

VALUE-SEMANTIC PREDICATORS OF THE ADAPTIVITY OF FOREIGN STUDENTS IN RUSSIA

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Summary: *The article provides an analysis of the results of an empirical study on the problem of adaptivity of foreign students with different indicators of the value-semantic orientation of the personality. The study was conducted over two years on a sample of Vietnamese students studying in Russian universities.*

The study of adaptability was carried out in the context of a holistic-functional approach, in which this property is considered as a multidimensional psychological formation, which includes a complex of individual and personal components that ensure the subject's readiness to accept new norms, values, traditions of a foreign cultural environment. The value-semantic orientation in the study is understood as the basic core of the personality structure, ensuring its orientation, while acting as a regulator of the personality's social behavior. The system of value orientations determines the content side of the personality's orientation and forms the basis of its worldview, attitude to the world, to itself and to other people.

At the first stage of an empirical study, using the standardized psycho-diagnostic tools, the characteristics of the value-semantic orientation of the personality of Vietnamese students were studied. After mathematical and statistical data processing, three groups of respondents were distinguished with different indicators of value-semantic orientation: professional-business, selfish-personal, and social-communicative. At the next stages, with an interval of two years, adaptivity indicators were studied. After that, a comparative analysis of the components of the value-semantic orientation and adaptivity in the presented samples was carried out. At the final stage of the study, a comparative analysis of the dynamics of adaptivity of Vietnamese students with different types of value-semantic orientation was carried out.

Keywords: *personality, adaptability, value-semantic predictors, values, respondents, Vietnamese students, variables, analysis.*

Introduction

In the modern world, the academic mobility of young people has increased more than ever. The processes of globalization have significantly expanded the boundaries for self-realization of the young generation. Huge flows of youth, especially from Asia, Africa and South America, rush to other countries, mainly the United States, and European countries to receive education. Some of them come to Russian universities. As an analysis of earlier studies on the adaptivity of foreign students shows, a significant

barrier in this process is the difficulty in mastering the Russian language, a different mentality, the specificity of interpersonal interaction and. etc. A significant part of students, especially from China, cannot fully adapt in Russia and for this reason they tend to spend most of their time in the community of fraternity. As a rule, this leads to their academic failure. The work experience of the Peoples' Friendship University of Russia for many decades with foreign students indicates that the students from China and Vietnam are experiencing the greatest difficulties in socio-psychological adaptation. At the same time, a significant part of students from these countries successfully complete their studies at Russian universities with the defense of their dissertations. The question arises, what is the catalyst for the adaptability of some students and the maladaptation of others?

Despite the fact that the problem of adaptivity has repeatedly become the subject of special research in Russian psychology, the question of its final solution is not yet closed. Currently, among the variety of studies of this problem, one can single out works devoted to the study of the general adaptation system, adaptation barriers, adaptive abilities of a person, adaptation of foreign students [Alexandrovsky, 1993; Aliaidarai, 2010; Aliaidarai, Costales, 2011; Volkova, Chan Thi Hyong, 2016; Kotlyar, Nguyen Thi Ngok Fyong, 2015], as well as studies where adaptivity is analyzed in the context of a systematic approach as a multidimensional sustainable personality formation [Boyko, Khasenova, 2015; Buoy Duc Tuan, 2015; Krupnov, 2006; Maslova, 2011].

Of course, such categories as abilities, motivation, hard work and others have an impact on the success of training and probably on the adaptation process. However, values and meanings, being the regulator of the social behavior of an individual, play, in our opinion, a key role in this process.

Modern studies have shown that the value-semantic determinants of personality, being an indicator of self-realization, ensure the success of the subject's self-expression in different spheres of life, including in the educational multicultural space [Aybazova, 2015; Kudinov S.I., Kudinov S.S., Aybazova, 2016]. Other studies noted that during the period of adaptation and values undergo transformation [Buy Dic Tuan, 2016; Maslova, 2011]. So, Buy Dic Tuan established that in the structure of values of Vietnamese students over the year of study in Russia, there have been changes in both terminal and instrumental values. In the sample of respondents, among other values, such as material well-being and productivity of life significantly increased. At the same time, collectivist-oriented values have significantly lost their relevance.

