

## Socialization of Foreign University Students Through the Formation of Reading Literacy

Milyausha Shaimardanova<sup>1</sup>, Leysan Akhmetova<sup>2</sup> & Svetlana Nikishina<sup>3</sup>

### Abstract

The article considers the concept of reading literacy as a means of successful socialization of foreign students of Elabuga Institute of Kazan Federal University. As a prerequisite for the research served the growth of number of foreign students in the Institute. That in its chain caused the problem of socialization of foreign students in the Russian society. The authors analyze the process of reading literacy formation at three levels (baseline, functional, multiple). Each level corresponds to a certain stage of learning a foreign language (the language of the host country). The first stage presumes a digital educational resource “Russian as a foreign language (RuStart)”. At the second stage students’ study at preparatory courses of studying Russian as a foreign language on the basis of university. The third stage of socialization of foreign students (multiple literacy) is characterized by formation of students’ professional socialization by means of studying the English language. The level of socialization of students at each of the considered stages is determined. Besides, the influence of reading literacy on the process of socialization of foreign students is revealed. The aim of the paper is to reveal and analyse value of reading literacy in the course of socialization of students from Central Asia in the Republic of Tatarstan (Russia). To meet the aims of the research the authors use cross sectional research design. To reveal a relationship between reading literacy levels and students’ socialization, the authors track changes at every stage of the study through testing, questioning, and interviewing foreign students. Thus, correlation characteristics are determined. The impact of the development of reading literacy on the socialization of foreign students becomes evident through the analysis of the results of interviews. The analysis is performed using the method of correlational analysis. The conducted research revealed the integral role of reading literacy in socialization of foreign students in our higher education institution.

**Key words:** *socialization, reading literacy, professional socialization, foreign students, cross-cultural adaptation.*

### Introduction

The modern period is determined by the strengthening of international cooperation in the field of education, which is one of the most important areas of international activity in many countries of the world, including Russia. It is the training and education of young people in the system of

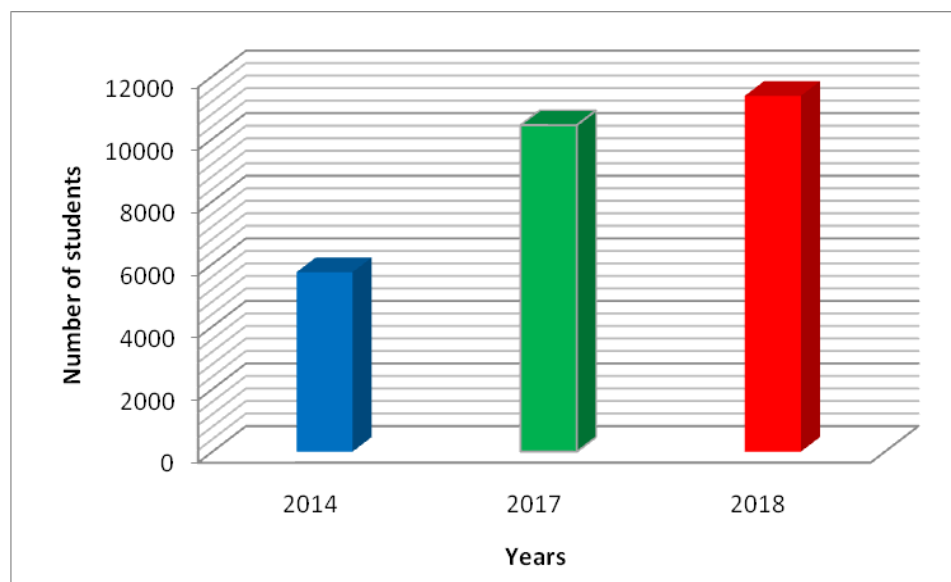
<sup>1</sup> PhD, Assoc. Prof., Kazan Federal University, milyausha33@mail.ru

<sup>2</sup> PhD, Assoc. Prof., Kazan Federal University, leisan81@mail.ru

<sup>3</sup> PhD, Assoc. Prof., Kazan Federal University, radanisovna@mail.ru

international education that contribute to the social and spiritual convergence of peoples, their mutual understanding.

There is a positive tendency in the growth of the number of foreign students in the Republic of Tatarstan: now 11.373 people study at universities of the Republic. By comparison, in 2014 this indicator was much lower and amounted to 5736 people. In 2017 10.435 foreign students studied at universities of the Republic. As for the contingent, the largest number of students are from Uzbekistan, Turkmenistan, Kazakhstan, Tajikistan (see Fig.1) (Media Portal KFU, 2018).



