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THE INTERNATIONAL STUDENTS EDUCATION AND ADJUSTMENT FACTORS IN VARIOUS COUNTRIES: THE COMMON AND THE DIFFERENT, THE APPLICANTS' ADJUSTMENT CONNECTION TO PSYCHOLOGY AND PEDAGOGY

Abstract. *The article is devoted to International students' adjustment common and distinguishing features in separate countries as well as contributive factors. The authors pay separate attention to the Indian students' adaptation abroad and in Poltava State medical university while mentioning its positive and negative moments, proposing possible ways and mechanisms to its improvement.*

Keywords: *foreign applicants, foreign students, International students, students' mobility, social adaptation, adaptation to study, cross-cultural adaptation, enculturation, acculturation stress, cross-cultural experience, Differential Psychology, Ethnopsychology, Ethnophysiology, inclusive*

education, inter-cultural communication, integration, assimilation, separation, segregation, marginalization, cultural chameleon, poly-ethnic environment, behavioral strategies, typologies, coping, religious coping, interhemispherical asymmetry individual profile, sinisters, left-handers, sinistrality, left-handedness, hidden sinisters, hidden left-handers, ambidexters, temperament.

Adaptation (particularly natural, social, psychological, cross-cultural), acculturation, acculturation stress, enculturation, cross-cultural experience study is important in Pedagogy, Psychology, Physiology and other sciences about human being. There appeared such directions of Psychology as Ethno-Psychology, Ethno-Physiology, Cross-Cultural Psychology. The works about foreign students study abroad represent separate block in part in relation to adaptation process in a wide aspect and in the narrow ones (psychological, cultural, social). Here are the examples. Vietnamese international students psychological and sociocultural adaptation in French universities [1] as well as socio-psychological adaptation to learning and professional activities [2], foreign students acculturation process dynamics in multi-ethnic environment [3] represent only some areas of the research performed. One can meet the works about the results of the students' surveys about their adaptation to education in higher educational establishments.

Canadian and Iranian scientists developed the concept of adaptive university according to which the university represents living organization and a dynamic system essential to be adaptive both for its survival and its progress within the internal and external changes [4]. Education (particularly the higher one) of foreign applicants must be realized by inclusive education methods based in humanism, the student-centered (but not the tutor-centered) approach, maximal individualization of studying by UNESCO and UNO decision though many countries, unfortunately apply inclusive education form only for people with special needs in part children while creating two groups of the tutors on the base of this [5].

International students support [6], creating the maximally favorable possibilities for receiving the education in one or another educational establishment represents actual moments of the education applicants' optimal natural and social adaptation. Under modern conditions they say about International students' as the research subject. Cross-cultural experience study represents important area of study

in Science different branches in part in Psychology, Pedagogy, Physiology. For example there is a research about Chinese immigrant adolescents' cross-cultural experiences [7].

Intergration is thought to be the best and the most effective type of the International students' interactions with new environment. There are impact on foreigners academic performance, pedagogical most comfortable means and adaptation, own methods and pathways of integration reaching, the best performance and optimal adaptation by education foreign applicants in part while emphasizing on their consideration about being foreign students in separate groups even if they spent many years in Ukraine, their maximal individualized approach in educating, essentiality to be Psychologist, know differential, social, Ethnopsychology and Ethnophysiology rather well for the teachers in these academic groups; assimilation, separation or segregation and marginalization are other inter-cultural communication results met in the poly-ethnic environment where the International students' live and receive their education [8]. Marginalization and being a cultural chameleon represent bad variants of inter-cultural communicating [9].

Personal values play very significant role in enhancing the student experience and satisfaction during education and post-graduation [10]. Stress and life quality are assessed and compared in International and domestic students in multiple research [11]. There are state models of interconfessional tolerance in modern multiethnic societies [12]. Religious coping scales were created in Islamic Republic Iran by Tehranian Tarbiat Modarres University Psychology Chair Professor Maryam E. Aguilar Vafaei and her followers and colleagues [13]. Not only religious coping is used by the education applicants during their cross-cultural adaptation as part of the psychological one [14]. Acculturation rating scales represent rather useful mean and were created in different countries taking the education local peculiarities in a consideration in part for ethnic minorities for instance the Mexican-Americans [15].

And it is so in many countries. Indian students' mobility is considered to be increased but this increase rate is still insufficient to provide India necessities. Thomas S. developed Indian students' satisfaction model while receiving the

education in motherland [16]; Phadke created a model of Indian students' loyalty during education in Turkey [17].

The Indians represented and represent the third largest ethnic group among the International students in America. That is why their adaptation multi-facetated study during education abroad represents important task. It is interesting to assess the Indians' culture impact onto the American one and vice versa, even they say about American education and culture influence upon India itself. Of course, the first influence is the direct and the second influence is the indirect one. Following examples can be: to get acquainted to modern technologies with their further introducing in their homeland; to acquire new skills in the Science and Technology various branch and to apply them after return to home; interestingly that there were Indian students who wanted to get to know their motherland better after their education receiving in the USA; also there were the students and gradulators who used practically every chance to introduce India to America; there was a historical point of view accordingly to which receiving the education in America can be thought as an indicator of a personality maturation because the students must not study in the USA until they remain immature; educating duration was in a direct correlation to the influenced factors assessed in the International students; Indian students were found to interact less closely to the Americans than the Europeans that hardened the adaptation of the Indian students. The personality changes in a new environment can be absent, little or significant; visible or hidden to the others or even to the respondents.

