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ADAPTATION COMPONENT AS A CONSTITUENT OF FOREIGN STUDENTS SUCCESSFUL TRAINING IN MEDICAL UNIVERSITIES OF UKRAINE

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АДАПТАЦІЙНИЙ КОМПОНЕНТ ЯК СКЛАДОВА УСПІШНОГО НАВЧАННЯ ІНОЗЕМНИХ СТУДЕНТІВ У МЕДИЧНИХ УНІВЕРСИТЕТАХ УКРАЇНИ

Abstract. The article highlights the main tasks of higher medical education in Ukraine. It is noted that one of the global tasks of higher medical education development in Ukraine is the qualitative training of foreign students. The successful process of their education is a kind of indicator of high level of education in Ukraine, a confirmation of its international scientific, educational and cultural authority. It is indicated that attraction of foreign students to Ukrainian medical institutions of higher education performs not only economic functions, replenishing the country's budget at the expense of students studying on a contract form of education, but also stimulates cultural exchange between countries, affects the formation of future medical elite. Foreign students who remain in our country after graduating from Ukrainian higher education institutions have particular interest for the research. During their studies, they not only receive education, but also master the Ukrainian language, adapt to economic, cultural and other living conditions. Such graduates are very valuable for the future of our country. In connection with this, the question of adaptation of foreign students to living and studying in Ukraine is being brought up to date as the quality of education and professional socialization of foreigners depends on its success.

The adaptation component plays an important role in studying process of foreign students. Students encounter adaptation difficulties from the first days of their studies. Foreigners find themselves in an unfamiliar cultural, linguistic, household and social environment, which they need to master, so the educational process is accompanied by adaptation to new living conditions. An important role in the process of foreign students' adaptation in the universities of Ukraine has the organization of the educational process itself and the direct participation of the teacher in it. However, the successful implementation of the adaptation component is facilitated not only by classroom work, but also by extracurricular work, as it is an integral part of educational and educational processes.

An important role in the process of adaptation of foreign students in universities of Ukraine is played by the organization of the educational process itself and the direct participation of the teacher in it. However, the successful implementation of the adaptation component is facilitated not only by classroom work, but also by extracurricular work as it is an integral part of the educational and pedagogical processes.

Key words: adaptation component; foreign medical students; language barrier; culture shock; extracurricular educational work; higher medical education institutions.

Анотація. У статті проаналізовано основні завдання вищої медичної освіти в Україні. Зазначається, що одним із глобальних завдань розвитку вищої медичної освіти в Україні є якісна підготовка іноземних студентів. Успішний процес їхнього навчання виступає своєрідним показником високого рівня освіти в Україні, підтвердженням його міжнародного наукового, освітнього та культурного авторитету. Вказано, що залучення іноземних студентів до українських медичних закладів вищої освіти виконує не тільки економічні функції, поповнюючи бюджет країни за рахунок студентів, які навчаються на контрактній формі навчання, а й стимулює культурний обмін між країнами, впливає на формування майбутньої медичної еліти. Особливий інтерес для дослідження представляють іноземні студенти, які після закінчення українських закладів вищої освіти залишаються в нашій країні. За час навчання вони не тільки здобувають освіти, але й опановують українську мову, адаптуються до економічних, культурних та інших умов життя. Такі випускники є дуже цінними для майбутнього нашої країни. У зв'язку з цим актуалізується

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питання про адаптацію іноземних студентів до проживання та навчання в Україні, оскільки від її успішності залежать якість здобутої освіти та професійна соціалізація іноземців.

Адаптаційний компонент відіграє важливу роль у процесі навчання іноземних студентів. Із труднощами адаптації здобувачі освіти зустрічаються із перших днів навчання. Іноземці потрапляють у незвичне для них культурне, мовне, побутове та соціальне середовище, яке їм потрібно освоїти, тому освітній процес супроводжується пристосуванням до нових умов життя. Важливу роль у процесі адаптації іноземних студентів в університетах України відіграють організація самого навчального процесу та безпосередня участь викладача у ньому. Однак успішній реалізації адаптаційного компонента сприяє не лише аудиторна робота, а й позааудиторна, оскільки вона є невід’ємною частиною освітнього та виховного процесів.

Ключові слова: адаптаційний компонент; іноземні студенти-медики; мовний бар’єр; культурний шок; позааудиторна виховна робота; медичні заклади вищої освіти.

