



UDC: 037

**Tkachenko Elena Viktorovna**

Candidate of medical sciences, assistant of Physiology chair  
Ukrainian medical stomatological academy

**Sokolenko Valentyna Nikolayevna**

Candidate of biological sciences, associate professor of Physiology chair  
Ukrainian medical stomatological academy

## **STUDENTS' EDUCATION APPROACHES SOME ETHNIC PECULIARITIES TAKING INTO ACCOUNT OTHER TYPOLOGIES BELONGING**

**Abstract.** *The article deals to the contribution of human typologies into pedagogical approaches to foreign students educating in part the ones from near abroad and far abroad. The authors paid attention to such typological aspects as ethnic, gender, age, temperament type (choleric, sanguinics, phlegmatics, melancholics), interhemispherical asymmetry individual profile (dexters, ambidexters, sinisters real, hidden or latent and unreal), control locus (external and internal and people's typologies correspondingly externals and internals), behavioral strategies (coping, avoiding, defense) separately and in complex. They describe "difficult" students' groups and propose their own approach of academic groups forming.*

**Keywords:** *foreign students, pedagogical approaches, typologies.*

Every country has its own peculiarities in the educating system. At the same time there are such directions and approaches in Pedagogy that are introduced in the educating process and are used successfully in various countries. Here are the examples of them. Practice-based and problem-based Pedagogy is considered to be powerful mean at students' education in part according to Bolon system and in other countries, in part the USA [1]. There is a tendency to changing from the teacher-centered to the



learner-centered education context nowadays in many countries, particularly, the USA [2], the UK [3], Japan [4], from the teacher-controller to the teacher-helper, advisor. There is also Portuguese and British scientists' proposition to unite student-centeredness of teaching and learning with creating the new-mixed methods approach (interviews of students and teachers from their purposeful sample) [5].

On the other hand, study individualization is thought to be such an approach in Pedagogy applied beginning from school and ending with higher educational establishments. It should be in priority though unfortunately it is not always so. How to reach it? It is necessary to take the students' belonging to human typologies into account. The term "differential psychology" has been introduced in science in the 1900<sup>th</sup> by V. Shtern [6]. His known book "Differential psychology and its methodological bases" edited in the 1911<sup>th</sup> determined differential psychology developments as an independent science. Such brilliant scientists as A. Anastazi, J. Kettel, Munsterberg were working in America, V. Shtern, A. Bine, F. Galton, Ch. Spirmen in Europe. Its assessment has got not only big theoretical but applied significance as well [7; 8; 9].

What indices for typological belonging determining should be taken into account in pedagogical process to our point of view? Country (ethnic belonging), gender, age (students represent separate age group), interhemispherical asymmetry individual profile (dexters, sinisters, ambidexters), temperament type (choleric, sanguinic, phlegmatic, melancholic), control locus (external and internal and correspondingly students externals and internals), behavioral strategies (coping, defense and avoiding). We dedicated a whole row of scientific investigations to such indices assessment in foreign students from different countries, from near abroad and far abroad, from medical and dental faculty, studied in English and Russian [10; 11; 12].

Taking into account all of this, our present work aim was to determine peculiarities of pedagogical approaches in educating the students from near abroad and far abroad taking into account their belonging to human typologies mentioned above.

As a whole the students from near abroad had less language difficulties

comparatively to the ones from far abroad that is why pedagogical approaches were especially of crucial importance for the ones from far abroad. We differentiated active, passive and interactive educative methods. The students from far abroad needed passive methods (lectures and explanations during practical classes) more comparatively to the ones from near abroad. Melancholic students (especially the left-handed ones) from far abroad needed individual approach and consulting (but not controlling) attitude of the teacher in much bigger extent comparatively to such students of melancholic temperament and writing with their left hand from near abroad. Russian language was very difficult for present students from far abroad and we can mention the tendency of its management worsening comparatively to the previous academic years. Jordanian students had bigger language problems comparatively to the Moroccan ones. Moroccan students were good in French that had positive influence on their study because they were preparing in this language to their practical classes with the material further translating into Russian. Especially big language problems had the Ukrainian students of all typologies studied in Ukrainian groups. We can mention that mostly the teachers who knew English rather well did not pay attention to helping them while translating the terms from Ukrainian into English. Next, such students need educating materials in the languages they know well (Russian, English) at least in electronic variant. Finally, the teachers should give them lecture material in Ukrainian language and other languages (English, Russian) the students understand well. And, if shortly, the students from far abroad (of course, especially, melancholics and in bigger extent left-handed melancholics) need maximal possible individual approach, the teacher Advisor but not controller more, the Teacher Psychologist and Helper.

Very negative influence on study was caused by non-correct filling the academic groups by entrance order. It is so because the students from countries who have bad attitude and political relations can be in one academic group with further conflicts possible appearance. In part there were such conflicts among the students of near abroad and far abroad (for example, Turkmenistan and Turkey, Turkmenistan and Morocco). Next, one girl from near abroad could be among all guys from far abroad.