***Figure 1. Growth of Students' Number in 2014-2018 Years***

There is no doubt that foreign students have problems connected with their long stay abroad, with the need to master a new socio-cultural reality. In order to make this stay more comfortable, one should think about creating a program in the university for the study of social and pedagogical features of foreign students' cross-cultural adaptation (Nagimzhanova et al., 2019; Sousa et al., 2019).

One of the centers for the training of foreign students in Russia is Elabuga Institute of Kazan Federal University. The university has a vast experience in organizing educational work with foreign students (Alajmi, 2019; Biserova and Shagivaleeva, 2019; Frolova et al., 2019; Safiullin

et al., 2019) they are actively involved in solving the problems of adaptation and professional socialization of foreign students, in particular, representatives of Central Asian countries.

In this study the authors tried to consider the principles of socialization of foreign students in Russian universities. Socialization, as a rule, is interpreted as a process of learning social experience and at the same time as an activity for its subsequent reproduction. According to Platukhina, «In modern sociology, the concept of “socialization” is viewed as “a two-way process of the constant transmission by society and individual's mastering of social norms, cultural values and patterns of behavior throughout his life that allow an individual to function in a given society”. The most significant influence on the process of socialization of an individual is provided by social institutions and, above all, by the institution of professional education» (Platukhina et al., 2018).

The problem of studying the process of socialization is widely represented in the works of researchers from the standpoint of pedagogy, sociology, social pedagogy, psychology: Adler (1975), Alred (2003), Oberg (1960), Mercan (2016), Bierwiazzonek & Waldzus (2016), Chalmers & Volet (1997), Chen (2003), Kazakova & Shastina (2019), Tadeu et. al. (2019) and Yigit, (2018). Besides, the issue of student socialization is considered in the works: Feldman (1972) (socialization of modern students), Weidman (2006) (factors of social and psychological adaptation), (Platukhina et al., 2018) (professional socialization). In some scientific publications the problem of the socialization of freshmen in the higher education system is widely discussed, since the success of the whole process and future professional career and personal development of the graduate depends on this, Leonard, Pelletier, Morley, (2003), Akhtar, et al (2015), Shafaei & Razak (2016), Andrade (2006). Thus, many researchers are concerned about issues related to the socialization of students, but the questions about specific socio-pedagogical actions, organizational and managerial mechanisms still wait for solutions (Korableva et al., 2019).

The sphere of socialization is an activity, communication and self-awareness, in which the process of expansion and enhancement of the individual's social ties with the outside world takes place. The main means of communication between people is language, respectively, it is one of the key aspects of human socialization. The problem of language and speech in the process of social adaptation takes a significant place in the works of linguists, psychologists, psycholinguists, educators: Schieffelin & Ochs (1986), Halliday (1978).

By virtue of its universality, a language plays a special, main role in the process of socialization of an individual. Speaking about language as a factor of socialization, first of all, one should keep

in mind the individual's mother tongue, which, while implementing the functions of communication and generalization, allows a person to appropriate social experience, and only after that (and at the same time) serves as a means of forming and expressing his or her own thoughts. A foreign language cannot, to the same extent as a native language, serve as a means of learning about the world around and “appropriating” public experience. However, one should use the sufficiently wide possibilities that a foreign language possesses for mastering the mechanisms, norms, strategies and tactics of social interaction, that is, to use its socializing potential (Kodyakova, 2014; Parker, 2019; Prodanova et al., 2019; Rubin, 2018; Titova, et al., 2019; Voronkova et al., 2019).

One of the socializing functions of a language is the ability to read and analyze the literature of the language being studied. Reading is the main and irreplaceable source of social experience of the past and the present, the most important way of learning basic socially significant information. To read correctly means to understand the text, reflect on its content, evaluate its meaning and value, record and use the information received, express the thoughts about what has been read (Pantelev, 2016). Consequently, reading literacy is one of the constituent factors of the socialization of foreign students. Problems of the development of reading literacy in conditions of university were considered by the following authors: Hoelt (2012), Manarin, et al (2015), Stack-Cutler, et al (2015), Starcher & Proffitt (2011).

