

ПСИХОЛОГІЧНИЙ ВИМІР ПРОФЕСІЙНОЇ ОСВІТИ

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**PECULIARITIES OF ADAPTATION TO THE BRITISH HIGHER
EDUCATION SYSTEM (ON THE EXAMPLE OF THE UNIVERSITY
OF LINCOLN)**

Adapting to the British higher education system can be a challenging experience, especially for international students. This thesis aims to explore the peculiarities of adaptation to the British higher education system on the example of the University of Lincoln. The University of Lincoln is a modern, student-centered institution that attracts students from all over the world. The focus of this thesis is on the experiences of international students who have enrolled at the University of Lincoln and how they adapt to the British higher education system.

The first peculiarity of adaptation to the British higher education system is the language barrier. International students who come from non-English speaking countries often struggle with the language used in lectures and seminars. In their study, Bousfield and Hager (2014) found that international students face a variety of language-related issues when studying in the UK. This can lead to difficulties in understanding the content of the course and participating in class discussions [1].

The second peculiarity of adaptation is cultural differences. International students who come from different cultures may find it difficult to understand the expectations of the British higher education system. As noted by Jordan (2017), there are significant cultural differences between the UK and other countries, which can affect how students adapt to the British higher education system. These differences may include academic expectations, social norms, and cultural values [2].

third peculiarity of adaptation is the academic style of the British higher education system. International students may find that the academic style used in the UK is different from what they are used to. This can include differences in teaching methods, assessment styles, and the way in which academic writing is structured. According to Saunders and Klemming (2013), international students may struggle with the independent learning approach used in the UK, where students are expected to take responsibility for their own learning.

Social aspect of university life also counts like peculiarity of adaptation. International students may find it challenging to make friends and integrate into the social life of the university. In their study, Huang and Brown (2017) found that international students often feel isolated and struggle to form meaningful relationships with their peers. This can lead to feelings of homesickness and culture shock [3].

The last peculiarity of adaptation is the support available to international students. Universities in the UK offer a range of support services to help international students adapt to the British higher education system. This can include English language courses, academic support, and counseling services. As noted by Marginson and Sawir (2011), the quality of support available can vary between institutions and can have a significant impact on the experience of international students [4].

In conclusion, adapting to the British higher education system can be a challenging experience for international students. This thesis has explored the peculiarities of adaptation to the British higher education system on the example of the University of Lincoln. The language barrier, cultural differences, academic style, social aspect, and support available to international students are all important factors that can affect the experience of studying in the UK. By understanding these factors, universities can better support international students in their adaptation to the British higher education system.

References

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