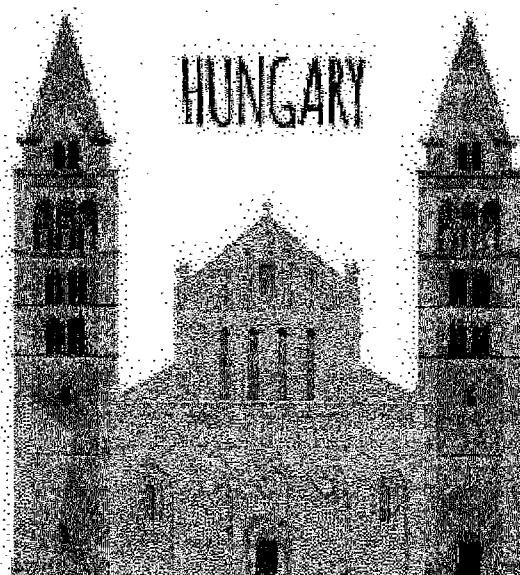


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SPEECH AND COMMUNICATIVE COMPETENCE CONTRIBUTION INTO
HIGHER EDUCATION FOREIGN APPLICANTS' ACADEMIC, CROSS-
CULTURAL AND PSYCHO-SOCIAL ADJUSTMENT

Abstract. The authors paid the attention to the speech and communicative competence contribution of Poltava State medical university foreign students from English and Russian groups into their academic and cross-cultural adjustment. English' and French' managing degree was demonstrated to be essential factor of mentioned adaptation forms. There was also comparison between dental and medical students while emphasizing bigger speech and communicative competence of the first ones since 2018 till 2022 though these varieties were not valuable since 2005 till 2018 year.

Keywords: foreign applicants, competencies, adaptation, acculturation.

Education internalization represents global research area nowadays by the specialists in various continents and countries: Netherlands, Australia, Turkey by teachers [1; 2; 3], psychologists, physiologists, workers in economic branch of science in China [4]. The students with EFL (English as foreign language, moreover the first one) in English-speaking universities are studied separately [5; 6]. Asian students speaking English in part in the universities represented the research object in New Zealand [7] in ethnographic aspect taking into account the language adaptation or adjustment to the English-speaking universities' cultures and receiving the adaptation from various countries on this adaptation and cultural therapy, so called co-national support and cultural therapy [8]. There is a point of consideration about socio-cultural adaptation (its cross-cultural subtype) multiple pathways for the foreign students dependently on their managing the foreign language between self-construals [9]. They say about cross-cultural communication

learning impact on the International students' adaptation [10] through integrative motivation, speech or communicative competence in the second language (language or linguistic awareness) [11; 12]. Dys-adaptation in various forms and degrees is paid significant attention in International students in various countries, for example in the Iranian ones in Scotland [13]. The International students' language preparing, communication skills impact on «cultural challenges»: there were researches on such correlation in the International medical students in Canada; it is sad that pre-graduates and even graduates had dys-adaptive problems though they have been accustomed to new culture and its requirements for long and adjustment questions must not be actual for them, both natural and the social one [14]. Language adaptation influences on psycho-social adaptation doubtly which is assessed together with acculturation in the International students and immigrants who are not the students [15], in part their coping strategies [16].

There can be second foreign language managing various degrees – from low to skill or proficiency [17] including non-verbal communication forms. It represents the first research flow of language question concerning to the International students. The second one comprises speech interaction in the country where the International student receives his education; the investigations about this were performed by Polish scientists [18]. References concerning to language and communicative aspects deals to psychological, social-cultural [19] and academic adjustment. Although they can be distinguished not only in connection to language and communicative aspects in the foreign students [20] while creating the possibilities and the measurement methods [21] as well as distinguishing the adjustment other types for example the psycho-social one [22]. Mentioned three adaptation types get categorized into adaptation domens.

On the base of this literary review's data we differentiate the students from Russian and English academic groups in our researches. Language competence in English was better in medical students than in the dental ones during several last years though these varieties were not valuable in the International students from 2005 till 2018 year. Language proficiency influenced on the student's academic

adjustment greatly with a direct dependence. Academic adjustment in turn impacted on cross-cultural in part and psycho-social as a whole.

The students from the academic groups with Russian educating form had bigger language barriers especially the ones from dental faculty and especially the ones not from Morocco among them. French language was helpful for Moroccan and Tunisian students and we found better academic performance in the academic groups where the students were only from French-speaking countries. The students from Sudan knew French much more seldom and their level was worse comparatively to the Tunisian and Moroccan students.

The students from Arabic countries had less velocities of writing at the lessons, though the Moroccan students of dental (especially) and medical academic groups receiving their education in Russian wrote huge conspectuses while using the different-colored pens, markers, 6-8 sheathes in volume while writing in every line. They knew French, English and Russian very well. There were the students receiving red diploma among them and they were distinguished by interest to scientific activity, had many printed works and certificates during their work in the students' research groups.

Thus, language and communication competence impact on academic, cross-cultural and psycho-social adaptation greatly.

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