In this way, a significant amount of research has been carried out regarding the development of the problem of values and adaptation in one or another aspect. However, the question of how the value-semantic orientation of the personality can influence the specificity of the adaptivity of the personality of Vietnamese students in the multi-ethnic educational space in Russia remains poorly studied.

Methods and research sample

The organization and conduct of empirical research to identify the dependence of the value-semantic orientation of the personality of Vietnamese students and their adaptivity in a multi-ethnic educational environment was carried out through a series of successive stages. At the first stage, the peculiarities of the value-semantic orientation of Vietnamese students were revealed. At the second stage, the peculiarities of respondents' adaptivity for two years with different indicators of value and semantic orientation were studied and at the final, the dynamics of respondents' adaptivity were compared with different individual typological characteristics of the value-semantic orientation.

The study involved Vietnamese students studying in Russian universities. The sample included 112 students aged 18-21, of which 46 were girls and 66 were boys.

In the study of the adaptivity of the individual was used the "blank test of adaptability", developed by AI Krupnov. This technique has passed all the stages of standardization and has been widely recognized, it has been successfully used to diagnose adaptivity. To study the value-semantic orientation of the personality, the "Test of life-meaning orientations" (D. A. Leontyev), "Test of personality orientation" (B. Bass), and "Questionnaire of the socio-psychological personality attitudes in the motivational-need sphere" (O. F. Potemkin) were used. The listed methods are standardized, have passed

all stages of standardization, meet the requirements of reliability and validity, and have received wide appreciation in Russian psychological science. All these methods were subjected to double translation into Vietnamese in order to obtain objective research results.

Results and its discussion

The data obtained in an empirical study were subjected to quantitative and qualitative analysis. At the first stage, a cluster analysis of component values was carried out (fig.1). As a result of the cluster analysis, three clusters with dominant values indicators were identified. An analysis of each of the clusters allowed them to be conditionally designated as a professional-business value-semantic orientation, selfish-personal value-semantic orientation and a social-communicative value-semantic orientation. The cluster of professional business orientation included 38 Vietnamese respondents. These subjects showed a high value of the indicator of focus on business (n = 13.26), then in the hierarchy of expression is the value of communication (n = 7.32) and focus on oneself (n = 6.66). Next are the values of the process (n = 6.89), the result (n = 6.26), altruism (n = 5.79), selfishness (n = 4.42), labor (n = 5.53), freedom (n = 5.89), power (n = 2.42) and money (n = 2.68).

The selfish-personal cluster includes 30 respondents. These students revealed significant differences from the first group in the hierarchical structure of values. The highest indicator is fixed by the variable self-orientation (n = 11.67). After that, focus on activity (n = 9.44) and focus on communication (n = 6.5). The remaining values are expressed in the following sequence: money (n = 3.72), power (n = 3.78), labor (n = 4.33), altruism (n = 4.61), freedom (n = 5.56), result (n = 5.67), selfishness (n = 5.83), process (n = 5.94).

And finally, in the third cluster, the values were distributed as follows, focus on communication (n = 11.30), on business (n = 9.09), on oneself (n = 6.61). The remaining values are ranked as follows: process (n = 6.73), freedom (n = 5.70), labor (n = 5.68), result (n = 5.27), altruism (n = 5.27), selfishness (n = 4.98), money (n = 3.95), power (n = 3.61).

