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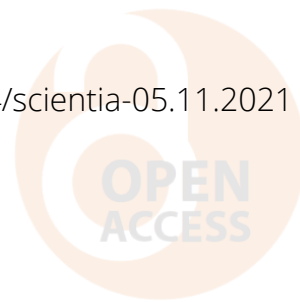


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SECTION 22. PEDAGOGY AND EDUCATION

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ACCULTURATION FACILITATING PATHWAYS IN THE EDUCATION FOREIGN APPLICANTS

Nowadays many diseases are thought to be maladaptive or dys-adaptive. And these pathological conditions are known as civilization diseases due to their vast distribution. Modern life is accompanied by rather often stresses. That is why adaptation multi-faceted study with following proposal of its disturbances prevention and treatment methods represents rather actual branch in Science. Moreover specialists from many its branches deal to it in the Earth different parts. Accordingly to literary scientific data, one can differentiate natural and social adaptation which in turn is divided into psychological, cultural (so-called acculturation), cross-cultural (or trans-cultural) which assessment is of crucial importance at education foreign applicants studying. Also one should take into consideration essential division of studying conditions and adaptive peculiarities during remote and non-remote learning. There is a consideration that the students' adaptation is good to be assessed at the 1st course when it gets started to education, to new country conditions etc. And that it is good to be assessed at the 2nd one because of the adaptation setting, stabilization as well as that professiogenesis started at the 2nd course in part for dental students. It has been so in Ukrainian medical stomatological academy (UMSA) for years and it is so in Poltava State Medical University after UMSA name changing since 1.05.2021.

Interest to inter-cultural adaptation has appeared at the XX-th century beginning. Serious researches started their performance in ethnology and anthropology at acculturation study. Acculturation is defined as cultural changes at permanent direct contact between cultural and ethnic groups. The term "psychological acculturation" was introduced later than the representation about acculturation only as a phenomenon of grouped level. The second meaning as the first one includes changes in attitudes, valuable orientations, role behavior in the individuals whose group is undergone to acculturation. There exist higher education centers promoting acculturation in part in Iran during urban community learning [1]. Diasporas encourage to acculturation process doubtly [2]. Significant research block in this aspect concerning to acculturation process devotes

to immigrants' acculturation particularly the students' one for example Afghan immigrant students living in Southern Iranian city Shiraz [3]. Acculturative process is assessed relatively to separate population/s in one or another country or several countries for instance of Kurdish youth in Iran [4]. Education policies were created in separate countries while defining the socio cultural strategy in part in Iran concerning to Afghan immigrants [5]. Psychological factors affecting acculturation among students represent research subject for example among the Iranian ones [6]. Except psychological factors, separate attention is paid to the socio-economic ones in part among the Iranian students [7].

By our own observations acculturation depends greatly on natural adaptation to the conditions of the country where the education applicant receives his/her education. We met the students who could not study normally right after their arrival from their native warmer countries to Ukraine, needed in several days of staying at home, asked to wear street clothes, gloves in part. It was like dominanta – they could not think about their study under coldness conditions. This dependence was especially expressed in the 1st-2nd-year students. We did not meet “cultural tiredness”, “transition shock” and “cultural shock” among foreign students. Only there were several cases of “transition shock” for moslemic girls from near abroad whose group-mates were guys from far abroad and there was only one girl in one academic group. We propose changing the dean-office' approach concerning to the academic groups' filling by the entrance order. Also one should take into obligatory consideration former and current political relationships between the countries the students are from. Some girls-muslims are used to wear hidjab or at least headscarf and don't leave this in the country they receive education. Our educational establishment allows wearing headscarves, hidjabs, gives permission to allow the students to visit Friday praying that is possible to do in two mosques and special rooms in the hostel and in the university. Special place for praying was created over the road from the university. Of course, it gives opportunity to save moslemic traditions, to reach following results of intercultural interrelationships like segregation (course to the students' group/s separate development, muslims mean in this case) and integration at the same time (saving the group's cultural identity while uniting with another culture). Integration is considered to be rather good and valuable result of intercultural relationships because it defines acculturation high degree and thus the applicants' harmonic development. Special concerts where different countries representatives dance their own dancings, sing their own songs and at the same time dance Ukrainian dancings, dance Ukrainian songs (like the ones of the country they receive their education) doubtly encourage to mentioned integration. Another example – getting acquaintance with Ukraine culture, customs and traditions performed by the teachers at training faculty mostly as well as by some curators of academic groups where the students are from foreign countries.

