therefore, it is reasonable to consider that the ability to manage emotions becomes key in interacting with the people around you. P.A. Reed conducted a study on how managing emotions consciously affects the development of intercultural competence among 425 soldiers from the army. The results illustrate the idea that "Managing emotions" is a direct precursor to cross-cultural competence in that people who are able to regulate their emotions are also more likely to use this ability to acquire cross-cultural knowledge, skills, and motivation" [185]. Hence, managing emotions consciously also affects socio-

cultural adaptation. In addition, "those with high emotional management scores are less likely to be stressed and more able to recover positive emotions in depression," according to a study by Salovey and colleagues [189]. Thus, the ability to manage emotions is associated with the socio-psychological adaptation of students in foreign language environment since it affects interpersonal relationships, reduces internal disharmony in the face of new challenges from an unfamiliar environment, and motivates a person to master knowledge and skills to survive in a new socio-cultural context.

Emotional intelligence has both cognitive and behavioral components [76]; and evaluative-prognostic, and reflexive-regulatory functions [71]. It can be said that "Identifying emotions" and "understanding and analyzing emotions" as cognitive components have an evaluative-prognostic function, and "Using emotions" and "Managing emotions" as behavioral components have a reflexive-regulatory function. However, contrary to the conventional opinions, as key abilities in the emotional intelligence system, identifying emotions and managing emotions can affect the regulation of life [20]. It should be noted that the Identifying emotions can also have a negative impact on the socio-psychological adaptation of Chinese students. It is suggested that the negative impact of Identifying emotions can be interpreted in terms of cultural variations in the expression of emotions.

Emotion is driven by social expectations. Emotional norms differ depending on the time, cultural context, and social group [201]. Within a culture, an individual's emotional socialization takes place in different ways, and the perception of emotions can vary greatly from culture to culture. Once in a new social or study group with a different culture, international students continue to perceive, evaluate, and express emotions in accordance with the emotional and socio-cultural norms of their previous place of residence, which may differ from those of their current place of residence. The authenticity and accuracy of the Identifying emotions is not ensured. This makes it difficult for international students to integrate into a new group and culture. Therefore, a high ability to identify emotions may not contribute to socio-psychological adaptation.

Despite the somewhat negative impact of Identifying emotions on the socio-psychological adaptation of international students, the Identifying emotions is of great



importance for emotional intelligence in general. Without perceptual-cognitive components, particularly the Identifying emotions, understanding and analyzing emotions, it is impossible to carry out the behavioral functions of emotional intelligence, i.e. to manage emotions and use emotions. Emotional intelligence can be considered a systematized capital of a person, which includes a variety of resource subsystems (Identifying emotions, using emotions, understanding and analyzing emotions, and management of emotions). The functioning of the system is ensured by optimizing the allocation of resources in the system, to be more specific, in the system of emotional intelligence. It is not unreasonable to believe that the more resources combined, the more effective emotional intelligence is in general. Therefore, the Identifying emotions also makes its own contribution to the system of functioning of emotional intelligence. This means that without it, emotional intelligence does not have enough effect on the socio-psychological adaptation of students. In addition, the Identifying emotions, which reflects the ability to perceive, evaluate, and express emotions, reveals the integrity of the personality. Thus, the ability to identify emotions acts as a resource of emotional intelligence and contributes to socio-psychological adaptation.

Thus, it can be assumed that emotional intelligence can act as a resource and activation of socio-psychological adaptation of students in foreign language environment.

## CONCLUSIONS ON THE FIRST CHAPTER

This chapter discusses the theoretical issues of studying emotional intelligence as a resource for the socio-psychological adaptation of students in foreign language environment. This study made it possible to clarify and formulate the following provisions:

1. The goal of socio-psychological adaptation is not just to survive in society, but to self-actualize and experience the value of one's existence in society. Socio-psychological adaptation contains two contradictory processes: adaptation to the current social environment and creative transformation of social reality.
2. Socio-psychological adaptation can be viewed as a changeable system of dynamic interaction between subject and object in interpersonal relations, in the relationship with a social group and the environment, in order to satisfy not only the basic need for psychological well-being, but also the high need for self-actualization through the design of one's future.
3. Following V.A. Petrovsky, we define socio-psychological adaptation as the supra-situational activeness of an individual who is able to establish consistency between current needs and potential satisfaction. It is the supra-situational activeness that provides the possibility of transition from inadaptation to adaptation, and then ensures not only the fulfillment of the basic, but also the exceeded needs and claims of the subject.
4. Students studying in foreign language environment need to join a group of people from other cultures. Meanwhile, speech barriers hinder the socio-psychological adaptation of foreign students. Researchers note that international students do not know how to seek psychological help in cases of problems, and also underestimate the importance of interacting with people in a new territory.
5. The lack of social support from local people is an important reason for the maladaptation of students in foreign language environment. Recognition by local

residents is presented more significantly in the experiences and consequences of the socio-psychological adaptation of young people in a foreign-language environment.

6. Students, a special social and age group, have internal resources, the use of which can influence the actualization and creative initiation of socio-psychological adaptation in foreign language environment.
7. Emotional intelligence is a set of abilities to interpret emotional information in the field of regulating one's psychological state and relationships with other people and the world around us.
8. Emotional intelligence can act as the ability and readiness for supra-situational activeness in conditions of difficult communication and interaction, which both psychological well-being and the ability to realize subjective activeness depend on.

## **CHAPTER 2. EMPIRICAL STUDY OF EMOTIONAL INTELLIGENCE AS A RESOURCE of SOCIO-PSYCHOLOGICAL ADAPTATION OF STUDENT YOUTH IN FOREIGN LANGUAGE ENVIRONMENT**

### **2.1 Organization and methods of the study**

The sample of the study consisted of 90 foreign bachelor's, master's, postgraduate students (all Chinese students) who study at universities in the Russian Federation. In accordance with certain criteria, two groups of subjects were distinguished. The first group (Group A) consisted of 45 foreign students who study in groups with their compatriots and can receive their socio-psychological assistance and support. The second group (Group B) consisted of 45 foreign students who study in groups with a diverse composition of language proficiency [22].

Among the methods of empirical study of emotional intelligence as a resource of socio-psychological adaptation in foreign language environment among students, the following were chosen:

- Method of studying the socio-psychological adaptation of an individual in a small group and an informal subgroup by A.V. Sidorenkova and E.S. Koval;
- Questionnaire of personality adaptation to new cultural environment by L.V. Yankovsky adapted by V.V. Konstantinov;
- Questionnaire of life orientation by E.Y. Korzhova;
- Meyer-Salovey-Caruso Emotional Intelligence Test MSCEIT 2.0.

The criteria used for these methods of socio-psychological adaptation and emotional intelligence are listed and presented in Table 1 (see Table 1).

**Table 1**

## Criteria of the listed empirical research methods

Method	Criteria
Method of studying the socio-psychological adaptation of an individual in a small group and an informal subgroup (A.V. Sidorenkova, E.S. Koval) [115]	Adapting to official relationships in the group
	Adapting to informal relationships in the group
Questionnaire of personality adaptation to new cultural environment (L.V. Yankovsky's Test, adapted by V.V. Konstantinov) [135]	Adaptability and involvement
	Orientation towards social approval
	Active entry into the new environment
	Depressive perception of the group
	Inner turmoil
Questionnaire of life orientations (E.Y. Korzhova) [52]	Failure to realize expectations
	Transsituational creativity (ot)
	Transsituational locus of control (ol)
	Transsituational mobility (op)
	Transsituational mastery of the world (oo)
	Transsituational variability (oi)
MSCEIT 2.0 (Meyer–Salovey–Caruso Emotional Intelligence Test)	General indicator of subject-object orientations in life situations (O)
	Identifying emotions
	Using emotions
	Understanding and analyzing emotions
	Managing emotions

*Methods of studying socio-psychological adaptation of an individual in a small group and an informal subgroup (A.V. Sidorenkova, E.S. Koval)*

The methodology is based on an ordinal scale with a bipolar principle of ordering features and contains 14 items in the form of statements. The obtained values of the coefficients of both parts of the statement can vary from 14 to 98 points. As a result, it is possible to measure the range of differences in the indicators of socio-psychological adaptation of the student in the group.

According to the instructions for interpreting the results of the study, the obtained data can be divided into five levels according to the statistical zones provided by the authors of the methodology: the indicator of adaptation to formal relations in the group and the indicator of adaptation to informal relations in the group. Thus, the sampled students with a low level of socio-psychological adaptation and/or a tendency to a low

level were assigned to the composition with minimal adaptation. And students with a high level and/or a tendency to a high level were assigned to the composition with the maximum adaptation. Thus, according to the statistical zones of indicators of socio-psychological adaptation, students are divided into compositions with minimal, medium and maximum adaptation (see Table 2).

**Table 2**

Normative data of socio-psychological adaptation according to the method of A.V. Sidorenkova and E.S. Koval

Degree of adaptation	Adapting to formal relationships in the group	Adapting to informal relationships in the group
Low adaptability	14,0-38,8	14,0-64,5
Medium adaptability	38,9-71,1	64,6-91,4
High adaptability	71,2-98,0	91,5-98

The interpretation of the results of adaptation to official contacts in the group follows the following descriptions. High scores demonstrate the satisfaction of the international student with his place in the group, the group's recognition of the achievements of educational activities, and his group status.

The interpretation of the results of adaptation to informal interpersonal relationships in the group corresponds to the following descriptions. High results demonstrate the satisfaction of a foreign student with the psychological atmosphere of interpersonal relations, the nature of communication with classmates, the degree of involvement in informal activities, mutual understanding and recognition by others in informal relations.

*L.V. Yankovsky's Questionnaire of personality adaptation to the new cultural environment, adapted by V.V. Konstantinov.*

L.V. Yankovsky's Questionnaire of personality adaptation to the new cultural environment, adapted by V.V. Konstantinov [135] was chosen because of its ability to measure socio-psychological adaptation/maladaptation in the context of the subject's interaction with the cultural climate in the group. The questionnaire consists of 96 statements. The respondent responds with agreement, disagreement, denial of the answer ("it does not concern me"). Processing of the obtained data in accordance with the keys according to the methodology makes it possible to get indicators of socio-cultural adaptation. For each scale, the scores are summed up and the levels are determined: high

– more than 12 points, medium – in the range between 6 and 12 points, low – less than 6 points. Outcomes are interpreted according to the following scales: adaptation indicators: adaptability and involvement; orientation towards social approval, active entry into the environment; disadaptation indicators: depressive perception of the group, inner turmoil, failure to realize expectations. High scores of adaptation indicators suggest a desire for self-realization and personal satisfaction in relationships with others; the need for an emotional relationship with them; commitment to expanding social connections; readiness for change and desire to realize oneself. High scores and indicators of socio-cultural maladaptation shows a depressed perception of the group, failure to realize one's expectations, helplessness in the face of difficulties and loss of perspective, doubts, anxiety and a sense of depression, emptiness, and isolation.

*Questionnaire of life Orientations by E.Y. Korzhova*

E.Y. Korzhova's Questionnaire of life orientation was chosen due to its possibility to measure subject and object orientations in life situations.

During socio- psychological adaptation in the new social environment, such contradictions as inconsistency between one's idea of the group and reality, opposition between one's ability and the object's limitation of the ability to exercise one's competence are expected. In this regard, life orientations are important in the socio-psychological adaptation of a person due to the fact that persons with a subject orientation are characterized by a "feeling of joyful fullness of life", while persons with an object orientation are more characterized by a sense of themselves as an object of action from other persons, circumstances, etc. [52, p.110]. Thus, life orientation is considered as a criterion of activeness or passiveness in changing life situations inherent in the researchers. The "Life Orientation Questionnaire" method is used to diagnose subject-object orientations by various indicators (E.Y. Korzhova) [52, pp.113-137]. The questionnaire consists of 21 pairs of statements. In each pair, it is necessary to choose the judgment that most closely corresponds to the subject's self-image. The data is processed using a stencil key. The obtained raw scores according to a special table are interpreted in the "walls" according to five indicators that describe the interaction between the personality and life situations: transsituational creativity (Ot), transsituational mobility

(Op), transsituational mastery of the world (Oo), transsituational locus of control (Ol), transsituational variability (Oi) and the general indicator of subject-object orientations. Subject and object orientations on each scale are halved with a score of 5.5. Less than 5.5 points denotes object orientation, and above 5.5 points denotes subject orientation.

The results are interpreted in accordance with the following descriptions of the indicators:

1. General indicator of subject-object orientations (O): High scores indicate activeness, overcoming difficult life situations, and low scores characterize the subordination of the personality to circumstances and the tendency to "go with the flow".
2. "Transsituational variability" (Oi). High scores denote a desire for changes in the subjective world and orientation in the present. A person with low scores on this indicator is characterized by "transsituational stability". He does not attach much importance to life changes and does not seek to isolate them, analyze them, and adapt to them.
3. "Transsituational locus of control" (Ol). High marks indicate cheerfulness, optimism, purposefulness, and responsibility for one's fate. Low scores characterize a person as a pessimist in relation to possible life changes, with uncertainty of life purpose, dissatisfied with himself and considering life mainly dependent on objective circumstances.
4. "Transsituational mastery of the world" (Oo). High scores indicate introversion, dissatisfaction with one's capabilities and anticipation of negative events in the near future. Low scores on this criterion characterize extroversion, satisfaction with one's abilities, and sending negative events to the distant future.
5. Transsituational mobility (Op). High scores indicate openness, flexibility, contact, self-reliance, and love for new things and changes. Low scores indicate closeness, rigidity, isolation, reliance on external circumstances, and a lack of desire for novelty in a person.
6. Transsituational Creativity (Ot). High scores mean high activity of world transformation, low scores mean passive transformation of the subjective world.



*Meyer-Salovey-Caruso Emotional Intelligence Test MSCEIT 2.0.*

Eight sections and one hundred and fourteen different tasks make up the MSCEIT 2.0 methodology. Each of the four components is divided into 2 sections. The results are processed based on general consensus. After the answers are processed, the average scores for each criterion are calculated: "Identifying emotions", "Using emotions", "understanding and analyzing emotions", and "Managing emotions". In section A The perception of facial expressions is measured, and respondents must rate how different feelings are expressed on the person's face in the picture. In section E, the perception of pictures is measured, and the subjects need to determine the extent to which different feelings are expressed in landscape paintings and geometric paintings. The results of the two sections show the degree of ability to recognize, evaluate, and express emotions. Section B shows the ability to assimilate one's current experience and describe one's own feelings for a particular individual. Respondents should rate how useful different emotions are according to different situations. Section F measures the ability to describe one's emotional states, and respondents must determine how similar the feeling is to their own in a particular case. Together, these two sessions demonstrate the ability to use emotions to improve the performance of thinking and acting. Section C shows how people understand the flow of emotions over time and the alternation of emotions, and they must select the intended feelings or emotions based on the situation described in the statements. Section G focuses on the ability to distinguish between mixed and complex feelings, and respondents must choose the best answer option for each emotion description question. Through these two sections, the ability to understand and analyze emotions is measured. In the Section D the ability to control one's own emotions is assessed, and respondents must rate the effectiveness of the proposed actions according to different situations. Section H is designed to assess the ability to influence other people's emotions, and respondents must rate the effectiveness of each response provided to a specific situation. The results of these two sections show the level of ability to consciously manage emotions for intrapersonal development and improvement of interpersonal interactions.

The results are interpreted in accordance with the following descriptions of the indicators:

"Identifying emotions": high scores mean that the individual is able to recognize emotional information by the thoughts, sensations and physical states of himself and the other person by language, intonation, behavior, etc., to clearly express emotions and needs in accordance with his experiences, as well as to determine the accuracy and authenticity of expressions of feelings. Low scores indicate low observation skills in communication, lack of cognitive understanding of emotions, lack of differentiation of different emotions, paucity of ideas about emotions.

"Using emotions": high scores indicate that the individual is able to direct attention to important information and priority tasks, consider multiple points of view using emotional mood changes, evoke emotions that contribute to the resolution of specific tasks, and use vivid and appropriate emotions. Low scores indicate an underestimation of the importance of emotions for successful performance and a lack of skills in using emotions to motivate oneself.

"Understanding and analyzing emotions": A high score indicates that the individual has the ability to distinguish emotions, to know their verbalization and to distinguish emotions that are close in meaning, to interpret the reason for the change of emotions, to understand the complex of feelings (e.g., simultaneous love and social hatred, fear and surprise), to recognize a sudden change in emotions. Low scores mean that the individual is unable to analyze different emotions and their causes.

"Managing emotions": High scores indicate that the individual has the skill to be open to pleasant and unpleasant feelings, to attract or distract from emotions on the basis of their informativeness or usefulness, to consciously control emotions by reducing negative emotions and enhancing positive emotions. Low scores denote impulsivity, low self-control, intolerance to other people's views, values, attitudes and lifestyles, depressive perception of oneself and other people.

## **2.2 Results of the study of emotional intelligence as a resource for socio-psychological adaptation of students in foreign language environment**

The total number of participants in this empirical study was 90 Chinese students

studying at Russian universities as bachelor's, master's, and postgraduate students. All of them are students studying in foreign language environment. Among them, 51 are girls (59%) and 39 young men. (41%). Their average age is 23.17 (SD=4.04).

Next, the study sample is divided into two groups. Groups differ in their capabilities, such as socio-psychological support for classmates and speech barriers. Group A consists of Chinese students who study at Russian universities with their compatriots. For these students, it is more likely to receive psychosocial support and help from those who know each other well in the group and speak Chinese. Group B – Chinese students who study in groups with a diverse composition of students in terms of language proficiency. Such students suffer from the lack of speech freedom and the lack of social and communicative support from the majority of students. The number of Chinese students is divided into groups as follows: 45 students (50%), including 23 boys (46%) and 22 girls (49%) in Group A; 45 people (50%), including 16 boys (37%) and 29 girls (67%) in Group B (see Table 3).

**Table 3**

Composition of groups by age, number, gender

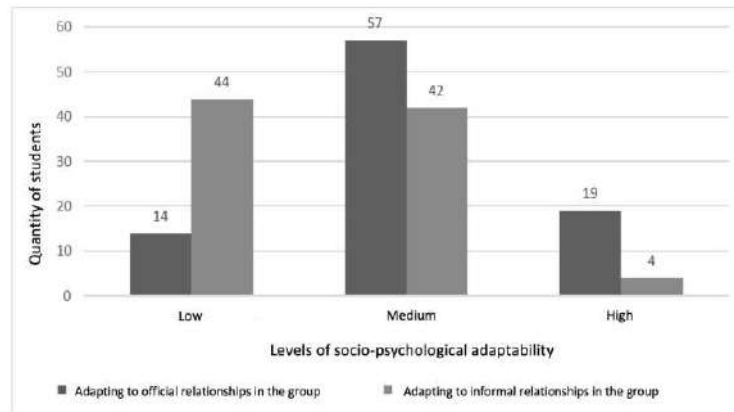
	Sum		Boys		Girl		Middle Age (SD)
	Sum	%	Sum	%	Sum	%	
Sum	90	100%	39	44%	51	56%	23.17(SD=4.04)
Group A	45	50%	16	37%	29	67%	23.25(SD=3.92)
Group B	45	50%	23	51%	22	49%	23.02(SD=3.96)

*Results of socio-psychological adaptation of student youth in foreign language environment*

Results of the Methodology of "Socio-psychological adaptation of an individual in a small group and an informal subgroup" (Sidorenkova A.V., Koval E.S.) for the entire sample (N=90) are shown in Figure 1.

All the data obtained from the general sample (N=90) were divided by levels of socio-psychological adaptability (low, medium, high), as well as by spheres of formal and informal relations. 14 students in the group have low adaptability to formal relations, whose scores range from 14 to 38; 57 students with scores from 40 to 71 have medium adaptability; 19 students have high adaptability, whose scores range from 72 to 98. Low adaptability to informal relationships was found in 44 students whose scores ranged from

14 to 64; Average adaptability was found in 42 students whose scores ranged from 65 to 91; High adaptability was revealed in 4 students, their scores ranged from 91 to 98. Only 4 students from the entire sample demonstrated their satisfaction with informal relationships in study groups, and almost half of the participants described their well-being in the field of informal relations in the group as unsatisfactory.



*Figure 1 – Results of socio-psychological adaptation of the entire sample (N=90) according to the method of A.V. Sidorenkova, E.S. Koval*

A comparison of the average values of socio-psychological adaptability according to the method of A.V. Sidorenkova and E.S. Koval and for the entire sample (N=90) is presented in Table 4. According to the data obtained, the difference between the average values of high and low adaptability was the greatest in the sphere of formal relations and amounted to 60.74 points, and in the sphere of informal relations – 46.27 points (see Table 4).

**Table 4**

Comparison of the average values of socio-psychological adaptation according to the method of A.V. Sidorenkova and E.S. Koval (the whole sample N=90)

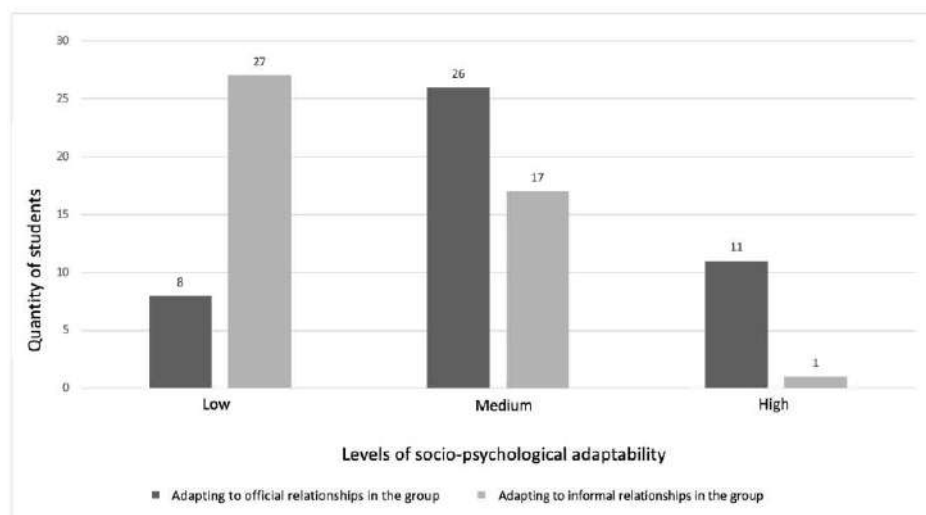
Degree of adaptability	Official relations in the group		Informal relationships in the group		Difference (Mann-Whitney U Test)
	Percent	Avg. ( $\bar{X}$ )	Percent	Avg. ( $\bar{X}$ )	
Low adaptability	16%	29,64	49%	49,23	U=2,415.000*** (P=0,000<0,001)
Medium adaptability	63%	57,70	47%	75,45	
High adaptability	21%	80,38	4%	95,5	

*Note.* \*\*\*–  $p < 0.001$ ; \*\*–  $p < 0.01$ ; \*–  $p < 0.05$

Low adaptability to official relations in the group is characteristic of 16% of students; Medium adaptability – 63% of students, high adaptability – 21% of students. Low adaptability to informal relationships is characteristic of 49% of students, medium adaptability – 47% of students, high adaptability – 4% of students.