At the turn of the XX-XXI centuries, the developers of PIRLS (Progress in International Reading Literacy Study) and PISA (Program for International Student Assessment) defined reading as the process of improving the knowledge, skills, abilities and qualities of a person throughout their lives and in different cultural situations. In 1991, the International Association for the Evaluation of Educational Achievement (IEA) proposed a definition in which reading was interpreted as “a person’s ability to reflect on what was read and use what was read to achieve personal and social goals, first and foremost for further education ”

In the context of the general cultural development of the individual, reading literacy is the ability of a person:

- to understand clearly the text as a whole and the meaning of individual words, in particular, and determine the value of the information received;
- to apply the methods of analysis and interpretation of the text for an adequate perception of the idea of the author;

- to reflect on the content of the text and intelligently express their thoughts about what was read in order to expand their knowledge and capabilities;
- to evaluate critically the position of the author and the peculiarities of the presentation of his thoughts, reinterpreting the attitude to what the person has read and actualized.

Scientists distinguish three main types of literacy:

1. baseline - elementary reading and writing skills at a level that allows a person to maintain self-confidence and be motivated for further development;
2. functional - the ability to read and write at the level that allows a citizen to develop and function in society, at home, at school and at work;
3. multiple - the ability to use reading and writing skills in order to produce, understand, interpret and critically evaluate information. It is the basis for “digital” citizen participation in society and making informed decisions regarding finance, health, etc. (ELINET, 2019).

### **Research Questions**

The main research question the authors consider is how socialization of foreign university students relates to the formation of reading literacy. This threshold issue elaborates the following research sub questions:

1. How does socialization of foreign university students relate to the formation of baseline reading literacy?
2. How does socialization of foreign university students relate to the formation of functional reading literacy?
3. How does socialization of foreign university students relate to the formation of multiple reading literacy?

### **Methods**

#### **Research Design**

The aim of this work is to reveal and analyse value of reading literacy in the course of socialization of students from Central Asia in the Republic of Tatarstan (Russia) by means of description and testing of the process of the formation of reading literacy at three levels: baseline literacy (first stage), functional literacy (second stage), and multiple literacy (third stage).

Therefore, for this reason authors use cross sectional research design. To establish a relationship between the level of reading literacy and students’ socialization authors monitor the changes at

each stage of research by means of testing, questioning and interviewing foreign students. Thus, correlational characteristics are defined. The effect of reading literacy development on the foreign students' socialization is revealed by analyzing the results of interviews. Hence, the correlational analysis is applied.

### **Participants**

The research work was carried out at Elabuga Institute of the Kazan Federal University in the period from 2017-2019. In total, over 100 students (about 35 students from each department) from Central Asia in the departments of philology and history, mathematics and natural sciences, psychology and pedagogy were covered by various types of correlational research. The authors identified the level of reading literacy at each stage of the research, mentioned above, by means of the criteria focused tests. At the same time, they held interviews and questionnaires to find out the students' socialization.

### **Data Collection Tools**

In the experimental part of this work the following data collection tools were used: testing (criteria focused tests, sociological testing); questionnaires (surveys, sociometric questionnaires), standardized interviews, analysis of the results of solving practical training tasks and writing in Russian and English, observing students in class (direct, indirect, discrete, problem observation), as well as in extracurricular activities (celebrating national holidays, attendance of master-classes, visiting museums, festivals, participating in sport competitions, organizing events within club of peoples' friendship etc.). The methods of data collection are combined by inter method that provides either quantitative or qualitative data collection.

### **Data Collection**

The first stage of work (the formation of baseline literacy) did not involve the initial examination of knowledge, prospective students independently and remotely studied the Russian language with the help of a specially designed digital educational resource at the Institute "RuStart", which ended with the final control tests. At this stage surveys, criteria focused tests were used as research tools. At the second stage (formation of functional literacy) before the students studied the pre-university (preparatory) course of the foreign (Russian) language, an initial examination was made in the

experimental group, which showed the level of formation of foreign language communicative competence. This was achieved with the help of criteria focused tests.

Also at the second stage during the semester students were supervised at the Russian language classes and core lessons, examinations of knowledge, written and oral types of work, conversations were systematically conducted, which allowed them to diagnose the level of their reading literacy. The authors used such research tools as sociometric questionnaires, criteria focused tests, direct and indirect problem observation.

At the third stage of work (the formation of multiple literacy of foreign students), students were surveyed, diagnosing both the level of formation of foreign language communicative competence, and the level of methodological culture, that is, the ability to search for meaning in what was read, the ability to comprehend and rethink knowledge content and to form personal perception on this basis and understanding. The main research tools of this stage are as follows: criteria focused tests, surveys, interviews, sociological testing, discrete observations in class, direct observation in extracurricular activities mentioned above.