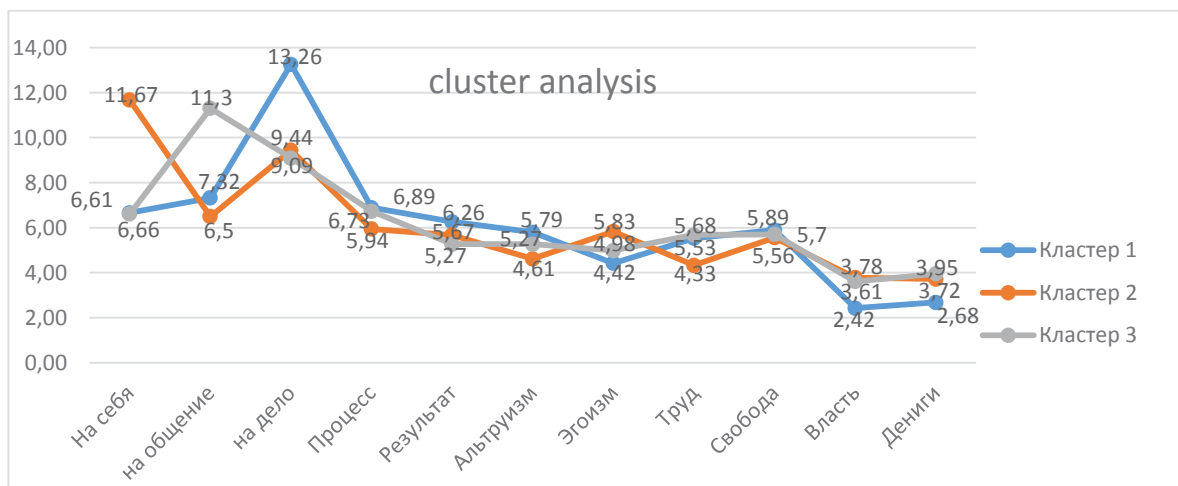


Fig. 1. Indicators of the value-semantic orientation of the personality of Vietnamese students (n = 112)

A substantial analysis of the value-semantic orientation of each of the clusters allows us to note some specific features in the behavior, activities and communication of Vietnamese students belonging to different groups. So, students with a professional and business value-semantic orientation are characterized by a desire for knowledge, attention to activity results and details, they have a high level of aspirations, they value freedom in activity and justice in relationships. For these respondents, planning is an important factor in life, they analyze each action, set clear goals, choose suitable methods to achieve them, make the necessary efforts to complete and achieve results in their work. Apparently, their professionally-oriented values are connected with the desire to achieve high results in mastering the

specialty, which subsequently will serve as the basis for career growth and overall well-being of the individual. For the sake of this, they limit themselves to entertainment and are not distracted by activities not related to professional development.

Respondents with a selfish-personal value-semantic orientation are distinguished by the fact that achieving personal goals and distinguishing themselves from others are highlighted. These students are often perceived as egoists, since they are not interested in others, think only of themselves, always put their own needs in the first place. They do not expect help from others and do their own way. Their reputation is based on the nature and independence of work. They feel embarrassed if they have to seek help. These respondents are distinguished by high activity, optimism and self-regulation. Typical personal characteristics of such people: self-confidence, determination, ability to concentrate, responsibility, organization. They are shy in communication, tend to achieve high results in the learning process, but are not inclined to help others, because they are not interested in making someone more successful. The main goal of labor for these students is personal gain, and only then the solution of social problems. When performing activities, they compete with others to express themselves, achieve goals and satisfy personal needs, are more likely to experience irritation and discomfort compared to other groups. Personal motives are also manifested in self-love and in real life. They live a modern life, try to do what they want.

In the group of respondents with a socio-communicative value-semantic orientation, communication is the main value. These respondents are not inclined to satisfy personal ambitions, they are not selfish and do not seek to compete with others. They are actively expanding the circle of their friends and use most of their time for communication. In the process of communication, they expand their interests, acquire knowledge, establish and maintain relationships with other students. Other areas of life, such as work, leisure, training serve the main purpose. These subjects tend to help others, attach particular importance to interpersonal relationships, take care of friends and family members. In the group, these students are very suitable for teamwork - they easily receive the support and help of most people. They want life and learning to be fun, the main thing is to be happy and healthy. However, they pay too much attention to the opinions of other people and society, and this reduces the chances of building and implementing their own plans, personal aspirations and ambitions.

At the next stage of the empirical study, the features of adaptivity in each selected group of respondents were revealed. So, students with a professional-business value-semantic orientation have a high rate on the adaptivity scale and lowest on the scale of difficulty in communication, at an average level, an asthenicity indicator is recorded. Other components of adaptability are at low and medium-low levels of severity (Fig. 2). The data obtained allows us to characterize the adaptivity of these students quite successfully. They are ready to cooperate with other students from different countries, enthusiastically accept new ideas and advanced technologies in their professional activities, easily adapt to new conditions for them, seek to interact with a variety of people, but the subject of their interaction is the field of professional activity. Their curiosity extends to different spheres of life of the Russian people, they seek to know better Russian culture, literature, traditions and customs, achievements in science, technology, and sports. Apparently, the training at the preparatory faculty during the year favorably affected the study of the Russian language. They communicate a lot with Russian students, which explains the lack of communication difficulties. Certainly, the absence of language barriers greatly simplifies the process of personality adaptation. Despite the good adaptivity indicators in this group of respondents, it is nevertheless necessary to emphasize that from time to time they experience a decline in mood, fatigue, irritation, and other negative emotions. Most likely, this is the result of experiencing a break with family, a familiar environment and getting used to a new, foreign socio-cultural environment.