The data are presented in Table 4. show that the majority of students, firstly, have low scores on the scale of adaptation to informal relations in the group; Secondly, they showed average scores on the scale of adaptation to official relations in the group. The Mann-Whitney U test confirms the significance of the difference between the distribution of measures of adaptation to formal relations in the group and the distribution of indicators of adaptation to informal relations in the group.

All the obtained data of Group A (N=45) were divided according to the levels of socio-psychological adaptability (low, medium, high), as well as according to the indicators of well-being in the spheres of formal and informal relations (see Figure. 2). Only 1 student in this group achieved a satisfactory level of adaptability in informal group relationships, and three-fifths of these students showed dissatisfaction with informal group relationships.



*Figure 2 – Results of socio-psychological adaptation of Group A (N=45) according to the method of A.V. Sidorenkova, E.S. Koval*

The comparison of the average values of socio-psychological adaptability according to the method of A.V. Sidorenkova and E.S. Koval and for Group A (N=45) is presented in Table 5. A low level of adaptability to formal relationships in the group was found in

8 students whose scores ranged from 14 to 38; An intermediate level was found in 26 students whose scores ranged from 40 to 71; a high level was found in 11 students, whose scores range from 72 to 98. A low level of adaptation to informal relationships is present in 27 students, whose scores range from 14 to 64; 17 students with scores ranging from 65 to 91 had an intermediate level; The high level was shown by 1 person, his score was 98.

As the data indicate, the difference between the average values of high and low adaptability was greater in the sphere of formal relations and amounted to 54.41 points, and in the sphere of informal relations – 50.70 points (see Table 5).

**Table 5**

Results of socio-psychological adaptation: Group A (N=45) according to the method of A.V. Sidorenkova and E.S. Koval

Degree of adaptability	Official relations in the group		Informal relationships in the group		Difference (Mann-Whitney U Test)
	Percent	Avg. ( $\bar{X}$ )	Percent	Avg. ( $\bar{X}$ )	
Low adaptability	18%	26,5	60%	47,30	U=504,500*** (P=0,000<0,001)
Medium adaptability	58%	56,35	38%	76,24	
High adaptability	24%	80,91	2%	98	

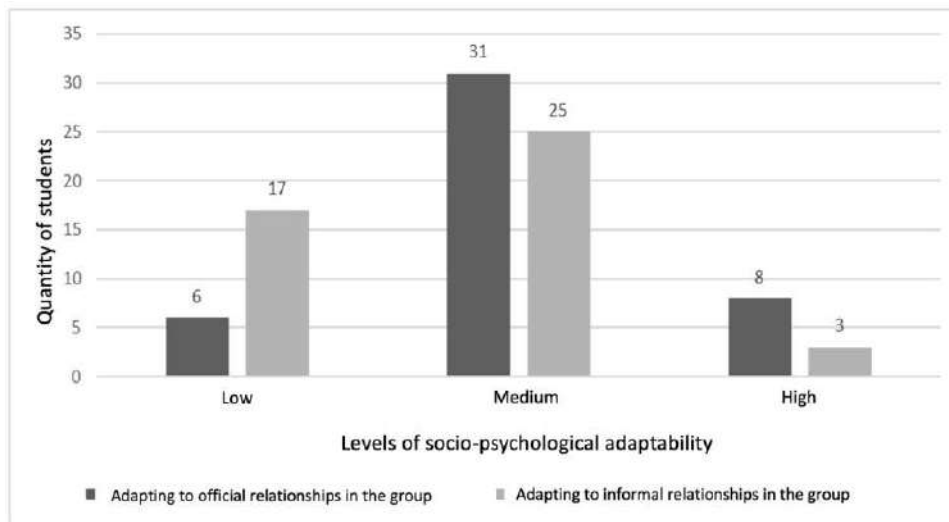
*Note.* \*\*\*–  $p < 0.001$ ; \*\*–  $p < 0.01$ ; \*–  $p < 0.05$

A low level of adaptability to official relations in the group is characteristic of 18% of students, a medium level of 58% of students, and a high level of adaptation to informal relations is found in 60% of students, a medium level in 38% of students, and a high level in 1 student. The data presented in Table 5 show that the majority of the subjects have average scores on the scale of adaptation to formal relations in the group, as well as low scores on the scale of adaptation to informal relations in the group.

The presented data of Table 5 also state that the majority of students in Group A had medium scores on the scale of socio-psychological adaptability to formal relations in the group and minimum scores on the scale of adaptability to informal relations. The significant Mann-Whitney U Criterion confirms the manifestation of the difference

between the distribution of measures of adaptation to formal relations in a group and the distribution of indicators of adaptation to informal relations in a group.

The results of the method of "socio-psychological adaptation of an individual in a small group and an informal subgroup" (A.V. Sidorenkova, E.S. Koval) for Group B (N=45) are presented in Figure 3.



*Figure 3 – Results of socio-psychological adaptation of Group B (N=45) according to the method of A.V. Sidorenkova, E.S. Koval*

The obtained data of Group B (N=45) were divided by levels of socio-psychological adaptability (low, medium, high), as well as by the spheres of formal and informal relations (see Figure 3). 6 students have a low level of adaptation to official relations in the group, whose scores range from 14 to 38; intermediate level – 31 students with scores ranged from 40 to 71; high level – 8 students with scores from 72 to 98. 17 students have a low level of adaptation to informal relationships, whose scores range from 14 to 64; intermediate level – 25 students, whose scores were between 65 and 91; high level – 3 students with scores are from 91 to 98. Only 3 students in this group are satisfactorily adapted to informal group relations, and only 8 students are satisfied with formal group relationships. The data presented in Figure 6 show the dominance of students with scores ranging from 40 to 91, who are characterized by a medium level of adaptability to formal and informal relations in the group.

A comparison of the average values of socio-psychological adaptability according to the method of A.V. Sidorenkova and E.S. Koval and for Group B (N=45) is presented in Table 6. As the data indicate, the difference in average values between high and low adaptability was slightly larger in the sphere of formal relations and amounted to 45.8 points, and in the sphere of informal relations – 42.38 points (see Table 6).

**Table 6**

Results of socio-psychological adaptation: Group B (N=45) according to the method of A.V. Sidorenkova and E.S. Koval

Adaptability Indicators	Official relations in the group		Informal relationships in the group		Difference (Mann-Whitney U Test)
	Percent	Avg. ( $\bar{X}$ )	Percent	Avg. ( $\bar{X}$ )	
Low adaptability	13%	33,83	38%	52,29	U=711,500** (P=0,005<0,01)
Medium adaptability	69%	58,84	56%	74,92	
High adaptability	17%	79,63	6%	94,67	

*Note.* \*\*\*–  $p<0.001$ ; \*\*–  $p<0.01$ ; \*–  $p<0.05$

A low level of adaptation to official relations in the group is characteristic of 13% of students, a medium level of 69% of students, and a high level of 17% of students. A low level of adaptation to informal relationships is characteristic of 38% of students, a medium level of 56% of students, and a high level of 6% of students

According to Table 6, the majority of students in Group B are characterized by medium level on the scale of adaptation to official relations in the group. More than 50% of students in Group B also have an average grade on the scale of adaptation to informal relationships. The number of students with a low level of adaptation to informal relationships is more than one-third of the number of students from Group B. The Mann-Whitney U criterion turns out to be significant, which means a confirmed difference between the distribution of the indicator of adaptation to formal relations and the distribution of the indicator of adaptation to informal relations in the group.

#### *Difference Between Groups A and B*

Table 7 presents a comparison between groups A and B in terms of socio-psychological adaptation. The statistics in Table 7 show that the difference is not significant enough in terms of adaptation to formal relations between groups A and B, but



there is a significant difference in the indicator of adaptation to informal relations between these groups of students. Judging by the averages, students from Group B receive higher scores than students from Group A. The biggest difference between groups A and B is in the answers to the thirteenth question from the "I often feel lonely" method. 55% of students from Group A agreed with this statement, compared with only 26% of students from Group B.

**Table 7**

Difference in adaptation to formal and informal relationships in the group between Group A (N=45) and Group B (N=45)

Index	Average of Group A ( $\bar{X}$ )	Average of Group B ( $\bar{X}$ )	Mann-Whitney U Criterion	Significance (P)
Adaptation to formal relationships in the group	57,107	59,200	967,500	0,716
Adaptation to informal relationships in the group	57,044	67,689	748,500	0,033*

Note. \*\*\*-  $p < 0.001$ ; \*\*-  $p < 0.01$ ; \*-  $p < 0.05$

The results of the indicators of socio-cultural adaptation from the *Questionnaire of Personality adaptation to a new cultural environment (L.V. Yankovsky's Test in V. V. Konstantinov's Adaptation)* for the entire sample (N=90) are presented in Figure 4.

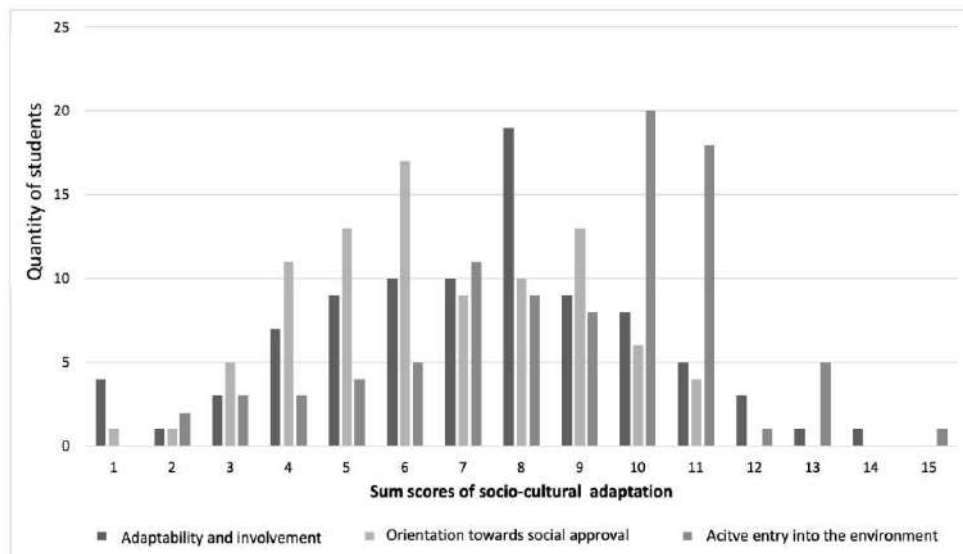


Figure 4 – Results of socio-cultural adaptation of the entire sample (N=90) according to the method of L.V. Yankovsky in the adaptation of V.V. Konstantinov

The data presented in Figure 4 show that for the whole sample (N=90), the indicator of "adaptability and involvement" varies between 0 and 14 points. The number of students who scored 8 points (the peak of this indicator) reached 19. The Orientation towards social approval scores range between 1-11 points. The number of students with a score of 6 (the highest score for this indicator) is 17. The "Active entry into the environment" indicator ranges between 2-15 Points. 20 students scored 10 points on this indicator.

The data presented in Figure 4 show that 24 students show a low level of adaptability and involvement, 61 students show a medium level, and 5 students show a high level. A low level of orientation towards social approval is characteristic for 31 students, the medium level is 59 students. There are no students with a high level of orientation towards social approval. A low level of active entry into the environment is typical for 12 students, the medium level is 71 students, the high level – 7 students.

**Table 8**

Difference in distribution of indicators of socio-cultural adaptation of the entire sample  
(Data according to L.V. Yankovsky's Method in V.V. Konstantinov's adaptation)

Levels	Adaptability and Belonging	Focus on social approval	Active entry into the environment	Difference (Kruskal-Wallis H test)
Low	27%	35%	13%	H=14,496** (P=0,001<0,01)
Medium	68%	65%	79%	
High	5%	0	8%	
Average ( $\bar{X}$ )	7,211	6,589	8,733	

*Note.* \*\*\*–  $p < 0.001$ ; \*\*–  $p < 0.01$ ; \*–  $p < 0.05$

The data presented in Table 8 show that 27% of students obtain a low level of adaptability and involvement, 68% of students have a medium level, and 5% of students have a high level. A low level of orientation towards social approval is characteristic for 35% of students, the medium level is 65% of students. There are no students with a high level of orientation towards social approval. 13% of students have a low level of active entry into the environment, 79% of students have a medium level, and 8% of students have a high level. Even though the average values of all three indicators are in the range of the medium level of adaptation (6-12 points), the average value of orientation towards social approval (6.589) is lower than the average value of adaptability and involvement

(7.211), and the highest average value is inherent in the indicator of active entry into the environment (8.733).

The H criterion of Kruskal-Wallis, presented in Table 8, shows that there is a significant difference between the indicators of socio-cultural adaptation according to the method of L.V. Yankovsky, adapted by V.V. Konstantinov, for the entire sample. For all three indicators ("Adaptability and involvement", "Orientation towards social approval" and "Active entry into the environment"), more than 50% of students have a medium level, but for the indicators "Adaptability and involvement" and "Orientation to social approval" a trend towards a low level was revealed, because there are significantly more students with a low level of these indicators than students with a high level of these indicators.

The specific difference in the distribution of these three indicators of socio-cultural adaptation was calculated using the Kruskal-Wallis Criterion H and presented in Table 9.

**Table 9**

Difference between paired indicators of socio-cultural adaptation of the entire sample  
(Data according to L.V. Yankovsky's method in V.V. Konstantinov's adaptation)

Pairs		Significance of the difference between the indicators
Adaptability and involvement	Focus on social approval	0,270
Adaptability and involvement	Active entry into the environment	0,106
Orientation towards social approval	Active entry into the environment	0,000***

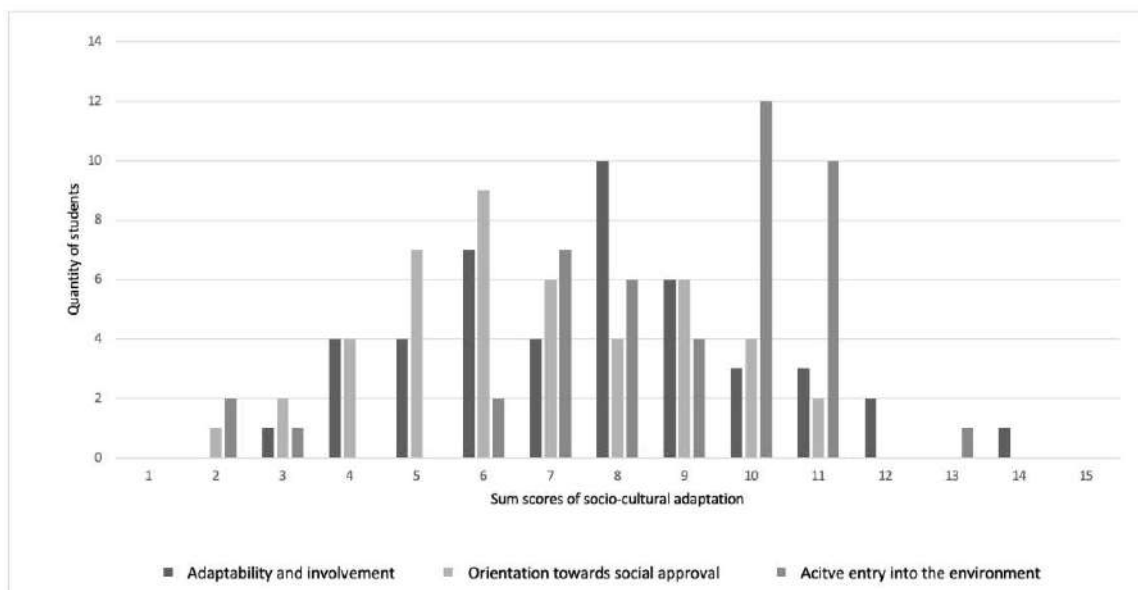
*Note.* \*\*\* –  $p < 0.001$ ; \*\* –  $p < 0.01$ ; \* –  $p < 0.05$

A significant difference is found between the indicators "Active entry into the environment" and "Orientation towards social approval". On average, values of "Active entry into the environment" is higher than values of "Adaptability and involvement" and significantly higher than "Orientation towards social approval". Although on average, "Adaptability and involvement" is higher than "Orientation towards social approval", the difference between them is not statistically significant.

The results on the indicators of socio-cultural adaptation from the Questionnaire of personality adaptation to new cultural environment (L.V. Yankovsky's Test in V. V.

Konstantinov's adaptation) for Group A (N=45) are presented in Figure 5.

The data presented in Figure 5 show that for Group A (N=45), the indicator of "adaptability and ownership" varies between 3 and 14 points. The number of students who scored 8 points is 10 and has reached the peak of this indicator. The Orientation towards social approval score ranges between 2-11 points. The number of students who scored 6 points is 9 and has reached the peak of this indicator. The "Active entry into the new environment" score ranges between 2-13 points. Students, those who scored 10 points (12) are the most numerous. The data presented in Figure 5 show that 9 students have a low level of adaptability and involvement, 33 students have a medium level, and 3 students have a high level. A low level of orientation towards social approval is characteristic of 14 students, a medium level of 31 students. There are no students with a high level of orientation towards social approval. A low level of active entry into the environment is characteristic of 3 students, a medium level of 41 students, and a high level of 1 student.



*Figure 5 – Results of socio-cultural adaptation of Group A (N=45) according to the method of L.V. Yankovsky in the adaptation of V.V. Konstantinov*

The data presented in Table 10 show that 20% of students have a low level of adaptability and involvement, 73% of students have a medium level, and 7% of students have a high level. A low level of orientation towards social approval is characteristic of 31% of students, a medium level of 69% Students. There are no students with a high level

of orientation towards social approval. 7% of students have a low level of active entry into the environment, 91% of students have a medium level, and 2% of students have a high level. Despite the fact that the average values of all three indicators are in the range of the medium level of adaptation (6-12 points), the average value of orientation towards social approval is 6.733, lower than the average value of Adaptability and involvement (7.644); The highest average value is inherent in the indicator active entry on Wednesday – 8,778.

**Table 10**

Difference in distribution by indicators of socio-cultural adaptation of Group A (Data according to L.V. Yankovsky's Method in V.V. Konstantinov's adaptation)

Levels	Adaptability and involvement	Orientation towards social approval	Active entry into the environment	Difference (Kruskal-Wallis H test)
Low	20%	31%	7%	H=8,549* (P=0,014<0,05)
Medium	73%	69%	91%	
High	7%	0%	2%	
Average ( $\bar{X}$ )	7,644	6,733	8,778	

*Note.* \*\*\* –  $p < 0.001$ ; \*\* –  $p < 0.01$ ; \* –  $p < 0.05$

Criterion H of Kruskal-Wallis, presented in Table 10, shows that there is a significant difference between the indicators of socio-cultural adaptation according to the method of L.V. Yankovsky, adapted by V.V. Konstantinov for students from Group A (N=45). More than half of all three indicators – "Adaptability and belonging", "Orientation towards social approval" and "Active entry into the environment" – students have an intermediate level, but the indicators "Adaptability and Involvement" and "Orientation to Social Approval" show a tendency to a low level, because students with a low level of these indicators significantly outnumber students with a high level of these indicators.

The specific difference in the distribution of these three indicators of socio-cultural adaptation was calculated using the Kruskal-Wallis Criterion H and is presented in Table 11.

**Table 11**

Difference between paired indicators of socio-cultural adaptation of Group A (data according to L.V. Yankovsky's method in V.V. Konstantinov's adaptation)

Pairs		Significance of the difference between the indicators
Adaptability and involvement	Focus on social approval	0,201
Adaptability and involvement	Active entry into the environment	0,896
Orientation towards social approval	Active entry into the environment	<b>0,012*</b>

Note. \*\*\*–  $p < 0.001$ ; \*\*–  $p < 0.01$ ; \*–  $p < 0.05$

A significant difference is found between the criteria "Active entry into the environment" and "Orientation towards social approval". On average, "Active Entry" is higher than "Adaptability and Involvement" and significantly higher than "Orientation towards social approval." Although on average, "Adaptability and Ownership" is higher than "Orientation towards social approval," the difference between the two is not statistically significant.

The results of the indicators of socio-cultural adaptation from the Questionnaire of personality adaptation to new cultural environment (L.V. Yankovsky's Test in V. V. Konstantinov's adaptation) for Group B (N=45) are presented in Figure 6.

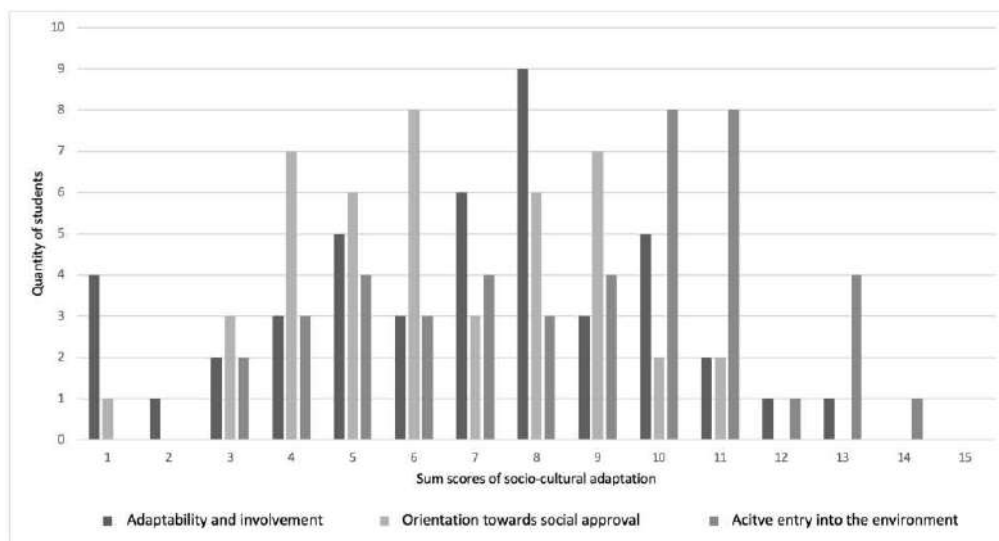


Figure 6 – Results of socio-cultural adaptation of Group B (N=45) according to the method of L.V. Yankovsky in the adaptation of V.V. Konstantinov

The data presented in Figure 6 show that for Group B (N=45) the indicator of "adaptability and involvement" varies between 1 and 13 points. The number of students who scored 8 points is 10 and has reached the peak of this indicator. The orientation towards social approval score ranges from 1 to 11 points. The number of students who scored 6 points is 8 and has reached the peak of that indicator. The "Active entry into the environment" indicator ranges between 3-11 points. The quantity of students who scored 10 and 11 points are 11 each, which is more than all the others.

The data presented in Figure 6 show that 15 students are at a low level of adaptability and involvement, 28 students are at a medium level, and 2 students are at a high level. A low level of orientation towards social approval is characteristic of 17 students, the medium level is 28 Students. There are no students with a high level of orientation towards social approval. A low level of active entry into the environment is typical for 9 students, a medium level for 30 students, and a high level for 6 students.

The data presented in Table 12 show that 34% of students have a low level of adaptability and involvement, 62% of students have a medium level, and 4% of students have a high level. A low level of orientation towards social approval is characteristic for 38% of students, the medium level is 62% students. There are no students with a high level of orientation towards social approval. 20% of students have a low level of active entry into the environment, 67% of students have a medium level, and 13% of students have a high level.

