

МІНІСТЕРСТВО ОХОРОНИ ЗДОРОВ'Я УКРАЇНИ
ХАРКІВСЬКИЙ НАЦІОНАЛЬНИЙ МЕДИЧНИЙ УНІВЕРСИТЕТ
КАФЕДРА ФАРМАКОЛОГІЇ ТА МЕДИЧНОЇ РЕЦЕПТУРИ



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медичної та фармацевтичної освіти та науки», яка присвячена до
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Section 1. Modern directions and ways of improving the quality of medical and pharmaceutical education

MOTIVATIONS TO STUDY IN THE FOREIGN STUDENTS: CONNECTION TO ADAPTATION AND SOME CONTRIBUTIVE FACTORS

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The topic backgrounding. The topic study actuality is based on International students big amount, their vast academic mobility growing from year to year on one hand as well as remote learning as special form of education which needs in new, non-habitual adaptation forms on the base of significant motivation to study and moreover to receive education abroad under the education of both remote and non-remote learning.

Aim: to investigate factors of motivation to study as a whole and in Ukraine in part, academic and cross-cultural adaptation of the foreign students. **Tasks:** 1) To assess motivation factors to study in Ukraine. 2) To establish factors of motivation to study in Ukrainian for the students who started learning Ukrainian from the very beginning. 3) To analyze the relations between motivation to study and the applicants' adaptation. 4) To discuss the methods of the increasing the foreign students' motivation to study in Ukraine. **Methods:** survey in the foreign students from various countries receiving their education in Ukraine in part the ones studying in Ukrainian with domestic students and with the students learning Medicine in Russian.

The investigations results and their discussion. Motivations represent both physiological and psychological category. They are in tight connections with necessities or needs which can be primary (in a food, water, sex) and higher (in friendship, love, recognition, education). If the first ones are innate the second ones are acquired. They are accompanied by brainstem in part reticular formation activating and then hypothalamus, thalamus and brain cortex. This excitement can

carry generalized character due to reticular formation and thalamus non-specific nuclei activity. Reticular-cortical activation reaction realized as a result of information elective irradiation secondarily to divergence with the concrete conductive pathways involvement into the reaction observed namely face skin receptors → trigeminal nerve → reticular formation → cortex - can define specific pathways getting activated during some needs and thus motivations forming; in part it is easier to be active at the first pair and therefore to reach the motivation of receiving the high degrees for the students; some jogs use nasal cavity receptors activating with cold water or “drinking with nose” instead of the face cutaneous or skin receptors for the reticular formation more significant stimulation that increases generalized excitement reaction for reaching the motivation of successful study by the students that is difficult to reach after the sleeping; unfortunately the Moroccan students have time difference 3 hours back relatively to the Ukrainian time but have the 1st pairs much id est at 5.30 with essentiality to get up earlier and to be active at the 1st pair. Dyschronoses appeared harden social adaptation and decrease motivation to study in part the academic disciplines that are at the 1st pairs.

Motivation to study is an integral index. It depends on abilities, upbringing, customs and traditions in the family in part and in the country the foreign student is from as a whole. It can be stated that motivations spectra and force are determined both by genetic and environmental impact. What will define the higher education foreign applicants to leave home and to go abroad? Probably some of them strive for separation from the parents’ control especially if they have stricted norms of family upbringing; other foreign students informed about desire to get acquainted to other cultures and to show themselves; many of the asked heard about good education in Ukraine from their friends, relatives, familiars, agents; in part they heard about good chances to receive better post-graduating study and even working place if they were studying in Ukraine; our university used and use early professiogenesis at the dental chairs expressed in the students’ start of working with the phantoms at the 2nd but not at the 3rd or even 4th courses as practice many educational establishments abroad; our dental faculty gradulators were successful in part in Germany; in other cases it was

much easier to prove the diploma received after the education in our medical educational institution. We have foreign students starting learning the Ukrainian from the very beginning at the preparing faculty or even at the 1st course and receiving their education with the domestic students or with the students studied in Russian. Of course individual approach to their study is rather important to increase their motivation to study in Ukrainian but not in English they know much better. The teachers, curators, dean-office, sometimes psychologists must develop bigger ethnic tolerance in the domestic students in the academic groups where the foreign students are studying. The tutors must have bigger ethnic tolerance, respect to foreigners, realizing the essentiality to help them into reaching the social adaptation, in part by means of additional help in study, creating the psychological comfort at the lessons because many of the asked foreign students complained about being scared to answer wrongly, to ask for help, to address the tutor and domestic group-mates. Foreign students must have counterparts in such mixed groups, belonging to the same culture to help in study and daily life. It is a very big problem that our nurses, doctors, librarians, sellers don't know foreign languages as well as many tutors. Also negative moments include absence of adapted short and exact materials with little text and big colored figures, schemes, tables for the foreigners; our teachers' bad or absent knowledge of Psychology as a whole and its branches such as Differential Psychology, Ethnopsychology, Gender Psychology, Age Psychology, Conflictology (it is essentially to fill the academic groups not by the entrance order but while taking the political and cultural relationships of the countries the students are from into the essential consideration).

Conclusions. Optimal motivation to study is achieved and maintained by love and respect to our foreign students as well as using the individual approach to study in maximal possible extent to provide their maximal and multi-facetated adaptation. It is a hard work of the students themselves, the tutors, curators, psychologists, the dean staff and services such as libraries, hostels.

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|---|-----|
| Olena Hopta PERSPECTIVES OF COLISTIN USAGE AS A DRUG OF LAST RESORT | 433 |
| Tamar Okropiridze, Nodar Sulashvili THE CHARACTERISCIC OF MORPHOLOGICAL RESEARCH APPLICATION OF OSTEOPLASTIC BIOPLAST MATERIALS IN DENT EXPERIMENT | 434 |
| Tamar Okropiridze, Nodar Sulashvili USE OF PLASMA FLOW IN COMPLEX TREATMENT OF CHRONIC PERIODONTITIS | 438 |
| Seniuk I.V., Benzid Yassine, Kaddi Kaoutar "TOMATO FLU" - A NEW CHALLENGE FOR THE MEDICAL COMMUNITY | 448 |
| Seniuk I.V., Benarafa Ibrahim Amin, El Mehdi Tolbi BIOCHEMICAL ASPECTS OF TRANSFER OF MONKEYPOX VIRUS GENETIC MATERIAL INTO THE ANIMAL CELL | 451 |
| Tkachenko O.V. , ZhukovaM.Yu. MOTIVATIONS TO STUDY IN THE FOREIGN STUDENTS: CONNECTION TO ADAPTATION AND SOME CONTRIBUTIVE FACTORS | 456 |