

### Set of relevant competencies of modern IT specialist

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#### Abstract

In the conditions of the modern labour market, there is a need to determine the relevant competencies of the future specialist, IT specialist in particular. Currently, for more successful professional activities of a modern IT specialist, such competencies are important: professional and so-called “soft-skills”, namely interpersonal and communicative skills. The research purpose is to determine the relevant/significant and irrelevant/insignificant basic professional, interpersonal and communicative competencies of an IT specialist using the questionnaire method. The questionnaire analysis is practical for compiling modern educational programs and designing innovative methods in the field of information technology training.

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*Key words:* competency; competence; IT specialist; professional competency; interpersonal competency; communicative competence.

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### PSYCHOLOGICAL AND PEDAGOGICAL ADAPTATION OF STUDENTS- REPATRIATES IN THE CONDITIONS OF HIGHER EDUCATION

#### Abstract

The article is devoted to the urgent problem of psychological and pedagogical adaptation of repatriate students in the holistic pedagogical process of the university. The foreign and domestic experience of the organization of the process of psychological and pedagogical adaptation of student-repatriates is analyzed. According to the authors, the process of entry of repatriates into a new socio-cultural space, adaptation to the educational process, the formation of new personal qualities, all this requires psychological and pedagogical support during the studying at higher educational institution. The cultural transmission is analyzed as a process due to which culture is transmitted from previous generations to subsequent ones through studying. The features of the adaptation process, the interaction of the teacher and student in the learning process are considered. In the authors' opinion, the process of adaptation and integration of repatriate students into the educational process of a Kazakhstan university is a dynamic system based on ideas about individual experience and ways to enter another culture, and pedagogically organized activity that provides awareness and understanding of the content of the sociocultural, educational and intercultural situation. Adaptation of repatriate students to the whole educational process of the university is a complex multi-faceted process, which is necessary to build in the concept of comprehensive approach.

*Keywords:* education; adaptation; repatriate students; psychological and pedagogical adaptation; criteria; principles; characteristics of the adaptation process; educational process; scientific analysis; theoretical foundations; comprehensive approach.

**Introduction.** The massive process of resettlement of ethnic Kazakhs to their historical homeland was further developed with Kazakhstan gaining independence, the beginning of notable changes in all spheres of public life and the growth of its international authority. The «State Program for the Development and Functioning of Languages in the Republic of Kazakhstan for 2011-2020» emphasizes that the repatriation process is of interest to Kazakhstan for a number of reasons, among which the main ones are the fact that Kazakh repatriates are carriers of knowledge of an original culture people and language. Therefore, their contribution to the development of national literature, art, music, science, education in their historical homeland is unconditional, which is a significant addition to the spiritual foundation of the ethnic group [1].

Socio-political changes, migration work led to the emergence in the multicultural space of Kazakhstan of such categories of a social group as repatriates. In general, over the years of independence of Kazakhstan, the number of repatriates has grown significantly and today is about a million people. As a result, the composition of ethnic Kazakhs becomes not only a significant «influential force» in a multinational country, but also a real factor in the social development of individual regions. As a result of the ever-growing flow of immigrants to Kazakhstan, the number of repatriate students in higher education is also increasing. All this suggests that the system of Kazakhstani education should be actively included in the processes of promoting adaptation and integration of such a category of students as repatriates. And these questions, special attention is found among students - repatriates in the period of adaptation to the provisions of a higher educational institution, especially the first and second courses.

Our analysis of scientific and pedagogical sources shows that the level of development of the problem of psychological and pedagogical adaptation of repatriates students under conditions of university education is not sufficient. The existing theory and practice of vocational training in higher education does

not fully integrate the works revealing and concretizing the essence of the psychological and pedagogical adaptation of repatriates students, clearly defining its content, structure, as well as pedagogical conditions and the technology of their introduction into the holistic pedagogical process of the university .

**The main part.** The problem of adaptation of repatriate students in the context of integration and internationalization of Kazakhstan universities is still not sufficiently addressed in psychological and pedagogical science. The problem of the process of adaptation of returning students at the university, due to its social significance, is of scientific and practical interest. The questions of the social and psychological adaptation of the personality were studied in the researches of Z. Freud, E. Erikson, L.I. Bozhevich, A.N. Leontyev, F.Z. Meerson, A.A. Rean, G. Selye and other researchers. To date, a number of theoretical approaches and practical directions have been developed to form the psychological support of the individual in his self-development and self-determination; the main description of the person as the subject of his own life is indicated (G.S. Abramova, A.G. Asmolov, V.V. Belous and others).