**Table 12**

Difference in distribution by indicators of socio-cultural adaptation of Group B (data according to the method of L.V. Yankovsky in the adaptation of V.V. Konstantinov)

Levels	Adaptability and involvement	Orientation towards social approval	Active entry into the environment	Difference (Kruskal-Wallis H test)
Low	34%	38%	20%	H=6,765* (P=0,034<0,05)
Medium	62%	62%	67%	
High	4%	0%	13%	
Average. ( $\bar{X}$ )	6,778	6,444	8,689	

*Note.* \*\*\*–  $p < 0.001$ ; \*\*–  $p < 0.01$ ; \*–  $p < 0.05$

Although the average values of all three indicators are in the range of the medium

level of adaptation (6-12 points), the average value of orientation to social approval is 6.444, which is lower than the average value of adaptability and involvement 6.778, and the highest average value is inherent in the indicator of active entry to the environment – 8,689.

Criterion H of Kruskal-Wallis, presented in Table 12, shows that there is a significant difference between the indicators of socio-cultural adaptation according to the method of L.V. Yankovsky, adapted by V.V. Konstantinov for students from Group B (N=45). For all three indicators – "Adaptability and involvement", "Orientation to Social Approval" and "Active entry into the environment" – More than 50% of students have an intermediate level. However, the indicators "Adaptability and involvement" and "Orientation towards social approval" show a trend towards a low level because there are significantly more students with a low level of these indicators than students with a high level.

The specific difference in distribution for these three indicators of socio-cultural adaptation was calculated with the Kruskal-Wallis Test H and is presented in Table 13.

**Table 13**

Difference between paired indicators of socio-cultural adaptation of Group B (Data Based on L.V. Yankovsky's Method in V.V. Konstantinov's adaptation)

Pairs		Significance of the difference between the indicators
Adaptability and involvement	Orientation towards social approval	1,000
Adaptability and involvement	Active entry into the environment	0,208
Orientation towards social approval	Active entry into the environment	0,035*

*Note.* \*\*\*–  $p < 0.001$ ; \*\*–  $p < 0.01$ ; \*–  $p < 0.05$

A significant difference is found between the indicators "Active entry into the environment" and "Orientation towards social approval". In terms of the average value, "Active entry into the environment" is higher than "Adaptability and Involvement" and significantly higher than "Orientation towards social approval". Although "Adaptability and involvement" is higher than "Orientation towards social approval" in terms of



average value, the difference between them is not statistically significant.

*Difference Between Groups A and B*

The comparison of groups A and B in terms of socio-cultural adaptation is presented in Table 14.

**Table 14**

Difference in socio-cultural adaptation indicators between Group A (N=45) and Group B (N=45)

Socio-cultural adaptation	Avg. ( $\bar{X}$ ) Group A	Avg. ( $\bar{X}$ ) Group B	Mann-Whitney U Criterion	Significance(P)
Adaptability and involvement	7,644	6,778	1,155.000	0,246
Orientation towards social approval	6,733	6,444	1,087.000	0,544
Active entry into the environment	8,778	8,689	1,025.000	0,919

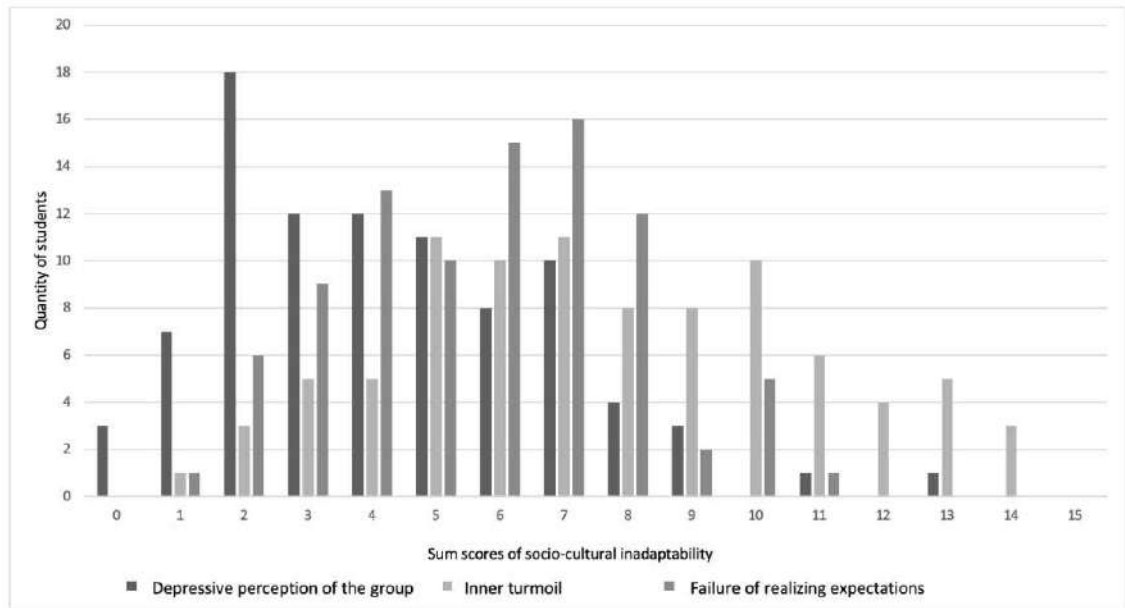
*Note.* \*\*\*–  $p < 0.001$ ; \*\*–  $p < 0.01$ ; \*–  $p < 0.05$

As shown in Table 14, for students in groups A and B, the average values of "Active entry into the environment" are higher than "Adaptability and involvement", and "Orientation towards social approval" are the least. Despite the fact that the average values of Group A in terms of socio-cultural adaptation are slightly higher than the average values in Group B, the distribution of students from Group A and Group B does not differ from each other in terms of "Adaptability and involvement", "Orientation towards social approval" and "Active entry into the environment".

The results of the indicators of socio-cultural maladaptation from the Questionnaire of personality adaptation to new cultural environment (L.V. Yankovsky's Test in V. V. Konstantinov's adaptation) for the entire sample ((N=90) are presented in Figure 7.

The data presented in Figure 7 show that for the whole sample, the "Depressive perception of the group" indicator varies between 0 and 13 points. The number of students who scored 2 points is 18 and has reached the peak of this indicator. The "Inner turmoil" score ranges between 1-14 points. The number of students who scored 5 points and 7 points – 11 points each and reached the peak of that indicator. The "Failure to realize

expectations" score ranges between 1-11 points. The number of students, who scored 7 points is 16, more than all the others.



*Figure 7 – Results of socio-cultural inadaptation of the entire sample (N=90) according to the method of L.V. Yankovsky in the adaptation of V.V. Konstantinov*

The data presented in Figure 7 show that 63 students had a low level of depressive perception in the group, 21 students had a medium level, and 1 student had a high level. A low level of inner turmoil is characteristic of 25 students, a medium level of 53 students, and a high level of 6 students. A low level of failure to realize one's expectations is characteristic of 39 students, intermediate level – 51 students. There are no students with a high level of failure to realize their expectations.

The H criterion of Kruskal-Wallis, presented in Table 15, shows that there is a significant difference between the indicators of socio-cultural maladaptation according to the method of L.V. Yankovsky, adapted by V.V. Konstantinov for the entire sample. In terms of depressive perception of the group, more than half of the students show a low level, and just under one-third show a medium level. In terms of "inner turmoil" and "failure to realize expectations", the majority of students in the entire sample are characterized by a medium level, but students show a tendency to a low level, because there are significantly more students with a low level of these indicators than students with a high level of these indicators.

Despite the fact that the average values of the depressive perception of the group and

failure to realize their expectations are in the range of a low level of maladaptation (less than 6 points), the average value of the depressive perception of groups 4.256 is lower than the average value of the failure to realize one's expectations 5.767. The highest average value is inherent in the index of inner turmoil was 7.678, which falls into the range of the medium level of maladaptation (6-12 points).

**Table 15**

Difference in distribution by indicators of socio-cultural inadaptation (entire sample)  
(Data according to L.V. Yankovsky's Method in V.V. Konstantinov's adaptation)

Level	Depressive perception of the group	Inner turmoil	Failure to realize expectations	Difference (Kruskal-Wallis H test)
Low	70%	28%	43%	H=37,394*** (P=0,000<0,001)
Medium	29%	59%	57%	
High	1%	13%	0%	
Average. ( $\bar{X}$ )	4,256	7,678	5,767	

Note. \*\*\*-  $p < 0.001$ ; \*\*-  $p < 0.01$ ; \*-  $p < 0.05$

The specific difference in the distribution of these three indicators of socio-cultural inadaptation was calculated by using the Kruskal-Wallis H test and presented in Table 16.

**Table 16**

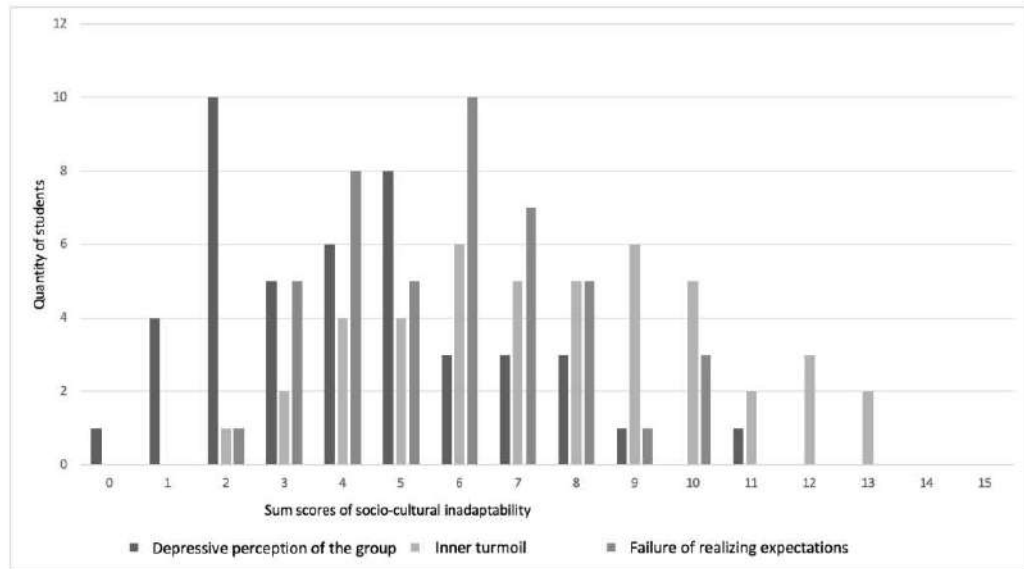
Difference between paired indicators of socio-cultural inadaptation of the entire sample (Data according to L.V. Yankovsky's Method in V.V. Konstantinov's adaptation)

Pairs		Significance of the difference between the indicators
Depressive perception of the group	Inner turmoil	<b>0,000***</b>
Depressive perception of the group	Failure to realize expectations	<b>0,013*</b>
Inner turmoil	Failure to realize expectations	<b>0,003**</b>

Note. \*\*\*-  $p < 0.001$ ; \*\*-  $p < 0.01$ ; \*-  $p < 0.05$

The difference between each pair of indicators is significant. More precisely, "Depressive perception of the group" manifests itself significantly lower than "Failure to realize one's expectations." The value of both indicators "Depressive perception of the group" and "Failure to realize one's expectations" are significantly lower than "Inner turmoil".

The results on the indicators of socio-cultural maladaptation from the Questionnaire of personality adaptation to new cultural environment (L.V. Yankovsky's Test in V. V. Konstantinov's adaptation) for Group A (N=45) are presented in Figure. 8.



*Figure 8 – Results of socio-cultural inadaptability of Group A (N=45) according to the method of L.V. Yankovsky in the adaptation of V.V. Konstantinov*

The data presented in Figure 8 show that for Group A (N=45), the indicator of "Depressive perception of the group" varies between 0 and 11 points. The number of students who scored 2 points is 10 and has reached the peak of this indicator. The "Inner turmoil" score ranges between 2-13 points. The number of students who scored 6 points is 10 and has reached the peak of that indicator. The indicator "Failure to realize expectations" varies between 2-10 points.

The data presented in Figure 8 show that the low level of depressive perception of the group is characteristic of 34 students, the medium level is characteristic of 11 students. There are no students with a high level of depressive perception of the group. A low level of inner turmoil is characteristic of 11 students, a medium level of 29 students, and a high level of 5 students. A low level of failure to realize their expectations is characteristic of 19 students, a medium level of 26 students. There are no students with a high level of failure to realize their expectations.

The data presented in Table 17 show that 76% of students have a low level of depressive perception of the group, while 24% have a medium level Students. There are

no students with a high level of depressive perception of the group. 24% of students have a low level of internal turmoil, 64% of students have an average level, and 12% of students have a high level. A low level of failure to realize their expectations is characteristic of 42% of students, a medium level is characteristic of 58% of students. There were no students with a high level of failure to realize their expectations. Despite the fact that the average values of the depressive perception of the group and the inability to meet their expectations are average. The average value of the depressive perception of groups is 4.133, which is lower than the average value of the inability to fulfill their expectations 5.822. The highest average value is inherent in the internal turmoil 7.622, which falls into the range of the medium level of maladaptation (6-12 points).

Criterion H of Kruskal-Wallis, presented in Table 17, shows that there is a significant difference between the indicators of socio-cultural maladaptation according to the method of L.V. Yankovsky, adapted by V.V. Konstantinov for Group A (N=45). In terms of group depression, more than 50% of students have a low level, and less than one-third show a medium level. In terms of "inner turmoil" and "failure to realize one's expectations," the majority of students in Group A are characterized by a medium level, but students show a tendency to a low level, because there are significantly more students with a low level of these indicators than students with a high level on these criteria.

**Table 17.**

Difference in distribution by indicators of socio-cultural inadaptation of Group A (Data according to L.V. Yankovsky's Method in V.V. Konstantinov's adaptation)

Level	Depressive perception of the group	Inner turmoil	Failure to realize expectations	Difference (Kruskal-Wallis H test)
Low	76%	24%	42%	H=26,398*** (P=0,000<0,001)
Medium	24%	64%	58%	
High	0%	12%	0%	
Average ( $\bar{X}$ )	4,133	7,622	5,822	

*Note.* \*\*\*–  $p < 0.001$ ; \*\*–  $p < 0.01$ ; \*–  $p < 0.05$

The specific difference in distribution for these three indicators of socio-cultural adaptation was calculated by using the Kruskal-Wallis H test (see Table 18).

**Table 18.**

Difference between paired indicators of socio-cultural inadaptation of Group A (Data according to L.V. Yankovsky's Method in V.V. Konstantinov's adaptation)

Pairs		Significance of the difference between the indicators
Depressive perception of the group	Inner turmoil	<b>0,000***</b>
Depressive perception of the group	Failure to realize expectations	<b>0,009**</b>
Inner turmoil	Failure to realize expectations	0,099

Note. \*\*\*–  $p < 0.001$ ; \*\*–  $p < 0.01$ ; \*–  $p < 0.05$

As shown in Table 18, the "Depressive perception of the group" indicator differs from the "Internal turmoil" and "Failure to realize one's expectations" indicators. More precisely, the value of "Depressive perception of the group" is significantly lower than the value of "Internal turmoil" and "Failure to realize one's expectations." However, there is little difference between "Internal Turmoil" and "Failure to realize expectations" indicators.

The results of the indicators of socio-cultural adaptation from the Questionnaire of personality adaptation to new cultural environment (L.V. Yankovsky's Test in V.V. Konstantinov's adaptation) for Group B (N=45) are presented in Figure 9.

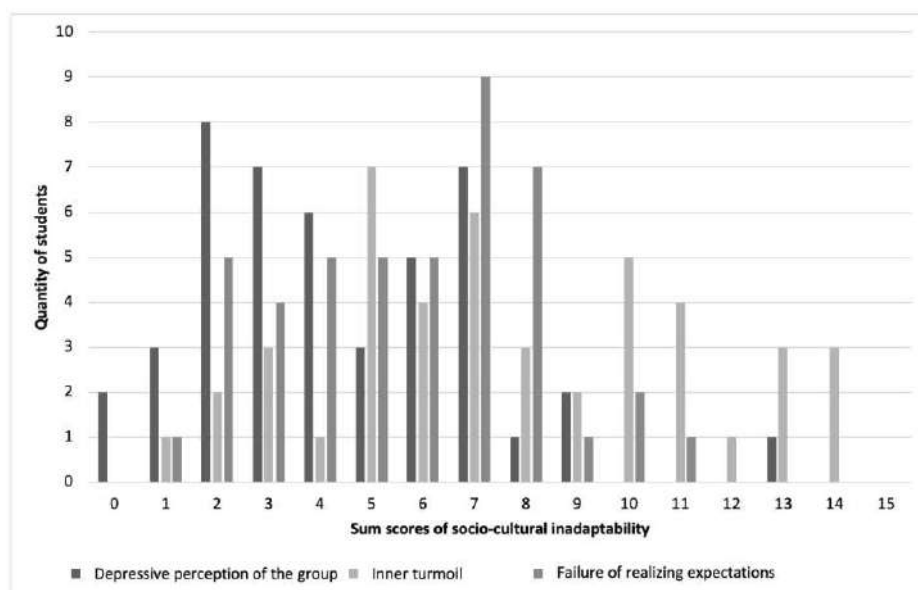


Figure 9 – Distribution by indicators of socio-cultural inadaptation according to the method of L.V. Yankovsky in the adaptation of V.V. Konstantinov (Group B, N=45)

The data presented in Figure 9 show that for Group B (N=45), the indicator of "Depressive perception of the group" varies between 0 and 13 points. The number of students who scored 2 points is 8 and has reached the peak of this indicator. The "Inner turmoil" score ranges between 1-14 points. The number of students who scored 5 points is 7 and has reached the peak of that criterion. The "Failure to realize expectations" score ranges between 1-11 points. The quantity of students with a score of 7 is the biggest.

The data presented in Figure 9 show that the low level of depressive perception of the group is characteristic of 29 students, the medium level is 15 students, and the high level is characteristic of 1 student. A low level of inner turmoil is characteristic of 14 students, an average level of 24 students, and a high level of 7 students. A low level of failure to realize one's expectations is characteristic of 20 students, intermediate level – 25 students. There are no students with a high level of failure to realize their expectations.

The data presented in Table 19 show that 64% of students have a low level of depressive perception of the group, 33% of students have a medium level, and 3% of students have a high level. A low level of inner turmoil is characteristic of 31% of students, an average level is characteristic of 53% of students, and a high level is characteristic of 16% of students. A low level of failure to realize one's expectations is characteristic of 44% students, the intermediate level is 56% of students. There are no students with a high level of failure to realize their expectations.

**Table 19**

Difference in distribution by indicators of socio-cultural inadaptation of Group B (data according to the method of L.V. Yankovsky in the adaptation of V.V. Konstantinov)

Index Level	Depressive perception of the group	Inner turmoil	Failure to realize expectations	Difference (Kruskal-Wallis H test)
Low	64%	31%	44%	H=12,554** (P=0,002<0,01)
Medium	33%	53%	56%	
High	3%	16%	0%	
Average ( $\bar{X}$ )	4,378	7,733	5,711	

*Note.* \*\*\*–  $p < 0.001$ ; \*\*–  $p < 0.01$ ; \*–  $p < 0.05$

Despite the fact that the average values of the depressive perception of groups and failure to realize their expectations are in the range of a low level of maladjustment (less than 6 points), the average value of the depressive perception of groups is 4.378 which is lower than the average value of the failure to realize one's expectations – 5.711. The highest average value is inherent in the indicator of inner turmoil is 7.733, which falls into the range of the medium level of maladaptation (6-12 points).

Criterion H of Kruskal-Wallis, presented in Table 19, shows that there is a significant difference between the indicators of socio-cultural maladaptation according to the method of L.V. Yankovsky, adapted by V.V. Konstantinov for Group B (N=45). In terms of depressive perception of the group, more than half of the students have a low level, and less than one-third show a medium level. In terms of "inner turmoil" and "failure to realize one's expectations", the majority of students in Group B are characterized by a medium level, but students show a tendency to a low level, because there are significantly more students with a low level of these indicators than students with a high level of these indicators.

The difference in the distribution of these three indicators of socio-cultural inadaptation was calculated by using the Kruskal-Wallis H test, which turned out to be significant. The specific difference between the indicators of socio-cultural maladaptation is presented in Table 20.

**Table 20**

Specific difference between paired indicators of socio-cultural inadaptation of Group B  
(Data according to L.V. Yankovsky's Method in V.V. Konstantinov's adaptation)

Pairs		Significance of the difference between the indicators
Depressive perception of the group	Inner turmoil	<b>0,001**</b>
Depressive perception of the group	Failure to realize expectations	0,314
Inner turmoil	Failure to realize expectations	0,166

*Note.* \*\*\* –  $p < 0.001$ ; \*\* –  $p < 0.01$ ; \* –  $p < 0.05$

The difference between "Depressive perception of the group" and "Internal turmoil" is significant. More precisely, the value of "Depressed perception of the group" is



significantly lower than the "Internal turmoil". However, there is little difference between "Internal turmoil" and "Failure to realize expectations" and between "Depressive perception of the group" and "Failure to realize expectations".

Difference between groups A and B

The comparison of groups A and B in terms of socio-cultural maladaptation is presented in Table 21.

**Table 21**

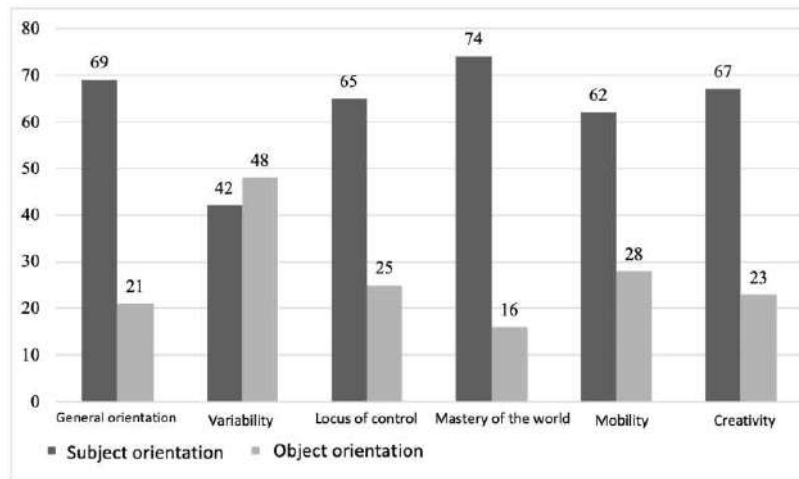
Difference in socio-cultural inadaptation rates between Group A (N=45) and Group B (N=45)

Socio-psychological inadaptation	Avd. Zn. ( $\bar{X}$ ) Group A	Avd. Zn. ( $\bar{X}$ ) Group B	Mann-Whitney U Criterion	Significance (P)
Depressive perception of the group	4,133	4,378	964.000	0,693
Inner turmoil	7,622	7,733	1,001.500	0,929
Failure to realize expectations	5,822	5,711	1020.500	0,948

Note. \*\*\*-  $p < 0.001$ ; \*\*-  $p < 0.01$ ; \*-  $p < 0.05$

As shown in Table 21, the average values of Group A for "Depressive perception of the group" and "Internal turmoil" are slightly higher than the corresponding averages of Group B, and the average value of "Failure to realize one's expectations" of Group A is lower than that of Group B. For students in groups A and B, the average values of "Internal turmoil" are higher than "Failure to realize one's expectations". The value of "Depressive perception of the group" is the least of all. The distribution of students from Group A and Group B does not differ from each other in terms of "Depressive perception of the group", "Internal turmoil" and "Failure to realize one's expectations" ( $p > 0.05$ ).

