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**MODERN DIRECTIONS
OF SCIENTIFIC RESEARCH
DEVELOPMENT**



**PROCEEDINGS OF I INTERNATIONAL
SCIENTIFIC AND PRACTICAL CONFERENCE
JULY 7-9, 2021**

**CHICAGO
2021**

MODERN DIRECTIONS OF SCIENTIFIC RESEARCH DEVELOPMENT

Proceedings of I International Scientific and Practical Conference

Chicago, USA

7-9 July 2021

Chicago, USA

2021

UDC 001.1

The 1st International scientific and practical conference “Modern directions of scientific research development” (July 7-9, 2021) BoScience Publisher, Chicago, USA. 2021. 562 p.

ISBN 978-1-73981-126-6

The recommended citation for this publication is:

Ivanov I. Analysis of the phaunistic composition of Ukraine // Modern directions of scientific research development. Proceedings of the 1st International scientific and practical conference. BoScience Publisher. Chicago, USA. 2021. Pp. 21-27. URL: <https://sci-conf.com.ua/i-mezhdunarodnaya-nauchno-prakticheskaya-konferentsiya-modern-directions-of-scientific-research-development-7-9-iyulya-2021-goda-chikago-ssha-arhiv/>.

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FOREIGN STUDENTS' ACCULTURATION AND ADAPTATION PECULIARITIES DEPENDENTLY ON THEIR BELONGING TO HUMAN TYPOLOGIES

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Annotation. Acculturation and adaptation study is rather important in part in Pedagogical Sciences and mostly at foreign students' education. Any educational establishment should create maximally favorable conditions for such students' natural and social adaptation and optimal acculturation in part due to trying to reach maximal individualization in their teaching. Means helping to create maximally possible acculturation and adaptation process while teaching the foreign students are in the attention focus in various countries, in different Science branches particularly in Pedagogy, Psychology, Medicine (in part, Physiology). The specialists try to create complex approach to reach it and new means are proposed and assessed by them. The students' belonging to human typologies taking into consideration represents one of them. The article contains literary review data as well as own researches materials on this subject.

Key words: acculturation, adaptation, Pedagogy, foreign students, human typologies.

Favorable psychological atmosphere at the lesson represents essential condition of the students' good performance and optimal social adaptation in part to study. Changing the living conditions, life country and regime is a huge stress for any people requiring different-termed adaptation. This adaptation carries long-termed character in the foreign students studying abroad. There is even Psychology branch – Psychology of adaptation [1, p.1-479]. Special questionnaires are created on

Psychological adaptation with psychometric properties assessment in various countries in part in Iran [2, p.125-138]. Psychological adaptation connections to the students' health represent study area in various countries. Students' environment is considered to be one of the vastest zones of inter-ethnic contacts [3, p.1-496] and even there is a proposal to consider such an environment itself as the research object in a given area. Monocultural and multicultural adaptation [4, p.1-32] were differentiated and studied separately.

Acculturation has multi-facetated areas of applying with typological aspects taking into account: ethnic concerning to urbanization and life in big cities with specialized higher educational centers creating [5, p.33-50]; in ethnomusicology [6, p.143-159]; ethno-age aspect in Pedagogy and Socio-cultural strategies, in part concerning to resolving the role of higher education institutes' development toward culture and cultural invasion particularly in Iran [7, p.92-100]; relatively to Afghan Immigrant Students Living in Shiraz City [8, p.149-175] and schoolchildren residing in Tehran [9, p.55-83]; with ethno-age aspect in the cultural research area in the Kurdish youth [10, p.165-181]; ethno-age aspect concerning to Sport acculturation in higher education students (in part in Urmia, Iran) while emphasizing about the varieties only in life style factors [11, p.11-22]; the ethno-gender-age one relatively to family role in girls' teenagers acculturation and accepting their cultural values [12, p. 115-128].

Separate big attention is paid to assessing the various socio-economical factors role in acculturation, in part, the one of the students, taking into account ethno-age typological aspect [13, p.101-123]. The students' acculturation was found to be influenced by the rate of parents' income, the family's cost of living, the parent's education as well as computer (Internet in part) applying. Another research demonstrated that social skills of Iranian immigrant children boys and girls (thus, ethno-gender-age aspect was actual in this investigation) in Toronto had been related to their mothers' acculturation level though behavioral problems had not been related on it [14, p.93-108]. Acculturation study has got not only theoretical but big applied significance because it defines the examined physical and mental health in part in

immigrants and thus in foreign students as well [15, p.189-245]. Acculturation can be stressful, hard and complicated because of essentiality to learn new language/s, to deal with cultural differences, economic and residential instability, distance from ancestral lands and homesickness with developing the individual special strategies for acculturation or socialization under new life conditions. Adaptation is considered to be one acculturation strategy. The Canadians' research performed in Iranian immigrants living in the USA, UK and Netherlands demonstrated that positive psychological functioning had been oppositely related to psychological symptoms; acculturation specific and general hassles had been positively associated with psychophysical symptoms; acculturation specific hassles had predicted psychophysical symptoms better than had done the general ones; positive psychological functioning had moderated the effect of general but not specific acculturation hassles on psychophysical symptoms [16, p.108-191]. Acculturation stress can and should be prevented and liquidated with effective educational means using [17, p.627-641] because it can result into mental disorders [18, p.147-170].