Topical issues for development are questions about how a person is included in various situations of a new intercultural environment, how a person transforms, rethinks reality for himself, how he overcomes obstacles that impede the implementation of his usual behavior, how a person experiences conflicts arising in the process of adaptation, the relevance of the formation of adequate self-esteem. In the course of these changes, the need to study the issues of psychological preparation of an individual to adapt to new cultural positions became even more acute. The issues of intercultural adaptation are actively studied by both domestic and foreign psychologists, but the supplement requires the determination of the most effective factors of the social and psychological adaptation of students who are repatriates, as well as the production of technologies for psychological assistance and help to repatriate students during their studies at a higher educational institution.

As known, the mechanisms of adaptation to the social environment of future specialists are laid, as a rule, during their studies at the university. The particularities of the adaptation process in universities are determined by the difference in the methods of teaching and its organization in secondary and higher schools, which produces a peculiar negative effect, called in the teacher a “didactic barrier” between the teacher and the student. In the main, this barrier is typical for repatriate students brought up in other conditions of culture, education, valuable orientations, etc.

The problem of university adaptation, regardless of the fact who is a student, researchers have been ranked relatively long ago as one of the most urgent problems of education requiring more than a little in-depth study, just looking for productive solutions at a practical level: with serious scientific and methodological developments aimed at creating preventive programs, including methods of psychological student development [2; 3]. The difficulties of adaptation are nothing else than the difficulties of combining the efforts of a teacher and a student in the learning process. The interaction of the teacher and the student in the learning process was considered for a long time as a system in which the control functions belong to the teacher, which delayed the formation of the student’s active position in the educational process and further professional activity. Now, we are faced with another problem - demanding an active student position in contrast to the «other» teaching paradigm of the country, where the repatriate came from. Repatriate students - this is a special age and social category of the population, characterized by a whole range of specific problems: changing social status and environment, entering a new ethnic and cultural environment, but rather a large, identity crisis, etc.

As a result of inadequate approaches to the organization of the educational process, aimed at solving the problems of psychological and pedagogical adaptation of repatriates, inadequate actions of teachers, students are inadequate for attention to the solution of these problems. Attempts to compensate for this perseverance

do not always lead to success. It takes a long time before a repatriate student adjusts to the requirements of studying at a university. Many achieve this at an overly high price. This leads to significant differences in activity, and especially its results, when studying one and the same person in school and university. Often, the given conditions of life and activity require repatriate students to exert excessive stress, include a number of psychogenic factors that complicate the adaptation process. The new educational environment makes rather high demands on the physical, mental and social qualities of repatriate students, and many of them only end their period of maturing, and, therefore, the nervous system has not been completely stabilized. There are, in addition to the general processes of adaptation, the specifics of the adaptive entry of repatriate students to the educational field of Kazakhstan universities.

It should be noted that the psychological and pedagogical adaptation of repatriate students has common characteristics with the adaptation of Kazakhstan students, where both the social environment changes (the new composition of the group, the new teachers and the system of activity). But, we should not forget that the student-repatriate is in a non-native environment, simple contacts, even at the everyday level, are addressed for problems, require considerable effort. Consequently, if for the first ones the problem of psychological and pedagogical adaptation to the university system of education is no longer so significant (rather, it can be a professional adaptation), then for student-repatriates it is one of the most important problem including social, culturological, psychological and didactic aspects. The complexity of the process of psychological and pedagogical adaptation of student repatriates is further enhanced by a number of objective reasons. First of all, it should be noted that repatriates come from different countries, that is, from different climatic zones, are representatives of different societies with different cultures, traditions, systems of norms and values. Consequently, a large complex of both internal and external conflicts arises, which does not allow repatriate students to manage the

situation, find adequate and constructive ways to overcome them, successfully and independently get involved in the process, internal motivation of educational and professional growth.

The problem of adaptation is considered in philosophy and psychological literature in Russian and foreign studies (K.G. Jung, E. Fromm, A. Maslou, A. Camus, N.A. Berdyaev).

**Methodology.** Adaptation is a process of changing the nature of the relationship, the student's attitude to the content and organization of the educational process in the educational institution. Mental adaptation is associated with the mental activity of a person or group and is understood as the interaction of processes of adaptation to the environment and the transformation of the environment «before oneself» [3].