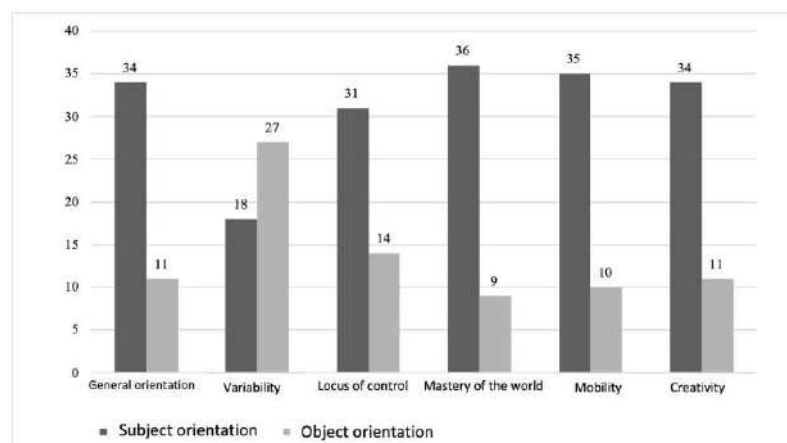
The results of the *Questionnaire of life orientation* (E.Y. Korzhova) for the entire sample (N=90) are presented in Figure 10.



*Figure 10 – Proportion of subject and object orientation according to the indicators of the questionnaire of life orientations by E.Y. Korzhova (Whole sample, N=90)*

The data presented in Figure 10 demonstrated that 76% of the studied students have subject orientation in life situations, 72% have subject transsituational locus of control, 82% have transsituational mastery of the subject world, 69% have high transsituational mobility, and 74% have high transsituational creativity. Only 46% of students have a subject orientation of transsituational variability, which means that less than half of students are focused on self-change and self-development, and more students strive to maintain balance in a new life situation. Subject orientation is especially evident in the indicator of transsituational mastery of the world and general orientation. Object orientation is exclusively manifested in the indicator of transsituational variability.

The results of the *Questionnaire of life orientation (E. Y. Korzhova)* for Group A (N=45) are presented in Figure 11.



*Figure 11 – Proportion of subject and object orientation according to the indicators of the questionnaire of life orientations by E.Y. Korzhova (Group A, N=45)*

The data presented in Figure 11 demonstrated that 75% of students from Group A (N=45) are characterized by subject orientation in life situations, 69% by subjective transsituational locus of control, 80% by transsituational mastery of the subjective world, 78% by high transsituational mobility, and 75% by high transsituational creativity. 40% of students are focused on changing themselves and self-development, 60% strive to maintain balance in a new life situation. Subject orientation is most clearly manifested in terms of transsituational mastery of the world, less so in terms of transsituational locus of control. Object orientation is manifested exclusively in terms of transsituational variability.

The results of the *Questionnaire of life orientation* (E. Y. Korzhova) for Group B (N=45) are presented in Figure 12.

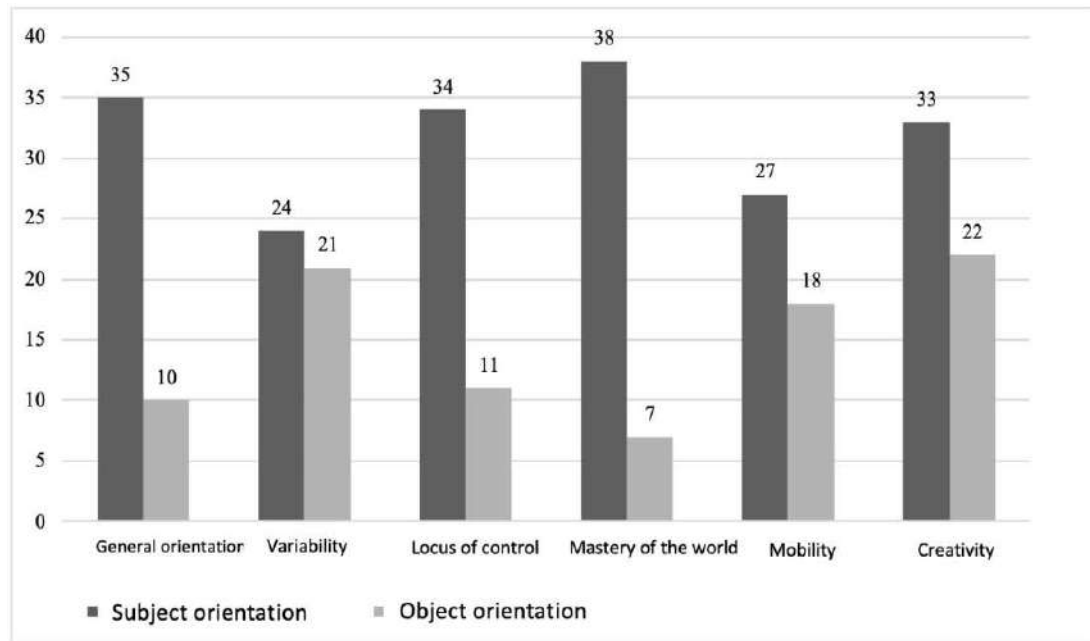


Figure 12 – Proportion of subject and object orientation according to the indicators of the questionnaire of life orientations by E.Y. Korzhova (Group B, N=45)

The data presented in Figure 12 demonstrated that 78% of students from Group B (N=45) are characterized by subject orientation in life situations, 75% by the subjective transsituational locus of control, 84% by transsituational mastery of the subjective world, 60% by transsituational mobility, and 60% by high transsituational creativity. 53% of students are focused on self-change and self-development, and 47% strive to maintain balance in a new life situation. Subject orientation is most clearly shown in terms of

transsituational mastery of the world, less so in terms of transsituational mobility and transsituational variability. Object orientation is not manifested by all indicators for Group B.

Students with subject general life orientation, transsituational locus of control, transsituational mastery of the world, transsituational mobility, and transsituational creativity make up more than 60% of the total number of students in the entire sample from Group A and Group B. The subject orientation of transsituational mastery of the world, inherent in 80% of students from the entire sample of Group A and Group B, seems to be the most identified subject orientation in comparison with other criteria. Transsituational variability differs from all other criteria. More than half of the students from the entire sample of Group A and almost half of the students from Group B were identified with an object orientation of transsituational variability. A significant difference between transsituational variability and other criteria of this technique is confirmed by single-factor analysis of variance and is presented in Table 22.

**Table 22**

Difference between the indicators of Life Orientation Questionnaire

Indicator 1	Indicator 2	All Sample		Group A		Group B	
		Avg. Zn. ( $\bar{X}$ )	<i>p</i>	Avg. Zn. ( $\bar{X}$ )	<i>p</i>	Avg. Zn. ( $\bar{X}$ )	<i>p</i>
Variability	Variability	5,261	-	5,078	-	5,444	-
	Locus of control	6,211	0,001**	6,033	0,025*	6,389	0,016*
	Mastery of the world	7,228	0,000***	7,311	0,000***	7,144	0,000***
	Mobility	6,438	0,000***	6,333	0,000***	6,242	0,042*
	Creativity	6,894	0,000***	6,822	0,000***	6,967	0,000***
	General Orientation	6,689	0,000***	7,622	0,000***	6,778	0,001**

*Note.* \*\*\*-  $p < 0.001$ ; \*\*-  $p < 0.01$ ; \*-  $p < 0.05$

As shown in Table 22, for the entire sample of Group A and Group B, the average values for the indicators "general orientation", "transsituational locus of control", "transsituational mastery of the world", "transsituational mobility", "transsituational creativity" exceeded 5.5, and the average value for the indicator "transsituational

variability", on the contrary, did not reach 5.5. For the entire sample, the highest average value is inherent in the transsituational mastery of the world – 7.228. For Group A, the highest average value is 7.622. For Group B, the highest average value is also inherent in the transsituational mastery of the world – 7.144. In terms of transsituational variability, the average value of Group B is the highest. The average value of the entire sample is higher than the average value of Group A. The differences are statistically significant between the "transsituational variability" and other indicators of the Life Orientation Questionnaire: transsituational variability differs from other indicators for the entire sample ( $p < 0.01$ ), in Group A ( $p < 0.01$ ) and in Group B ( $p < 0.01$ ).

#### Difference between Groups A and B

A comparison of groups A and B in terms of life orientation is presented in Table 23.

The data presented in Table 23 show that 11 students in Group A and 10 students in Group B show object orientation, and 34 students in Group A and 35 students in Group B show subject orientation. In terms of transsituational variability, 27 students in Group A and 21 students in Group B show object orientation, and 18 students in Group A and 24 students in Group B show subject orientation. According to the transsituational locus of control, 14 students in Group A and 11 students in Group B show object orientation, and 31 students in Group A and 34 students in Group B show subject orientation. According to the indicator of transsituational mastery of the world, 9 students of Group A and 7 students of Group B show object orientation, and 36 students of Group A and 38 students of Group B show subject orientation. In terms of transsituational mobility, 10 students in Group A and 18 students in Group B show object orientation, and 35 students in Group A and 27 students in Group B show subject orientation. In terms of transsituational creativity, 11 students of Group A and 12 students of Group B show object orientation, and 34 students of Group A and 33 students of Group B show subject orientation. In accordance with the Mann-Whitney U test, there was no significant difference in the distribution between groups A and B in terms of general orientation of the life situation, orientation of transsituational variability, transsituational locus of control, transsituational mastery of the world, transsituational mobility, and

transsituational creativity. Despite this, in terms of "transsituational mobility" and "transsituational creativity", students from Group B it seems more possible to have an object orientation.

**Table 23**

Difference in the distribution of subject-object orientation between groups A and B

	Orientation	Group A	Group B	Mann-Whitney U Criterion	Significance(P)
General Orientation	O	11	10	975,000	0,756
	S	34	35		
Variability	O	27	21	890,000	0,314
	S	18	24		
Locus of control	O	14	11	922,000	0,453
	S	31	34		
Mastery of the world	O	9	7	1033,000	0,937
	S	36	38		
Mobility	O	10	18	1,158.000	0,230
	S	35	27		
Creativity	O	11	12	981,500	0,800
	S	34	33		

Note: 1. O = Object Orientation, S = Subject Orientation;

2. \*\*\* –  $p < 0.001$ ; \*\* –  $p < 0.01$ ; \* –  $p < 0.05$

*Results of analysis of Emotional intelligence's influence on Socio-psychological adaptation of student youth in foreign language environment (Simple Regression Analysis)*

In order to test the predictive role of emotional intelligence in relation to the parameters of socio-psychological adaptation of students in foreign language environment, a regression analysis was carried out, in which the general indicator and components of emotional intelligence were used as independent variables: conscious management of emotions, understanding and analyzing emotions, the Using emotions, Identifying emotions. Dependent variables are indicators of socio-psychological adaptations from the Methodology of studying the socio-psychological adaptation of an individual in a small group and an informal subgroup (Sidorenkova A.V., Koval E.S.): Adaptation to formal relations in the group, Adaptation to informal relations in the group; the Questionnaire of personality adaptation to new cultural environment (L.V.

Yankovsky's test, adapted by V.V. Konstantinov): Adaptability and involvement, Orientation towards social approval and active entry into the environment ( indicators of socio-cultural adaptation); Depressive perception of the group, Inner turmoil, Inability to realize one's expectations (indicators of socio-cultural maladaptation from the same questionnaire); the Questionnaire of Life Orientations (E. Y. Korzhova): Transsituational creativity (Ot), Transsituational mobility (Op), Transsituational mastery of the world (O), Transsituational locus of control (Ol), Transsituational variability (Oi) and General indicator of subject-object orientations in life situations (O).

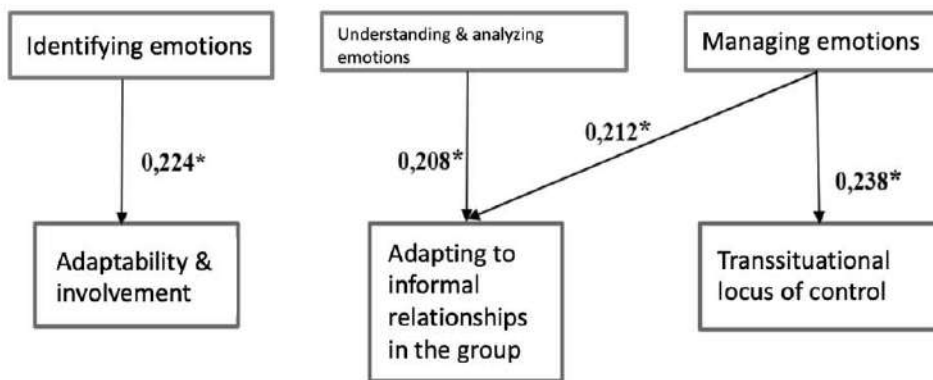
Regression analysis was carried out in two stages. At the first stage, the degree of dependence of socio-psychological adaptation and socio-psychological maladaptation on the general indicator and components of emotional intelligence for all Chinese students studying in Russia in the study sample was considered, without taking into account the fact with whom they study. At the second stage, the degree of contribution of each independent variable to the variation of the dependent variables separately for each group was studied.

Regression analysis is mainly evaluated by the F-statistic and its probability, as well as the adj coefficient of determination ( $\text{adj } R^2$ ). The F-statistic and its probability are used to check the significance of the influence of independents on the dependent statistic. If the value of F reaches the degree of significance ( $P < 0.05$ ), then the factor has a significant effect on the dependent. The adjusted coefficient of determination shows how many percent the independent variable can explain the variation of the dependent variable. If  $\text{adj } R^2$  is 1, it means that the dependent variable is 100% dependent on the independent variable. Normally, if the adjusted coefficient of determination is higher than 60%, the regression model is considered good.  $\text{Adj } R^2$  is commonly used to estimate a multiple regression model. In some psychological studies,  $R^2$  appears to be less important, since a psychological phenomenon cannot be completely isolated from many social, demographic, personality, and other influencing factors, so the influence of a particular factor often cannot reach the minimum accepted value of  $\text{adj } R^2$ . Moreover, this study considered the separate influence of each independent variable, so the  $\text{adj } R^2$  are extremely low. However, we cannot deny the significance of the influence of the

independent variables on the dependent variable only by the adjusted coefficient of determination because the effect of a certain factor has yet been tested by the F-statistics. In addition to these parameters, the standardized coefficient of  $\beta$ , which indicates the degree of variation of the dependent variable when the independent variable changes by one unit, is also important for the evaluation of regression analysis.

The results of simple regression analysis for the entire sample.

As can be seen from Figure 13, the components of emotional intelligence "Identifying emotions", "Understanding and analyzing emotions" and "Managing emotions" have connections with the indicators of socio-psychological adaptation of the entire sample. None of the components had a significant effect on the socio-cultural inadaptation of the entire sample.



Symbol:

—————> Positive regression coefficient  $\beta$   
 -----> Negative regression coefficient  $\beta$

Note:  $\beta$  is the beta coefficient which is significant under the condition of \*\*\*- $p < 0.001$ ; \*\* -  $p < 0.01$ ; \* -  $p < 0.05$ .

*Figure 13 – Relations between indicators of socio-psychological adaptation and components of emotional intelligence for the entire sample*

"Identifying emotions" is related to the indicator of "adaptability and involvement." "Understanding and analyzing emotions" and "Managing emotions" are related to "adapting to informal relationships in a group." "Managing emotions" is related to the "Transsituational locus of control".

The "Adaptability and involvement" indicator was influenced by one component of



emotional intelligence "Identifying emotions" ( $F=4.635$ ,  $P=0.034 < 0.05$ ,  $\beta=0.224$ ,  $adj R^2=0.039$ ). "Identifying emotions" is a significant predictor that explains 3.9% of the variance in the "Adaptability and involvement" indicator. Once "Identifying emotions" is increased by one point, "Adaptability and involvement" is increased by 0.244.

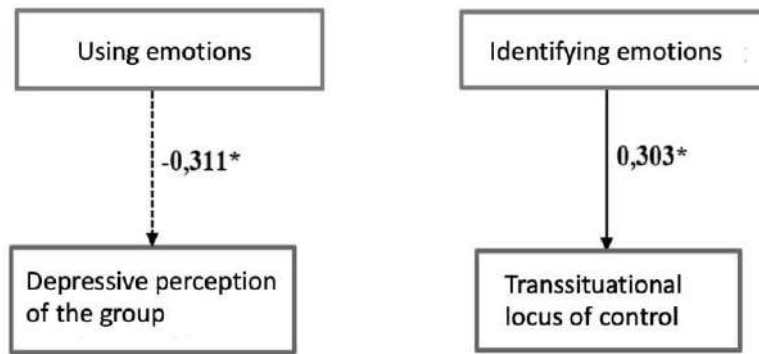
As a result, two simple regression models associated with the dependent variable "Adapting to informal relations in a group" were achieved. One of the predictors is the component of emotional intelligence "Understanding and analyzing emotions":  $F=3.988$   $P=0.049 < 0.05$ ,  $\beta=0.208$ ,  $adj R^2=0.032$ . The other predictor is "Managing emotions":  $F=4.144$   $P=0.045 < 0.05$ ,  $\beta=0.212$ ,  $adj R^2=0.034$ . The selected component of emotional intelligence "Understanding and analyzing emotions" allows us to explain 3.2% of the variance of the socio-psychological adaptation parameter "Adapting to informal relations in a group". The selected indicator of emotional intelligence "Managing emotions" allows us to explain 3.4% of the variance of the parameter of adaptation to the social network "Adapting to informal relationships in a group". With an increase in "Managing emotions" by one point, "Adapting to informal relationships in a group" increases by 0.212. However, multiple regression analysis with both "Understanding and analyzing emotions" and "Managing emotions" included did not allow us to create a significant regression model due to the strong multicollinearity of these two parameters of emotional intelligence ( $r=0.526$ ,  $P=0.000 < 0.001$ ).

In accordance with Figure 13, a simple regression model "Managing emotions"- "Transsituational locus of control" was obtained with the following evaluation parameters:  $F=5.05$ ,  $P=0.024 < 0.05$ ,  $\beta=0.238$ ,  $adj R^2=0.046$ . The emotional intelligence indicator "Managing emotions" selected for the model allows us to explain 4.6% of the variance of the adaptation activeness parameter "Transsituational locus of control". Once the "Managing emotions" is increased by one point, Transsituational locus of control could be increased by 0.238.

#### Results of simple regression analysis for Group A.

According to Figure 14, for Group A, the emotional intelligence component "Using emotions" is associated with the indicator of socio-psychological inadaptation – "Depressive perception of the group". "Identifying emotions" is related to the indicator

of life orientation of the "Transsituational locus of control".



Symbol:

—————> Positive regression coefficient  $\beta$   
 - - - - -> Negative regression coefficient  $\beta$

Note:  $\beta$  is the beta coefficient significant under the condition of \*\*\*- $p < 0.001$ ; \*\*- $p < 0.01$ ; \*- $p < 0.05$

*Figure 14 – Relations between indicators of socio-psychological adaptation and components of emotional intelligence of Group A*

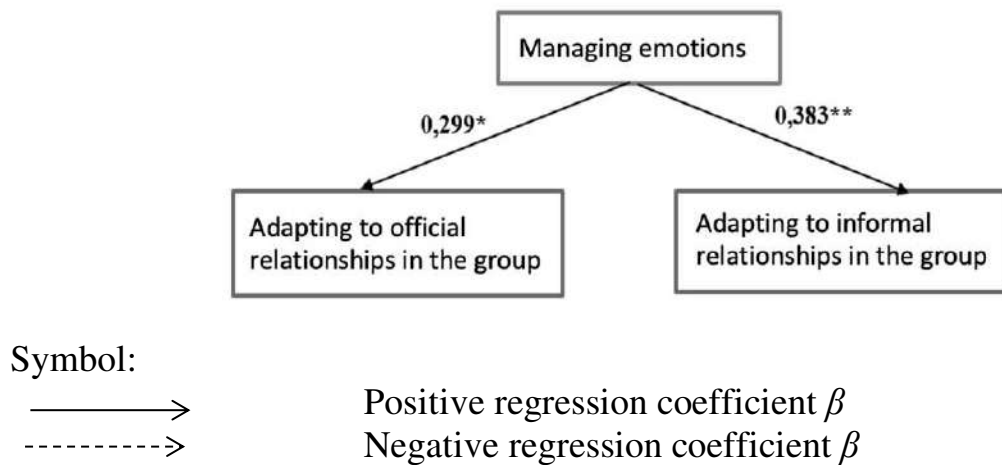
The simple regression model "Using emotions"- "Depressive perception of the group" is characterized by the following scores:  $F=4.618$ ,  $P=0.037 < 0.05$ ,  $\beta=-0.311$ ,  $adj R^2=0.076$ . The "Using emotions" indicator of emotional intelligence chosen for the model allows us to explain 7.6% of the variance of the socio-cultural inadaptation parameter "Depressive perception of the group". When "Using emotions" is increased by one point, the "Depressive perception of groups" decreases by 0.311.

The second simple regression model is characterized by the following estimation parameters:  $F=4.439$ ,  $P=0.043 < 0.05$ ,  $\beta=0.303$ ,  $adj R^2=0.071$ . The emotional intelligence indicator "Identifying emotions" chosen for the model allows us to explain 7.1% of the variance of the adaptation activeness parameter "Transsituational locus of control". Due to the increase in "Identifying emotions" by one point, "Transsituational locus of control" increases by 0.303.

#### Results of simple regression analysis for Group B.

The data presented in Figure 15 show that for Group B students, the "Managing emotions" criterion became a key predictor of "Adapting to official relationships in a

group" and "Adapting to informal relationships in a group".



Note:  $\beta$  is the beta coefficient significant under the condition of  $p < 0.001$ ; \*\* –  $p < 0.01$ ; \* –  $p < 0.05$ .

*Figure 15 – Relations between indicators of socio-psychological adaptation and components of emotional intelligence for Group B.*

The emotional intelligence component "Managing emotions" is crucial for adaptation to formal relationships in a group ( $F=4.209$ ,  $P=0.046 < 0.05$ ,  $\beta=0.299$  adj,  $R^2=0.068$ ) and to informal relationships ( $F=7.393$ ,  $P=0.009 < 0.01$ ,  $\beta=0.383$ , adj,  $R^2=0.127$ ). The emotional intelligence index of "Managing emotions" allows us to explain 6.8% of the variance of "Adapting to official relationships in a group". and 12.7% of the variance "Adapting to informal relationships in a group". With an increase of "Managing emotions" by one point, "Adapting to formal relationships in a group" increases by 0.299, and "Adapting to informal relationships in a group" increases by 0.383.

*Structural modeling of emotional intelligence as a resource for socio-psychological adaptation of student youth in foreign language environment*

At the next stage, the study of the structure and relationship between the system of emotional intelligence and socio-psychological adaptation of students in a group dominated by a foreign language and in a group of fellow compatriots was carried out using the method of structural modeling (SPSS AMOS 24.0 package). The structural modeling method is widely used due to its flexibility and the ability to test the model as a whole, rather than just depending on individual path factors. Another advantage of this

method is the ability to interpret them in the presence of multicollinearity. Structural modelling has significant methodological advantages.