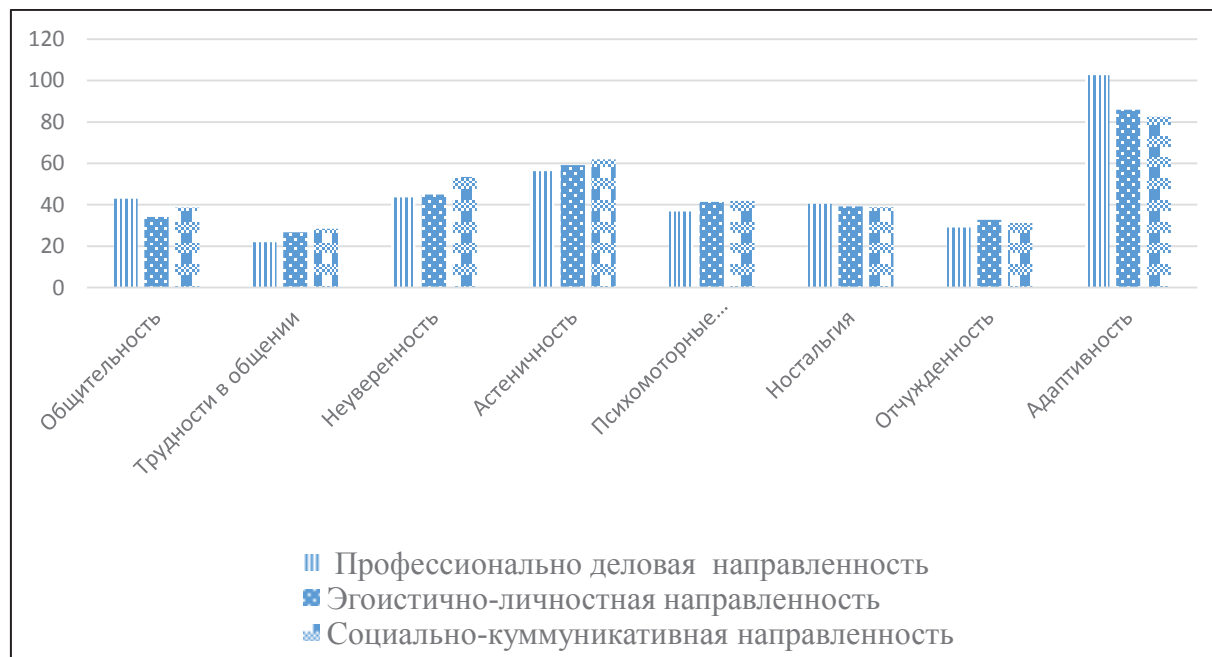


Fig. 2. Indicators of adaptivity of Vietnamese students with different value-semantic orientation (n = 112).

Analyzing the adaptivity indicators of Vietnamese students with a selfish - personal value-semantic orientation, we can note a generally similar picture with the previous group, adjusted for the fact that the adaptability indicator in this group is slightly lower, and asthenicity, on the contrary, is higher. In this group, students strive to use all opportunities to improve their performance in educational and other activities. In mastering the language, increasing group status, academic success, solving personal problems. When interacting with others, these students experience slightly more difficulties than the first group, as evidenced by the indicator of difficulty in communication. Apparently, this explains the manifestation of asthenic emotions. They are not always satisfied with the process of communication and interaction with other students and teachers. Often they experience irritability, dissatisfaction, apathy, nostalgia for loved ones and their country. They are more likely to experience estrangement than students of the first group being alone in student groups. In general, these unfavorable factors affect the overall rate of adaptivity. It is slightly lower than in the previous group. Of course, this is a consequence of a demonstration of the selfish behavior of these students. Being in the student community, they openly position their narrowly personal needs, which is an obstacle to their acceptance by other students. All this together reduces their adaptive resources.

