

# TO THE QUESTION ABOUT FOREIGN STUDENTS NATURAL AND SOCIAL ADAPTATION IN RELATION TO HUMAN TYPOLOGICAL ASPECTS

<sup>1</sup>Tkachenko Elena Viktorovna, <sup>2</sup>Jha Sahil Kumar, <sup>3</sup>Rauth Upasona <sup>4</sup>Jha Gautam Kumar

<sup>1</sup>Candidate of medical sciences, Physiology chair assistant  
Poltava State medical university

<sup>2,3</sup>Student, International faculty, General Medicine  
Poltava State medical university, Ukraine

<sup>4</sup>Final Year Student, BE Computer science  
Chandigarh University, India

**Abstract:** We assessed the foreign students' adaptation peculiarities in the English and Russian academic groups and proposed our pathways of its improving in part through the prism of effective pedagogical strategies as well as the students' favorite ones because academic adaptation represents adaptation separate type together with the psychological and socio-cultural in part concerning to the foreign students. We consider and prove that adaptation must be assessed and corrected only while typological belonging taking into consideration that is of crucial importance in the foreign applicants education and must be the direction in priority though it is not so unfortunately and there exist educational establishments where the tutors teach the foreign and domestic students without any differences.

**Keywords:** adaptation, foreign students, Pedagogy, individual approach to education, Differential Psychology, typologies.

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 (E.V. Tkachenko, R. Shabuddin, M. Prilutsky, 2020), heart-vascular systems (A.Meysamie, 2017) 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 are whole directions – human adaptation psychology (A.A. Реан, А.Р. Кудашев, А.А. Баранов, 2008), 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. There are researches directed to future students adaptation to life and study, socialization 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/s of life in foreign countries. There exists separate system of educative work with pre-students and the 1<sup>st</sup>-yeared students for foreign citizens' best and fastest adaptation to new socio-cultural and educative space (Л.Н. Боронина, Ю.Р. Вишнеvский, Я.В. Дидковская, С.И. Минеева, 2001). 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 (К.В. Сельченко, 2004).

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 Valeology et al.) (Н.В. Дубровинская, Д.А. Фарбер, М.М.Безруких, 2000; Т.В. Алейникова, 2007), gender (females and males comparative characteristics, such sciences as Gender Psychology and Psychophysiology) (Т.В. Бендас, 2009; III. Берн, 2001; К. Хорни, 1993), ethno-age (studying and comparing the probes and indexes in foreign students from different countries), ethno-gender (О.Г. Лопухова, 2001), ethno-gender-age (studying and comparing the probes and indexes in foreign students of different countries males and females), interhemispherical asymmetry individual profile (dexters, sinistersreal, 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) (В.М. Русалов, С.М. Дудин, 1995; В.М. Русалов, 1992; В.А. Семиченко, 2001; Я. Стреляу, 1982), behavioral strategies (coping and avoiding) (С.К. Нартова-Бочавер, 1997), control locus (external and internal and correspondingly people externals and internals); temperament types, control locus and behavioral strategies determine so-called personality cognitive styles (М.А. Холодная, 2004). Characters accentuations (К. Леонгард, 2000) have big applied significance. Typological aspects are assessed

together, particularly 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 the 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 (D.V. Ribeiro, R.C. de Azevedo, E.R. Turato, 2013), Brasil and Canada (M. Ungar, 2013), Greece and Albania (in ethno-age aspect in immigrant adolescents) (F. Motti-Stefanidi, J.B. Asendorpf, A.S. Maten, 2012), Malaysia (M.A. Majumber, 2004), Nepal (P.R. Shankar, R.M. Piryani, 2009), Singapore (M.C. Gwee, 2008), Hon Kong (T.P. Lam, Y.Y. Lam, 2009), the USA (T. Tavoc, R. Newsom, J.P. DeWald, 2009), Turkey (A. Mandiracioglu, F. Dogan, 2012), Pakistan (W. Mahmud, O. Hyder, 2012), India (L. Jain et al., 2010), New Zealand, Iran (in ethno-gender-age aspect in females in postpartum period) (M. Asadi, M. Noroozi, M. Alavi, 2020). Adaptation models are used in part in Iran (Roy Adaptation Model on fatigue and activities in the patients with heart failure) (M. Abdolahi, A. Abdollahyar, M.M. Doust Mohammadi, 2020).

There are differences 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 2<sup>nd</sup> or even after the 1<sup>st</sup> course. And there were brilliant students from Iran and Arabic countries who know Russian very well and demonstrated very 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 38, 34, 19 for the students and 15 during one academic year from Iran, Egypt and Iraq) as well as 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 amount 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 were 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" (A.B. Семенович, 2018). We found out choleric with melancholism and melancholics with cholerism 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 apply illustrations (the colored ones are better because of left-handers' dominant right hemisphere high artism; it is rather well to use colored chalks while writing the material on the board). Also the students from Arabic countries (especially possessing the 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) (C. Спрингер, Г. Дейч, 1983; А.Е. Литвак, 1996). 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 major (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 1<sup>st</sup> 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 2<sup>nd</sup> one think that it is bad solution because such students will communicate on their mother tongues 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) (И.А.Зимняя, 2002), to maintain good health, strong adaptation in the biggest possible extent. And there are big separate academic disciplines – Differential Psychology (Individual Differences Psychology), Differential Psychophysiology (Ю.Б. Гиппенрейтер, В.Я. Романова, 2008; О.А.Кондрашихина, 2009; А. Анастаси, 2001; С.К.Нартова-Бочавер, 2003; Е.П. Ильин, 2002; Е.П.Ильин, 2004; И.С. Кон, 2000; В.Штерн, 1998; В.Н. Машков, 2008). It is also important that Pedagogy is 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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