It is especially difficult for girls muslims.

Political relationships of the countries the students are from, gender and cultural peculiarities should be obligatorily taken into account. Such “difficult” groups give additional loading to the dean-office staff and to the teachers working in them. To our point of view, such filling order should be cancelled and should be changed into the one of one-cultured students, from one country, either from near abroad or from far abroad, with girls sufficient number in one academic group, taking into account three main behavioral strategies (coping, defense and avoiding). Defensive behavioral strategy is characteristic for Arabic students and the Turkish ones more than for the students from near abroad, the Moroccans had the least degree of this feature among the Arabic students of the examined population. Although there is a consideration that the students from one country will not have good results in study because they will translate all the material to their mother tongue first. To our point of view it can help in study on the contrary, especially to weak students, to the ones whose ability to study foreign languages is less developed. And the most important that such groups will have positive helping and supporting atmosphere without conflicts.

The teachers must have bigger knowledge about ethnic and cultural peculiarities of countries their students are from and they must be more active to reach the aim of maximal mutual respect, mutual help, ethnic and cultural tolerance between the students. Ethnic tolerance and ethnic competence must be distinguishing features taken into account while taking the teacher to his job with foreign students and with multi-ethnic auditory especially. We consider that psychologists should work with such teachers before their decision to work with foreign students and during it to prevent and to liquidate conflicts. Also psychologists should work with the students in such “difficult” groups, with separate “difficult” students if there were cases of ethnic intolerance and conflicts from their side. All teachers working with foreign students must be psychologists in bigger extent comparatively to the conditions of work with the non-foreign students. Individual physiological and psychological peculiarities of foreign students should be taken into consideration obligatorily. Here are several

examples more. There are internal and external locuses of control. If the student has the first one he will think that only he himself is responsible both for his success and non-success. Such students are known as internals. If the student has the second one he will consider that God, Destiny, case, Teacher, friends, parents but not he himself is responsible for his success and non-success. The students from near abroad and from far abroad had internal, external and mixed locuses of control. It should be mention that there exists a tendency to increase in internal and mixed control locuse rate among the students. The students both of near and far abroad started striving to reach better results in education and science by themselves. For example, mixed control locus was observed much among the students from Turkey and Iran as well as Arabic countries (the Jordanians more than Moroccans). If to describe in a complex, externals melancholics, especially left-handers, were sensitive in bigger extent comparatively to right-handed melancholics externals and left-handed students of other temperament types (sanguinics, phlegmatics, choleric but not choleric with melancholism). Such left-handed melancholic externals needed consulting help from the teacher more than left-handed melancholic internals. These regularities were characteristic more for the students from far abroad comparatively to the ones form near abroad because of mentioned language difficulties and barriers in the first ones.

As it is known, ambidexters can use both left and right hand. Ambisinisters can use neither left nor right hands well. Sinisters population is not one-digit. Real left-handers [13] are born by left-handers and use their left hand. Their amount comprises only 5% of all sinisters. Real right-handers are born by right-handers and they use their right hand as a dominant one. Hidden or latent left-handers are born by one or two left-handers and they use their left hand because of right hand or right hemisphere injury. Unreal left-handers are born by right-handers and they use their right hand as a dominant one because of possible left hand or left hemisphere trauma. As our previous work results demonstrated, real dexters and unreal sinisters have right types of the reactions while real sinisters and hidden sinisters – the left one [14; 15; 16]. Especially big amounts of ambidexters were met among the Iranians. As a whole the left-handed



students percentage is getting bigger but there are cultural peculiarities according to which the students from moslemic countries (from far abroad in our investigations) are forbidden to eat with their left hand, the sinistrality is hatred in Africa that increases the unreal sinisters and real dexters percentage among the students and creates additional overloadings to their mental activity with the achievements in study lowering observed. Families in near abroad countries have better attitude to sinistrality in their children.

Thus typology belonging taking into account create additional pedagogical opportunities and increases the students' academic achievements significantly. To our point of view it should be taken into consideration obligatorily in part while teaching the foreign students to be able to create differentiated approaches in educating the students from near and far abroad and thus to maximize the education individualization. This direction should be considered as the pedagogical approach in priority and the teachers' forces and pedagogical talent must encourage to its reaching.

