

UDC 37.013:378.147

O. P. Marinenko¹⁾, Q. X. Wu²⁾

¹⁾ Mogilev, Belarusian-Russian University

²⁾ Mogilev, Mogilev State A. Kuleshov University

EDUCATIONAL EXTRACURRICULAR WORK WITH INTERNATIONAL STUDENTS AS A WAY TO IMPROVE THEIR ADAPTATION

УДК 37.013:378.147

О. П. Мариненко¹⁾, У Цюсюань²⁾

¹⁾ г. Могилев, Белорусско-Российский университет

²⁾ г. Могилев, Могилевский государственный университет имени А. А. Кулешова

ВОСПИТАТЕЛЬНАЯ ВНЕУЧЕБНАЯ РАБОТА С ИНОСТРАННЫМИ СТУДЕНТАМИ КАК СПОСОБ ПОВЫШЕНИЯ ИХ АДАПТАЦИИ

Аннотация. В статье рассматривается воспитательная внеучебная работа как важнейший компонент образовательного процесса в высшей школе. Воспитательная деятельность университета трактуется как системная и целенаправленная работа, направленная на социальное, личностное и ценностное развитие студентов. Особое внимание уделяется роли внеучебной деятельности как эффективного инструмента воспитательной работы в многонациональной образовательной среде.

Подчеркивается, что внеучебная работа с иностранными студентами должна рассматриваться как часть общей системы воспитательной деятельности вуза. Рассматриваются основные формы организации внеучебной работы, включая студенческие клубы, культурно-просветительские мероприятия, экскурсии, а также наставнические и программы взаимной поддержки. Обосновывается, что системная воспитательная внеучебная деятельность способствует успешной адаптации иностранных студентов и их включению в университетское сообщество.

Introduction

In the conditions of internationalization of higher education, the growing competition among universities increases the importance of creating supportive educational and social environments that enhance institutional attractiveness and educational quality [1]. This tendency highlights the need for universities to develop comprehensive educational strategies that combine academic instruction with systematic upbringing work.

Extracurricular work plays an important role within the system of university upbringing activities. Unlike formal academic instruction, extracurricular initiatives provide flexible opportunities for communication, cooperation, and value-oriented education, contributing to students' socialization and integration into the academic community [2]. Within this general framework, international students represent one of the groups whose educational experience is shaped by linguistic, cultural, and social differences. Therefore, upbringing and extracurricular work with international students should be considered not as an isolated direction, but as part of the overall system of university educational work. The purpose of this article is to analyze educational extracurricular work as a means of improving international students' adaptation in university education.

Adaptation of International Students as an Educational Task

Adaptation of international students is commonly understood as a multidimensional process that includes academic, social, cultural, and psychological aspects. From a pedagogical perspective, adaptation should be viewed not only as an individual effort of the

student, but also as a result of the educational environment created by the university. Studies conducted in Belarusian universities indicate that international students often experience difficulties related to communication, academic expectations, and social integration during their studies [3].

Effective upbringing work, implemented through extracurricular activities, significantly reduces adaptation difficulties. A supportive social environment, opportunities for communication, and involvement in university life facilitate students' inclusion in the academic community.

Organization of Educational and Extracurricular Work

The organization of upbringing work in higher education requires coordinated participation of various university structures. University administration, academic staff, student affairs services, international departments, curators, and student organizations jointly participate in planning and implementing extracurricular activities, providing educational and social support to students [4]. Such coordination ensures the continuity of upbringing work and allows universities to respond flexibly to students' educational and social needs.

One of the most common forms of extracurricular upbringing work is student clubs and associations. Cultural, creative, sports, and volunteer clubs create conditions for informal communication between international and local students. Joint participation in club activities promotes social interaction, reduces cultural distance, and fosters a sense of belonging to the university community. At the same time, student clubs contribute to the development of initiative, responsibility, and teamwork skills, which are important outcomes of upbringing work.

Cultural and educational events represent another important form of upbringing work. Universities organize cultural festivals, national culture days, exhibitions, and thematic meetings aimed at developing intercultural dialogue. These events help students become acquainted with different cultural traditions and values, encourage mutual respect, and support the formation of a tolerant educational environment.

Excursions and educational trips also play a significant role in extracurricular upbringing activities. Visits to historical and cultural sites help international students become familiar with the social and cultural environment of the host country and strengthen their emotional connection with it. Such activities broaden students' social experience and contribute to their understanding of the cultural context of university education.

Mentoring and peer-support programs combine educational and upbringing objectives. Senior students and academic staff provide guidance on academic procedures, everyday issues, and social norms, supporting international students during the initial stages of study. These programs facilitate smoother inclusion in university life and contribute to students' confidence and psychological comfort.

Educational Value of Extracurricular Work

Extracurricular upbringing work performs important educational functions in higher education. It promotes students' socialization, personal development, and the formation of social responsibility. Through active participation in extracurricular initiatives, students acquire experience of cooperation, self-organization, and participation in collective activities.

In a multicultural educational environment, extracurricular activities contribute to the development of communication skills, tolerance, and the ability to cooperate in diverse groups. Regular interaction in informal educational settings encourages openness to cultural diversity and supports the formation of positive interpersonal relations within the university community.

Participation in extracurricular initiatives also supports students' motivation and psychological well-being. A positive emotional climate and a sense of inclusion enhance students' engagement in the educational process and strengthen their connection with the university. Research confirms that institutional support and opportunities for social integration contribute to the successful adaptation of international students in higher education [5].

Conclusion

Educational extracurricular work represents an important component of upbringing activity in higher education. Systematic organization of extracurricular initiatives contributes to students' social involvement, personal development, and inclusion in university life. From a broader pedagogical perspective, extracurricular upbringing work serves as a universal mechanism for fostering students' social responsibility, value orientations, and active participation in university life, thereby strengthening the educational mission of higher education institutions as a whole. In the context of internationalization, extracurricular work with international students should be considered as part of the general university upbringing system, ensuring the successful adaptation and integration of international students within the academic community [5].

Literature

1. Burdett J. Engaging international students: an analysis of the Australian Universities Quality Agency (AUQA) reports / J. Burdett, J. Crossman // *Quality Assurance in Education*. – 2012. – Vol. 20, No. 3. – P. 207–222. – DOI: 10.1108/09684881211240286.
2. Glass C. R. The development of social capital through international students' involvement in campus organizations / C. R. Glass, P. Gesing // *Journal of International Students*. – 2018. – Vol. 8, No. 3. – P. 1274–1292. – DOI: 10.32674/jis.v8i3.52.
3. Marinenko O. Challenges facing international students during study in Belarus / O. Marinenko, E. Snopkova // *New Educational Review*. – 2019. – Vol. 58, No. 4. – P. 144–154. – DOI: 10.15804/ner.2019.58.4.11.
4. Marinenko O. Assistance and support provided to international students by university teachers / O. Marinenko // *International Journal of Research in Education and Science*. – 2021. – Vol. 7, No. 3. – P. 580–592. – DOI: 10.46328/ijres.1551.
5. Rienties B. Understanding social learning relations of international students in a large classroom using social network analysis / B. Rienties, Y. Heliot, D. Jindal-Snape // *Higher Education*. – 2013. – Vol. 66, No. 4. – P. 489–504. – DOI: 10.1007/s10734-013-9617-9.