

**ДО ПИТАННЯ АДАПТАЦІ ІНОЗЕМНИХ СТУДЕНТІВ НА  
МОЛОДШИХ КУРСАХ ВИЩОЇ МЕДИЧНОЇ ШКОЛИ**

**Олександра-Марія ПОПЕЛЮК,**

ВДНЗ України «Буковинський державний медичний університет»,  
м. Чернівці (Україна)  
alexandra.popelyuk@gmail.com

**TO THE QUESTION OF THE ADJUSTMENTS OF THE  
UNDERGRADUATE FOREIGN STUDENTS OF THE  
HIGHER MEDICAL SCHOOL**

**Oleksandra-Maria POPELYUK,**

Higher State Educational Establishment of Ukraine  
„Bukovinian State Medical University”, Chernivtsi (Ukraine)  
RESEARCHER ID E-5465-2017  
ORCID ID 0000-0003-3961-7529

**Попелюк Александра-Мария. К вопросу адаптации иностранных студентов на младших курсах высшей медицинской школы.** В статье рассматриваются актуальные вопросы адаптации иностранных студентов на начальных этапах обучения в медицинском вузе. Описаны особенности педагогического общения, стили поведения, которых необходимо придерживаться преподавателям в процессе обучения иностранных студентов. Представлены способы и средства, предпринимаемые преподавателями кафедры анатомии человека им Н. Г. Туркевича Высшего государственного учебного заведения Украины «Буковинский государственный медицинский университет» для решения задачи ускорения процесса адаптации к новой образовательной среде студентов с учетом особенностей процесса обучения, в ходе которого используется трупный материал, что, в свою очередь, вносит значимые коррективы в образовательный процесс в целом.

**Ключевые слова:** иностранные студенты; образовательный процесс; преподавание дисциплины «Анатомия человека»; социокультурная адаптация.

**Introduction.** Today that Ukraine has begun to actively move towards European integration its education system is being extensively reformed in order to harmonize with modern European standards, the main purpose of the changes is to provide the high quality education in Ukraine. The Bologna process and the European Higher Education Area aim at harmonizing the national educational systems and improving the competitiveness of national education in the world. The integration of national education into the European and global space provides the opportunities for training and upgrading the training courses for foreign citizens<sup>1</sup>. The pedagogical work with foreign students in a medical university has its own features. In particular, it concerns the teaching of the "Human Anatomy" discipline, which is very specific, voluminous and non-standard for the perception of yesterday's schoolers<sup>2</sup>. It is indisputable that at all times the basis in medical science was the knowledge of the human body structure, but this knowledge in most cases is transmitted through the prism of the national worldview to the future generation. The transfer of medical experience, accumulated by representatives of one country to the trainees from the other countries, is not always smooth due to the differences in the peculiarities of thinking and upbringing

**The purpose** of the recent article is to analyze the process of the adaptation of foreign students to the terms and conditions of the educational process in a medical university, as well as the possible ways of its facilitation and intensification.

The material, results and discussion. The peculiarities of interaction between students and teachers during the educa-

tional process served the material for the studying.

Before the beginning of pedagogical communication with students of foreign countries, the anatomy teacher has to become acquainted with the ideology, outlook and national peculiarities of the students' country of origin. In future, during the teaching process, it is necessary to adhere to a certain style of behavior, conditioned by the peculiarities of the mentality of the students in order to avoid pedagogical misconceptions and mistakes.

Consequently, it is important to assess the difference in the hierarchy of values and the attitude to reality of people with a different worldview and religion. "Human Anatomy" is a fairly specific discipline, due to the fact that cadaveric material is used during the training process. On this basis, teachers need to take into account the religious views of the studying foreigners contingent. In spite of the fact that the majority of students from other countries are trained at the preparatory faculty, which is an adaptation stage not only for subsequent training, but also for communication with the teaching staff in the future before they enter the first year of medical university, it is important to regard the difference in gender and age relationships in the communication process with them. For example, students from Arabic countries are unaccustomed to communicating with female teachers. In their understanding, the teacher can be a mature authoritative person, necessarily male. Therefore, in the initial stages of education, it is difficult for students to fulfill all the requirements imposed on them. In some cases, the students may demonstrate an inadequate and even aggressive response to teachers criticism towards them, a sharp overesti-

<sup>1</sup> Bulakh I. Ye., Volosovets' O. P. Mruha M. R. "Problemy otsinyuvannya znan' studentiv u konteksti vymoh Bolons'koyi deklaratsiyi" [The problems of knowledge estimation in the contest of Bologna declaration], *Medychna osvita*, 2011, N. 2, P. 20–22.