Analyzing the components of adaptivity in a group of Vietnamese students with a socio-communicative value-semantic orientation, it is necessary to emphasize that their distinguishing feature from the above-mentioned subgroups is the lowest adaptivity coefficient and the highest rates for variables of uncertainty, communication difficulties and asthenicity. The combination of these characteristics as a whole determines the specificity of the adaptivity of these students. Despite the fact that the priority of values for these students is communication and sociocentric intentions, they are more likely than other students to experience failures in interpersonal communication. The main difficulties in communication for these students are such as: difficulty in making contact, choice of argumentation, inability to defend their point of view, inadequate emotional response to verbal manifestations, stiffness, emotional inexpressiveness and others. The characteristics listed above apparently are due to the uncertainty of these students. This indicator has a high level of severity. The combination of these characteristics leads to the manifestation of a negative emotional background. These students are more often than others prone to manifestations of irritability, apathy, depression, and sometimes aggression. Reduced psycho-emotional

background, uncertainty and difficulties in interaction significantly reduce the resource opportunities for the adaptation of these students in a multi-ethnic educational environment.

At the last stage of the empirical study, the adaptivity features of Vietnamese students after one year of study at Russian universities were identified. As additional survey results showed, students with a professional and business value-semantic orientation began to better understand Russian traditions and culture, expanded knowledge of the country's geography, its features, delved into the history of the Russian state, and had ideas about outstanding people in the country's history. Certain changes occurred on the adaptivity scales (Fig. 3).

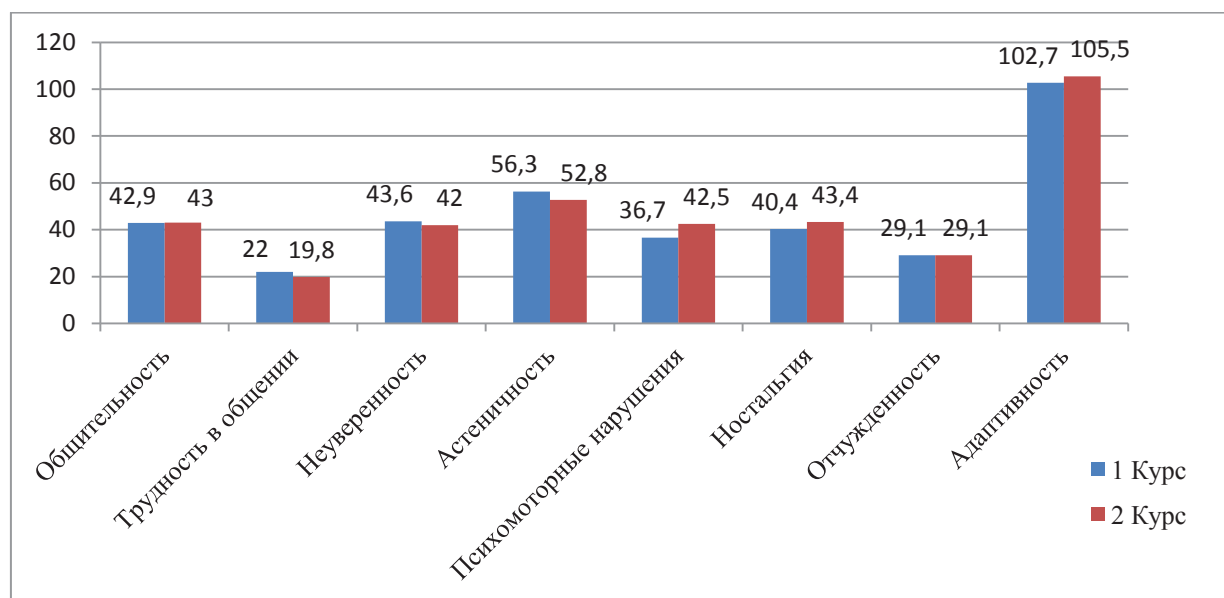


Fig. 3. Indicators of the severity of adaptability variables in Vietnamese students with professionally-business value-semantic orientation at the ascertaining and control stages of empirical research (n = 38).

