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**INTERNATIONAL SCIENTIFIC DISCUSSION:
PROBLEMS, TASKS AND PROSPECTS**



BRIGHTON, GREAT BRITAIN
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**TO THE QUESTION ABOUT FOREIGN STUDENTS' SOCIAL
ADAPTATION IN RELATION TO HUMAN TYPOLOGICAL ASPECTS**

***Abstract.** The article touches the questions on UMSA foreign students various adaptation to study and influencing factors: managing the foreign languages, education type (remote and non-remote), human individual peculiarities (dependently on belonging to typologies in part country, gender, interhemispherical asymmetry individual profile, temperament type), psychological atmosphere in the academic group, health condition. The authors emphasize the necessity to*

create optimal conditions for educating maximal individualization that is impossible without typological aspects taking into account. There are some recommendations on such an education individualization creating on the base of own experience in the article.

Keywords: *social adaptation (adaptation to study), foreign students education, remote and non-remote learning, typological aspects.*

Students representing separate age category possess vast academic mobility. That is why reaching their maximal natural and social adaptation to new conditions, in part the study ones, represents very important task of any educational establishment. Adaptation is determined particularly by managing the languages of study and social life in new country, education level, cultural peculiarities, respiratory, heart-vascular systems [1] state as well as the one of autonomic nervous system. Foreign students' natural and social adaptation is worse comparatively to the ones receiving education in their motherland.

Social and social-professional adaptation of students (in part of dental profile) starts at the second course of their education in higher educational establishment and there exists a new term “*professiogenesis*”, in part in Comparative Pedagogy. There exist whole directions – human adaptation psychology [2], psycho-social adaptation. Psychological adaptation influences on the students' health and their connections are studied in the students from different countries. Taking into account adaptation peculiarities in foreign students' different types and aspects of their adaptation find reflection in research of scientists belonging to Science various branches in part psychologists. Very big work directed to future students adaptation to life and study, socialization is performed at the preparing departments particularly the pedagogical and psychological one taking into consideration foreign students' adaptive process peculiarities during their education at the preparing department, their first weeks, months and even year of life in foreign countries. There exists separate system of educative work with pre-students and the 1st-yeared students for foreign citizens' best and fastest adaptation to new socio-cultural and educative space. Student environment represents one of the most intensive zones of inter-ethnic contacts because representatives of very different ethnic groups are met in higher educational

establishments due to which various systems of world-perception and world-understanding get in contact there [3].

Human typologies attracted and attract much attention of the scientists belonging to various branches of Science (Psychology, Physiology, Pedagogy, Medicine in part) from the Earth different areas. There are typological aspects correspondingly to human typologies: ethnic, age (students represent separate age category, there are multiple research about different-aged children life various aspects from pediatricians, physiologists, psychologists et al., there exist separate sciences such as Pediatrics, Neonatology, Gerontology about aging, elder and the old, Age Psychology and Age Psychophysiology, Children Neurology et al.), gender, ethno-age (studying and comparing the probes and indexes in foreign students of different countries), ethno-gender, ethno-gender-age (studying and comparing the probes and indexes in foreign students of different countries males and females), interhemispherical asymmetry individual profile (dexters, sinisters real, hidden or forced, unreal, ambidexters, ambisinisters, left-sided or right-sided probes types by Luria as well as the others characterizing left- or right-handedness, left- or right-footedness, left- or right-eyedness, left- or right-earedness), temperament type (choleric, sanguinic, phlegmatic, melancholic), behavioral strategies (coping and avoiding), control locus (external and internal and correspondingly people externals and internals) (temperament types, control locus and behavioral strategies determine so-called personality cognitive styles), characters accentuations et al. Typological aspects are assessed together, in part in the students. Teachers should take them into account in pedagogical process to achieve maximal individualization in the students' educational process though unfortunately it is not so.

It is important that typological aspects concern adaptation process itself. The ethnic one is in the fact that adaptation is assessed in various countries; it can be as ethno-age one if it is assessed in various age groups; ethno-gender and ethno-gender-age in females and males in different age periods, in part during marital life and divorce, pregnancy, labors, after labors: Portugal [4], Brasil and Canada [5], Greece and Albania (in ethno-age aspect in immigrant adolescents) [6], Malaysia [7], Nepal [8], Singapore [9], Hon Kong [10], the USA [11; 12], Turkey [13], India [14], New

Zealand [15], Iran (in ethno-gender-age aspect in females in postpartum period) [16]. Adaptation models are used in part in Iran (Roy Adaptation Model on fatigue and activities in the patients with heart failure) [17].