Adaptation to the educational process ensures adequate interaction of the object with the social and intellectual environment of the university, the formation of new personal qualities, professional identification, suggests the formation of new social status, the development of new social roles, the acquisition of new values, understanding the significance of the traditions of the future profession.

In recent years, researchers note that the adaptive time and the level of adaptation have a great influence on the successful absorption of the educational process, psychological welfare, and the satisfaction of the personality by professional choice - on the effectiveness of the functioning of the higher education system [4].

With this adaptation should not be considered one-sidedly – only as an adaptation to a different ethnic culture. Adaptation is a complex, many-sided phenomenon, which is a variety of social, cultural, economic, and other processes. Three basic components are distinguished in its structure: adaptive situation, demand and ability [5].

The adaptive situation is caused by the new activity itself and the conditions in which it flows. If we consider this situation in more detail, we can highlight: the novelty of the student's goals; the novelty of the activity flowing within the framework of a holistic educational process of the university; the novelty of the nearest social and national environment [5].

In pedagogical literature, the problem of supporting adaptation was considered (M.R. Bityanova, B.C Kagerman, L.I. Kokhanovich, V.A. Komarov, L.P. Lazareva and others) as a system of professional activity of a psychologist, a teacher aimed at creating social and psychological conditions for successful learning and psychological development in situations of interaction in the learning process. A significant contribution to the development of the problem of psychological and pedagogical support of students during their adaptation to the multiethnic educational spaces of the university at the initial stage of training was made by many prominent Russian psychosocial scholars and teachers.

The social and psychological aspect of supporting and protecting the personality of migrant students was studied in the works of A.G. Asmolov, O.V. Gukalenko, I. S. Kon, G.V. Soldatova, E.N. Sorochinskaya, L.I. Umansky. A major contribution to this problem has been made by works that have been instrumental in creating help desk services to support and protect students' personalities in multicultural education (L.A. Dikaya, I.V. Dubrovina, M.E. Korenevskaya, S. Mukhina).

A more effective adaptation of repatriates is hindered by cultural factors. For example, the Kazakhs of China, Mongolia and other countries that do not belong to the whole country do not speak Russian as a whole. Considering that the latter, in the long run, performs the functions of a working language in Kazakhstan, some of the arriving oralmen are mentally uncompetitive in the labor market.

In addition to the linguistic barrier, they also note the differences between foreign Kazakhs in terms of mentality and behavioral models in general. In principle, this is not surprising. Nevertheless, as a result of a long enough stay in another cultural environment, the Kazakhs, to one degree or another, had to undergo acculturation.

**Discussion.** Kazakhstan researchers, starting from the time of the large influx of repatriates from the territory of the CIS countries, began to consider the issues of their social and cultural adaptation, interethnic integration, and

ethnic-language identification of G. Urazalieva [6], E.D. Suleimenova [7], B.N. Bokaev, Sh.K. Zharkynbekova [8], G.M. Mendikulova, O.I. Ismagulov [9], S.A. Amitev, D.B. Amantayeva [10].

Interest in the problems of intercultural adaptation was introduced into world science at the beginning of the 20th century. However, for a long time, research was carried out only by ethnologists in the study of acculturation, which R. Redfield, R. Linton and M. Herskowitz defined as «the result of a direct, long-lasting contact of groups with different cultures, expressed in a change in the patterns of culture of one or both groups» [13]. In these works, the term «intercultural adaptation», in fact, was used as a synonym for acculturation, which led to a certain confusion of understanding. Acculturation was seen as a road with a one-way movement, having passed, all immigrants came to the same result. Most modern scholars view intercultural adaptation as a separate category. They came to the understanding that it does not imply the obligation to accept the new culture as its own, but rather means the process of adaptation to it [14].

Researcher L. Thierry distinguishes the following stages of social-cultural adaptation: «honeymoon» – the beginning of studies, «cultural shock» – the second and third courses, «stabilization» – senior courses» [15]. Intercultural adaptation is closely related to the phenomenon of cultural transmission. Over the course of the 20th century, psychological science has shaped various approaches and methods of research in the field of intercultural adaptation: social (M.K.E. Berber, D.E. Durkheim, N.J. Smelzer), psychologist G.Horn, G.G. Stefanenko, I.S. Kon, J.W. Berry), anthropological (J.P. Merdock), economic (K. Marx, A. Auzan, A. Bizin, E.V. Polyakova), cultural (A.I. Kravchenko, A.Ya. Flier), biological (E. Wilson, C. Lamsden, L.L. Cavalli-Sforza).