As can be seen in the figure, statistically significant changes were recorded by such indicators as asthenicity, psychomotor disorders, nostalgia and adaptability $p < 0.01$. After a year of study in a multi-ethnic educational space, Vietnamese students felt more confident. This is reflected in the fact that they easily began to make contact with students and teachers. They expanded the circle of friends. Their activities spread beyond the educational framework, they began to show themselves more actively in research projects, in educational events, in the social life of the faculty and the university, and their academic mobility increased. The consequence of this was a marked decrease in asthenicity. Respondents were much less likely to show negative emotional feelings. Their negative emotions have become more objectified. Negative manifestations occur mainly in tense and unpleasant situations for students. At the same time, among students, the rate of psychomotor disorders and nostalgia increased slightly. This is most likely due to the fact that respondents do not have the opportunity to see relatives and friends for a long time. Experiences for loved ones, the inability to be close to them, to be useful to them, causes internal discomfort and strengthens nostalgic moods.

In general, for this group, we can conclude that despite the improvement in adaptivity and the reduction of negative feelings, Vietnamese students feel a desire to return to their homeland soon. They still feel some discomfort while away from their country. They lack full-fledged communication in their ethnic culture, full self-expression, national cuisine and other ethnically important components for socialization in a foreign culture.

In the group of students with a selfish-personal value-semantic orientation, the main changes at a statistically significant level $p < 0.01$ also occurred in terms of adaptivity, in other variables there is a tendency to decrease or increase the figure (Fig. 4).

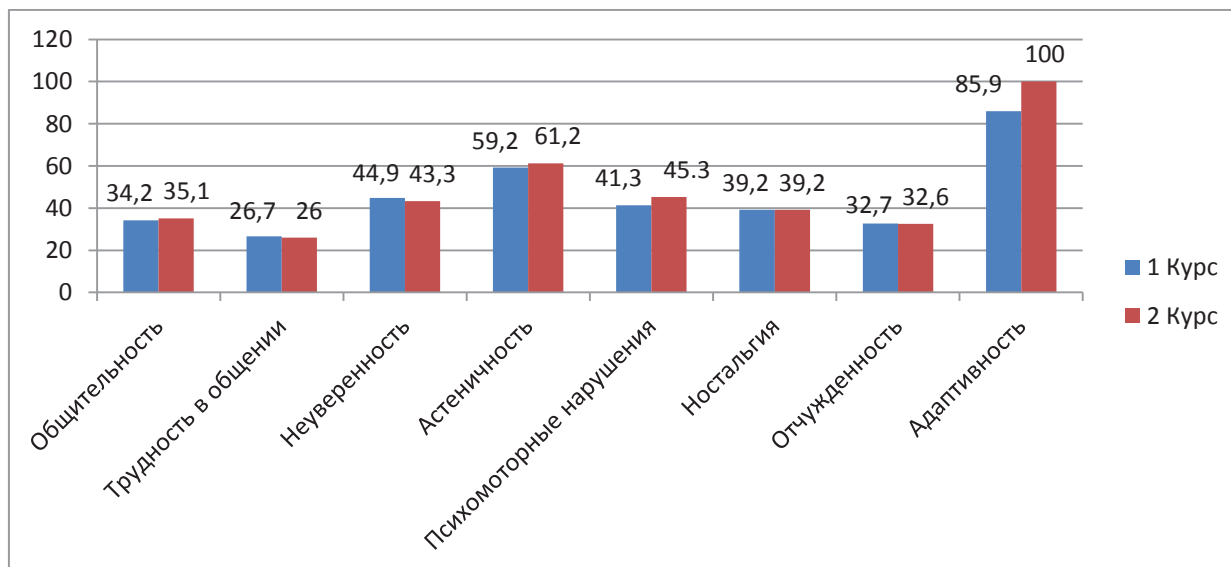


Fig. 4. Adaptability indicators in Vietnamese students with a selfish - personal value-semantic orientation at the ascertaining and control stages of empirical research (n = 30).

Analyzing the peculiarities of the adaptability of students' data after a year of study in Russia, it can be noted that they began to more actively integrate into different spheres of life in a multi-ethnic educational environment. Their educational success indicators improved significantly, and they began to take part more often in discussing scientific and social problems in the student community and in the auditorium. They have qualitatively improved the preparation of reports and presentations of materials. Relations with a narrow circle of students have become more stable. These students still feel lonely in the academic environment, experiencing some discomfort in conversations or discussions with other students and teachers. In difficult situations, they cannot quickly deal with them. They still have a feeling of homesickness and this does not give a feeling of complete happiness and a rich interesting life. An increase in the quantitative indicator on the scales of asthenicity and psychomotor disturbances indicates that respondents still experience a reduced psychoemotional background, just like a year ago. They worry about their future and do not receive emotional satisfaction from the present. Living and studying in a different multi-ethnic environment is a forced situation for them. Therefore, in surveys, students of this group more often than others expressed a desire to finish their studies soon and return to their homeland.