<sup>2</sup> Louw G., Eizenberg N., Carmichael S. W. "The place of anatomy in medical education", *Med Teach*, 2009, AMEE Guide no 41, May 31 (5), P. 373–86.

mation of their self-esteem was noted. In such situations the teacher has to display his pedagogical skills and tolerance in order to smooth the difference in the attitudinal sensitivities of the information perception and to introduce the medical educational environment to the learner. On the other hand, teachers need to realize that their cultural perspective is not a universal norm, nor is it the only right one and can not be a priority in assessing the experience of communication with the trainees of other countries and should not influence on the estimation of knowledge. They need to have metacognitive strategies to gain awareness, not only of their own knowledge and skills in the classroom but also of the efficacy of their activities on students' learning. It is necessary to strive to ensure that the demands to the establishment of intercultural communications are placed not only to students, but also to teachers.

The right of students to recognition as a person with different sense of worth, since it was formed in other sociocultural conditions is undeniable. Being the representatives of different cultures, students from other countries can strongly differ from our compatriots in psychological terms. This fact should be clearly realized by educators. Otherwise the behavior of foreign students may be perceived by teachers as strange and incomprehensible, and the values and norms of another culture may cause a shock. The study at a medical university for the majority of foreign citizens begins at the preparatory faculty and is somewhat similar to the school training, since the curriculum still lacks the specific subjects attributable to the higher medical school. And only in the second year of stay in our country, after finishing the preparatory faculty the first-year students get to the human anatomy department. During this period they do not have a clearly formed serious attitude toward this subject that becomes the prerequisites for the problems arising during the educational process. In most cases, this is connected to the fact that when choosing a higher education institution, young people do not always fully realize where and what they are going to learn, most of them do not plan to come to Ukraine, the main idea at this stage of life is the fact of getting education in a foreign University<sup>3</sup>. The world outlook of such students is often formed on the basis of the opinions of relatives and friends. As a result, the adaptation of such students becomes a complex and multidimensional task: first of all, the adaptation to the socio-cultural space of another country; secondly, to the university learning in general; thirdly, to the medical profession. At this stage, students may experience a strong mental and physical exertions, leading to the development of a stressful state, which significantly influences on the quality of students' perception of educational information<sup>4</sup>. Sometimes this may lead to the refusal of study at this establishment in general. When students appear in a new macro- and microenvironment, they experience a natural discomfort that affects the reorganization of the psychophysiological processes of their personality. The following factors provoke the discomfort in this situation: the students are overwhelmed by excessive information at all levels (in the educational process and outside it); the emotional overload (new connections, commu-

nications); the social adaptation (the independence in the allocation of the budget, domestic services etc.), stay away from home, relatives and friends. The language barrier, which is the main obstacle to the customization to Ukrainian reality, underlies these phenomena. The majority of students who come to Ukraine do not know Ukrainian; in some cases by the time of arrival, they can read with the dictionary, but do not comprehend the oral speech, and no one speaks fluently<sup>5</sup>. Despite the multidimensional nature of the problem, there are ways to solve it. The desire to expand the communication of foreign students with the Ukrainian socio-cultural space is the basic one. But the main attention should be paid to the organization of the pedagogical process, which is based on the improvement of the methodology for the presentation of educational material, as well as the use of "auxiliary" pedagogical technologies. The special teaching aids (methodological textbooks and manuals for foreign faculty students, flowcharts, charts with elements of knowledge control) were created and modernized for this purpose, as well as various illustrative material aiming to facilitate the perception and assimilation of information.

The introduction of modern techniques based on the use of digital and multimedia systems is a new coil of a spiral in this process. Another important factor deserving attention is the peculiarity of the formation of student groups. It is desirable to arrange the study groups including the representatives of different nationalities. In such environment the students won't be isolated in the small society of their training group, formed by representatives of one country or nationality, they would have to accept the rules of interethnic communication. It is desirable to arrange the study groups including the representatives of different nationalities. In such environment the students won't be isolated in the small society of their training group, formed by representatives of one country or nationality, they would have to accept the rules of interethnic communication. In other words, it contributes to the development of their communicative competence (learning of various languages, ways of interacting). Misunderstandings and conflict situations with teachers are less often under such conditions, because students are the members of collective on the basis of equality.

The experience shows that training on such terms leads to the fact that in the future the individual (whether being a student or already a young specialist) easily adjusts to the conditions of any socio-cultural environment, and masters the universal human values<sup>6</sup>. In addition to participating in events held by the university, it is necessary to attract foreign students to scientific work, first inviting to the plenary sessions of the student scientific circle of the department, with the further prospect of independent participation in scientific work. It is advisable to attract students to work in an anatomical club to learn the basics of dissection. In order to familiarize foreign students with cultural and scientific values, it is necessary to organize various excursions, such as an excursion to the museum of the Human anatomy department, where the scientific and historical heritage of the Bukovinian anatomical school is introduced to the students.