«Cultural transmission» is defined as a process, thanks to which the culture is transmitted from previous meetings to those who follow through studying. In the opinion of A.I. Kravchenko, «cultural transmission makes

such a thing as continuity possible» [17].

For the first time, the introduction of culturgen was introduced by researchers C. Lamsden and E. Wilson. According to the authors, culturgen forms a basic unit of culture and represents a certain set of types of behavior and mental phenomena that are related. Transmission in this case occurs according to epigenetic rules, i.e. the process of the interaction of genes and the environment [17].

The cultural transmission includes the processes of inculturation and socialization, in this regard, it represents a special mechanism, with the help of which a certain ethnic group transfers the main features and characteristics to the inheritance [18; 19]. This is due to the special attention of researchers in the field of psychology and ethno-psychology to the adoption of cultural transmission.

In a vertical transmission, parents pass on cultural values, skills, beliefs and motivations to their children. In this case, it is difficult to separate the cultural and biological transmissions, since we, as a rule, learn from the same people who conceived us; very often biological and cultural parents – these are the same people.

With a horizontal transmission, we learn from our peers in daily communication with them, developing from the birth of a great age; in this case, the biological and cultural transmission do not mix. In indirect cultural transmission, we are taught by other adult and public institutions (for example, a school, a university), or our own culture or other cultures [20].

If studying takes place entirely within our own or primary culture, then the term «cultural transmission» is applicable. However, if this occurs as a result of a contact with another (secondary) culture, the term acculturation is used. The last term refers to the form of transmission, which occurs as a result of the individual's contact with people (institutions), which belong to other cultures that differ from their own culture, and are influenced by them. It can be said that at the level of an individual person acculturation is a process of acquiring knowledge and skills that are necessary for living in a foreign culture. American societies distinguish the educational system as the basic

institution of cultural transmission. This point of view is associated with the specific function of educational institutions – the transfer of cultural property to the following communities through the established state forms and learning mechanisms. In accordance with the above provisions, we define cultural transmission as the basis for the successful adaptation of student-repatriates in the whole educational process of the university.

The cultural transmission of repatriates is based on the fact that foreign Kazakhs went through complex processes of adaptation to host societies and regimes, therefore, in cultural terms are speakers of different cultural meanings: valuable-motivating component of statements and judgments. The repatriates carry not only different models of the «Kazakh invariant», but also depending on the accumulated capital in the countries of the use of social and cultural capital, they interpret the repatriation process and build strategies for adaptation models [21]. In this regard, the activity of organizing the process of psychological and pedagogical adaptation of student repatriates as a whole pedagogical process of the university, we must build, basing on the deep differences between the Kazakhs in the context of the peace measuring the sense of good sense /rationality and morality from the point of view, determining the meaning of life and the essence of its existence in a series of generations.

The positive result of this process will be the formation of a national-civil identity, which includes «not only loyalty to the state, but also the sharing of relations with the citizens of the country, their relations to the community and responsibility for the fate of the country and the feelings experienced by people in connection with this (pride, resentment, disappointment, pessimism or enthusiasm). There are cognitive and regulatory elements (readiness to act in the name of these ideas and experiences)» [22].

In parallel with the issues of cultural transmission, researchers consider this phenomenon as a “cultural shock,” which at the same time represents a problem in the process of social cultural adaptation, and is the initial stage of this process.

For repatriate students, a cultural shock, according to researchers Yu.N. Dorozhkina and L.T. Mazitova «consists, rather, not in the social and psychological disturbances of the personality of the adaptants, but in the inevitable collision of old and new cultural norms, and values (old, which were inherent to a foreign student, as well as to the representative he arrived)» [23].

Therefore, it can be said that here the cultural transmission is based on the transfer of the binary culture: the original Kazakh (cultivated by families that preserved the Kazakh cultural values from the immigrant ancestors during the period of collectivization) and Chinese (with the preservation of the language, but having a specific dialect, but with other values).

Researchers of the Republic of Kazakhstan in recent years have intensified their work by examining various aspects of the adaptation and integration of repatriates, including issues of cultural transmission as an important link in the entry of different communities of repatriates to the ethnic-national community (Kasymova D.B, Shalkharbekova N.A., Kalysh A., etc.) [24; 25; 26; 27].