Our own investigations and their discussion. The students from near abroad had less language difficulties comparatively to far abroad, that is why the 2nd group needed more delicate educative approaches to their education: passive methods (lectures and explanations during practical classes) more; melancholics especially the sinisters needed the maximal individual approach while their education and this approach degree exceeds the one while working with melancholics sinisters from near abroad. This temperament type and sinistrality are considered the less adaptive in the activities significant amount though the students of this temperament writing with their left hands were very good reporters and had brilliant results at the

conferences, in part in foreign languages because of right hemisphere dominance in them. Iranian, Indian, Pakistanian students were active in a scientific activity more comparatively to the students from other countries due to high percentage of ambidexters and hidden sinisters among them (while reaching 10-15% in part among the Iranians); Iranian guys were more active in a science while Indian both-sexed students were engaged in a scientific activity practically in an equal percentage. Of course such an activity develop very important features in the students, printed works and certificates big amount help in defining their better post-graduating study and even career as a specialist. English and French management was rather contributive factor in educative adaptation particularly and social adaptation as a whole.

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). Next, one girl from near abroad could be among all guys from far abroad. It is especially difficult for girls muslims.

The students from India and Arabic countries except Morocco (possessing especially significant language barriers) had more significant cultural and cross-cultural stress and shock.

Ethnic tolerance and culture were not at high level among some teachers as well as English level that hardened the foreign applicants' adaptation significantly. Also the tutors did not have even minimal knowledge of Psychology, did not know about Differential Psychology dealing to typologies study at all.

Experience as an International students:

1. Being an Indian student in Ukraine has been a challenging task for us. Faced with multiple circumstances (academic, social, personal and economic areas of life).
2. Being from a multicultural country, we've seen in Ukraine moderate friction in communication with the natives.
3. In relation to academics, understanding the new marking system was odd for

us, coming from an "written and viva exam".

4. The scanty availability of vegetarian food was a problem with many of us, most of us are vegetarians.

5. Monetary matters are significantly the cause of panic among students. Although the value of INR against UAH have minor difference, the inter-conversion between currencies costs significantly.

6. All the aspects in a combination act on students' personal development in part psychological and physical.

The major factor pushing Indian students to opt for foreign education is the expensive medical university fee in the private sector colleges, ranging from 45 lakh to near about 1 crore, hence the students choose to study in countries with affordable fee structure.

The middle class Indian family can only bear only pre-calculated expense and any sudden expenses which may come, can put the students at risk of an emotional breakdown.

Living in Ukraine have provided Indian students many opportunities especially the freedom to travel alone, at any hour of the day being a girl safely.

The sense of responsibility of self and career.

Despite of the fact that we are studying at a prestigious institution there still lingers the ever-haunting thought of internship and employment.

The lack of practical skills training and interaction with patients is a major milestone to cross in foreign universities.

The most important issue is taking a leave on working days and then paying for a rework.

Even if we are sick we can't take a leave because then we have to pay for the absence.

And we can't afford to go the doctor for paid checks up either.

We are mostly unaware of the provided medical facilities at the University. The medical room of the University doesn't have English speaking staff making it even harder to communicate our problem to them.

Thus students rather prefer to bear with pain and illness than going for a check up.

In India there is no such system for "rework".

These are positive and negative moments, advantages and dys-advantages of studying in Poltava state medical university.

Conclusions. There is an essentiality to improve the foreign applicants' social (in part educative) adaptation by means of:

- 1) curators work activating in such academic groups,
- 2) Psychology and Differential Psychology courses for the tutors dealing to foreign applicants,
- 3) ethnic tolerance checking in them,
- 4) creating the group of the specialists – qualified, with good knowledge of Psychology and Physiology, proficient in English teaching only in the foreign academic groups,
- 5) typological belonging obligatory taking into account in the foreign students, teaching the main methodics to the tutors (particularly the ones of interhemispherical asymmetry individual profile, temperament, control locus, behavioral strategies),
- 6) creating the academic groups filling proper order taking the political and religious relationships of the applicants in the obligatory consideration,
- 7) applying the inclusive education with all its principles to all foreign students,
- 8) using the obligatory oral explanation of the topics studied at the lesson in the volume sufficient in the academic group taking into the students' psycho-physiological peculiarities into consideration,
- 9) applying the interactive educative methods and to be able to give the materials to the students on the electronic careers after the lesson (lecture) finished,
- 10) using only printed but not written materials to the foreign students because of their difficulties to read,
- 11) using only the printed but nor written materials for the results checking,
- 12) using colored chalks, pen, markers for the material presenting,
- 13) no uniting letters, writing even capital printed letters in the groups with language difficulties and among the right-hemisphered students.

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