### Data Analysis

The study examined the correlation between the level of reading literacy and foreign students' socialization. The data were analyzed according to algorithm, represented by Lackin G.F. (1990). At the end of the course of Russian as a foreign language, the students were tested to identify their level of reading literacy. At the same time, they were asked the questions which they had answered before the study course. The questions of the survey determined the students' levels of socialization as well as their reading literacy before and after study. The results are shown in Table №1.

**Table 1**

*Percentage of Answers to the Question: "What did you learn during the work with texts of the Russian and Tatar authors in Higher Educational Institution?"*

№	Question	Before the study course	After the study course
To elicit useful information:			
1	about norms of behavior in Russia and in Tatarstan	9	33
2	about religious traditions and ceremonies	17	28

3	about specific features of the family relations in Tatarstan or in Russia	4	15
4	about attitude to work	6	24
To make use of the acquired information in communication with native speakers:			
5	to reply to greetings, to keep up the conversation	3	10
6	to behave correctly with different representatives of society (teachers, students, representatives of the senior generation, religious figures, a wife or a husband)	10	41
7	to communicate appropriately with different representatives of sex	5	31
8	to behave correctly at a table	13	19
9	to behave properly in public places	13	21
10	to differentiate formal and informal communication	10	28
11	to estimate behavior of other people in the considered ethnos	4	14
$\bar{X} \pm S_{\bar{X}}$		8,54±1,30	24,00±2,67
$t_{\phi}$		5,2	
$\alpha, \%$		0,1	

Analysis made using Student's T- criterion showed that the percentage of affirmative responses among the foreign students increased at a statistically significant level ( $\alpha=0,1\%$ ).

$$\bar{X} = \frac{\sum X_i}{n} \quad (1)$$

$$S_X^2 = \frac{\sum (X_i - \bar{X})^2}{n-1} \quad (2)$$

$$S_{\bar{X}} = \frac{S_X}{\sqrt{n}} = \sqrt{\frac{S_X^2}{n}} \quad (3)$$

$$t_{\phi} = \frac{|\bar{X}_1 - \bar{X}_2|}{\sqrt{S_{\bar{X}_1}^2 + S_{\bar{X}_2}^2}} \quad (4)$$