Introduction. Adaptation is a complex process of adapting to a new environment and mastering certain skills based on the study of language, traditions, values, culture, rules of behavior of the country in which the foreign student is studying. Adaptation becomes part of everyday life for foreigners. The issue of adaptation of foreign students to study in higher education institutions of Ukraine is very relevant. Many scholars have highlighted this problem in their scientific works. So, the peculiarity of the adaptation of foreign students in medical educational institutions was investigated by V. I. Shepitko, K. S. Marchenko-Tolsta, V. I. Grutsiak, E. I. Semenenko, T. Yu. Uvarova and others. V. D. Markovsky, D. I. Marakushin, M. A. Oliynyk highlighted the problem of adaptation of foreign citizens to living in a hostel. O. M. Tishchenko considered the main stages of adaptation of foreign students for studying in higher education institutions of Ukraine. The general characteristic of adaptation problems of foreign students in the modern educational space and pedagogical recommendations for their overcoming are highlighted by V. A. Golovko.

The aim – analysis of the features of the adaptation component, as one of the main conditions for the successful training of foreign students in higher medical education institutions of Ukraine.

Theoretical framework. Adaptation is a learning and assessment strategy designed to meet individual learning needs which enable students to achieve learning outcomes and demonstrate mastery. When planning the adaptation of foreign students, it is possible to make adjustments in the way in which the student will have access to the educational situation and demonstrate his knowledge.

During the process of studying in higher medical education institutions of Ukraine, foreign students undergo the so-called socio-cultural adaptation, which is a process by which foreign students assimilate and accept the norms, values, customs and cultural practices of the social environment in which they are accepted or live. It includes various aspects, such as language, customs, norms of behavior, ways of

interaction, values and other cultural aspects that play an important role in social relationships and identity.

According to J. Berry and B. Ataca sociocultural adaptation requires not the acceptance by foreign students of new cultural norms and values, but rather an understanding of the difference between the norms and values of their country and country of study, as well as the ability to cope with these differences [9, p. 673].

Yu. M. Goldenberg, Yu. M. Kazakov, E. E. Petrov distinguish three types of adaptation of foreign students: physiological, psychological and social. Social adaptation should be considered as a type of interaction between person and social environment, during which the requirements and expectations of social subjects are coordinated with their capabilities and reality of social environment. It is important to understand that in the process of adaptation, a certain role is played by the formation or change in the social qualities of the subject under the influence of new environment. The elements that form the social qualities of a person include social statuses and roles, norms and values, a system of signs, a set of knowledge, level of education, socio-psychological characteristics, activity and degree of independence in decision-making [1, p. 183].

Studies show that expectations of foreign students from higher education institutions are related to the organization and conduct of various activities to assist in the adaptation process. However, in the first place is the practice of learning the language, based not on classroom classes, but on informal communication of students outside of school. That is why preparatory departments have been created in medical universities of Ukraine, where students have the opportunity to study the Ukrainian language not only for their professional activities, but also for adaptation to living conditions and cultural characteristics. Training at the preparatory department is carried out in accordance with the “Provision about the preparatory department for foreigners and stateless persons”. Usually students of the preparatory department study for one academic year. Future students work in small groups and study

the Ukrainian language and scientific terminology in general subjects, which are basic for studying at higher education institutions of medical and biological direction (biology, chemistry, physics, mathematics, computer science) and the course of country studies. So, it is worth noting that in order to effectively adapt foreign students of the preparatory department to the system of education and culture of Ukraine, teachers of the preparatory department of Ternopil National Medical University conduct excursions around the city, to the museum of local lore, to the university museum of anatomy, interesting places of Ukraine, as well as literary and artistic holidays, where the native and Ukrainian languages can be heard. After finishing preparatory department, students take exams in the Ukrainian language and profiling subjects. Subject to the successful implementation of the curriculum, graduates solemnly receive a state certificate, which gives the right to continue their studies according to medical and biological direction at any university of Ukraine.

The process of monitoring the acquired knowledge at the preparatory department is very important. According to V. I. Grutsyak, the effectiveness of the learning process itself largely depends on the correct setting of the control system. The scientist singles out the following general requirements for testing learning outcomes:

1. The objectives of the assessment should correspond to the learning objectives at all identified levels.
2. The content of the test must correspond to the content of the training.
3. The means of revision should be adequate types of educational activity that are formed in the educational discipline and are designed for the planned level of cognitive independence.
4. Task performance should be described in a system of specific qualitative and quantitative indicators.
5. The assessment must be made on the basis of a single procedure for comparing the received indicators with the indicators that were planned [3, p. 246].

It should be noted that the control of preparatory department students' knowledge should be systematic, which will make the learning process more effective.

However, the process of language adaptation of foreign medical students takes place not only at the preparatory faculties, but also throughout the entire period of their training in institutions of higher education.