There will be new educative form – so-called normative or shortened education for Arabic students in Ukrainian and for foreign applicants studying Medicine and Dentistry in English when they enter the 1st course after colleges and should manage the academic disciplines of the 1st and the 2nd course during their 1st year of study. Ukrainian students had and have this educative form but they don't need acculturative process because they receive their education in their native country.

Significant acculturative process is realized in foreign students (mainly from Arabic countries) in Ukrainian academic groups if they are not Ukraine citizens. Unfortunately bad upbringing and low or practically absent ethnic tolerance is characteristic for modern Ukrainian students rather often by our observations. Except segregation and integration there is assimilation or gradual arbitrary or inarbitrary accepting the customs, belief, norms or dominating group sometimes till complete dissolving in it under unfavorable conditions. To our point of view all departments of the educational institution should do all their best to reach integration as intercultural contact categorical result with ethnic identity remaining non-changed, with all adaptation types and optimal acculturation being possible and presence to have multi-facetated

discovering the educative, scientific, artistic potential in every education applicant to reach the best health in all its aspects and to have “people of multi-culture” with the highest respecting the others and highest ethnic tolerance.

Curators must work with all their hearts, not only with their brains with their applicants to reach maximally comfortable acculturation and thus adaptation conditions [8], to prevent and to liquidate conflicts, to have maximal individualized approach to their students from other teachers’ side, to save the strongest health in all its types. They should repeat to the teachers of their students that educative approaches to studying the foreign and domestic students should be different. During the language difficulties’ conditions it is essential to use thematic schemes with the words minimal amount and bigger essence, it is very desirable not to unite letters on the board, to use colored chalks during explanation, to teach some students to write conspectus, to mark the main (it would be wonderful even to organize special courses of this for the pre-students, for the 1st-year students, for the left-handed students who have dominant right brain hemisphere and thus difficulties in analysis, splitting, choosing and marking the main). If the students are left-handed the tests solving is better to be educative but not controlling, it is desirable not to take the tests’ results into consideration as the major ones (only as the additional ones) because of right hemisphere mentioned peculiarities. Also the teachers should remember about essentiality to give additional time to foreign students especially to the left-handed ones and should try not to give time limit where and when it is possible. Foreign students and left-handed especially possess writing less velocity. That is why the lecturers under non-remote and non-mixed education conditions should give them the materials on the electronic careers, should minimize the essence loading while their lectures’ delivering, should use multimedia presentations but without the presented information abundance, should allow writing conspectus on the applicants’ mother tongues, the ones they know very well (the French – for the students from Morocco and Tunis in part, Arabic – for the students from Arabic countries). Also it is good to give many printed materials and electronic materials with enough place for translation to the language they know and understand best. If the Teacher is a Professional and knows foreign languages – to use 3 or 4 languages in parallel for the material better understanding. The teachers in training department used and use special tables of the main terms for every topic written in 3 or 4 languages. New rules of the methodical instructions compiling have this requirement as well at every course and it is rather well.

It is very important being a Real Friend, Advisor, Helper, Psychologist, but not only tutor. Even it is better if not all the teachers teach foreign applicants but the ones possessing necessary psychological and physiological peculiarities (may be it is very well to create special choosing), high ethnic tolerance, capable to love them with all their heart and respect, to use individual approach maximally, the artistic ones, but not working “by pattern”, able to take their typological belonging into account in the maximal possible extent [9; 10].

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