$$K = n_1 + n_2 - 2$$

$$t_{\phi} \geq t_{st}; \alpha = 5\%; 1\%; 0,1\%$$

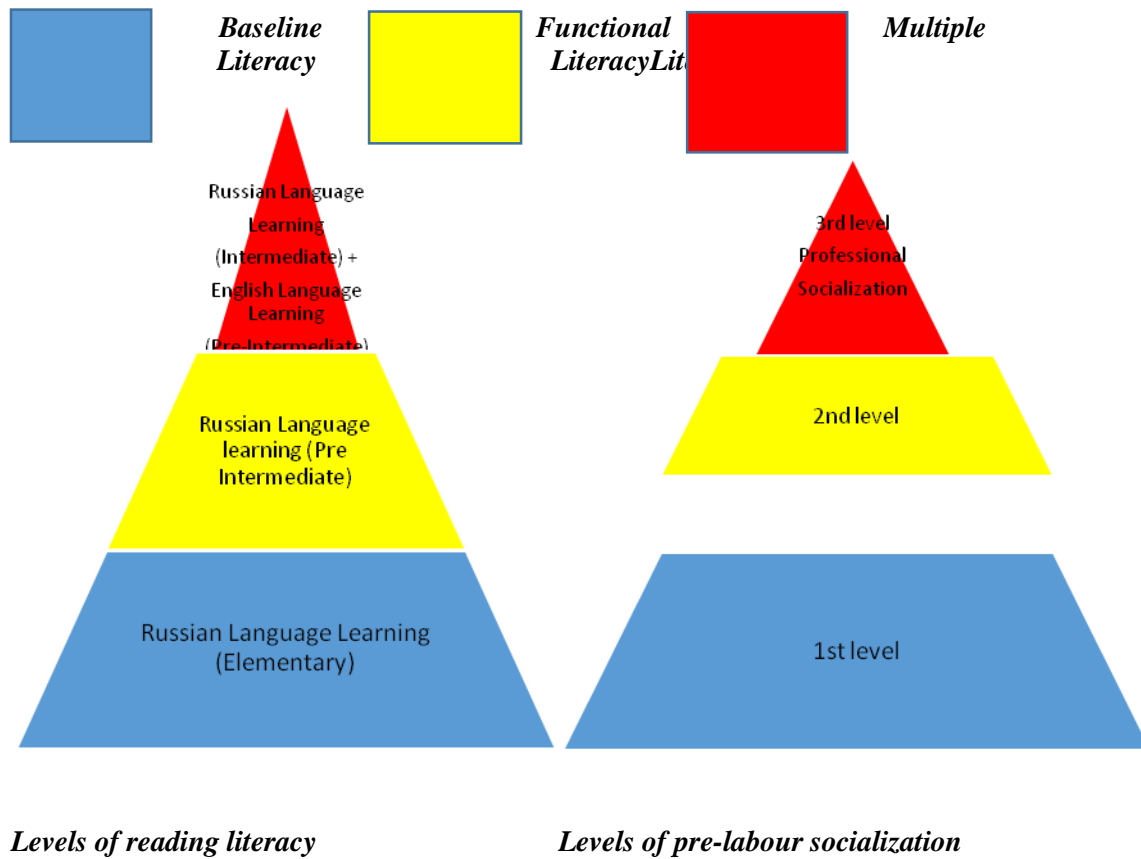


**Findings and Discussion**

The authors of this work attempted to describe the process of the formation of reading literacy at the above-mentioned levels: baseline literacy (first stage), functional literacy (second stage), and multiple literacy (third stage) (see table 2).

**Table 2**

*Socialization by means of reading literacy.*



**Findings 1. Socialization to the formation of baseline reading literacy**

**First stage**

As stated above, baseline literacy implies elementary skills of reading and writing in Russian at the level that allows you to maintain self-confidence and have motivation for further development. At this stage (first stage) the authors developed and implemented a digital educational resource “Russian as a foreign language (RuStart)”. Potential students from Central Asia (Turkmenistan, Uzbekistan, Tajikistan) became respondents.

In the process of distance learning of the Russian language as a foreign one, an elementary level involved reading adapted literature: fairy tales and stories by Russian writers containing information about the traditions and customs of Russian people, the norms of behavior and religion of the society in question. Formation of reading skills in the educational process took place through artistic works with subsequent answers to questions on understanding the read content.

At this stage, the purpose of the study authors is the formation of entirely text-based abilities of pupils (to extract information from the text and to build a simple statement on its basis):

- to be able to find information and to formulate simple direct conclusions;
- to find explicit information in the text;
- to draw simple conclusions basing on the text.

Methodological materials for the development of reading literacy and reading interest were the stories of Leo Tolstoy ("Two Friends," "Liar," "The Hunter and the Quail", "Rats and the Egg", "Bug", "The Wolf and the Goat", "The Three Bears"), each of which contains in itself national mind, experience, eternal wisdom of a simple person.

As a final (control) task for checking reading literacy students are invited to read Galina Sperling's story "Mittens for Christ." In the story the main character of the story Inessa, who lives with her grandmother, knits scarves, gloves and socks. She plans to sell them and buy a gift for her grandmother for Christmas. However, when she sees a poor orphan girl in the freezing cold, Inessa decides to give her the mittens and the scarf, leaving her grandmother without a Christmas gift. But the grandmother only praises the girl, saying that this is the most beautiful gift for Christ.

After reading this story in an adapted form, students are asked to answer the following questions:

1. What kind of Orthodox holiday does the story tell about?
2. How and where do Orthodox people celebrate this holiday?
3. When does one need to make gifts for Christ?
4. To whom did Inessa want to make a gift for Christmas?
5. On what money did she want to buy a gift?
6. Who speaks up for orphans according to the Christian faith?
7. What gift did Inessa make for Christ?
8. Do you think Inessa did the right thing?
9. What other Orthodox holidays do you know?

Such work is carried out with all texts for reading when passing the distance course “RuStart”, thanks to which students begin to form a picture of the world of the ethnic group under consideration: its religion, holidays, customs, beliefs, etc. After all, it is possible to come to a dialogue of cultures, to improve the acculturation vector through reading the literature of the host country.

## **Findings 2. Socialization to the formation of functional reading literacy**

After the successful completion of the distance course the students, who have entered the preparatory courses of studying Russian as a foreign language on the basis of our university, go to the second stage of the development of reading literacy as one of the factors of socialization of foreign students in Russian university. This stage (the formation of functional literacy) is characterized by the ability to read and write at a level that allows a citizen to develop and function in society, at home, in an educational institution and at work. During these period students acquire and develop communication skills, the principle of regionality in the learning process is implemented.

The mastering of functional literacy involves the formation of skills based on people’s own thoughts about what they have read: to integrate, interpret and evaluate text information in the context of the reader’s own knowledge:

- to establish links that are not expressed by the author directly;
- interpret them, correlating with the general idea of the text;
- to reconstruct the author's intention, relying not only on the information contained in the text, but also on the formal elements of the text (genre, structure, language).