Ye. I. Semenenko emphasizes that "the effectiveness of foreign students' professional training depends on

the assimilation of the country of study language as a means of communication. As it is in the process of language training that the professional-value attitude of foreign students to professional training should be laid as a conscious attitude of the individual to the subject of educational activity. This awareness is expressed in the understanding the importance and significance of language training for their professional education" [7, p. 34]. In the process of studying the problem of teaching foreign students in higher education institutions of Ukraine, the scientist emphasizes the need to establish integrative connections between teachers of language training and teachers of professional profile. In his opinion, interdisciplinary connections are extremely important for all, without exception, specialties, since because of this students will be able to work with professional texts already at the initial stages of language training.

M. Lavryk identifies four dimensions of the adaptation process:

- socio-cultural;
- socio-psychological;
- cognitive and psychological;
- cultural and household.

The socio-cultural dimension is one of the main factors that has a great influence on the effectiveness of educational process. After all, a representative of another culture actively interacts with the new environment, acquires the necessary labor skills and knowledge for life, in such a manner entering the culture of the country in which he studies.

According to the analysis of scientific literature, the process of adaptation takes place not only during classroom classes, but also after them. That is why the researchers emphasize the need for extracurricular activities that will attract foreign students to actively participate in the new socio-cultural communication and accelerate the process of their adaptation. Consequently, the process of foreign students' adaptation to study and living in a new socio-cultural space should be purposeful, qualitatively organized and take place in the complex interaction of educational and extracurricular activities [5, p. 67].

The socio-psychological dimension plays an important role in revealing the problem of socio-psychological adaptation of foreign students to study in higher education institutions of Ukraine. This process begins with the preparatory department and takes place throughout training in higher education. During the socio-psychological adaptation, it is necessary

to take into account the peculiarities of mentality, psychological state and other features of foreign students' national identity, as typical difficulties, apart from content-subject, linguistic, methodological, organizational, are also psychological.

So, the process of adaptation of foreign students to the conditions of study and residence in Ukraine is greatly influenced by social and psychological factors, which can cause the so-called "cultural shock". The well-known American anthropologist K. Oberg studied this issue. One of the main reasons for this phenomenon, according to the researcher, is a sudden change in the social environment, during which there is a rethinking of the old and familiarization with the new value-normative system. With such an intersection of two systems, often the inevitable consequence of this is the conflict of both cultures at the level of the individual's consciousness: the subject cannot use the familiar and ordinary psychological methods of behavior that would help him adapt to an unfamiliar socio-cultural environment, while the individual has not yet mastered new models of behavior [11]. He notes that a foreign student is at a crossroads, because he does not know whether to continue to behave in his usual way, or to adopt an unfamiliar way of behaving in a foreign language environment. So, it is important to note that culture shock can have a negative impact if the measure of dissimilarity of cultures is too large, as evidenced by factors such as climate, features of verbal and non-verbal communication, clothing, religious preferences, education, system of norms and values, traditions and customs. The severity of the impact of cultural shock on a person is also determined by its individual characteristics, which include temperament (positive/negative or indifferent attitude to everything new), character (manifestations of behavior in certain communicative/non-communicative situations), abilities (fast/long-term adaptation to the socio-cultural environment, the ability to assimilate language material successfully).

Scientists identify four main phases of the "cultural shock" of foreigners studying in Ukrainian institutions of higher education:

Honeymoon is characterized by a certain romanticism, which is associated with the difference between the old and new culture. Foreign students are fascinated by the life, pace and lifestyle of local residents. However, this process is not long-term [11].

Negotiations are a phase that takes place approximately three months after the foreign student's stay in Ukraine. It is characterized by a certain excitement and anxiety

associated with the language barrier, sharp differences in everyday life, peculiarities of living, food quality, etc. At this stage, foreign nationals may feel lonely, as they are not yet accustomed to the new environment and meet people with whom they are not familiar. During this period, foreign students extremely need support of parents, relatives and friends.

Usually in the period from 6 to 12 months, foreign students begin to get used to a new culture and daily routine. Household items are already becoming familiar. Problem-solving skills begin to develop, adaptation to culture takes place with a more positive attitude. Negative reactions and reactions to the culture are reduced. This phase scientists call the stage of *regulation*.

At the stage of *mastery*, foreign students are already actively involved in the cultural life of the country in which they study. This does not mean total transformation; as many features from their previous culture are preserved. It is often called the bicultural stage.