Statistics were first standardized to avoid errors due to the difference in magnitude. It was then validated against a series of compliance quality tests against the indices listed below:

Chi-square is the most used method to verify model fit. If the model fits the data well, then the chi-square test result will not be statistically significant. In other words, if the chi-square value is greater than 0.05, then the model is accepted. However, if the chi-square value does not exceed this limit, then this indicates significant differences between the covariance structure of the model and the observed covariance matrix.

A normalized Chi-square, also called a relative Chi-square, is a Chi-square (chi-square/df) that is divided into degrees of freedom to bring the Chi-square itself into a state less dependent on the sample size. Quite a few scholars agree with some researchers that a good match is when the relative Chi-square is less than 2. However, some other scholars believe that when the Chi square between 2 and 3, the fit of the model is already good enough.

The Incremental fit index (IFI), unlike other measures, it does not depend on the sample size, so it is preferred by some researchers. If the IFI is aiming for 1, this indicates a more complete fit for the model. It is important to note that the IFI needs to be greater than 0.90 for the model to be accepted, but if the IFI is greater than 0.95, the model can be considered excellent. There is a possibility that the IFI is greater than 1.

The Tucker-Lewis index (TLI) is also known as the non-normalized correspondence index. The TLI reflects the ratio by which the existing model improves compliance over the null model. The TLI is also relatively independent of sample size. The TLI can range from zero to one. The closer it is to 1, the better the model fits. If it falls outside the range of 0-1, it can be defined as zero or one. For a model to be considered a good match, the TLI value must be greater than 0.95. Satisfactory model fit is defined as long as the TLI value is greater than 0.90.

The Comparative fit index (CFI), also known as the Bentler fit index, is used to compare an existing model with a null model, which assumes that the variables (and latent

variables) in the model do not correlate with each other. The CFI value ranges from 0 to 1, and if it falls outside of this range, it can be considered zero or one. The closer the CFI is to 1, the better the model match. For a model considered satisfactory, the CFI value should be above 0.90.

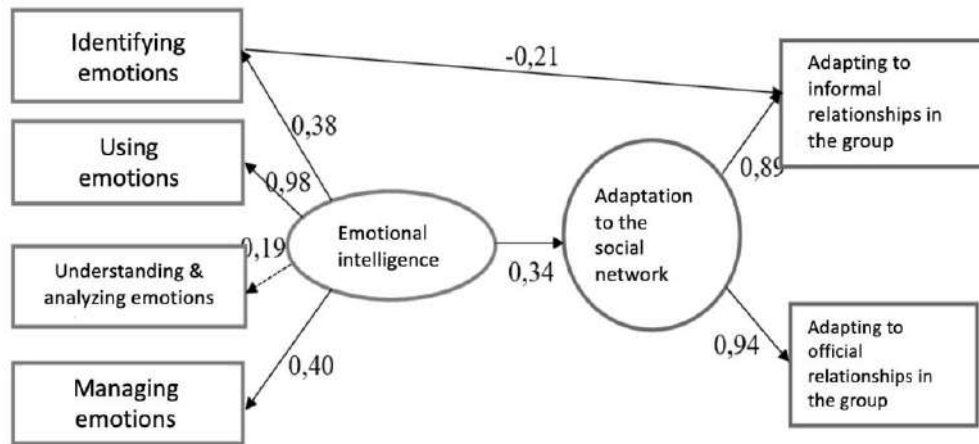
Root mean square error of approximation (RMSEA) is another important indicator of model fit. An RMSEA value of less than 0.06 is considered a good result, and an RMSEA value should not exceed 0.08 to satisfactorily fit the model. RMSEA, along with CFI, is one of the indicators that is little affected by the sample size.

#### *Group A*

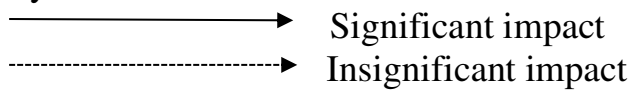
During structural modeling, a number of theoretical models of the relationship between emotional intelligence and socio-psychological adaptation for students of Group A were tested.

For Group A students, the links between emotional intelligence and socio-psychological adaptation acquired good indicators of correspondence: IFI = 0.918 $\geq$ 0.90; TLI=0.980 $\geq$ 0.95; CFI=0.980 $\geq$ 0.95; RMSEA=0.067 $\leq$ 0.08;  $\chi^2/df=1.198\leq 2$ ; magnitude  $\chi^2(9.582)$  is not significant ( $p=0.296>0.05$ ). These indices show a good fit for the model in this sample.

Figure 16 presents a model of the relationship between emotional intelligence and socio-psychological adaptation in general. Standardized structural coefficients obtained during structural modeling on a sample of Chinese students studying with Chinese students are indicated, despite the fact that not all of them are significant.



Symbol:



*Figure 16 – Links between emotional intelligence and socio-psychological adaptation of students in Group A (Model 1)*

The figure shows that the model considers emotional intelligence as a latent variable based on four measures of emotional intelligence: 1) Identifying emotions, 2) Using emotions, 3) understanding and analyzing emotions, and 4) Managing emotions. They turned out to be loaded to varying degrees on the latent factor of emotional intelligence (from 0.19 to 0.98). Apart from the "Understanding and analysing emotions ( $p > 0.05$ ), all other pathways are significant ( $p < 0.05$ ). "Adapting to informal relations in a group" and "Adapting to official relations in a group" were loaded on the latent variable "Adapting to the social network" (from 0.89 to 0.94). These associations are significant ( $p < 0.01$ )

In the process of structural modeling, it was revealed that the coefficient for the path from the latent variable "Emotional intelligence" to the latent variable "Adapting to social network" is significant ( $p < 0.05$ ) in the establishment of significant one-way links between the ability to identify emotions and adaptation in an informal group ( $p < 0.05$ ). In this case, the more capable students are of identifying emotions, the worse they adapt to the informal subgroup. Compared to the other two measures of emotional intelligence, i.e., "Identifying emotions" and "Using emotions," which are predominantly instinctual and reflective, "Understanding and analyzing emotions" and "Managing emotions" are deeper and more conscious processing of emotions.

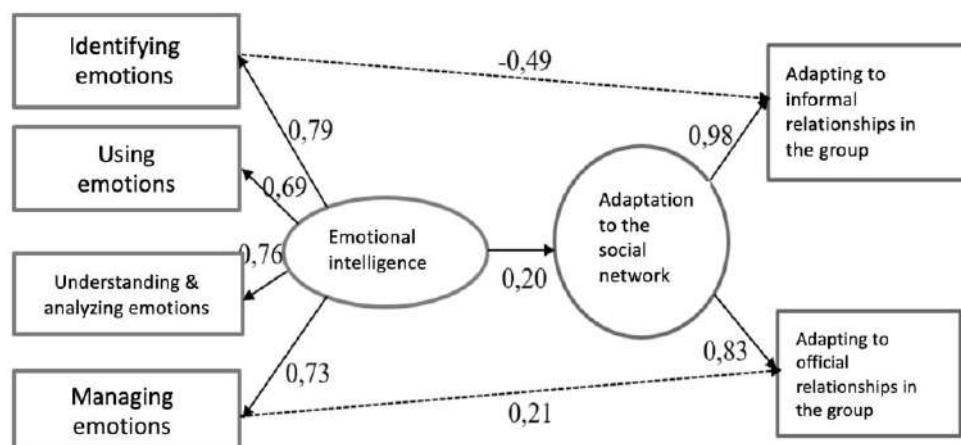
After multiple modifications, the resulting model is the most suitable for demonstrating the impact of emotional intelligence on socio-psychological adaptation.

### *Group B*

In the course of structural modeling, a number of theoretical models of the relationship between emotional intelligence, socio-psychological adaptation and socio-psychological inadaptation of students from Group B in foreign language environment were tested.

For Group B students, the models of the relationship between emotional intelligence and socio-psychological adaptation have good correspondence indicators:  $IFI=0.988>0.95$ ;  $TLI=0.966>0.95$ ;  $CFI=0.986>0.95$ ;  $RMSEA=0.065<0.08$ ;  $\chi^2/df=1.184<2$ ; magnitude  $\chi^2(7.101)$  is insignificant ( $p=0.312>0.05$ ). These indices show a good match between the models and the data of the students in Group B.

Figure 17 presents a model of the structure of the relations between emotional intelligence and socio-psychological adaptation. Standardized structural coefficients obtained in the course of structural modeling of data of students from Group B are indicated, despite the fact that not all of them are significant.



Symbol:

- ▶ Significant impact  
 - - - - -▶ Insignificant impact

*Figure 17 – Links between emotional intelligence and socio-psychological adaptation of students in Group B (Model 2)*

Figure 17 shows that the model considers emotional intelligence as a latent variable based on four measures of emotional intelligence: 1) Identifying emotions, 2) Using emotions, 3) Understanding and analyzing emotions, and 4) Managing emotions. They turned out to be almost evenly loaded with the latent factor of emotional intelligence (from 0.69 to 0.79). All of them are significantly associated with the latent factor of emotional intelligence ( $p < 0.01$ ).

In the process of structural modeling, it was revealed that the coefficient for the path from the latent variable "Emotional intelligence" to the latent variable "Adaptation to social networks" is significant ( $p < 0.05$ ) in the establishment of insignificant one-way links between the ability to identify emotions and adaptation to informal relationships ( $p > 0.05$ ) and simultaneously between the ability to manage emotions and adaptation to official relations in the group ( $p > 0.05$ ). And in this case, the more capable students are of identifying emotions, the worse they adapt to informal relationships; And the more able they are to manage their emotions, the better they adapt to the relationships in the group.

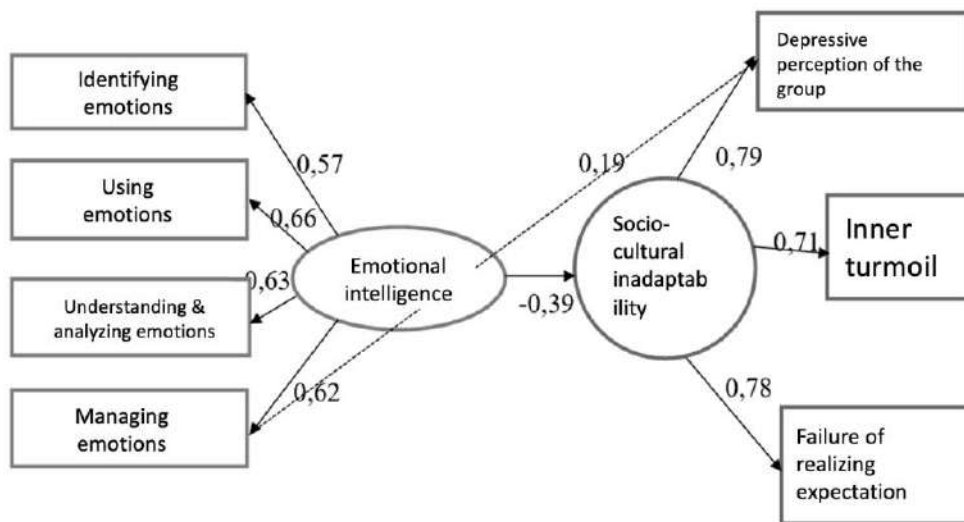
The model shows that the path coefficient reaches statistical significance only when paths are created from the indicators of "Identifying emotions" and "Managing emotions" to the corresponding indicators of socio-psychological adaptation, despite the insignificance of these pathways. This phenomenon is explained by the fact that these two indicators, together with general emotional intelligence, have a synthesized effect on adaptation in the microenvironment, because the importance of the path coefficient from general emotional intelligence to general adaptation to the social network was much increased when these indicators affected adaptation.

After multiple modifications, the achieved model is the most suitable for demonstrating the impact of emotional intelligence on socio-psychological adaptation.

For students from Group B, the models of the relationship between emotional intelligence and socio-psychological indaptation have good correspondence indicators:  $IFI = 0.957 > 0.95$ ;  $TLI = 0.940 > 0.90$ ;  $CFI = 0.954 > 0.95$ ;  $RMSEA = 0.064 < 0.08$ ;  $\chi^2 / df = 1.182 < 2$ ; magnitude  $\chi^2(18.914)$  is not significant ( $p = 0.273 > 0.05$ ). These indices show a good match between the models and the data for students in Group B.



Figure 18 shows a model of the structure of the relationship between emotional intelligence and socio-cultural inadaptation. Figure 18 shows that the model considers emotional intelligence as a latent variable based on four measures of emotional intelligence. They turned out to be almost equally significantly loaded on the latent factor emotional intelligence (from 0.57 to 0.66;  $p < 0.05$ ). Depressive perception of the group, Internal turmoil, and the Failure to realize one's expectations turned out to be significantly loaded on the latent factor of "socio-cultural inadaptation" (from 0.71 to 0.79;  $p < 0.05$ ).



Symbol:



*Figure 18 – Links between emotional intelligence and socio-psychological inadaptation of students in Group B (Model 3)*

In the process of structural modeling, it was revealed that the coefficients on the way from the latent variable "Emotional intelligence" to the latent variable "Socio-cultural inadaptation" are significant ( $p = 0.043 < 0.05$ ). A negative value of  $\beta = -0.39$  on the path "Emotional intelligence-socio-cultural adaptation" means that when the variable "Emotional intelligence" increases by one, "Socio-cultural inadaptation" decreases by 0.39. For Chinese students, one pattern has been revealed: the higher their emotional intelligence, the less maladaptation they experience, i.e. the better they adapt to the social environment. Although the relationship between Managing emotions and Depressive perception of the group is not significant ( $p = 0.111 > 0.05$ ), its presence in the model

improves the estimates of this model.

After multiple modifications, the resulting model is the most suitable for demonstrating the impact of emotional intelligence on the socio-cultural inadaptation of students from Group B.

### **2.3 Interpretation of the results of the study of emotional intelligence as a resource of socio-psychological adaptation of students in foreign language environment**

The results of socio-psychological adaptation of students, obtained according to the methods of A.V. Sidorenkova and E.S. Koval, show that the majority of students, regardless of their belonging to a group of compatriots or to a group with a multilingual composition, do not have high indicators. This means that they have certain difficulties in communication and interaction in foreign language environment. They are not sufficiently satisfied with their status and psychological climate in the group, their relationships, mutual understanding with other members of the group, and the degree of involvement in the group's activities.

As presented in Tables 4, 5 and 6, 21.1% of all studied foreign students, 24% of students in the group of compatriots and 18% of students in the group with a multilingual composition achieved a satisfactory level of socio-psychological adaptation to official relations in the group. In terms of socio-psychological adaptation to informal relations in the group, only 4% of all students studied, 2% of students of the group of compatriots and 6% of students of the group with a multilingual composition reached a satisfactory level.

Low scores on the indicator of adaptation to official relations in the group are interpreted in accordance with the low level of perception and dissatisfaction of students with the ability to actualize their competencies in the group, the degree of support; non-recognition by the group of their official status regarding to learning activities in the group; dissatisfaction with the psychological atmosphere during joint learning activities; low involvement in the group life; the lack of acceptance of group values and norms, as well as the degree of mutual understanding and similarity with other members in the group.

Students in the entire sample are the most dissatisfied with informal and intimate relationships in the group. This fact is confirmed by a statistically significant difference between the indicators of adaptation to formal relations and adaptation to informal relations in the group for the entire sample and students from both groups. A low level of adaptation to informal relations in the group is interpreted as a negative assessment of the ability to actualize one's competencies in private communications, a feeling of lack of recognition of one's abilities and lack of support, dissatisfaction with one's social status and psychological atmosphere in the circle of informal ties, misunderstanding and divergence from others, exclusion from group activities and deviation from micro group norms and values.

A significant difference between students from a group of compatriots and a group with a multilingual composition is that students from a group with a multilingual composition adapt better to informal relations than students from a group with a composition of compatriots. This fact indicates that social status and opportunities for social support in unofficial relations with compatriots are of greater importance for students in a foreign-language environment. They have high expectations for receiving social support in a foreign-language environment and for their social status among their compatriots. Because of the difficulty of meeting these high expectations, students are uncomfortable among their compatriots. The most obvious discrepancy between students from the compatriot group and the multilingual group is found in the responses to the statement, for example, "I often have a feeling of loneliness", which was confirmed by 55% of students from the compatriot group and 26% of students from the multilingual group. In the circle of their compatriots, students are more likely to feel lonely than among students who are native speakers of foreign languages due to the unrealizable expectation of a worthy recognition of their social status. Among the students of the host country, international students do not have a high requirement for their status and group recognition due to the fact that they feel and understand the communicative difficulty due to the language barrier. Therefore, it is easier for international students to achieve a sense of achievement when students from the host country understand their speech, are willing to communicate with them and provide assistance.

Thus, students do not adapt satisfactorily to interpersonal relations in foreign language environment. They feel more comfortable in informal relationships in a new environment with which they associate their professional growth.

The data on socio-cultural adaptation, obtained according to the method of L.V. Yankovsky (adapted by V.V. Konstantinov), demonstrate similar indicators characteristic of all the students, as well as the separate group of students studying with compatriots and group of students studying with a multilingual composition. They are characterized by a medium level of active entry into the environment, a medium level with a tendency to a low level of adaptability and involvement to the group, and a medium level with a tendency to a low level of orientation towards social approval.

As shown in Table 8, in terms of adaptability and involvement, 68% of the entire sample have a medium level, 27% have a low level, and only 5% achieved a satisfactory level. In terms of orientation towards social approval, no one has reached a high level, 66% have a medium level, 34% have a low level. In terms of active entry into the environment, 79% of the studied students show a medium level, 13% show a low level and 8% show a high level. Statistics for the group of students studying with compatriots show similar trends (see Table 10). In terms of adaptability and involvement, 20% have a low level, 73% have a medium level, and 7% have a high level. In terms of orientation towards social approval, 31% have a low level, 69% have a medium level, and no one achieves a satisfactory level of this indicator. In terms of active entry into the environment, 6% show a low level, 91% show a medium level, 3% show a high level. For students in Group B, a higher proportion of students demonstrate a low level in these indicators (see Table 12). In terms of adaptability and involvement, 33% show a low level, 62% show a medium level, and only 4% show a high level. In terms of orientation towards social approval, 38% have a low level, 62% have an intermediate level, and no one achieves a high level. In terms of active entry into the environment, 20% of students in Group B have a low level, 67% have an intermediate level and 13% have a high level.

A significant difference between the indicators shows that the level of orientation towards social approval among students is lower than their level of failure to realize their expectations. The most unsatisfactory aspect of socio-cultural adaptation is their

orientation towards social approval, and the comparatively satisfied aspect of socio-cultural adaptation among students is active entry into the environment.

Such a result means that students in foreign language environment are to a certain extent aimed at including themselves in new conditions, expanding social contacts, performing joint activities, self-actualization through self-transformation and perception of new social roles, norms, and attitudes. However, they tend to have a low level of activity, a negative attitude towards others, distancing and isolation from the new cultural society, uncertainty about their future and their own ability to integrate with a foreign language environment. The results also show a significant degree of detachment from the study group, a lack of desire to maintain long-term relationships with others, and difficulty in accepting the norms and values of the group.

The data on the indicators of socio-cultural inadaptation demonstrate manifestations of maladaptation in foreign language environment of the students and separately of students studying with compatriots in a group, and of students studying with a multilingual composition in a group. They are characterized by a medium level of inner turmoil, a tendency to be unable to meet their expectations, and a depressive tone of perception of the group.

According to Table 15, in terms of the depressive perception of the group, 70% of students from the entire sample show a low level, 29% show a medium level, and 1% show a high level. In terms of internal turmoil, 28% of the students surveyed show a low level, 59% show a medium level, and 13% quite a serious degree of inner turmoil. In terms of failure to realize their expectations, 43% of students show a low level, 57% show a medium level, and none show a high level. None of the group of students studying with compatriots (see Table 17) shows a high level of depressive perception of the group, but according to this indicator, 24% show a medium level and 76% show a low level. In terms of inner turmoil, 24% of students have a low level, 64% showed a medium level and 11% showed a high level. In terms of failure to realize their expectations, 42% of students show a low level, 58% show a medium level, and no one shows a high level. Students with multilingual staff in a group show a similar trend to students studying with compatriots in a group (see Table 19). By depressive perception of the group 64% of them

show a low level, 33% show a medium level and 3% show a high level. In terms of inner turmoil, 31% show a low level, 53% show a medium level, and 16% show a high level. Regarding to the failure to realize their expectations, 44% of the subjects show a low level and 56% show a medium level.

Such a result means that even though students to a certain extent have adequate self-esteem, feel the meaning and value of their life and do not feel personal disharmony, they experience separation from former and new roles, values and norms at the same time, helplessness when entering a new culture, negative emotions, inability to satisfy their needs, loss of subjectivity and involvement with culture, rejection from the new society. They also suffer from homesickness, melancholy, and daydreaming.

Analyzing the students' answers to specific statements, it is possible to identify in Table 24 the following reasons for the emergence of problems of socio-cultural adaptation, experienced by students in foreign language environment.

**Table 24**

Statements Revealing the Causes of the Problem of Socio-Cultural Adaptation and Disadaptation of Student Youth in foreign language environment According to the Questionnaire of L.V. Yankovsky in the Adaptation of V.V. Konstantinov

Scales/Statements	Answer		
	Yes	No	Doesn't apply to me
<b>Indicators of Socio-Psychological Adaptation</b>			
<b>1. Adaptability and Belonging</b>			
I feel at home here	17%	57%	26%
I don't have enough knowledge to study in the desired specialty	66%	14%	20%
<b>2. Focus on social approval</b>			
I was well informed about life in Russia before leaving.	32%	44%	24%
I would advise my loved ones to come here.	4%	45%	21%
<b>3. Active entry into the environment</b>			
I am against giving alms.	22%	49%	29%
I don't care who is of what nationality.	50%	26%	24%
<b>Indicators of socio-psychological maladaptation</b>			
<b>4. Depressive perception of the group</b>			
I am constantly concerned about my financial situation.	50%	21%	29%
At times, I feel useless	39%	29%	32%
I am interested in the events taking place in the place of my former residence.	60%	12%	28%
<b>5. Inner turmoil</b>			

Continuation of Table 24

Scales/Statements	Answer		
	Yes	No	Doesn't apply to me
I have close people among the indigenous population.	38%	43%	19%
I imagined life here as it turned out.	29%	39%	12%
I rarely get tired when studying.	20%	47%	33%
I like to reminisce about the past.	61%	17%	22%
People close to me remained in my former place of residence.	78%	5%	17%
Under certain circumstances, I'm ready to go back.	60%	17%	23%
Sometimes I miss my native nature.	78%	6%	16%
From time to time, I think about my arrival at the place of my former residence	66%	13%	21%
Sometimes I don't have anything to keep me occupied.	53%	27%	20%
<b>6. Failure to realize expectations</b>			
I am familiar with Russian laws.	29%	57%	14%
I'm missing something here	58%	17%	25%
I think everyone should take care of the other.	79%	8%	13%
At times, I miss communication.	65%	21%	14%

The data presented in Table 24 show that according to the criterion of "adaptability and involvement", 57% of students do not feel comfortable in a new cultural environment; 66% did not receive sufficient knowledge to study in the desired specialty before moving. They feel insecure and unprepared for the life situations of the new environment.

