

THEORY AND PRACTICE OF SOCIALISATION OF A FOREIGN STUDENT AS AN INDIVIDUAL USING THE VIDEO COMPONENT OF MEDIA EDUCATION IN THE HIGHER EDUCATION INSTITUTIONS OF THE UNITED STATES OF AMERICA

Introduction

Globalisation processes occurring in modern society require developing personal qualities that would allow effective interpersonal interaction and, accordingly, achieve goals set within any individual or collective activities. This is especially true for foreign students experiencing culture shock, which, together with insufficient linguistic skills, leads to academic and social problems and, in the future, to the need for counselling and additional adaptation measures. Therefore, a qualitative process of socialisation can directly contribute to a faster involvement of an individual in the social and academic process of a host country.

Thus, socialisation is an important condition for the proper development of a person. Following the conclusions V. Moskalenko, «this process leads both to obtaining the qualities necessary to be a proper part of a society and the formation of the entire social experience, that is, the human world» [1, p. 8]. Therefore, socialisation is a broader concept than competence, because it implies not only academic (professional) development, but also an intrapersonal improvement, which allows analysing society according to various parameters.

One of the most effective methods is the use of media education. This research focuses on the video component of media education. Its use is relevant to the following directions of socialisation: linguistic (involves the development of linguistic and cultural skills of a foreign student to build communication relationships) and social (contributes to the formation of the ability to interact in the new socio-academic environment in general). In addition, the video

component of media education also includes an audio component and is directly related to the Internet component.

Based on the relevance of our study, we can identify its **purpose**, namely *to analyse the experience of the practical use of the video component of media education in HEIs of the US in the process of the socialisation of foreign students as a necessary condition for social and academic activities.*

Results

According to the latest data UNESCO Global Flow of Tertiary-Level Students, there are 976,853 international students in the United States [8], which is the highest figure among all countries of the world. Accordingly, these indicators show the availability of sufficient expertise among higher education institutions (HEIs) of this state regarding the socialisation of foreign students using various methods. Thus, we have chosen the US as an example of using the video component of media education in the socialisation of foreign students.

We selected universities in the United States to study the practices of socialisation and the use of video content. The criteria for the selection of these higher education institutions included geographical diversity (if possible) and the availability of sufficient electronic information about the use of video content when working with foreign students. As a result, we have chosen University of South Florida (Tampa, Florida), The University of Alabama (Tuscaloosa, Alabama), Arizona State University (Tempe, Arizona), University of Tennessee at Chattanooga (Chattanooga, Tennessee), Vanderbilt University (Nashville, Tennessee).

Joining academic and social communities of a host country, a foreign student should somehow feel part of these communities, one of the main obstacles of which is culture shock. Therefore, the development of a sense of belonging to the host community is a prerequisite for the development of a person capable of interpersonal interaction, as confirmed by the conclusions of Z. Basaran & A. Demir, that «socialization is a concept of people and society such as a sense of belonging» [2, p. 90]. Thus, the main purpose of various

methods that can be used in the process of preparing foreign students for activities in a new society is socialisation, which can be achieved through the direct interaction of a foreign student and a representative of a host country.

Social and cultural competence can be formed with the practical application of media education methods such as its video component. For example, let us consider the Movies on the Lawn Programme organised by Center for Student Involvement of University of South Florida [7], which involves public screenings of films for students of this university (autumn 2022 sessions: *Elvis* (September 23), *Nope* (October 26), *Black Panther* (November 9)). The dual focus of the programme – social and linguistic – should be emphasised. The social focus allows foreign students to spend time together and communicate with representatives of a host country, which is an important condition for the exchange of social and cultural patterns and, accordingly, the formation of direct (when a foreign student adapts to the conditions of a new country) and reverse (when representatives of a host country adapt to the social and cultural characteristics of foreign students) acculturation. In turn, the linguistic focus allows watching videos (films) in English, which, together with communication during public screenings, contributes to the development of linguistic and cultural patterns. It should also be noted that the video component of media education, in addition to the visual component itself, also includes an audio component, revealing the compound nature of the video component. Public screenings for foreign and local students are also held under the International Movie Night Programme in The University of Alabama [5] and the Monday Movie Night Programme in Arizona State University [6].

The practice of American universities to hold events of social and cultural significance to provide adaptation support of foreign students and the reverse acculturation of local students should also be noted. An example is the International Film and Festival Programme by International Student and Scholar Services Events at The University of Tennessee at Chattanooga [3]. In addition to watching video content, the programme is also focused on cooking. Thus, the

use of the video component of media education in the adaptation of foreign students can be combined with any other social and cultural and linguistic activities, which is evidence of the flexibility of the methodology of using media components and the possibility of adding any other culturally-oriented elements thereto.

The multicultural focus of the video component of media education can be found in the International Lens в Vanderbilt University Programme [4]. The aim of this initiative is to develop interpersonal communication between foreign and local students, teaching staff and the community; as well as to overcome geographical, linguistic, ethnic, religious and political boundaries and promote intercultural understanding through film. In the context of the given goals, we can identify the social and cultural and global barriers to be overcome with the use of the video component of media education. Such joint cultural-oriented media events can be practically implemented in the activities of training and support centres for foreign students, regardless of their race, language or any other background, because the video component of media education is used, in this case, for «internationalisation of the campus», and therefore is not affected by the given boundaries.

Thus, using video content as an auxiliary method of the socialisation process at University of South Florida, The University of Alabama, Arizona State University, Vanderbilt University, University of Tennessee at Chattanooga leads to the following sequence: «socialisation – presentation of video content (+development of linguistic skills) – discussion events – development of linguistic skills – socialisation in a host country».

Conclusions

Having completed the study, we can conclude that the socialisation process is an important prerequisite for a foreign student to effectively participate in academic and social activities. Since foreign students are affected by culture shock, which disrupts their ability to qualitatively analyse the surrounding society and has a direct impact on the development of adaptive

functions aimed at adopting new social and cultural conventions, they require specialised social and educational training, which is part of socialisation.

One of the modern technologies that can be used as part of the socialisation of a person is media education technology. Having considered the video component based on its practical use in higher education institutions in the US, we came to the following conclusions:

1. The presentation of the video content should be accompanied by discussions that facilitate further consideration and, if needed, clarification of the aspects of social, cultural or interpersonal interaction that were presented in a film or video clip (University of South Florida, The University of Alabama, Arizona State University, Vanderbilt University).

2. The use of the video component of media education can be supplemented by any other social and cultural activities that provide additional information about the cultural characteristics of a particular country (University of Tennessee at Chattanooga).

The studies of media education technology in the socialisation of foreign students in particular are not limited to the video component. Further research can be aimed at studying the practice of using audio, text and Internet components in different countries.

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