The fourth phase of the "culture shock" of foreigners studying in Ukrainian institutions of higher education is the reverse culture shock. It usually consists of two parts: idealization and expectations. While in Ukraine, a foreign student focuses on the good from his past, cuts out the bad and creates an idealized version of the past. Secondly, they believe that their previous world has not changed and expect things to remain exactly the same as when they left their homeland. However, the realization that life at home is now different, and you need to adapt to these new conditions, causes discomfort and psychological melancholy [4].

So, culture shock has many different effects, time intervals and degrees of severity. It may be the main reason for the inability to easily adapt foreign students to study and live in the country, but most foreign students do not accept this.

As for solution of the already existing cultural shock, there are five methods in scientific literature.

The first method is implemented in situations where a person arrives in another society, but tries or is forced to avoid any collision with a foreign culture.

The second method to resolve the conflict of cultures is assimilation. In the case of assimilation, the individual, on the contrary, completely abandons his culture and seeks to fully assimilate with cultural baggage of another culture which is necessary for life.

The third method to resolve cultural conflict is intermediate, lying in cultural exchange and interaction. In order for the exchange to be carried out

adequately, that is, to benefit and enrich both sides, goodwill and frankness on both sides are needed.

The fourth method is partial assimilation, when the individual sacrifices his culture in favor of the foreign cultural environment in part, that is, in some one of the spheres of life: for example, at work he is guided by the norms and requirements of the foreign cultural environment, and in the family, at leisure, in the religious sphere - by the norms of his traditional culture.

The fifth method is colonization, which lies in the imposition of their culture by immigrants to native population [10, p. 49].

Adaptation of a foreign student is accompanied by rejection of usual way of life, overcoming numerous and diverse adaptation problems. Students with different social levels, national and religious differences, different knowledge of English and Ukrainian are very often found in one group. The adaptation period for each of them will be different. An important factor on which the success of adaptation at each stage of training in a higher education institution depends is the pedagogical impact. Pedagogical influence is a pedagogically expedient organization of students life, during which they acquire the necessary moral and other features and qualities, knowledge, skills and habits. Methodology is a pedagogical system of means of stimulating pedagogically expedient socially significant behavior and activity of students.

Pedagogical influence is carried out through direct and indirect methods aimed at awakening and stimulating the internal and versatile external activity of the student or team [2]. The choice of optimal methods and means of pedagogical influence contributes to the successful adaptation of foreign students.

It should be noted that an important part of adaptation component in the process of training foreign medical students is educational extracurricular work in higher education institutions. It does not provide clear restrictions in time, organizational and content plans, which allows students to self-actualize. The main meaning of extracurricular work is the creation of positive conditions for understanding, assimilation and discussion of previously acquired knowledge, as well as obtaining information that is not included in the educational program. Such work allows foreign medical students not only to deepen their knowledge of professional disciplines, but also to master the ability to cooperate, express their own point of view and conduct a dialogue.

Extracurricular activities contribute to the further development of personal qualities, the realization of the inclinations and abilities of foreign students. It focuses teachers and students on the systematic search for forms and ways of cooperation, productive cooperation, mutual trust and respect [8, p. 176].

H. Ovcharenko defines the following types of extracurricular activities in higher education institutions of Ukraine: research, socio-political, artistic and aesthetic, labor, historical cultural and ethnographic, physical culture, sports, organizational and managerial. All these types must correspond to the specifics of the stages of foreign students' socialization [6, p. 35-36].

T. Yu. Uvarova believes that the following methods and forms of educational work should be used to implement useful and cognitive extracurricular activities that will positively affect the process of adaptation of foreign students in Ukrainian universities:

- disputes, "round tables";
- students mini-conferences;
- conducting Internet bridges with students from other countries;
- meetings with representatives of various medical professions;
- contests and competitions;
- excursions and visits to museums, theaters, etc [8, p. 177].

Conclusions and Prospects for Research. The adaptation component is one of the main conditions for successful training of foreign students in medical universities of Ukraine.

There is a number of factors that contribute to faster adaptation of foreign citizens to socio-cultural and educational conditions of our country, namely: the organization of pre-university training, which lies in mastering the basics of the Ukrainian language and basic disciplines of medical and biological profile; organization of educational process in accordance with the language training of foreign participants during the educational process; establishing integrative links between teachers of language training and teachers of professional profile; help in overcoming the so-called "culture shock"; organization of extracurricular educational work in order to establish communicative interaction with local students. So, as adaptation of foreign medical students to the educational environment is a complex phenomenon, there is the prospect of further research for studying additional ways to overcome problems that do not contribute to the rapid adaptation of future doctors to living and studying conditions in Ukraine.

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