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## **ADAPTATION OF A SPECIALIST IN A FOREIGN-SPEAKING ENVIROMENT**

**Introduction.** The relevance of the problem of adaptation of specialists in a foreign environment is primarily determined by the tasks of their further effective work as foreign specialists. Successful adaptation facilitates the rapid inclusion of employees in the workflow, which allows to solve the problem of maintaining the number of employees. **The purpose** of this work is to reveal the problems and their reasons for adapting employees in a foreign-language environment and proposals for their elimination. Within the framework of this goal, the following tasks can be singled out: 1) to analyze the factors that affect the effectiveness of the adaptation of employees in a foreign-speaking environment; 2) identify the main problems of adaptation; 3) the disclosure of methods that ease the adaptation process.

**Basic material.** During the adaptation, new employee evaluates the company (in the same way as the company evaluates the employee), and if this process is not controlled, there is a great chance that the person will give up the job or spend too much time in order to join the team.[1] A well-functioning system of adaptation

reduces the costs of the company, because it gives the newcomer the opportunity to start working at full speed as soon as possible, as well as increasing the loyalty of employees and strengthening the team, ultimately saving time for both executors and superiors.

Types of adaptation include:

- Professional;
- psycho-physiological;
- Socio-psychological;
- organizational and psychological;
- organizational and administrative;
- economic;
- Sanitary and hygienic.

The cycle of industrial adaptation involves familiarizing the beginner with the norms and rules of work in the company, the scope of duties and the system of subordination, familiarity with the structure of the organization and with the new team, as well as informing about the system of material rewards.

From the first days of being in a foreign-language environment, foreign employees are in an unusual socio-cultural, linguistic and national environment in which they have to adapt in the shortest possible time. Therefore, the successful management of the work process for foreign workers is an integral part of the solution of the problem of adaptation. Effective adaptation improves the quality and level of training of foreign employees, provides high motivation for mastering knowledge, skills and abilities. Experts from the first days of stay in a foreign environment begin to experience difficulties, due to the cultural differences.

First of all, it is insufficient knowledge of a foreign language. The following are common to all foreign employees in the adaptation process:

- low level of training;
- the difference between the forms and methods of the work process in the foreign branch from the forms and methods of work in the branches of their home country.

Most adaptation researchers distinguish the following groups of adaptation problems:

- Sociocultural adaptation;
- Socio-psychological adaptation.

The term sociocultural adaptation refers to the active process of interaction between a representative of a different culture and the environment of his current habitat, the process of actively acquiring the necessary skills and knowledge necessary for life, mastering the basic norms, samples, values of the new surrounding reality (the phenomenon of "entering" or "including" in culture ).[2]

Socio-psychological adaptation is understood as the entry of a foreign employee into the system of interpersonal relations, as an adaptation of the individual to the group, to the relationships in it, as a manifestation of one's own style of behavior.

The practice of training shows that the process of adaptation of foreign employees from different countries and regions is different. Different and the degree of disadaptation in these employees. This explains the remoteness of two cultures - native and new. If the external factors of the native and foreign countries have significant differences (climate, geography, etc.), adaptation is more difficult. Religion, national food, culture, customs — all these aspects also play a role.

It is proved that foreign employees feel more confident in a team with compatriots only. This is due to the fact that in the mono-national group there is a rapid rallying of the collective, based on common mores, traditions, customs and upbringing, which form a certain type of behavior and a stereotype of communication. It can be stated with certainty that customs and traditions perform a regulative function, through which culture determines the behavior of people [3]. Such phenomena as the uniformity of perception and assimilation of the deterministic norms of individual behavior, serve as a certain regulators of relations in a working collective, helps to establish and streamline the work process.

Management in multinational teams has its advantages. Obviously, the successful adaptation of a foreign employee to a new socio-cultural life is due to

active communication with native speakers. Friendly relationships push the framework and expand the horizon.

However, most foreign employees have limited contacts with their foreign-speaking colleagues. Local employees do not seek to make friends with foreigners. Therefore, often foreign workers return home with a negative attitude towards the society where the work was carried out.

Foreigners respect the new culture, but retain their traditions, way of life and habits. Some workers are surprised by differences in the way of life of their country and strangers, others are pleased. The hardest part is having employees who are indifferent to both "us" and "you". Such, inactive, passive, indifferent people are really a minority.[3]

In these conditions, the optimal scenario for the "inclusion" of a foreign employee in the work process is integration, in which there is an active development of another national culture while maintaining its own national identity. It is integration into a new cultural environment that becomes the main indicator of successful adaptation.

An individual approach to each worker is necessary, taking into account national and ethno-cultural characteristics.

**Conclusion.** The company's entrance into the international level assumes that employees are obliged to cooperate with representatives of different cultures. Consequently, there is a need to acquire the skills of intercultural communication, the perception of the cultural characteristics of other countries and adaptation to the cultural differences necessary for working both inside the organization and outside. In international business there are well-established rules and techniques that are widely used by companies so that the process of cultural adaptation is more successful and had a positively influence on the effectiveness of company's activities. If a company enters the international market for the first time, then in this case it is better to choose a country with a similar culture. Further expansion of international activities and entry into the markets of countries with a different culture is deemed expedient if there is sufficient experience in countries related to the similarity of

cultures to one group and there are good potential opportunities to overcome intercultural differences.

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## **THE INNOVATIVE METHODS IN TEACHING FOREIGN LANGUAGES**

The transition to multi-level system at the present stage of preparation dictates the necessity of changing the approaches to the content of the educational process, the creation of new forms of its methodological support, as well as awareness of the role of the teacher in the innovation paradigm of learner-centered creative learning. A variety of methods and ways of mastering a foreign language in high school leads to the need for a rational choice of one of them or optimal combination of complementary methods and technologies, which implies the need for a generalization of knowledge about methods and techniques of organization of foreign language communication . Currently, intensive foreign language teaching is