On the "orientation towards social approval" scale, 44% of students answered "no" to the statement "I was well informed about life in Russia before leaving" and 45% answered negatively to the statement "I would advise my loved ones to come here." This means that students suffer from the information barrier and personal dissatisfaction with the new environment.

On the scale of "active entry into the environment", it is clearly embodied in the refutation by 49% of students in the statement "I am against giving alms" and by 50% of students in the statement "I do not care who is of what nationality". These figures indicate that the difficulty of socio-cultural adaptation among students is manifested in the worldview barrier, loss of control over their own actions in accordance with social norms and roles in the new society, low interest in others and lack of desire for self-transformation.

The problem of "depressive perception of the group" in students is reflected in their

answers to the statements "I am constantly concerned about my financial situation.", "At times I feel useless", "I am interested in the events taking place in the place of my former residence", which most of the students confirmed. These results revealed that the sources of depression in students are mainly reflected in helplessness in the face of life's difficulties, doubt and anxiety about social emptiness and isolation, and the barrier of cultural perception of the group in the new environment.

On the scale of "inner turmoil", more than 60% of students answered "Yes" to the following statements: "I like to reminisce about the past", "People close to me have remained in my former place of residence", "Under certain circumstances I am ready to return", "Sometimes I miss my native nature", "Sometimes I think about my arrival in the place of my former residence". Such data are unfolded an internal disorder due to a sense of disconnection from former values and norms, and the inability to acquire new ones. Students are also characterized by a lack of involvement with people in the new environment: most of them denied that they had close friends among the indigenous population. 39% of students disagreed with the statement "I imagined life here as it turned out"; 53% feel that "sometimes they have nothing to do with themselves"; 47% often answered in the affirmative to the thesis "I get tired at school". Students' idea of a new life diverges in a real-life situation, they have lost motivation and orientation in the purpose of the trip.

On the "failure to realize my expectations" scale, 57% of students denied the statement "I am familiar with local laws." This shows that more than half of the students do not understand the norms, attitudes and values of the group in the new environment. Students' affirmations of "Sometimes I miss communication" (65%) and "I think everyone should take care of the other" (79%) represent their feelings of lack of interaction with locals. Students, on the other hand, suffer from a mismatch between their aspirations and real opportunities, since 58% agreed that "I am missing something here."

Based on the students' answers to the approval of the corresponding scale from the questionnaire (see Table 24), the reasons for the unsatisfactory indicator of socio-cultural adaptation on the scale of "adaptability and involvement" are mainly that the majority of students feel insecure; On the scale of "orientation towards social approval", students



suffer from information barriers and personal dissatisfaction with the new environment; Problems on the scale of "active entry into the environment" boil down to a loss of control over one's own actions in accordance with social norms and roles in the new society, low interest in others, and insufficient desire for self-transformation.

The reasons for the socio-cultural maladaptation of students on the scale of "depressive perception of the group" relate to helplessness in the face of life's difficulties, doubt and anxiety about social isolation, and also difficulties in perceiving the culture of the new environment. On the scale of "inner turmoil", students experience a lack of involvement to people in a new environment, internal frustration due to a sense of disconnection from former values and norms and the inability to acquire new ones, a feeling of "having nowhere to be". On the scale of "failure to realize their expectations", students suffer from a misalignment of ambitions and real opportunities, a lack of interaction with local residents, and a lack of understanding of the norms, attitudes, and values of the group in a new environment.

Thus, students do not achieve a high level of socio-cultural adaptation in foreign language environment.

The results on subjective activity, obtained using the method of "Questionnaire of life orientations" by E.Y. Korzhova, demonstrate that the students under study show a tendency to the subject orientation of the transsituational locus of control, transsituational mastery of the world, transsituational mobility, transsituational creativity, and the general indicator; object orientation of transsituational variability.

The subject orientation of the general indicator of subject-object orientations testifies to activeness, overcoming difficult life situations. The subject orientation of the transsituational locus of control shows that students have cheerfulness, optimism, purposefulness and responsibility for their fate. The subject orientation of transsituational mastery of the world shows that students in foreign language environment are introverted, dissatisfied with their capabilities and expectations of negative events in the near future. The subject orientation of transsituational mobility shows that students are characterized by flexibility, contact, self-reliance, and love for new things. The subject orientation of transsituational creativity denotes a high level of activeness in the transformation of the

world. Moreover, the object orientation of transsituational variability reveals in students a tendency to internal stability and balance, the lack of meaning of life changes for them and the desire for them.

Such a result indicates that students are focused both on adapting the situation "to themselves" and on overcoming difficult life situations. In socio-psychological adaptation, they are characterized by a certain degree of participation of the subject, openness to novelty, and activeness in transforming the world. However, students in foreign language environment are also introverted, dissatisfied with their capabilities, and pessimistic in predicting the future. In addition, the goal of their socio-psychological adaptation is "stability" and balance, rather than self-development and innovation.

This result generally coincides with the result of the previous methods. Students have a certain degree of subjective activeness determined by their socio-psychological maturity. However, in the face of the challenges in a foreign language environment, their subjective activeness does not reach a high degree of optimization of socio-psychological adaptation.

The results of simple regression analysis of the entire sample show that the ability to identify emotions is a predictor of adaptability and involvement ( $F=4.635$ ,  $P=0.034 < 0.05$ ,  $\beta=0.224$ ,  $adj R^2=0.039$ ). This indicates that the ability of students to perceive, evaluate, and express emotions in foreign language environment is useful for formulating a sense of personal satisfaction, creating a positive attitude towards others, accepting others, and strengthening a sense of physical and social security and a sense of involvement to and belonging to a foreign language society.

The results of simple regression analysis of the entire sample also show that the ability to understand and analyze emotions and manage emotions are predictors of adaptation to informal relationships in the group (Managing emotions:  $F=4.144$   $P=0.045 < 0.05$ ,  $\beta=0.212$ ,  $adj R^2=0.034$ ; understanding and analyzing emotions:  $F=3.988$   $P=0.049 < 0.05$ ,  $\beta=0.208$ ,  $adj R^2=0.032$ ). These results imply that the more able students are to understand, analyze, and manage their own emotions and those of others, the better adapted they are to informal relationships, regardless of the language they speak. If students can understand how an emotion changes over time, how emotions replace each

other, follow one another; recognize mixed and complex feelings; also manage emotional expressiveness and responsiveness, then they can be more successful in communicating with others. They could feel supported, acknowledged, and able to be recognized by their partners in informal relationships, and they could also be satisfied with the psychological atmosphere, relationships with others, and involvement in informal relationships.

The results of simple regression analysis of the data from the entire sample also show that the ability to control emotions is simultaneously a predictor of the transsituational locus of control ( $F=5.05$ ,  $P=0.024 < 0.05$ ,  $\beta=0.238$ ,  $adj R^2=0.046$ ). This result indicates that the higher the level of conscious control of emotions, the more the subject orientation of the transsituational locus of control is revealed. The ability to consciously manage emotions helps students in foreign language environment to be brave in front of strangers, to freely engage in contacts, to increase self-confidence, to actively and vividly respond to surrounding events, to find interest in everyday life, and to have a positive attitude towards themselves and life changes. In other words, the ability to consciously manage emotions increases the share of subjectivity in the socio-psychological adaptation of students in foreign language environment.

The results of simple regression analysis of the data of students studying with compatriots in group show that the ability to use emotions is a predictor of the depressive perception of the group ( $F=4.618$ ,  $P=0.037 < 0.05$ ,  $\beta=-0.311$ ,  $adj R^2=0.076$ ). The effectiveness of thinking and acting helps to reduce internal disharmony, the feeling of inability to fulfill one's expectations, helps to increase self-esteem, remove helplessness in the face of life's difficulties and a sense of hopelessness.

The results of simple regression analysis of the data from this group also show that the ability to identify emotions is a predictor of the transsituational locus of control ( $F=4.439$ ,  $P=0.043 < 0.05$ ,  $\beta=0.303$ ,  $adj R^2=0.071$ ). For students studying in groups with compatriots, the more they are able to identify emotions, the more obvious the subjectivity in socio-psychological adaptation, which denotes optimism and a positive attitude towards changes in life and to a new environment.

Group B data show that the ability to manage emotions is a predictor of group perception. This result means that the higher the ability to control emotions of students

studying with local students, the less depressive they perceive their group, the greater the opportunity to successfully adapt to a foreign language environment. The ability to manage emotions helps to reduce depression in foreign language environment, uncover and strengthen social identity, remove the feeling of isolation, emptiness, contributes to the realization of one's own abilities, acceptance of oneself and others. In other words, the ability to manage emotions may be beneficial for socio-psychological adaptation by reducing depressive perceptions of the environment.

The simple regression analysis of the data of students with a multilingual composition in the group also confirmed the ability to manage emotions as a predictor of adaptation to formal ( $F=4.209$   $P=0.046<0.05$ ,  $\beta=0.299$   $\text{adj } R^2=0.068$ ) and informal relationships ( $F=7.393$ ,  $P=0.009<0.01$ ,  $\beta=0.383$   $\text{adj } R^2=0.127$ ). This result indicates that the more capable students are of emotional socialization, the better adapted they are to interpersonal relationships in a foreign-language group. The ability to manage emotions helps to feel comfortable in the group, to find common topics for communication with classmates, not to violate the norms and rules adopted in the group. Students with ability of managing emotions consciously do not hesitate to ask their classmates for help and take the initiative in the group. In this way, it is easy for them to get involved in formal and informal relations in joint activities. The ability to manage emotions associated with the socio-psychological adaptation of students in foreign language environment because it mediates interpersonal relations.

Through structural modeling of the impact of the emotional intelligence system on the system of socio-psychological adaptation of students, one model was obtained for students studying with compatriots, and two models for students with a multilingual composition:

- Model 1: Links between emotional intelligence and adaptation to social network of students studying with compatriots in a group ( $\text{IFI}=0.918\geq 0.90$ ;  $\text{TLI}=0.980\geq 0.95$ ;  $\text{CFI}=0.980\geq 0.95$ ;  $\text{RMSEA}=0.067\leq 0.08$ ;  $X^2/\text{df}=1.198\leq 2$ ;  $X^2(9.582)$  is not significant ( $p=0.296>0.05$ ));
- Model 2: Links between emotional intelligence and adaptation to social network of students with multilingual composition in a group ( $\text{IFI}=0.988>0.95$ ;  $\text{TLI}=0.966>0.95$ ;

CFI=0.986>0.95; RMSEA=0.065<0.08;  $X^2/df=1.184<2$ ;  $X^2$  (7.101) is not significant ( $p=0.312>0.05$ );

- Model 3: Links between emotional intelligence with socio-cultural inadaptation of students with multilingual composition in a group (IFI=0.957>0.95; TLI=0.940>0.90; CFI=0.954>0.95; RMSEA=0.064<0.08;  $X^2/df=1.182<2$ ;  $X^2$  (18.914) is not significant ( $p=0.273>0.05$ )).

These models allow us to make the following interpretation: for students studying with compatriots in a group, the inclusion of emotional intelligence can contribute to their socio-psychological adaptation in interpersonal relations in the group; for students with a multilingual composition in a group, the activation of emotional intelligence can also improve their socio-psychological adaptation in interpersonal relations in the group, in addition, it also has a negative effect on socio-psychological inadaptation in the socio-cultural environment, which is useful for socio-psychological adaptation in the socio-cultural environment. Students with higher emotional intelligence are more likely to adapt to a new socio-psychological environment due to the importance of emotional intelligence in prosocial actions, intercultural adaptation, regulation of interpersonal relationships, and reduction of stress and negative moods.

These models show the positive effects of managing emotions consciously on formal interpersonal relationships, which are also shown in simple regression analysis.

Contrary to the results of the regression analysis, the structural modeling shows that the identifying emotions can have a negative impact on the socio-psychological adaptation of Chinese students of both groups. The result of the regression analysis indicates the effect of the ability to identify emotions on a positive attitude to life, and the result of structural modeling indicates the negative influence of the ability to identify emotions on adaptation in informal interpersonal relationships. Both indicators are aspects of socio-psychological adaptation, but they differ from each other. It is appropriate that the ability to identify emotions has a positive effect on one and at the same time negatively affects the other.

Structural modeling also shows a difference in the effect of the ability to identify emotions on informal relationships in a group between two groups of students. This

impact is more evident in Model 1: the relationship between emotional intelligence and socio-psychological adaptation in a group of students studying with compatriots (to a significant level)). This difference is explained by cultural variations in the recognition and expression of emotions. Students are more sensitive to the emotions of their compatriots, including negative emotions, because they grew up in a similar cultural background. So, they may feel less comfortable when they pick up on signals of a negative emotion. In a multilingual group, it is difficult for students to identify the emotions of representatives of another culture without the necessary knowledge of that culture. In addition, more often than not, they consciously focus on verbal information in communication. They tend to miss signals of negative emotion from others in the group and feel more comfortable in informal interpersonal relationships with them. Moreover, for students studying in foreign language environment, the recognition of the host party is more significant. Therefore, they are more willing to maintain a friendly relationship with the representatives of the host country, even when receiving negative emotions from them.

Regression analyses found a negative relation of depressive perception of the group with the using emotions by Chinese students studying with compatriots. Model 3 also depicts the negative impact of emotional intelligence on socio-psychological inadaptation. For Chinese students in both groups, the specific link between emotional intelligence and socio-psychological adjustment is that the higher their emotional intelligence, the less they suffer from disharmonious feeling, or more precisely, from the depressive perception of the group.

The same situation can stimulate sensations with different emotional connotations for different people. Negative emotions arise precisely when some reason prevents adaptation. This means that an emotion arises depending on the perception and evaluation of reality, as well as the ability to make this or that decision. It is possible for students to experience not only positive emotions, but also negative feelings, which entail such disharmony as depression within oneself. One of the means to remove disharmony can be considered the inclusion of emotional intelligence. As the simple regression analysis has shown, in different language environments, students need to activate various

resources of emotional intelligence: in the native-language environment, it is necessary to switch on the ability to use emotions, in foreign language environment, it is necessary to switch on the ability to consciously control emotions.

Based on regression analysis and structural modeling, it is also found that emotional intelligence most often influences the adaptation to interpersonal relationships in the group. This phenomenon can be explained by the fact that adaptation in the microenvironment is carried out mainly through interpersonal relations, the most important specificity of which is the emotional basis. Interpersonal relationships are realized in acts of communication, which means not only the exchange of information, but also the exchange of actions, perception and cognition of the partner, which requires the participation of emotions. In the course of socio-psychological adaptation, students are subjects of communication, which implement one or another strategy and tactics of communication with the participation of not only emotions, but also intellect. Therefore, there is a strong link between emotional intelligence and adaptation in social relationships.

As a result, the socio-psychological adaptation of students in foreign language environment is determined by the resource of emotional intelligence, which confirms the general hypothesis of the study.

## CONCLUSIONS ON CHAPTER TWO

In this chapter, the methods and procedure of the study were described, the empirical results of the study of emotional intelligence as a resource for socio-psychological adaptation in foreign language environment among students were shown and analyzed. Comparative analysis, regression analysis, and structural modeling were used. Based on the results of the study, the following conclusions can be formulated:

1. Students in a foreign-language environment have medium or low indicators of socio-psychological adaptation. Students show an unsatisfactory degree of adaptation to interpersonal relations, socio-cultural adaptation, as well as subjective activeness in adapting to a foreign language environment.

2. Students feel insecure and helpless in the face of life's challenges; suffer from information barriers and personal dissatisfaction with the new environment, loss of control over their own actions in accordance with social norms and roles in the new society. They show a low interest in the environment, a lack of desire for self-transformation, doubt and anxiety about social isolation. They experience difficulties in perceiving the culture of the new environment, a sense of disconnection from the former values and norms and a sense of inability to acquire new ones, a lack of coordination of requirement and real opportunities, and a lack of interaction with local residents.

3. There are differences in the indicators of socio-psychological adaptation of students in support groups with the composition of compatriots and in groups with compositions of different foreign language speakers. Students are much better adapted in informal relations in the study group of students of the host country than in the study group of compatriots due to the subjective importance attached to social status among compatriots and social support from them.

4. Such indicators of socio-psychological adaptation of students in foreign language environment as involvement, adaptation to interpersonal relations and a positive attitude to life are associated with different components of emotional intelligence:



- 1) for students from the entire sample, socio-psychological adaptation is associated with the identifying emotions, their understanding, analysis and management;
  - 2) for students studying in a group with compatriots, socio-psychological adaptation is associated with the ability to identify emotions and use them;
  - 3) for students studying in a group with local students, socio-psychological adaptation is related to the ability to manage emotions.
5. The more capable students are of emotional socialization in foreign language environment, the better they are adapted to interpersonal relationships in a foreign language group, the more involved they behave, and the more cheerful they are about change.
6. The complex of emotional intelligence is a reliable predictor of socio-psychological adaptation and inadaptation in students in foreign language environment.
7. The higher the emotional intelligence of students, the better their socio-psychological adaptation in foreign language environment.

## CONCLUSIONS

Our dissertation research was aimed at studying emotional intelligence as a resource for socio-psychological adaptation in foreign language environment among students, which will allow us to summarize and formulate the following conclusions:

1. Socio-psychological adaptation is a changeable system of dynamic interaction of the subject in interpersonal relations, in relations with the social group and the environment.

2. Socio-psychological adaptation contains two contradictory processes: adaptation to the existing social reality and creative transformation of one's capabilities. Socio-psychological adaptation is realized through the satisfaction of not only the basic need for psychological well-being, but also the high need for self-actualization and designing one's future.

3. Socio-psychological adaptation of students in foreign language environment is realized through the activation and creative initiation of internal resources inherent in student youth as a specific social and age group.

4. Emotional intelligence is a set of abilities to process emotional information to regulate one's psychological state and build relationships with other people and the world around us. It is a personal resource necessary for the successful social activeness of students in foreign language environment.

5. Socio-psychological adaptation in foreign language environment among students is distinguished by the following problems: unsuccessful adaptation to interpersonal relations, an unsatisfactory degree of socio-cultural adaptation, and little subjective activeness in adapting to a foreign language environment.

6. There is a difference in the socio-psychological adaptation of students in accordance with their belonging to different composition of study groups: students studying in a monoethnic study group of compatriots, compared to students studying in a foreign language study group, show a lower level of adaptation to informal relations.

7. Socio-psychological adaptation of students in foreign language environment is related to their emotional intelligence:

1) the abilities to identify and use emotions contribute to the socio-psychological adaptation of students in a mono-ethnic educational group of compatriots;

2) the ability of conscious emotion management contributes to the socio-psychological adaptation of students to a study group with a heterogeneous composition.

8. Students with high emotional intelligence are more adapted to a new socio-psychological environment.

9. High emotional intelligence contributes to improving adaptation to interpersonal relations of students in the study group, strengthening involvement and maintaining optimism during changes in life.

Thus, in the course of the study, three particular hypotheses were confirmed, which confirms the general idea that the socio-psychological adaptation of students in foreign language environment, which is a multisystem and multifunctional process of active inclusion of the subject in new environment and group relations, will be determined by the resource of emotional intelligence.

The materials of the dissertation work can make it possible to include an element of emotional intelligence in the socio-psychological training of young people entering foreign universities and in their training programs. This research can be in demand by a psychologist at the university when creating a program of an orientation week before the start of studying program, in the work of student associations at the university, when observing socio-psychological well-being in the field of group interaction of foreign students.

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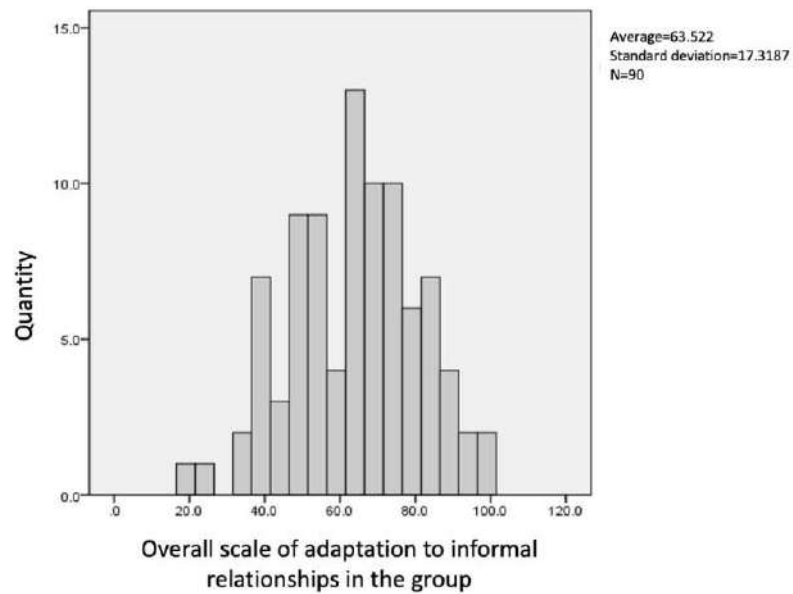
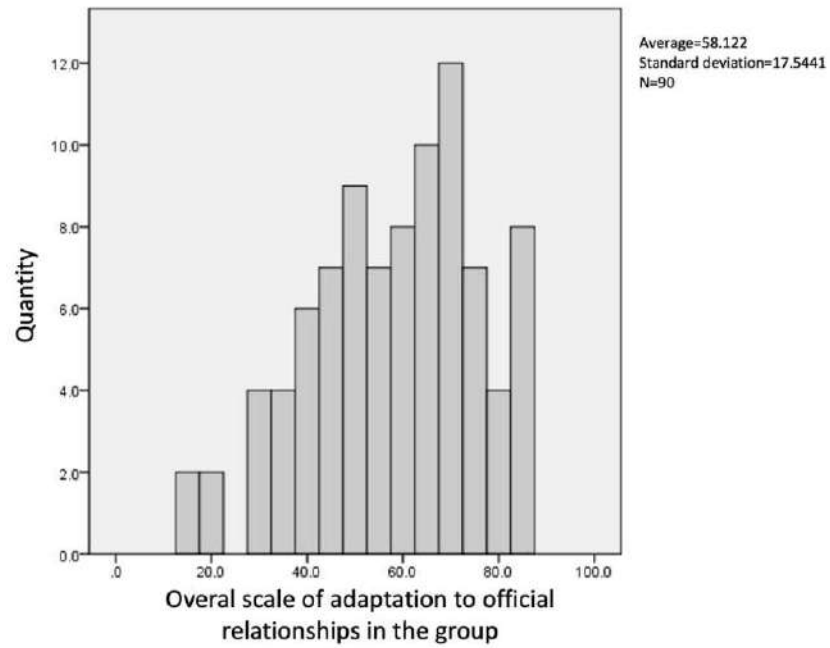
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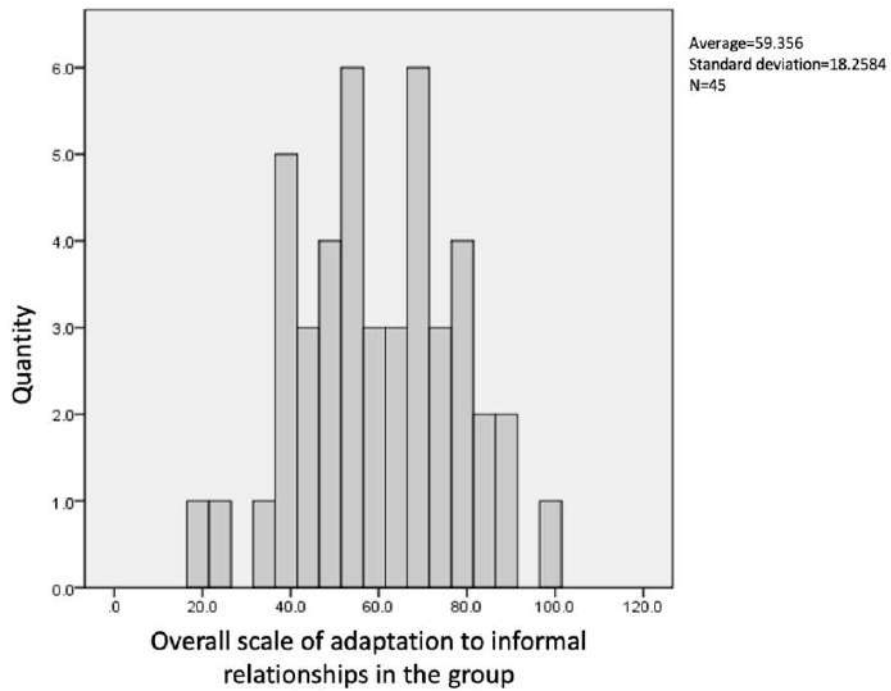
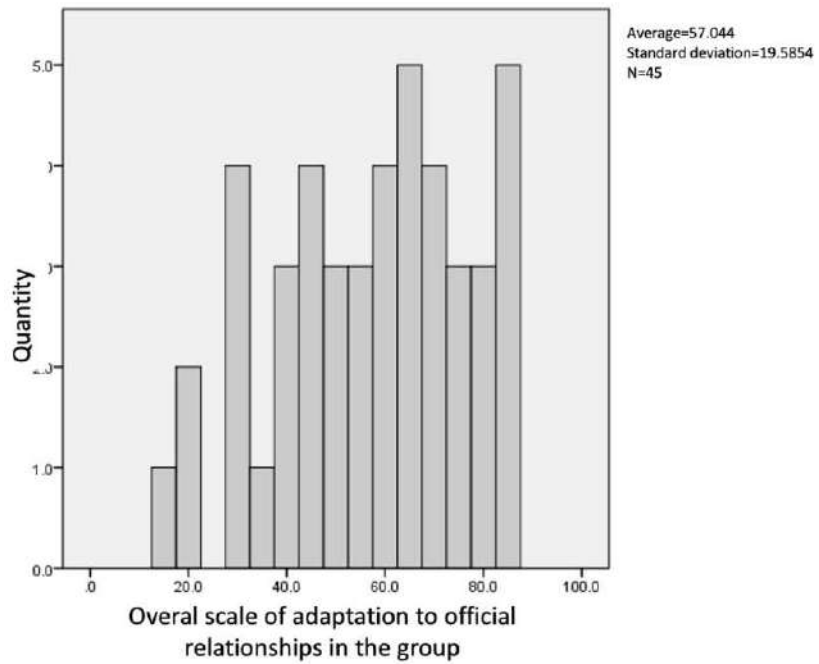
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## APPLICATIONS