At this stage the basis for the ethnocultural consciousness of students should be the desire for mutual enrichment communication of representatives of various ethnic groups. In this process national literature plays a great role as well. The Republic of Tatarstan, where foreign students live, is characterized by a rich cultural heritage. Tatar literature of the twentieth century is described as the golden period in the history of Tatar literature. At this time high secular literature and the main traditions of artistic consciousness were finally formed. Therefore, along with the works of Russian authors (the story by A. Gaidar “The Blue Cup”, the fairy tale by M. Gorky

“There once was a samovar”, the story by A. Chekhov “On Holy Week”, etc.), respondents from preparatory courses study excerpts from the works of Tatar writers of the twentieth century, translated into Russian: “Sonnatchche Babai” by Gayaz Iskhaki, a poem by Gabdulla Tuqay “Praise to the Creator, Subhan-alla”, “Fate of the Tatar” by Galimdzhan Ibrahimov, poems by Moussa Dzhilil, etc.

Reading this literature as one of the main national-cultural values of Tatar people acquaints readers with the basic religious principles of Muslims, with the traditions and holidays of the ethnic group in question. The works contain a description of national ceremonies: wedding, circumcision of boys, divorce, funeral. In addition, reading these works students learn about the norms of behavior of Tatar people: addressing elders, greetings from various members of society, rules of etiquette at the table, attitude to the opposite sex. One can also find information about national food, family life, details of clothing (decorations), interior.

Reading the national literature, foreign students begin to realize the specificity of the culture of Russian and Tatar peoples. The picture of the world that began to form in the minds of foreign students at the first stage is replenished with new knowledge and experience, thereby expanding the boundaries and acquiring a more complete form.

Getting acquainted with belles-lettres, students make the idea of ethnos, draw the corresponding conclusions, develop tactics and the strategy of behavior with different representatives of society, find similarities and differences in the culture of three nations: Russian, Tatar and native. All this, according to the authors, facilitates the process of socialization of foreign students in the Russian society.

For the purpose of identification of extent of socialization of students in EI KFU, authors conducted survey of students from Turkmenistan and Uzbekistan. Over 100 respondents participated in the poll.

The questioning included 10 questions:

1. What did you know about Russia before arrival to this country?
2. What did you know about Tatarstan before arrival to this republic?
3. From where did you gain this knowledge?
4. What education do your parents have?
5. What is common between Turkmenistan and Tatarstan?
6. What Russian/Tatar writers do you know?

7. What did you learn during the work with texts of the Russian and Tatar authors in Higher Educational Institution?
8. Did the above-stated acquired skills affected the quality of life in this society?
9. Do you independently search for useful literature for further acquaintance with moral standards, traditions and culture of Tatarstan and Russia?
10. What from the making elements of culture of the country of the learned language remained a mystery for you? About what would you like to learn in more detail?

This poll helped to reveal dynamics of growth in the level of a social maturity in the course of mastering skills of reader's literacy of the learned language.

41% of respondents answered the question "What Did You Know about Russia before Arrival to This Country?" saying that they were familiar with traditions and customs of Russia. 32% of foreign students were familiar with country history, each 12% had an idea of religious foundations and features of etiquette. And only 6% knew nothing about Russia.

Another picture is formed concerning the Republic of Tatarstan. Most of respondents (34%) were familiar with religious foundations of the republic, 24% knew about traditions and customs. 11% of respondents were acquainted with history of the republic, 9% had an idea of features of etiquette. The percent of those who knew nothing about the Republic of Tatarstan made 29%.

As a source of the gained knowledge foreign students pointed to the following variants: 57% learned from parents, 49% - from teachers at school, 45% - from the acquaintances living in Tatarstan, 23% - from mass media. Literary works also played an important role in acquisition of knowledge about Russia and Tatarstan. 34% of respondents noted this fact. The most popular authors among foreign students became L.N. Tolstoy (81%), A.S. Pushkin (21%), M.Yu. Lermontov (13%). Such Russian and Tatar writers as G. Tuqay, S. Yesenin, M. Gorky were also known to respondents (1% each). The high popularity of L.N. Tolstoy is caused by studying of works of the writer during the lessons of the distance-learning course "RuStart".

Answering the question "What is Common between Turkmenistan and Tatarstan?", 47% of students chose "religious foundations" as a right answer, 35% chose "traditions and customs". However, 30% of respondents see nothing in common between the considered nations.