For the study and analysis of data on repatriation problems, conferences of different levels are held. For example, in 2017, the international scientific-practical conference «Actual problems of adaptation and integration of repatriates» was held. At the conference, the research of Kazakh and foreign scientists was discussed dedicated to the problems of social and cultural adaptation of repatriates in the context of modern migratory processes, linguistic preparation of young people repatriates in conditions of high school and universities, methods of teaching a second (foreign) language and intercultural communication [28].

Currently, various diverse studies on the problems of social adaptation and migratory processes have been published. The scientific papers devoted to this problem study the social, personal aspects of adaptation (S.Zh. Turkpenbaeva, A.K. Turlybekova, A.K. Esengalieva, B.N. Kylyshbaeva, R.Kh. Suleime-nova), the social-philosophical

analysis of the repatriation process in the dynamics of its deployment in the world and modern Kazakhstan is considered, is the work of M.K.Kakimzhanova.

Separate scientific articles on the adaptation of ethnic repatriates in the modern Kazakhstan society were studied by such researchers as A.K. Galimova, A. Kalmyrzaev, B.I.Rakisheva, S.Zh. Tazhibaeva. At the same time, it can be said that these are only separate scientific papers or articles by philosophers, psychologists, socialists, linguists, who reflect only a small part of the problems associated with ethnic identification in Kazakhstan. In the works of S.A. Nurgalieva community presents the theoretical basis for the adaptation of repatriates, describes the structure and content of the main components of the successful model of the adaptation process for the learning of oralmen [29]; in study O. B. Altynbekova analyzes the issues of the linguistic situation in Kazakhstan and the impact of the repatriation of oralmen on this process [31], in an article by Sh.K. Zharkynbekov, M.B. Nurtazina, A.A.Tynyshbaeva [32] considers the problems of the socio-cultural adaptation of repatriates, to teach students-oralmen vocational education in Russian.

**Results.** On the basis of this material, it is possible to conclude that the adaptation of repatriate students to the whole educational process of the university is a complex, multidimensional process. At the same time, adaptation does not come down only to adapt to the new conditions in the university – it suggests the development of a repatriate student as a person in the title culture. Adaptation makes it possible not only to adapt a person to new conditions, but also to define new driving models when passing existing difficulties. Due to adaptation, the lack of traditional conditions in the new environment is lacking, it creates the opportunity for the best activity of the person in the new environment [4].

In general, it is possible to state that in the foreign and domestic experience of the organization the process of psychological and pedagogical adaptation of student-repatriates, there are positive trends associated with the

effect of integrating the results of philosophical, anthropological, sociological, psychological and pedagogical studies, with the refinement of the concepts of «adaptation» and «adaptive process» with the use of various trends in the development of science and technology.

As a basic tendency of foreign and domestic experience of successful organization of the process of psychological and pedagogical adaptation of student-repatriates, in the whole pedagogical process of the university, it is possible to distinguish the following principles:

- the principle of humanization of a holistic educational process in a university, according to which a student-repatriate is considered as a subject of life, as a free and spiritual person with the ability to self-determination and self-development;
- The principle of feedback, contributing to the improvement of the process of adaptation of students-repatriates of junior courses at the university;
- the principle of personal activity in learning to increase the level of personal activity of not only students, but also teachers;
- the principle of individual-personal approach, determining the position of the repatriate student in education, which means recognition of him as an active subject of the educational process.

The solution to the problem of integrating student-repatriates is to ensure that the educational space is saturated with examples of communicative tolerance, which promotes cultural and educational purposes. Achievement of the result is due to the need to use intercultural communication as a condition for successful mastery of the requirements of future professional activity: peace-keeping, moral and professional.

According to all this, in our opinion, the following indicators are the criteria for adaptation of a repatriated student to a social-cultural university environment:

- the ability to evaluate the conditions of the environment;
- the ability to control your needs;
- mastery of competencies corresponding to the required level;

The simultaneous recognition of the community with the student team and ethnic-national identification with the environment.

Adaptation to the group, as it seems to us, consists of two stages:

- internationalization of group norms, goals, values;
- compliance with group requirements and expectations.

In accordance with these stages and criteria for the psychological and pedagogical adaptation of a repatriated student to a university environment, we have formulated the phenomenal characteristics of the presence of an adaptive process:

1. Optimal interaction between repatriate students and representatives of the host culture.
2. Transformation of the social and cultural identity of a repatriate student.
3. Tolerant attitude to the host culture in an educational environment.
4. Attributive indicators of the adoption of the title culture: positive emotional status, wearing elements of national clothing, the demonstration

of valuable significance to the titular culture and language, etc.