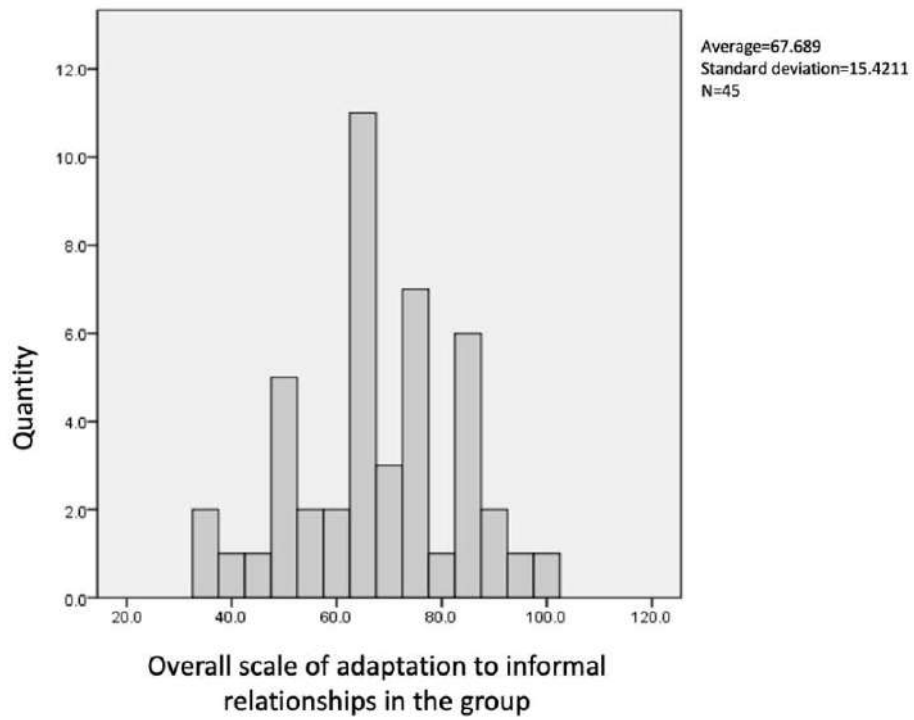
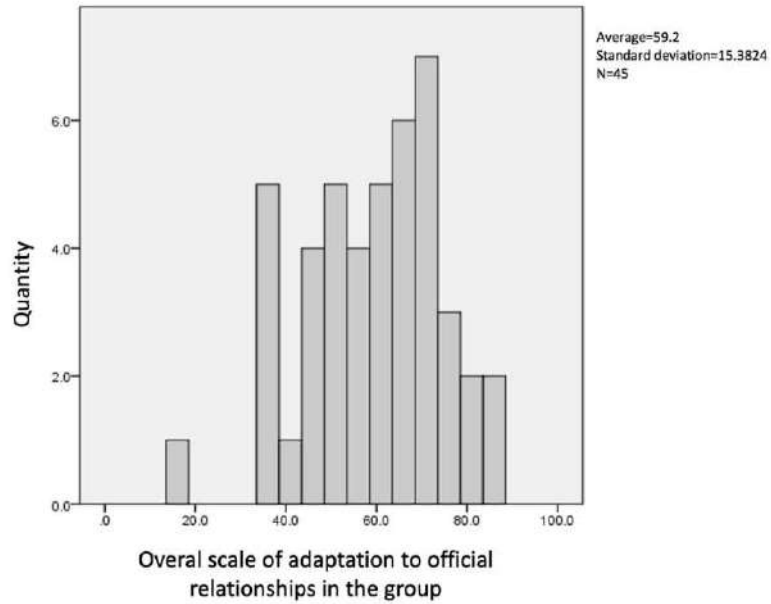
### Annex 1. Distribution of adaptation to formal and informal relationships in the group (entire sample)



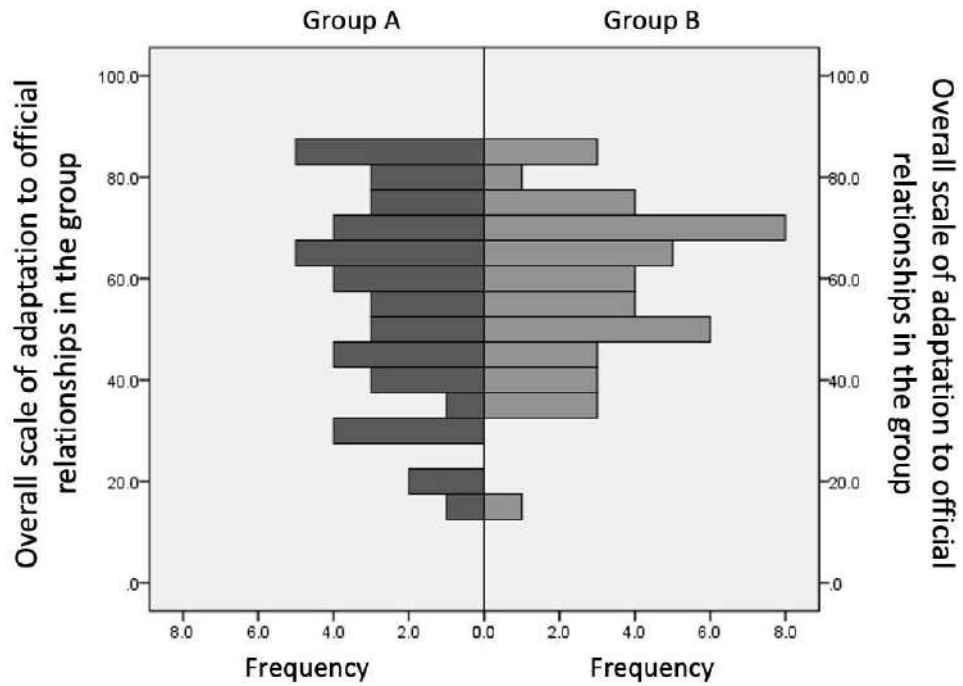
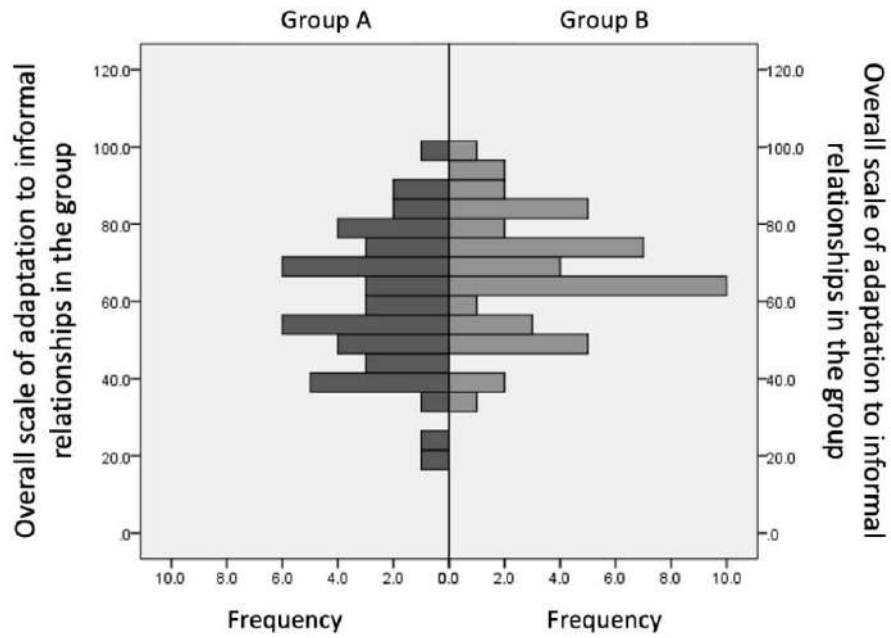
## Annex 2. Distribution of adaptations to formal and informal relationships in the group (Group A)



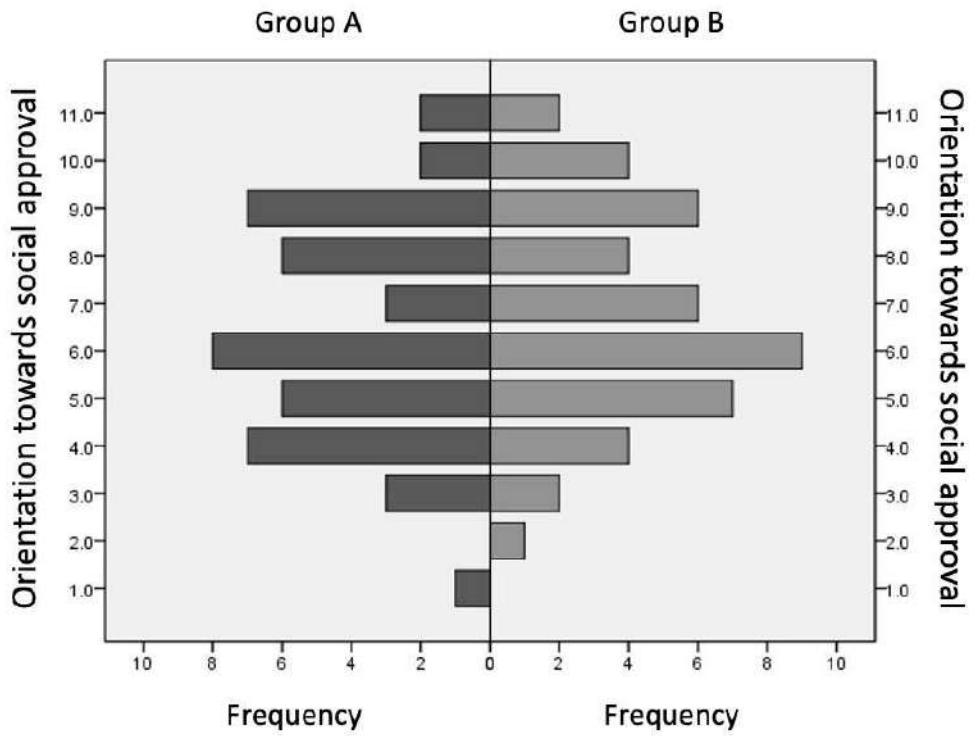
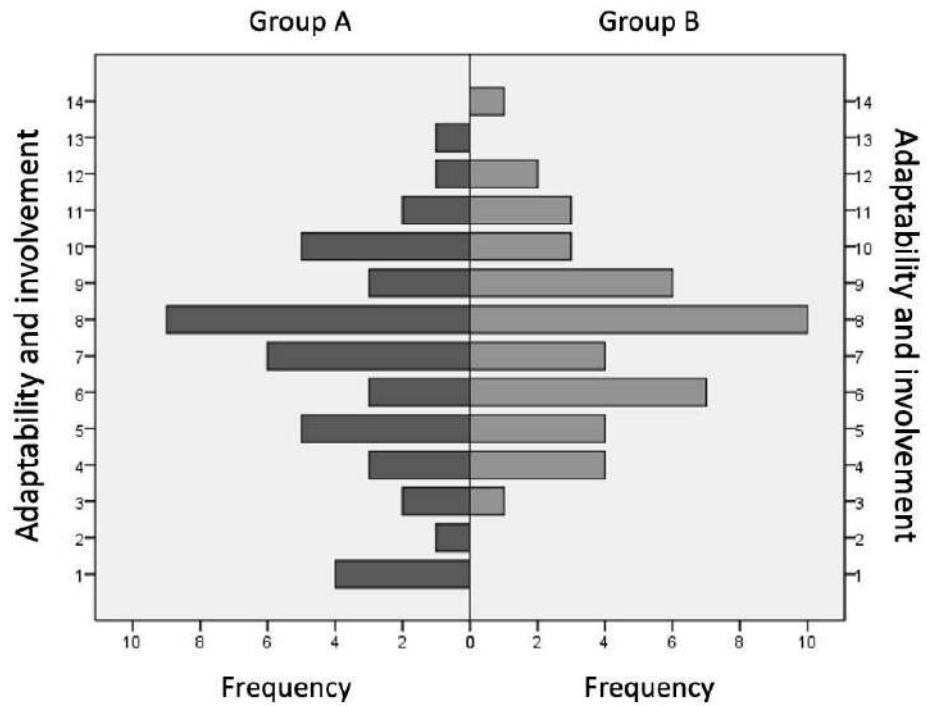
### Annex 3. Distribution of adaptations to formal and informal relationships in the group (Group B)

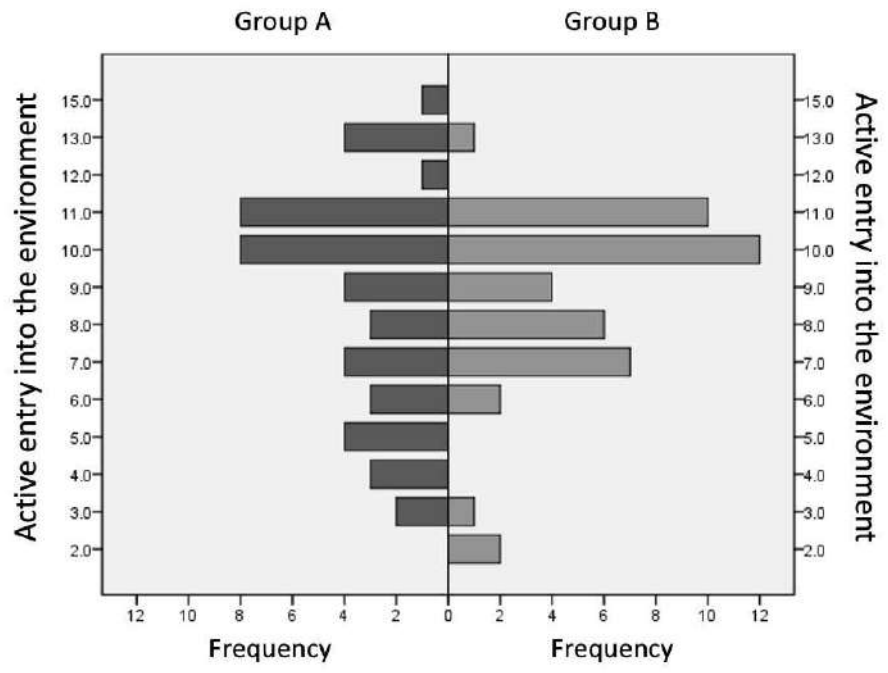


**Annex 4. Comparison of Groups A and B on the scale of adaptation to official relations in the group**



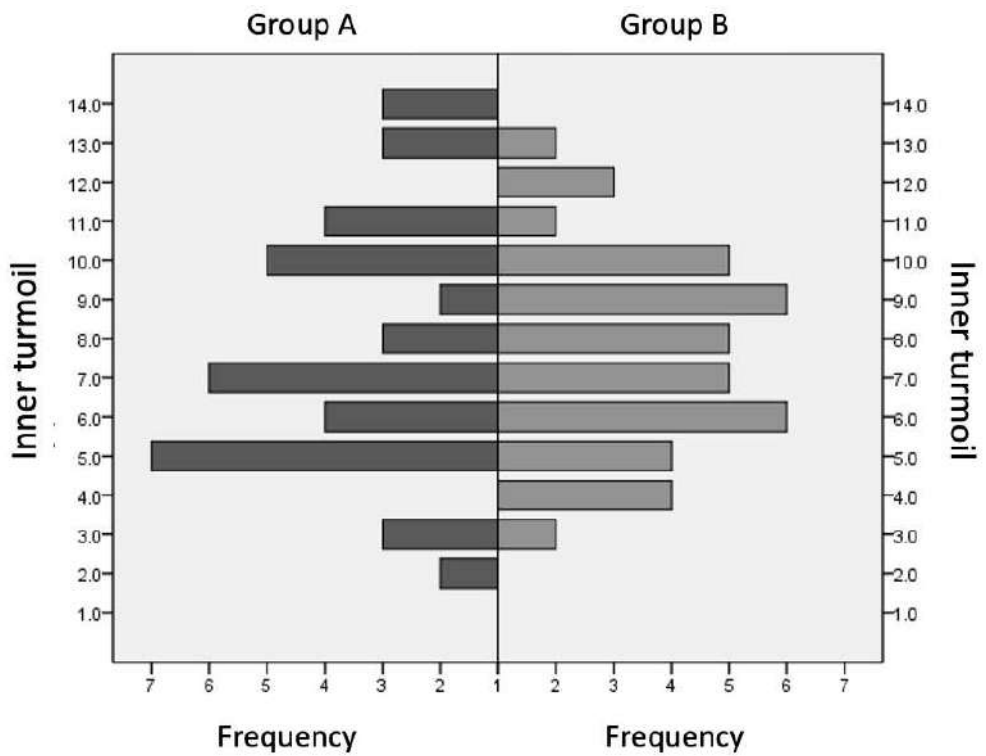
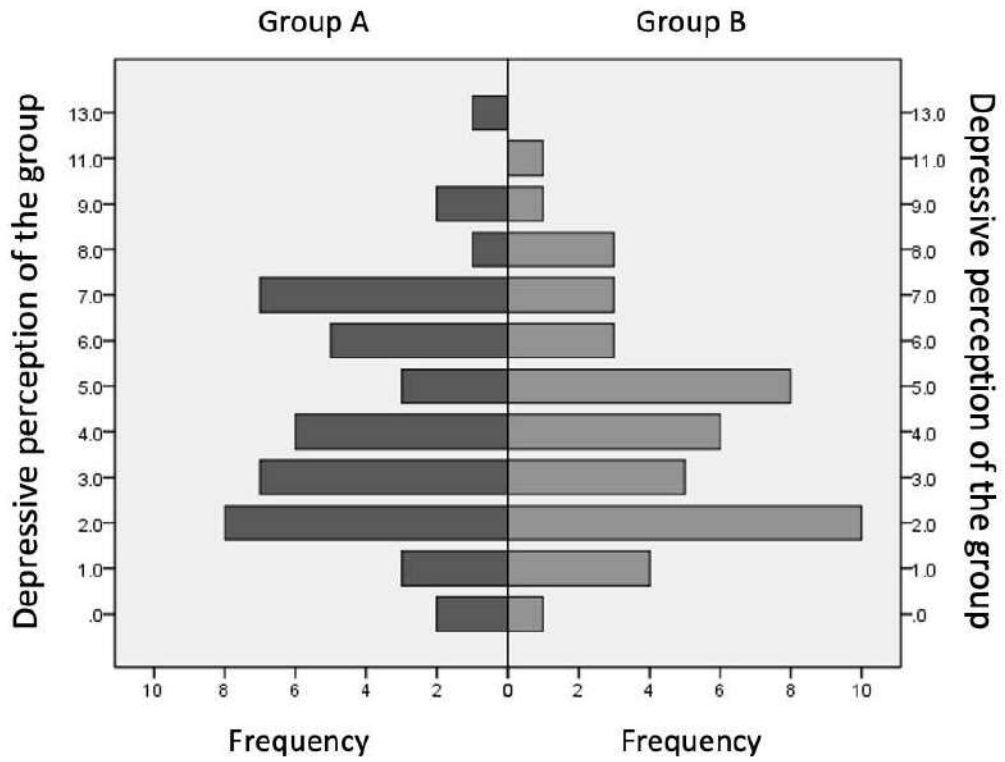
**Annex 5. Comparison of Groups A and B in terms of socio-cultural adaptation**