Managing Psychology is of crucial significance for pedagogical theory and practice because Pedagogical Science backgrounds ways and means of the students' development well-aimed governing taking into obligatory consideration knowledge of this development psychological and age regularities as well as psychological bonds and dependences characteristic for one or another educative process. As a whole, upbringing and education phenomena analyzing has pedagogical and psychological nature at once. Also pedagogical approach to the students is the psychological one at the same time.

It is not occasionally that Prominent Russian Teacher K.D.Ushynskiy stated that Psychology placed the first position among all other sciences about Human Being relatively to its application in Pedagogy and essentiality for the Teacher. He considered that psychics represented upbringing internal sphere. That is why Teacher should be Psychologist also. Only while having significant psychological preparing and ability to introduce into the applicants' spiritual world the Teacher can govern the forming process of their consciousness as well as developing their thinking, memory,

representations, feelings, will, aptitudes, interests, ideals, abilities together with other qualities and features.

Anatomy, Physiology, in part Age Physiology, concept about higher nervous activity (by I.P.Pavlov) good managing has very big significance to the Teacher. Pavlov's theory because it:

- 1) gives knowledge about cognitive processes reflectory nature;
- 2) explains knowledge perception physiological mechanisms understanding;
- 3) gives explaining to the formation of experience, skills, habits and thus
- 4) helps in education-upbringing work conditions and ways scientific backgrounding.

I.P.Pavlov stated that people were different particularly by their thinking character, advantage or combination of thinking activity definite features and qualities (concreteness, consistency, imagery, emotionality).

By HNA (human nervous activity) individual ("human") peculiarities he divided people into following types:

- 1) thinking type – people with the II-nd signal system (speech) dominance – people with dominant left hemisphere, right-handers;
- 2) artistic type – people with the I-st signal system (analyzers activity) dominance – people with dominant right hemisphere, left-handers;
- 3) middle or mixed type – people who have both mentioned systems more or less equal development – people without hemispheres expressed dominance, so-called ambidexters.

Our results. 98% of the examined foreign students were of thinking type by their dominant right hand though approximately 10% of all the students were of artistic type by their psycho-physiological peculiarities. We consider that it is in dependence on hidden (forced) sinistrality presence in the population as well as varieties in interhemispherical asymmetry individual profile indices distribution (the ones by A.Louria and the other ones).

Acculturation was better in thinkers, in the representatives with "strong

temperaments” (choleric, sanguinic, phlegmatic but not melancholic belonging to so-called “weak” temperaments by I.P. Pavlov; there were choleric with melancholism and melancholic with cholericism among Iranian students, acculturation of the first group was better than the second one). Difficult acculturation, sometimes without adaptation development was characteristic for left-handed melancholics and left-handed melancholics with cholericism especially if the sinistrality character was forced or hidden, more significant comparatively to the real left-handers. Ambidexters had the best acculturative potential with good adaptation development even in left-handed students. There were students from Arabic countries with inability to use both hands while writing (so-called ambisinisters) that led to the worst adaptation to study and, of course, hardens acculturative process significantly. As a whole, externals possessed higher acculturative potential due to their strong Belief to God comparatively to the internals relying only on their own forces and this dependence was not in dependence on belonging to other typologies except the ethnic because the students from moslemic countries were externals mostly or possessed mixed control locus. The students with coping as behavioral strategy had higher acculturative potential with good adaptation development comparatively to the ones with avoiding and defense as their strategies preferred in life.

It should be also mentioned that the students from English groups had more difficult acculturation and social adaptation because of English bad managing among people in the street as well as their bad knowledge or absent knowledge in Russian and Ukrainian. The students from Russian groups had bigger problems with adaptation to study comparatively to their counterparts studying Medicine and Dentistry in English.

Conclusion. The students’ belonging to human typologies is essential to be taken into account to cease their natural and social (in part, psychological, to study) adaptation and acculturation process. It is especially of crucial importance for foreign students study because as a whole they possess weaker acculturative potential and worse adaptation comparatively to their counterparts studying at home. Doubtly, it will help to improve the students’ health and academic scores due to possibility to

develop and to use maximally individualized recommendations for their optimal acculturation and maximally possible multi-facetated adaptation development. We consider that maximally individualized approach to foreign students study should be an essential part of it.

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