**Conclusions.** The implementation of the proposed recom-

<sup>3</sup> Drozhzhina D. S. "The study of adaptation of overseas students: discussion on the methodology, Universitas", *Zhurnal o zhizniuniversitetov*, 2013, vol. 1, N. 3, P. 33-47.

<sup>4</sup> Di Marko N. "Stress and Adaptation in cross-cultural transition", *Psychological reports*, 2004, N. 35, P. 279-285.

<sup>5</sup> Gunn A. "National health problems in student care", *Journal of the American College Health Association*, 2001, N. 27, P. 322-323.

<sup>6</sup> Furnham A., Bochner S. "Culture Shock. Psychological reactions to unfamiliar environments", London, Methuen Publ., 2003, 298 p.

<sup>7</sup> Karandeeva A.M., Kvaratskeliya A.G., Anokhina Zh. A. "Muzei anatomii cheloveka kak sredstvo proforientatsionnoy raboty v vysshey meditsynskoy shkole" [Museum of human anatomy as a means of career guidance in medical school], *Zhurnal anatomii i gistopatologii*, 2013, vol. 2, N. 2, P. 73-75.

mendations will allow students of foreign countries to successfully overcome the language barrier and the "cultural shock", to develop an effective model of behavior in the new sociocultural space. Since the effectiveness of the training of a foreign student depends on how successfully he adapts to the new environment it will contribute to improving of the quality of training. The pedagogical process organized in this way will contribute to the formation of a person with a harmoniously developed structure of thinking and the feelings sphere, will attach to the high moral and ethical principles that are the main component of the physician's personality. In conclusion, it is important to quote the statement of the honored Chair of the GMC Sir Peter Rubin". Doctors have the enormous privilege of touching and changing lives. Through all the changes driven by research and public expectations, some of the art and science of medicine has endured down the ages and defines medicine as a profession, whatever a doctor's area of practice. Those who teach medicine now are merely the custodians of those core values which were passed on to nowadays doctors by earlier generations and which they in turn will pass on to those who come after".

**Попелюк Олександра-Марія.** До питання адаптації іноземних студентів на молодших курсах вищої медичної школи. Система Вищої освіти України активно виходить на міжнародний рівень і повинна модернізуватись в контексті міжнародних вимог. Процес адаптації іноземних студентів на початкових етапах навчання у вищій школі є складним і багатогранним. В основі цього явища полягають різні причини: різниця в світогляді і вихованні, мовний та соціальні бар'єри тощо.

У медичному вузі, зокрема під час вивчення фундаментальних дисциплін, до загальних причин складності адаптації студентів приєднується особливість процесу навчання, в ході якого використовується трупний матеріал, що, в свою чергу, вносить значущі корективи до освітнього процесу в цілому. Це пов'язано з різними віросповіданнями і релігійними поглядами студентів.

В результаті велика кількість нових змін у житті студента і пов'язане з ними підвищення навантаження психічного і фізич-

ного характеру можуть стати причиною розвитку стресового стану, що в значній мірі виявляє вплив на якість освітнього процесу. У статті описані особливості педагогічного спілкування, стилі поведінки, яких необхідно дотримуватися викладачам в процесі навчання іноземних студентів. Представлені способи і засоби, що використовуються викладачами кафедри анатомії людини ім. М. Г. Туркевича ВДНЗ України "Буковинський державний медичний університет" для вирішення завдання щодо прискорення процесу адаптації до нового освітнього середовища студентів.

Серед способів, що застосовуються, найбільш дієвим є особливо організація педагогічного процесу, в основі якої лежить удосконалення методики викладання навчального матеріалу, а також використання «допоміжних» педагогічних технологій. Важливим моментом є залучення студентів до наукових та історичних цінностей української анатомічної школи, розширення наукового світогляду, що є для них дієвою мотиваційною базою. Організований таким чином педагогічний процес буде сприяти формуванню особистості з гармонійно розвинутою структурою мислення і сферою почуттів, долучить до високих моральних і етичних принципів, що є основою складовою особистості лікаря.

**Ключові слова:** іноземні студенти; освітній процес, викладання дисципліни «Анатомія людини», соціокультурна адаптація.

**Попелюк Олександра-Марія** – асистент кафедри анатомії людини ім. М.Г. Туркевича ВДНЗ України "Буковинський державний медичний університет", кандидат медичних наук, Автор 83 друкованих наукових і методичних праць, у тому числі 2-х навчальних посібників. Коло наукових інтересів: морфологія, нормальна анатомія, ембріологія, хірургія, громадське здоров'я.

**Popelyuk Oleksandra-Mariia** – lecturer at Mykola Turkevych Department of Human anatomy of the Higher State Educational Establishment of Ukraine "Bukovinian State Medical University", PhD. The author of 83 published scientific and methodical works, including 2 textbooks. Research Interests: morphology, normal anatomy, embryology, surgery, public health.

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