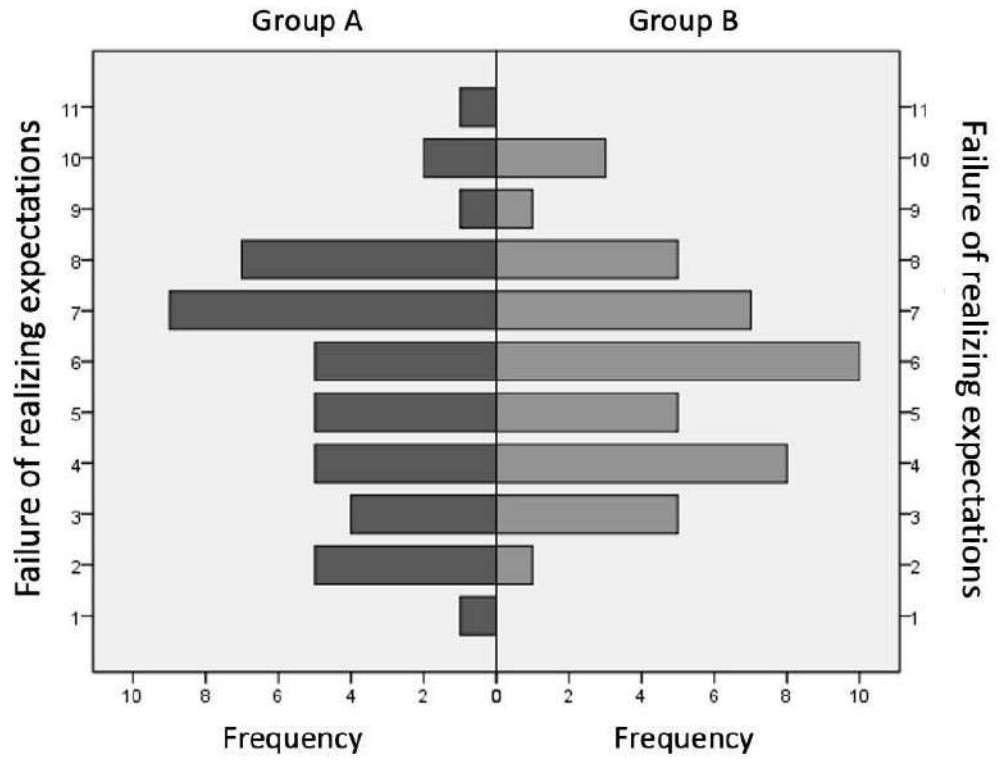




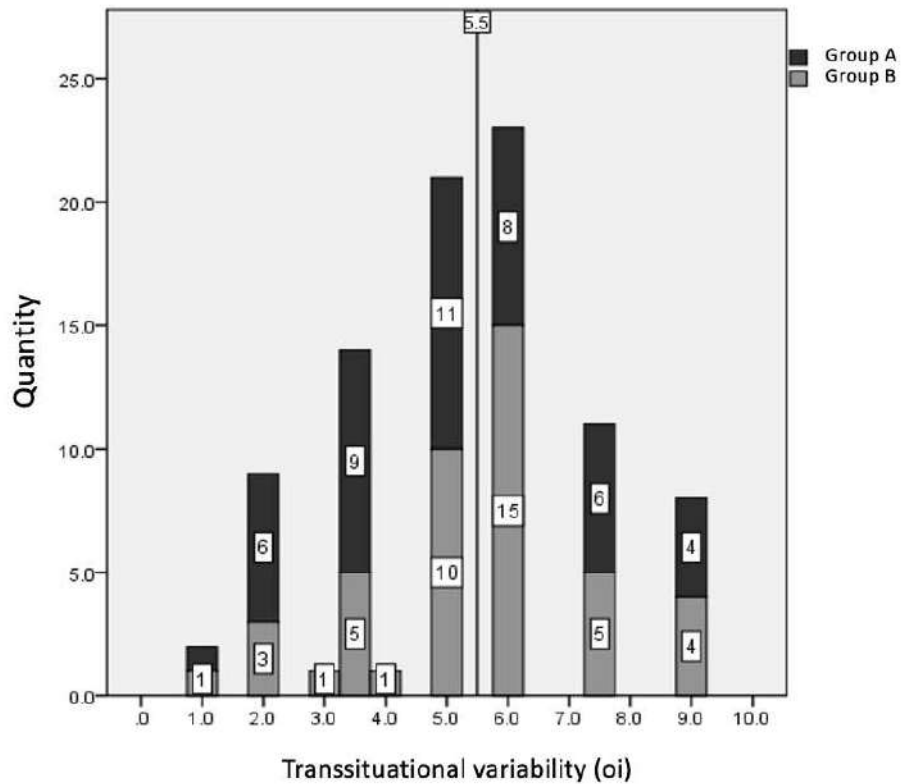
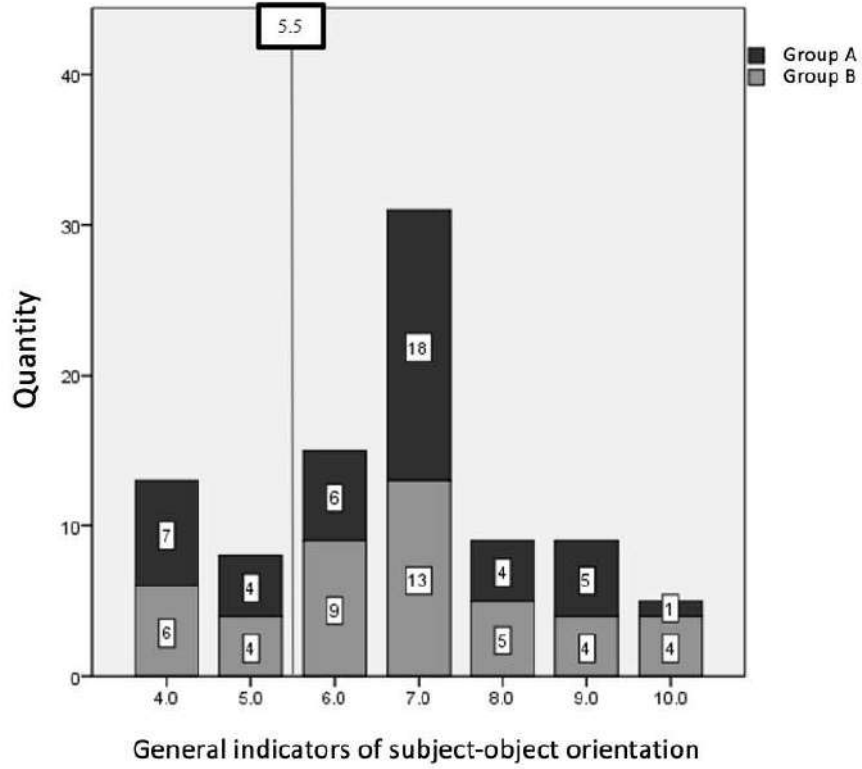


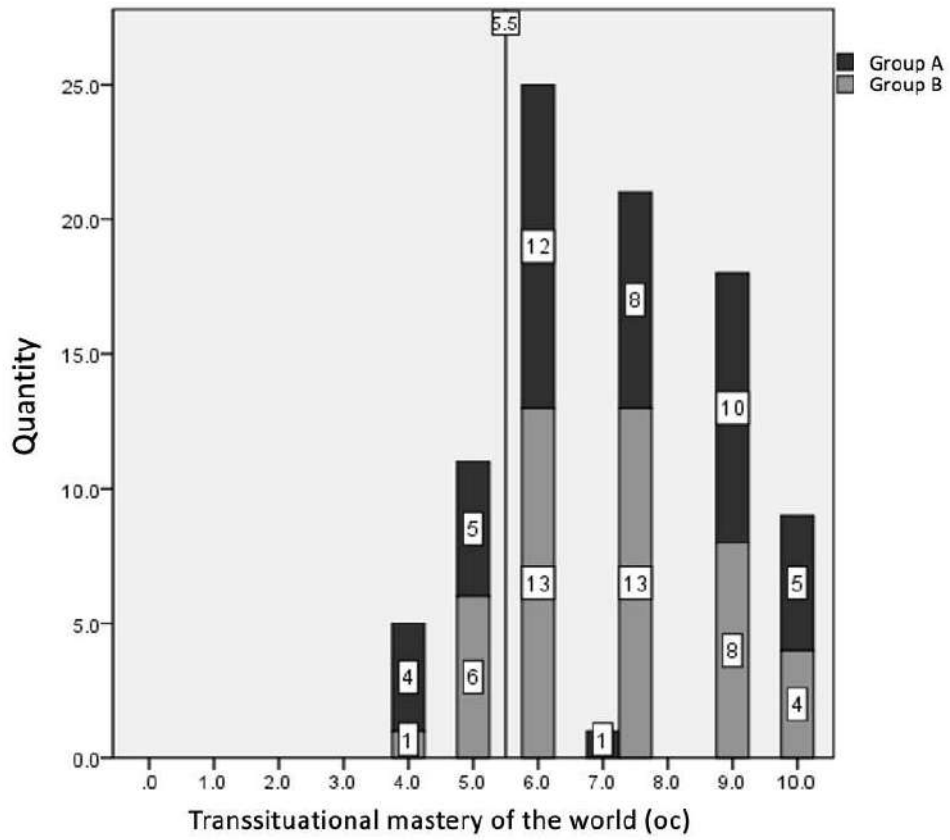
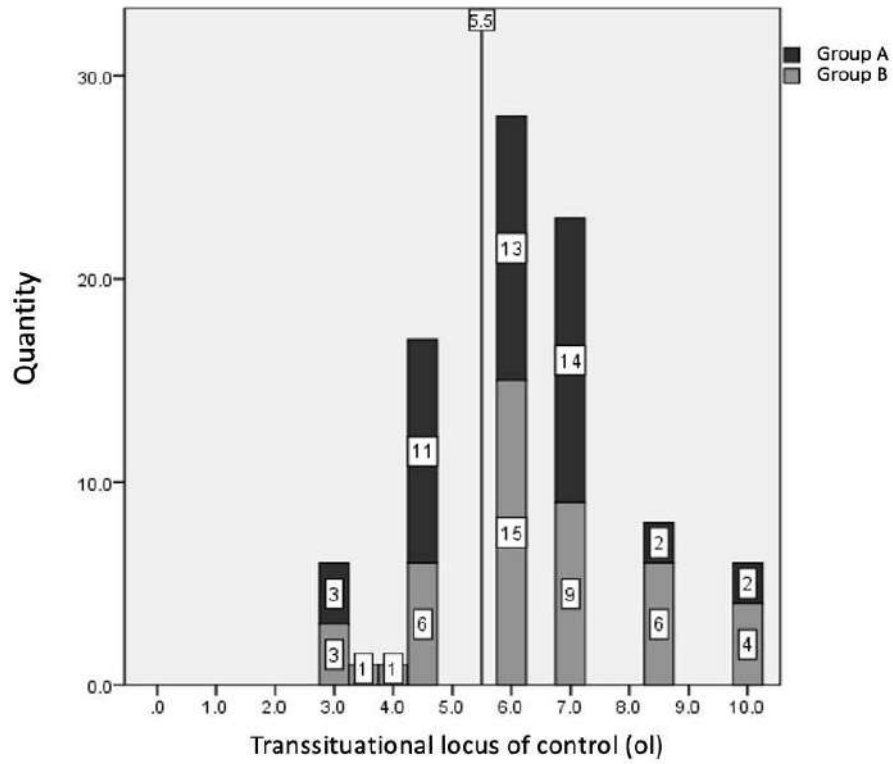
**Annex 6. Comparison of Groups A and B in terms of socio-cultural inadaptation**

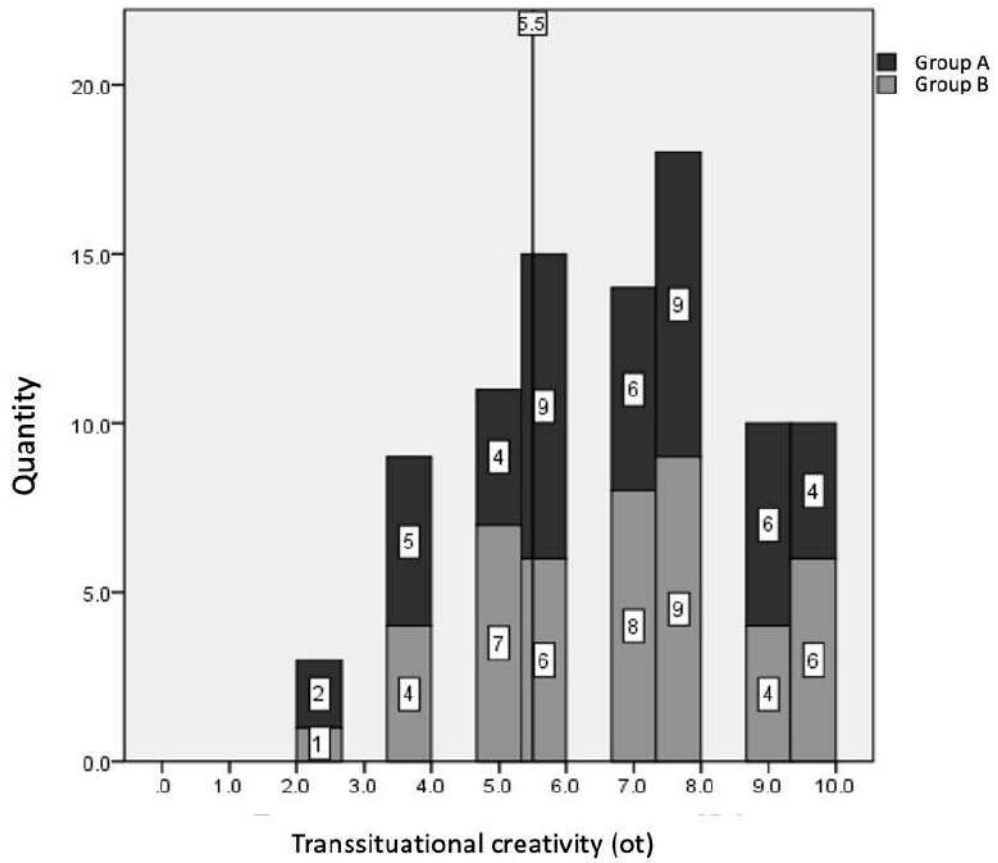
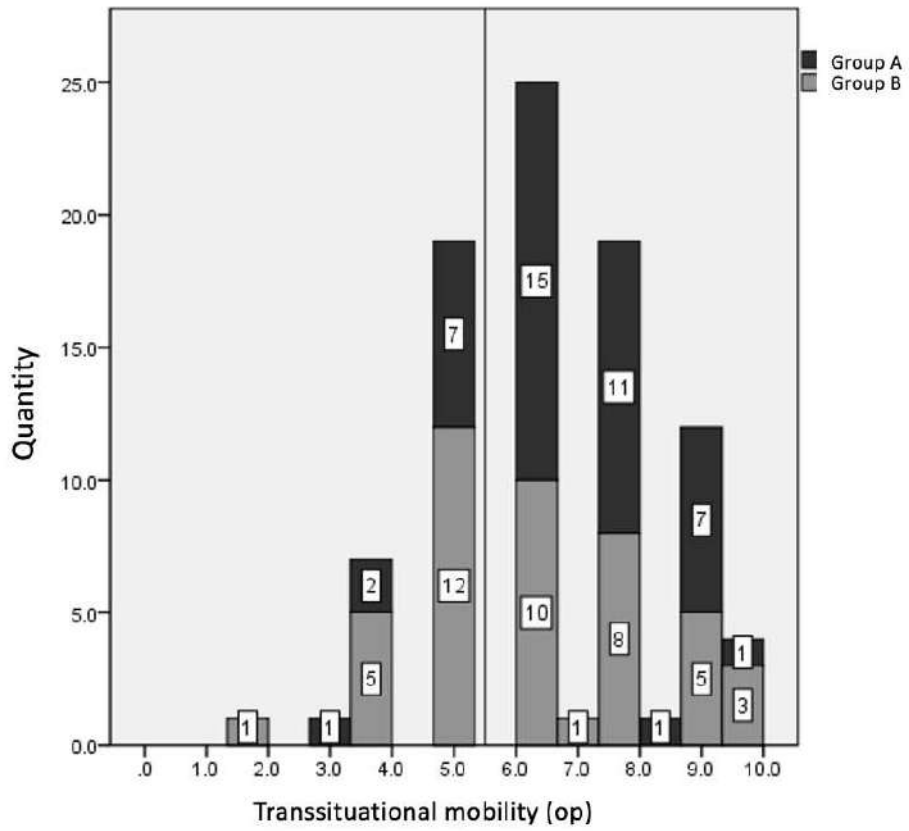




**Annex 7. Comparison of Groups A and B in terms of life orientation**







## Annex 8. Results of simple regression analysis of the data of the entire sample (N=90) of the influence of emotional intelligence on socio-psychological adaptation

### 1. Identifying emotions– Adaptability and involvement

**Summary for the model**

Model	R	R-Square	Adjusted R-Square	Standard error of estimation
1	.224a	.050	.039	2.7272

a. Predictors: (constant), Identifying emotions

**ANOVAa**

Model		Sum of Squares	st.sv.	Medium Square	F	Significance
1	Regression	34.475	1	34.475	4.635	.034b
	Remnant	654.514	88	7.438		
	Altogether	688.989	89			

a. Dependent Variable: Adaptability and involvement

b. Predictors: (constant), Identifying emotions

**Coefficients a**

Model		Non-standardized coefficients		Standardized Odds	T	Significance
		B	Standard Error	Beta		
1	(Constant)	3.935	1.549		2.541	.013
	Identifying Emotions	.077	.036	.224	2.153	.034

a. Dependent Variable: Adaptability and involvement

### 2. Understanding and analyzing emotions – Adapting to informal relationships in the group

**Summary for the model**

Model	R	R-Square	Adjusted R-Squared	Standard error of estimation
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1	.208a	.043	.032	17.0352
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a. Predictors: (constant), understanding and analyzing emotions

#### ANOVAa

Model		Sum of Squares	st.sv.	Medium Square	F	Significanc e.
1	Regression	1157.166	1	1157.166	3.988	.049b
	Remnant	25537.290	88	290.196		
	Altogether	26694.456	89			

a. dependent variable: adapting to informal relationships in the group

b. Predictors: (constant), understanding and analyzing emotions

#### Coefficients a

Model		Non-standardized coefficients		Standardized Odds	T	Significanc e.
		B	Standard Error	Beta		
1	(Constant)	35.713	14.042		2.543	.013
	Understanding and Analyzing Emotions	.651	.326	.208	1.997	.049

a. Dependent Variable: Adapting to informal relationships in the group

### 3. Managing Emotions – Adapting to informal relationships in the group

#### Summary for the model

Model	R	R-Square	Adjusted R- Squared	Standard error of estimation
1	.212a	.045	.034	17.0207

a. Predictors: (constant), Managing emotions

#### ANOVAa

Model		Sum of Squares	st.sv.	Medium Square	F	Significanc e.
1	Regression	1200.416	1	1200.416	4.144	.045b
	Remnant	25494.039	88	289.705		
	Altogether	26694.456	89			

a. Dependent Variable: Adapting to informal relationships in the group

b. Predictors: (constant), Managing emotions

**Coefficients a**

Model		Non-standardized coefficients		Standardized	T	Significance
		B	Standard Error	Odds		
				Beta		e.
1	(Constant)	36.321	13.483		2.694	.008
	Managing Emotions	.802	.394	.212	2.036	.045

a. Dependent Variable: Adapting to informal relationships in the group

#### 4. Managing emotions – Transsituational locus of control

**Summary for the model**

Model	R	R-Square	Adjusted R-Squared	Standard error of estimation
1	.238a	.057	.046	1.6932

a. Predictors: (constant), Managing emotions

**ANOVAa**

Model		Sum of Squares	st.sv.	Medium Square	F	Significance
						e.
1	Regression	15.210	1	15.210	5.305	.024b
	Remnant	252.279	88	2.867		
	Altogether	267.489	89			

a. Dependent Variable: Transsituational locus of control

b. Predictors: (constant), Managing emotions

**Coefficients a**

Model		Non-standardized coefficients		Standardized	T	Significance
		B	Standard Error	Odds		
				Beta		e.
1	(Constant)	3.149	1.341		2.348	.021
	Managing Emotions	.090	.039	.238	2.303	.024

a. Dependent Variable: Transsituational locus of control



## Annex 9. Results of simple regression analysis of Group A data (N=45) of the influence of emotional intelligence on socio-psychological adaptation

### 1. Identification – Transsituational locus of control

**Summary for the model**

Model	R	R-Square	Adjusted R-Squared	Standard error of estimation
1	.303a	.092	.071	1.5256

a. Predictors: (constant), Identifying emotions

**ANOVAa**

Model		Sum of Squares	st.sv.	Medium Square	F	Significance.
1	Regression	10.122	1	10.122	4.349	.043b
	Remnant	100.078	43	2.327		
	Altogether	110.200	44			

a. Dependent Variable: Transsituational locus of control

b. Predictors: (constant), Identifying emotions

**Coefficients a**

Model		Non-standardized coefficients		Standardized Odds	T	Significance.
		B	Standard Error	Beta		
1	(Constant)	3.315	1.323		2.505	.016
	Identifying Emotions	.063	.030	.303	2.085	.043

a. Dependent Variable: Transsituational locus of control

### 2. Using emotions – Depressive perception of the group

**Summary for the model**

Model	R	R-Square	Adjusted R-Squared	Standard error of estimation
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1	.311a	.097	.076	2.3599
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a. Predictors: (constant), Using emotions

#### ANOVAa

Model		Sum of Squares	st.sv.	Medium Square	F	Significanc e.
1	Regression	25.721	1	25.721	4.618	.037b
	Remnant	239.479	43	5.569		
	Altogether	265.200	44			

a. Dependent Variable: Depressive perception of the group

b. Predictors: (constant), Using emotions

#### Coefficients a

Model		Non-standardized coefficients		Standardized Odds	T	Significanc e.
		B	Standard Error	Beta		
1	(Constant)	10.301	2.891		3.563	.001
	Using Emotes	-.138	.064	-.311	-2.149	.037

a. Dependent Variable: Depressive perception of the group

## Annex 10. Results of simple regression analysis of Group B data (N=45) of the influence of emotional intelligence on socio-psychological adaptation

### 1. Managing Emotions – Adapting to the official relationships in the group

**Summary for the model**

Model	R	R-Square	Adjusted R-Squared	Standard error of estimation
1	.299a	.089	.068	14.8504

a. Predictors: (constant), Managing emotions

**ANOVAa**

Model		Sum of Squares	st.sv.	Medium Square	F	Significance
1	Regression	928.217	1	928.217	4.209	.046b
	Remnant	9482.983	43	220.534		
	Altogether	10411.200	44			

a. Dependent Variable: Adapting to the official relationships in the group

b. Predictors: (constant), Managing emotions

**Coefficients a**

Model		Non-standardized coefficients		Standardized Odds	T	Significance
		B	Standard Error	Beta		
1	(Constant)	29.019	14.877		1.951	.058
	Managing Emotions	.899	.438	.299	2.052	.046

a. Dependent Variable: Adapting to the official relationships in the group

### 2. Managing Emotions – Adapting to informal relationships in the group

**Summary for the model**

Model	R	R-Square	Adjusted R-Squared	Standard error of estimation
1	.383a	.147	.127	14.4097

a. Predictors: (constant), Managing emotions

**ANOVAa**

Model		Sum of Squares	st.sv.	Medium Square	F	Significanc e.
1	Regression	1535.144	1	1535.144	7.393	.009b
	Remnant	8928.500	43	207.640		
	Altogether	10463.644	44			

a. Dependent Variable: Adapting to informal relationships in the group

b. Predictors: (constant), Managing emotions

**Coefficients a**

Model		Non-standardized coefficients		Standardized Odds	T	Significanc e.
		B	Standard Error	Beta		
1	(Constant)	28.875	14.435		2.000	.052
	Managing Emotions	1.156	.425	.383	2.719	.009

a. Dependent Variable: Adapting to informal relationships in the group