In the group of students with a socially - communicative value-semantic orientation, the most significant changes are revealed in adaptivity indicators after a year of study (Fig. 5). As in the previous group, significant transformations are recorded on the adaptivity scale, this indicates that students have made significant progress in the adaptation process. Their behavior and activities have changed significantly. They began to show more initiative and activity both in communication and educational activities. The effectiveness of their adaptability is due primarily to a decrease in indicators of difficulty in communication, asthenicity and uncertainty. Reliability on these scales corresponds to a significance level of $p < 0.05$.

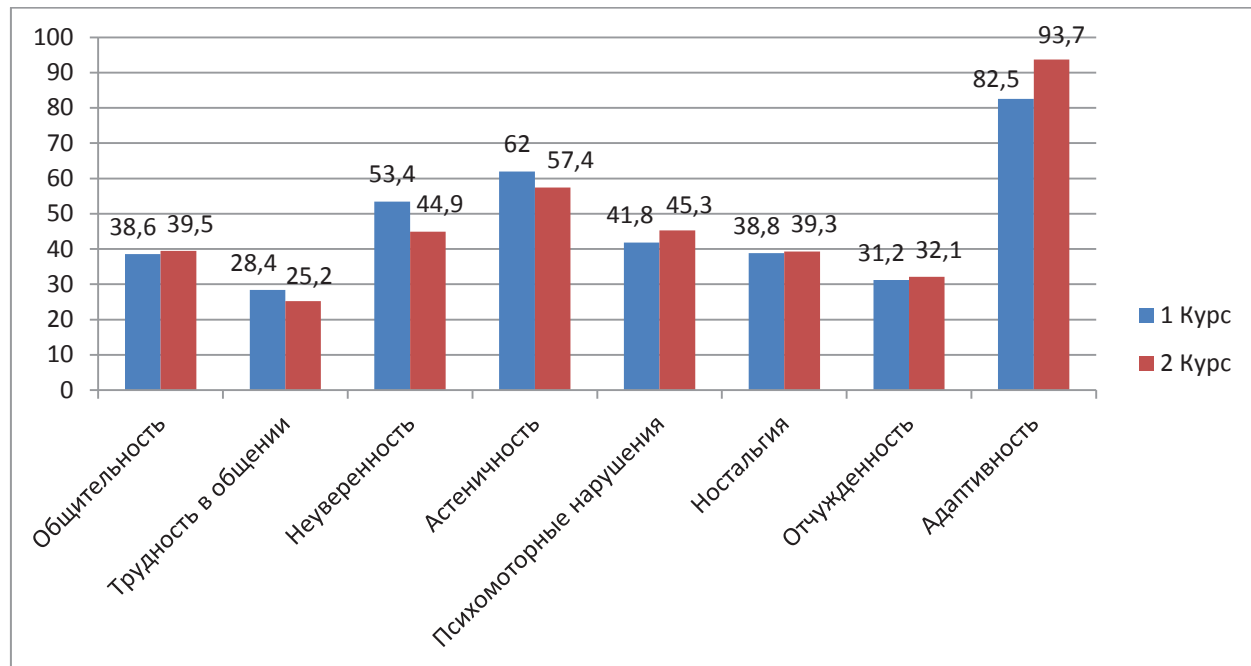


Fig.5. Indicators expressing adaptivity variables in Vietnamese students with a socio-communicative value-semantic orientation at the ascertaining and control stages of empirical research (n = 44).

Apparently, mastering the Russian language allowed respondents to significantly expand their communicative field, which, accordingly, could not but affect the increase in their confidence. Their stiffness when interacting with students of other nationalities, as well as with teachers, disappeared. They became more open, accessible for communication to other fellow students, their general emotional background improved. When interacting with others, they are affable, calm and friendly. Periodic failures in educational activities and other areas do not cause them severe emotional distress, depression, or other negative manifestations. They recover quickly and correct the situation. They have improved self-regulation in activities, communication and behavior. The result of this is their self-control of emotions and verbal manifestations during discussions, upholding their positions. They mastered Russian traditions, began to better understand Russian proverbs and sayings, got acquainted with Russian cuisine. Their social life in Russia has become more active and interesting for them. They willingly express themselves outside of training events, participation in concert programs, sports, research projects.