Therefore, having determined the initial level of knowledge at the time of arrival to the country of training, authors tried to reveal dynamics of growth of knowledge during the period of studying of the Russian language with the subsequent acquaintance to the Russian and Tatar literature.

Studying the Russian language at preparation training courses, foreign students widened the list of the Russian and Tatar writers famous to them. Answers to the question "What Russian/Tatar writers do you know?" allow drawing the corresponding conclusion. Students answered as follows:

A.S. Pushkin of 97%,  
 L.N. Tolstoy of 100%,  
 G. Tuqay of 100%,  
 M.Yu. Lermontov of 93%,  
 M. Gorky 100%,  
 A.P. Chekhov of 100%,  
 A.P. Gaidar of 99%,  
 Gayaz Iskhaki of 98%,  
 Galimzhan Ibragimov of 100%,  
 Moussa Dzhilil of 100%.

Besides, pupils marked out the following authors:

- Russian writers: N.V. Gogol, F.M. Dostoyevsky, S.A. Yesenin, A.A. Akhmatova, V.G. Korolenko, M.A. Bulgakov;
- Tatar writers: Rabit Batulla, A.B. Chasanoff, Fatih Karim, D. Fatkhi, Mirsay Amir.

Table No. 3 clearly demonstrates results of work with fiction in the course of studying the Russian language.

**Table 3**

*Difference in Knowledge of the Russian and Tatar Writers*

<b>What Russian/Tatar writers did you know before arrival to the country?</b>	<b>What Russian/Tatar writers do you know?</b>
L.N. Tolstoy 81%	L.N. Tolstoy 100%
A.S. Pushkin 21%	A.S. Pushkin 97%
M.Yu. Lermontov 13%	M.Yu. Lermontov 93%
G. Tuqay 1%	G. Tuqay 100%
M. Gorky 1%	M. Gorky 100%
A.P. Chekhov 0%	A.P. Chekhov 100%
A.P. Gaidar 0%	A.P. Gaidar 99%
Gayaz Iskhaki 0%	Gayaz Iskhaki 98%
Galimdzhan Ibragimov 0%	Galimdzhan Ibragimov 100%
Moussa Dzhilil 0%	Moussa Dzhilil 100%

1%

S.A. Yesenin	N.V. Gogol, F.M. Dostoyevsky, S.A. Yesenin, A.A. Akhmatova, V.G. Korolenko, M.A. Bulgakov; RabitBatulla, A.B. Chasanoff, Fatih Karim, D. Fatkhi, Mirsay Amir
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The impact of development of reading literacy skills on the process of socialization of the foreign students studying at preparatory training courses in our higher education institution can be tracked by having studied table No. 4. This table clearly indicates the percentage of answers to the question: "What did you learn during the work with texts of the Russian and Tatar authors in Higher Educational Institution?"

**Table 4**

*Percentage of Answers to the Question: "What did you learn during the work with texts of the Russian and Tatar authors in Higher Educational Institution?"*

**What did you learn during the work with texts of the Russian and Tatar authors in Higher Educational Institution?**

Nothing	To elicit useful information	To make use of the acquired information in communication with native speakers		
1%	about norms of behavior in Russia and in Tatarstan	33%	to reply to greetings, to keep up the conversation	10%
			to behave correctly with different representatives of society (teachers, students, representatives of the senior generation, religious figures, a wife or a husband)	41%
	about religious traditions and ceremonies	28%	to communicate appropriately with different representatives of sex	31%
			to behave correctly at a table	19%
	about specific features of the family relations in Tatarstan or in Russia	15%	to behave properly in public places	21%
			to differentiate formal and informal communication	28%
about attitude to work	24%	to estimate behavior of other people in the considered ethnos	14%	

Most of respondents (76%) answered the question "Did the Above-stated Acquired Skills Affect Quality of Life in This Society?" positively.

Asking the following question "Do you independently search for useful literature for further acquaintance with moral standards, traditions and culture of Tatarstan and Russia?» authors tried

to reveal reading interests and the reading culture of the studied students. 68% of pupils independently select literature for reading, accessing the following sources: Internet, historical literature, fiction, and folklore.

The final question "What from the making elements of culture of the country of the learned language remained a mystery for you? About what would you like to learn in more detail?" was asked for the purpose of planning and correction of further work with literary works, for increasing efficiency of educational process and facilitation of the course of foreign students' successful socialization by means of reading literacy. As the most popular answers «History of Russia and Tatarstan", "The cities of Russia and Tatarstan" should be noted. Such elements of culture of the Russian and Tatar people as holidays, music, dances, sport are also interesting for the students.

