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International students acculturation: side experience and own contribution

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Abstract. The article is devoted to the problem of acculturation study in the International students in our educational establishment and abroad regarding to the acculturation theory of J.W.Berry, speech competence as important contributive factor of their adaptation as a whole and cross-cultural particularly; own pedagogical means and approaches used at the lessons in the English and Russian academic groups of medical and dental profiles. The authors emphasized to essentiality of the applicants' typological belonging taking into obligatory account in assessing the foreign students' acculturation and helping to reach its optimal value by filling and speed (by the tutors, curators, psychologists, dean-office stuff, other students). Big attention is paid to the necessity to take the International students' individual coping styles and learning styles in their proper acculturation reaching as well as cross-cultural experience sharing.

Keywords: foreign applicants, foreign students, Pedagogy, learning individualization, remote education, non-remote education, Psychology, Psychological Adaptation Psychology, Acculturation Psychology, Social Psychology, Differential Psychology, adaptation, adaptation social, adaptation psychological, psychological counseling, adaptation academic, adaptation cultural, enculturation, acculturation, acculturation theory, integration, assimilation, separation, marginalization, adaptation cross-cultural, adaptation trans-cultural, adaptation styles, cross-cultural adaptation styles, typologies, typological aspects, ethnic typological aspect, ethnic identity, ethnic identity maintaining, ethno-age typological aspect, interhemispherical asymmetry individual profile, temperament, behavioral strategies, individual behavioral strategies, individual reaction styles, coping, coping styles, coping strategies, individual coping styles, individual coping strategies, defense, avoiding, learning styles, cognitive styles, cultural transitions, intercultural transitions, cross-cultural experience, speech competence, communicative competence, language barriers.

Berry J.W. proposed and introduced acculturation theory [1], accordingly to which for acculturation practices were

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differentiated during foreign students' interaction to other cultures: integration, assimilation, separation and marginalization. We paid attention to this in our researches as well. There exists separate academic discipline – Acculturation Psychology [2] of assimilation, separation, integration and marginalization and there is research on its history learning [3]. Maintaining the ethnic identity and achievement coping are thought to be the moderators of racial discrimination or well-being interrelations in the researches performed in the Asians-Americans [4]. Ethnic identity maintaining excessive tryings are observed at separation and, moreover, marginalization that unfortunately takes place in some foreign students. It is important that mentioned acculturation theory emphasizes that managing the language skills of speaking on the language of that country where the person went (it is higher education applicant in our case) helps to establish supporting social and interpersonal relationships with this country representatives significantly and therefore improves intercultural communication and socio-cultural adaptation. These are so called speech and communicative competences.

It emphasizes to the essentiality to perform comparative analysis among the students of academic groups receiving the education in English and Russian that was performed by us together with assessing those pedagogical facilities and methods helping to reach maximal degree of psychological, sociocultural and academic adaptation, to cease their enculturation and following acculturation. English-studied students of medical faculty had better skills of self-work in part in Google-class and better preparing to the lessons while writing the bigger conspectuses, 5-8 sheathes in volume, with colored pens and markers. Dental students had such good preparing earlier, approximately till 2015-2018. Especially good performance both during remote and non-remote education was characteristic for the Indian and Moroccan students. Indian students receive only the education by speciality "General Medicine", Moroccan students were distinguished by good marks both at medical and dental faculty; they were telling about their using the French in preparing to the lessons; it was especially contributive for the dental faculty students. Dental students from Iran receiving their education in our educational establishment during 2005-2015 academic years were distinguished by especially good results in study and scientific activity while having 34-38 printed works since the 2nd course till their graduation. Dental students from

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Egypt had big success in applied stomatological subjects. As a whole English students had writing bigger velocity and foreign languages better managing, many of them knew Ukrainian and Russian well also. The students of English study form were better in the lectures writing because of writing bigger velocity and following skills to write after the lecturer. The students from the Russian groups except the Moroccan ones had language barriers, the ones from Uzbekistan did not have good results in managing the language they study in completely. The tutor's explanation with topical schemes written with the letters' separating one from another, sometimes with the capital printed ones in different colors, with Russian, English and French applying in parallel orally and on the board, lectures' materials giving on the information electronic careers before and after the lectures delivered, sending the prepared multimedia in Russian with enough place for the data's translation in Arabic, English, French, permission to the students to write conspectuses in Arabic and other languages they know better were applied as pedagogical facilities in these groups. Acculturation/enculturation impacts on human mental health and thus is in direct connection to psychological adaptation. It is actual also while working with the foreign students. Socio-cultural adaptation distinguishing allows its division into cultural and trans-cultural or cross-cultural for higher education foreign applicants. The most favorable atmosphere was trying to be reached during non-remote lessons with the individual approach maximal using thus while the students' typological belonging taking into obligatory consideration. There was permission to the foreign students to address in Viber, Facebook, Instagram and Whats'App daily till 9 p.m. as well as many educative materials were sent by email and in these social nets. The curators' activity must not be formal to help the students to reach all the adaptation types as soon and as more effectively as possible.

Ethno-age typological aspect distinguishing relatively to cross-cultural adaptation (out of students) found its description in the research about the Thai adolescents in Canada [5]. The memorandum about acculturation learning has been implemented in the 1936th [6]. There exists a point of consideration about so-called international students' adaptation styles [7] as well as learning styles and strategies (particularly adult language learning with ethno-age typological aspect taking into account) [8; 9], cognitive

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styles [10] that is important because academic adaptation represents social adaptation separate type and impacts on psychological, cross-cultural adaptation in a big extent; coping styles [11] because studying abroad is accompanied by stress and many problems solving as well as the tasks in significant extent; there exists perceived discrimination unfortunately [12], so-called “cultural transitions”, “intercultural transitions” in the higher education foreign applicants particularly in medical educational establishments [13]. Adaptation and thus acculturation process is harder during first two years of studying abroad; the researches on determining and comparing the stress levels, coping styles and psychological morbidity in the 1st-2nd-year [14] and elder medical students [15] represent very actual investigations’ area. The specialists from various countries, psychologists, teachers, physiologists, neurologists and so on try to answer the question about such adjustment varieties backgrounding and determining by age and other peculiarities (upbringing, education before entering the higher educational establishment) [16]. The questions of individual termed help to the students by the teachers, curators, psychologists, dean-office stuff are very actual and need in the applicants’ typological belonging taking into obligatory consideration. Individual reaction styles in the new and hardened life situations are in this list and place one of the dominant positions. One should remember about emotional and approach coping as well as about defense and avoiding as the personal behavioral strategies.

Intercultural experience and cross-cultural adjustment reaching can and should be shared by the separate students, academic groups, the students and the teachers, the teachers, the chairs in one educational establishment and among them, intercultural experience sharing between different countries is rather helpful; Internet using is important because foreign students consider that they belong to another culture and can’t be understood well by the representatives of another culture; it is harder to trust people to them. Such programs are described in China between pre-graduates and graduates/postgraduates concerning to speech difficulties overcoming) [17]. There are the researches about cultural and social adjustment comparison between domestic and International students in the Western countries especially the ones from the 1st-2nd courses [18]; the American specialists shared their experience on international genetic

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counseling on the students' perspectives concerning to their educating in the United States of America [19].

Work in on-line regime is especially helpful to left-handers, melancholics, left-handed melancholics; thus interhemispherical asymmetry individual profile and temperament taking into consideration is rather important in choosing the communication pattern for the foreigners.

Thus acculturation study is multi-facetated and needs in vast researches in many countries by the specialists belonging to the Science various branches with the International students' typological belonging taking into obligatory consideration.

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