5. The desire for self-actualization in the educational process and the satisfaction of educational and cognitive activities within the walls of a higher educational institution.

**Conclusion.** The result of psychological and pedagogical adaptation of student-repatriates will be the achievement of psychological satisfaction within the framework of the «host» culture. This is expressed in good health, psychological well-being, in a clear and distinctly co-ordinated sense of personal or cultural identity.

The process of adaptation and integration of returning students into the educational process of a Kazakhstan university is a dynamic system based on ideas about individual experience and ways to enter a different culture, and pedagogically organized activity that provides awareness and understanding of the content of the sociocultural, educational and intercultural situation.

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### **ЖОО-да оқыту жағдайында оралман-студенттердің психологиялық-педагогикалық бейімделуі**

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#### *Аңдатпа*

Аталған мақалада студенттердің ЖОО-дағы тұтас педагогикалық үдерісінде психологиялық-педагогикалық бейімделуінің өзекті мәселелері қарастырылды. Соның ішінде студенттердің психологиялық-педагогикалық бейімделу процесін ұйымдастырудың шетелдік және отандық тәжірибесі талданды. Авторлардың пікірінше, жаңа әлеуметтік-мәдени кеңістікке кіру үдерісі, білім беру процесіне бейімделуі, тұлғаның жаңа қасиеттерін қалыптасуы, осының барлығы ЖОО-да оқыту кезеңінде психологиялық-педагогикалық қолдауды талап етеді. Яғни, мәдени трансмиссия – процесс ретінде талданады, сондықтан мәдениет алдыңғы ұрпақтан кейінгі ұрпаққа оқу арқылы беріледі. Сонымен бірге, бейімделу үрдісінің ерекшеліктері, оқыту процесінде оқытушы мен студенттің өзара әрекеттесуі қарастырылады. Авторлардың пікірінше, оралман студенттердің Қазақстандық ЖОО-ның білім беру процесіне бейімделуі мен кірігуі, жеке тәжірибе мен басқа мәдениетке кіру тәсілдері туралы ұғымдарға және әлеуметтік-мәдени, білім беру, сонымен қатар мәдениетаралық жағдайдың мазмұнын түсіну мен сезінуді қамтамасыз ететін педагогикалық ұйымдастырылған іс-әрекетке негізделген динамикалық жүйе болып табылады. Студенттердің ЖОО-дағы тұтас педагогикалық үдерісіне бейімделуі кешенді тәсіл тұжырымдамасы құруды қажет ететін күрделі және көп аспектілі процесс.

*Тірек сөздер:* білім, бейімделу, оралман-студент, психологиялық-педагогикалық бейімделу, өлшемдер бейімделу процесінің принциптері, сипаттамалары, білім беру үдерісі, ғылыми талдау, теориялық негіздері, кешенді тәсіл.

**Психолого - педагогическая адаптация студентов-репатриантов  
в условиях обучения вузе**

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*Аннотация*

Статья посвящена актуальной проблеме психолого-педагогической адаптации студентов-репатриантов в целостном педагогическом процессе вуза. Анализирован зарубежный и отечественный опыт организации процесса психолого-педагогической адаптации студентов-репатриантов. По мнению авторов, процесс вхождения репатриантов в новое социально-культурное пространство, адаптация к образовательному процессу, формирование новых качеств личности, все это требует психолого-педагогического сопровождения в период обучения высшем учебном заведении. Анализируется культурная трансмиссия, как процесс, благодаря которому культура передается от предшествующих поколений к последующим через обучение. Рассматриваются особенности процесса адаптации, взаимодействие преподавателя и студента в процессе обучения. На взгляд авторов, процесс адаптации и интеграции студентов-репатриантов в образовательный процесс казахстанского вуза представляет собой динамичную систему, основанную на представлениях об индивидуальном опыте и способах вхождения в другую культуру, и педагогически организованную деятельность, обеспечивающую осознание и понимание содержания социокультурной, образовательной и межкультурной ситуации. Адаптация студентов-репатриантов к целостному педагогическому процессу вуза – это сложный многоаспектный процесс, который необходимо строить в концепции комплексного подхода.

*Ключевые слова:* образование, адаптация, студенты-репатрианты, психолого-педагогическая адаптация, критерии, принципы, характеристики адаптационного процесса, образовательный процесс, научный анализ, теоретические основы, комплексный подход.

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