When conducting a correlation analysis of the components of adaptability and values in all three identical subgroups, the correlation plead of the direct dependence of adaptivity, sociability, and work value was identical. With a variety of other relationships, differing both in the degree of severity of the level of reliability and the specificity of the coverage of variables. It follows from this that the main factors of adaptivity of Vietnamese students are the degree of their involvement in the process of communication and activity. The more they form contacts with other students, teachers and other people, the more intensively they communicate and actively engage in different types of activities, the more successfully their adaptation process takes place in a multi-ethnic educational space.

Conclusions

An empirical study revealed some psychological characteristics of the adaptivity of Vietnamese students with different indicators of the value-semantic orientation of the personality. First of all, it is necessary to emphasize that the combination of value orientations and life-meaning attitudes form the value-semantic orientation of the personality. The results of the study made it possible to distinguish three subgroups of Vietnamese students with different indicators of value-semantic orientation. A longitudinal study made it possible to establish that the highest adaptivity indicators were found in a subgroup of students with a professional-business value-semantic orientation. While students with a socio-communicative orientation were less adaptive compared to other subgroups. However, the most significant changes in the dynamics of adaptivity occurred in this subgroup. The revealed patterns, in our opinion, are due to the fact that the formed values do not affect the adaptation process, but on the behavior, communication and activity of the individual. Students with dominant values of business, labor, process and result (professional and business orientation) rationally stand up their self-expression strategy in different spheres of life, which provides high adaptive capabilities. Respondents with values of selfishness, freedom, result (selfish-personal orientation) are more concerned about personal well-being, comfort. They have sufficient adaptive potential, but excessive emphasis on personal needs distances them from other students and creates some difficulties in communication, which a little complicates the process of adaptation. Students with dominant values of altruism, work, freedom (socially-communicative orientation) do not have objectified, clearly verified plans in their life, spend a significant part of time on establishing relationships with others without specific goals, which greatly complicates the process of their adaptation, despite communication.

In this way, based on the results of the study, it can be concluded that the value-semantic orientation of Vietnamese students does not significantly affect the adaptation process, but is a secondary factor influencing the behavior, activity and communication strategies of these respondents.

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ЦЕННОСТНО-СМЫСЛОВЫЕ ПРЕДИКТОРЫ АДАПТИВНОСТИ ИНОСТРАННЫХ СТУДЕНТОВ В РОССИИ

Аннотация: В статье приводится анализ результатов эмпирического исследования, посвященного проблеме адаптивности иностранных студентов с разными показателями ценностно-смысловой направленности личности. Исследование проводилось в течение двух лет на выборке вьетнамских студентов, обучающихся в вузах России.

Изучение адаптивности осуществлялось в контексте целостно-функционального подхода, в котором данное свойство рассматривается как многомерное психологическое образование, включающее в себя комплекс индивидуальных и личностных составляющих обеспечивающих готовность субъекта к принятию новых норм, ценностей, традиций инокультурной среды. Ценностно-смысловая направленность в исследовании понимается как базовое ядро структуры личности, обеспечивающее ее направленность, выступая при этом регулятором социального поведения личности. Система ценностных ориентаций определяет содержательную сторону направленности личности и составляет основу ее мировоззрения, отношения к окружающему миру, к себе и к другим людям.

На первом этапе эмпирического исследования с помощью стандартизированного психодиагностического инструментария были изучены особенности ценностно-смысловой направленности личности вьетнамских студентов. После математико-статистической обработки данных были выделены три группы респондентов с разными показателями ценностно-смысловой направленности: профессионально-деловая, эгоистично-личностная и социально-коммуникативная. На следующих этапах с интервалом в два года исследовались показатели адаптивности. После чего проводился сопоставительный анализ составляющих ценностно-смысловой направленности и адаптивности в представленных выборках. Подробно проанализирована факторная структура адаптивности в выделенных группах респондентов, дана психологическая сравнительная характеристика. На завершающем этапе исследования осуществлялся сопоставительный анализ динамики адаптивности вьетнамских студентов с разными типами ценностно-смысловой направленности.

Ключевые слова: личность, адаптивность, ценностно-смысловые предикторы, ценности, респонденты, вьетнамские студенты, переменные, анализ