Thus, the results of the survey showed that the reading literacy is an important composing factor for increasing the level of a social maturity. Successfully socialized personality is a person who has a well expressed social orientation, who is actively seeking for self-determination and self-realization in a society and able to adapt productively in the surrounding him society on the basis of knowledge of social reality, formation of socially important qualities, abilities and skills.

### **Findings 3. Socialization to the formation of multiple reading literacy**

The rate of foreign students in the total number of students at the Elabuga Institute of Kazan (Volga) Federal University has increased from 12% to 47% in the last four academic years (Table 5).

**Table 5.**

*Quantitative Ratio of Foreign and Russian Students Studying on Bachelor 's Degree, Master 's Degree Programs at the Elabuga Institute of KFU*

<b>Academic Year</b>	<b>Number of foreign students (full-time form of study)</b>	<b>Total students (full-time form of study)</b>	<b>Percentage</b>
2016/2017	280	2174	12,88 %
2017/2018	448	2061	21,74 %
2018/2019	820	2238	36,64 %
2019/2020	1213	2377	47,42 %

The third stage of socialization of foreign students (multiple literacy) is characterized, according to the authors, by formation of students' professional socialization by means of studying the



English language. Being official or one of the main languages of communication in more than 50 countries, English is represented to the authors of this work as one of the major tools for successful professional socialization of students. Knowledge of a foreign language (English) opens huge opportunities both for work with foreign-language partners, and for work throughout the world. Knowledge of the English language also allows using unlimited amount of information from foreign sources, including "digital".

Besides knowledge of the English language makes possible to meet such criteria of successful professional socialization as: social and professional competitiveness, social and professional relevance, social and professional mobility.

Having finished preparatory training courses of the Russian language, foreign students are enrolled to the first course of a non-linguistic faculty of our higher educational institution. Studying the English language on the first and second courses is provided by curricula of the faculties. Process of mastery of English is followed by work with the professional focused texts that in turn represents the process of reading literacy formation. At this stage, increase in level of reading literacy is achieved by annotation of texts in the specialty. Being the analytical act of processing information intended for summarization of documents, books or articles, and disclosure of their logical structure, annotation performs the function of the major tool when forming multiple literacy.

The conducted research revealed the integral role of reading literacy in socialization of foreign students in our higher education institution. Ability to work with literary works (to take useful information about social roles in society, standards of behavior, social stereotypes; the ability to make independent decisions in society) is the integral condition of successful socialization. These conclusions are confirmed by the results of the conducted survey. As proposals on optimization of processes of socialization of foreign students, studying in higher education institutions of the Republic of Tatarstan the authors represent their experience of teaching foreign language which include not only developing language skills, but also mastering reading literacy.

### **Conclusion**

The objectives of this study are to find the relationship of socialization toward baseline reading literacy, functional reading literacy and multiple reading literacy. The evidences in general show that during the period from 2012 through 2017, there was an increase in the number of foreign citizens studying in the Russian Federation (291,000 at the beginning of the 2017/18 academic

year compared to 153.8 thousand at the beginning of the 2010/11 academic year) (Decree On the Concept of State Migration Policy of the Russian Federation for 2019-2025).

Due to the facts stated above the problem of foreign students socialization takes an important part in the educational process. According to the Decree of the President of the Russian Federation "On the Concept of State Migration Policy of the Russian Federation for 2019-2025" dated October 31, 2018 one of the main directions of migration policy in the field of creating conditions for adaptation of foreign citizens in Russia is formation of institutions and mechanisms of social and cultural adaptation of foreign citizens taking into account their age, professional, national, cultural and other peculiarities, as well as regional and ethnocultural ways of life of the population of the Russian Federation. Increasing the accessibility of educational services for foreign citizens is also considered one of the leading issues of migration policy (Decree On the Concept of State Migration Policy of the Russian Federation for 2019-2025).

As the research reveals, the significant role in success of socialization and adaptation is played by formation valuable orientations and purposes. Reading literacy acts as one of the most important factors of formation of valuable orientations and purposes. Reading always played an important role in the history of development of humanity. It is one of the main ways of socialization of the person, his development, upbringing and education. Reading literacy is considered as an ability to understand and make use of written texts, to reflect on them and to be engaged in reading in order to achieve one's objectives, to expand one's knowledge and opportunities, to participate in social life. Therefore, the relevance of the study is proved.

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