There are varieties in natural and social adaptation of foreign students during remote and usual learning because the first one was performed from home mostly. We determined double picture: one set of students' groups demonstrated better results at home during remote learning (due to habitual conditions and better adaptation) while other students' groups showed better results at usual education (because of ability to listen to the teachers' explanation, to see the material on the board in part). The groups studying medicine in English have less language problems than the students of the ones studying medicine in Russian. Additionally it should be mentioned that the students from the Russian-speaking academic groups from near abroad usually possessed better adaptation due to Russian better managing than the students from far abroad though this difference was not valuable because there were such students from Uzbekistan with Russian bad knowledge with further changing the educational establishment to the one in their native Uzbekistan after the 2nd or even after the 1st course. And there were brilliant students from Iran and Arabic countries who know Russian very well and demonstrated high academic scores. Both the students from near and far abroad, from English and Russian groups had many printed works (maximal numbers for all study years were 56, 38, 34, 19 for the students and 15 during one academic year from Iran, Egypt and Iran) and diplomas received at the scientific conferences and congresses in our academy, in Ukraine other educational establishments and in other countries. The students from English groups were more active on scientific activity in our Physiological students' scientific society. It is worthy to mention that some students continued their scientific activity in our Physiological students' circle even after changing their educational establishment in Ukraine and even abroad as well as that this experience was so useful for these students that they became candidate of medical sciences. It is important that the biggest amounts of scientific works had the ambidexters and the students with both brain hemispheres good development. It was seen that left-handedness (real, hidden or forced) indeed contributed much in scientific potential

enforced development in such students because of their foreign languages better managing, bigger abilities and desires to create interesting reports at the conferences and even during our practical lessons (sometimes even while being a teacher with successful involving all their group-mates in the educational process, active, passive and even interactive educative methods using, multimedia presentations and other educative means successful creating and using for the Iranian students), a talent to speak simply about things that are difficult to be understood, interestingly about non-interesting things and phenomena. Of course, all this experience, the printed works and multiple diplomas and certificates received defined their future greatly.

We would like also to mention that sanguinics and melancholics were best reporters at the conferences, choleric and sanguinics have chosen such activity type more often comparatively to melancholics while phlegmatics haven't ever been the reporters though have been good in synopses writing without giving the time limits. It is also important that right-hemisphered people, id est left-handers, were not capable to work under the conditions of time limit. They were better during oral answers than while tests writing because of information processing simultant pathway characteristic for right hemisphere dominant in them: it is known that it is difficult or even impossible to split, to decompose, to choose one or several main points (thus answers) from many, to distinguish the main (in part in the conspectus), to analyze for left-handers because of these peculiarities which represent left hemisphere distinguishing features with its information processing successive pathway. These operations are especially hardened to be performed under time limits conditions. There is a statement of prominent neuropsychologist A. Semenovich: "Don't hurry the left-handed up" [18]. We found out choleric with melancholism and melancholics with cholericism among Iranian students. There are left-handed students' peculiarities necessary to be taken into account in Pedagogy, Psychology in part indices of their interhemispherical asymmetry individual profile. Left-handed students have writing low velocity, especially the foreign ones, and moreover the ones from far abroad (Arabic countries mostly) that creates the necessity to use fewer words in schemes, tables, to use illustrations (the colored ones are better because of left-handers' dominant right hemisphere high artistism; it is

rather well to use colored chalks while writing the material on the board). Also the students from Arabic countries (especially possessing dominant right hemisphere) ask not to unite the letters while writing the material on the board for the letters' better recognizing. It is also so because right hemisphere can synthesize well but not analyze and split (decompose) [19; 20]. It is worthy to mention here that left-handed children must not be taught to unite the letters while teaching to write and they must not be made to do it after managing the writing's skill. We think that it is good to write the schemes illustrating inter- and intra-disciplinary integration on the board especially for left-handed and ambidextrous people (we had several students from Iran who could make such interdisciplinary integration perfectly while having the experience to teach them three academic disciplines in English – Medical Biology, Biochemistry and Physiology), to use main terms glossary in several languages understandable for the students' contingent in methodical instructions that will liquidate language barriers and will help to pay the attention to the main (it is often difficult to find necessary adaptable materials to prepare for foreign students, they use non-adaptable materials from Internet without concrete methodical instructions, manuals and find wrong information or unfortunately even get disappointed in study and start taking bad marks that hardened the situation present). The teacher must be interested in providing the students with well-adapted and brief (up to maximally possible extent), exact materials, should give them by him/herself, help them to find by themselves.

Adaptation is in dependence on the atmosphere in the academic group. It is important to create new groups not by the order of their entrance the educational establishment but accordingly to cultural similarities and political peculiarities of the countries where the students are from to achieve maximally peaceful and kind relationships based on friendship, mutual respect and help when necessary. It is wrongly to put one girl from near abroad in the group of guys from far abroad. There are two different points of view. The followers of the 1st one consider that it is very good to have academic group consisting of the students from one country because they understand each other maximally and help each other in the biggest extent when it is necessary. The followers of the 2nd one consider that it is bad solution because

such students will communicate with their mother tongues using and will not study Medicine (particularly) in the language that is required and thus will not have good preparing. We follow the first point of consideration on the base of our working experience.

The teacher should be psychologist and even friend for the foreign students that will help them to have someone reliable in a foreign country to solve their problems or not to have them, to discover their educative (if any person is not afraid to make mistake during answer he will be able to answer much better comparatively to the one who is afraid), scientific, artistic, sportive potential, to achieve maximal individualization of educative process (that must be Pedagogy direction in priority) [21], to maintain good health, the strongest adaptation in the biggest possible extent. And there are big separate academic disciplines – Differential Psychology (Individual Differences Psychology), Differential Psychophysiology [22; 23; 24; 25; 26; 27; 28; 29]. It is also important that Educative Sciences are in tight connections with typologies taking into account as well as Cognitive Psychology essential to be taken into account in any pedagogical process.

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