#### References:

1. Karimi R. Interface between problem-based learning and learner-centered paradigm /R. Karimi //Advances in Medical Education and Practice.-2011.-N.2.-P.117-125.
2. Morse L.L. Placing Students at the Center: The Whole School, Whole Community, Whole Child Model /L.L. Morse, D.D. Allensworth //J Sch Health. -2015.-N.85.-P.785-794.
3. Spencer J.A. Learner centered approaches in medical education /J.A. Spencer, R.K. Jordan //BMJ.-1999 May.-Vol.318.-P.1280-1283.
4. Matsuyama Y. Does changing from a teacher-centered to a learner-centered context promote self-regulated learning: a qualitative study in a Japanese undergraduate setting /Y. Matsuyama, M.Nakaya, H.Okazaki, A.J.Lebowitz, J.Leppink. C. van der Vleuten //BMC Medical Education.-2019.-N.19.-P.1-12.
5. Lemos A.R. The evaluation of student-centeredness of teaching and learning: a new mixed-methods approach /A.R. Lemos, J.E.Sandars, P.Alves, M.J.Costa //International Journal of Medical Education.-2014.-N.5.-P.157-164.
6. Кондрашихина О.А. Дифференциальная психология /О.А.Кондрашихина: Учеб.пос.-К.: Центр учебной литературы, 2009. -232с.



7. Ткаченко Е.В. Типологии человека как деятельностные детерминанты развития личности /Е.В.Ткаченко //Матеріали Всеукраїнської науково-практичної конференції «Діяльнісно-поведінкові фактори життєздатності людини»: 28-29 листопада 2014.-Х.: Харківський національний педагогічний університет ім. Г.С.Сковороди.-Харків, 2014.-С.115-117.
8. Tkachenko E. V. To the question on coping study importance / E.V.Tkachenko, V.N.Sokolenko, A.Mamazhonov, H.N.Sartipi // Dynamics of the Development of World Science. Abstracts of VIII Scientific and Practical Conference: 15-17 April 2020.-Vancouver, Canada, 2020.-P.186-184.
9. Мамажонов А. Вклад типологий человека в состояние сердечно-сосудистой системы в условиях нормы и патологии /А.Мамажонов, А.Соколенко //Матеріали Міжнародної студентської наукової конференції «Наукові досягнення молоді: особливості та перспективи».-Т.1: 19 червня 2020 р.-Тернопіль: Молодіжна наукова ліга, 2020.-С.74-78.
10. Сартипи Х.Н. Распространение холериков с меланхолизмом и меланхоликов с холеризмом среди иранских студентов в зависимости от гендера и ведущей конечности /Х.Н.Сартипи, Е.В.Ткаченко, А.Шадфард, А.М.Махммуди, Х.Ардалан // Матеріали XI наукової конференції студентів та молодих учених «Новини і перспективи медичної науки». Частина I: 13-15 квітня 2011 року.-Дніпропетровськ: Дніпропетровська державна медична академія, 2011.-С.101.
11. Tkachenko E.V. Interrelations between some psycho-physiological profile indexes in UMISA Iranian Students / E.V. Tkachenko, H.N. Sartipi, N. Hassanzade, A. Fagher, A. Shadford, A.Mahmmoudi, B.Ayatollahi // Матеріали XI наукової конференції студентів та молодих учених «Новини і перспективи медичної науки». Частина I: 13-15 квітня 2011 року.-Дніпропетровськ: Дніпропетровська державна медична академія, 2011.-С.106-107.
12. Idrissi I. Human typologies contribution in respiratory system state: side and own experience /I.Idrissi, Q. Alhalahlah, A. Sokolenko, A. Elsharabasy, H. Oussalem, A.Amrani, A. Mamazhonov, A.Elbanna, I.Mamadaliyev //Abstract Book of International Medical Students' Conference in Poltava (IMEDSCOP 2020).-April 2-3 2020.-Poltava, 2020.-P.76.
13. Дроздовская А.А. Биолокационное определение типов леворукости с помощью биомеханической трёхдипольной модели биополя человека /А.А.Дроздовская// Эниология XXI века: Материалы IV Международного конгресса (9-14 сентября 2002г.).-Одесса: Одесский Национальный университет им. И.И.Мечникова. Ассоциация эниологов, 2002.-С.98-102.



14. Моргун С. Асимметрия морфо-функциональных свойств эритроцитов крови, полученной из правой и левой кубитальных вен у людей /С.Моргун, Р.Ярошенко, Е.Ткаченко, К.Марченко, О.Кулик //Збірка тез 7-го Міжнародного медичного конгреса студентів та молодих учених: 21-23 травня 2003.-Тернопіль, 2003.-С.204.
15. Ярошенко Р. Асимметрия системы крови: новые подходы к изучению, теоретические и практические аспекты /Р.Ярошенко, Е.Ткаченко //Збірка тез 7-го Міжнародного медичного конгреса студентів та молодих учених: 21-23 травня 2003.-Тернопіль, 2003.-С.217.
16. Ткаченко О.В. Порівняння морфо-функціональних властивостей еритроцитів у правшів та істинних, приховано-істинних та несправжніх лівшів справа і зліва /О.В.Ткаченко, О.Г.Великоіваненко, О.В.Сухих, О.В.Кулик, М.В.Фролов, С.О.Моргун //Матеріали VIII Міжнародного медичного конгресу студентів і молодих учених, приуроченого до 150-ліття від дня народження І.Я.Горбачевського: 10-12 травня 2004 р.-Тернопіль, 2004.-С.153.