



МІНІСТЕРСТВО ОСВІТИ
І НАУКИ УКРАЇНИ

МІНІСТЕРСТВО ОХОРОНИ
ЗДОРОВ'Я УКРАЇНИ

ХАРКІВСЬКИЙ НАЦІОНАЛЬНИЙ
МЕДИЧНИЙ УНІВЕРСИТЕТ

СУЧАСНІ КОНЦЕПЦІЇ ВИКЛАДАННЯ ПРИРОДНИЧИХ ДИСЦИПЛІН В МЕДИЧНИХ ОСВІТНІХ ЗАКЛАДАХ

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The Museum is a place where subject excursions for school pupils are organized, the meeting of the Students' Scientific Club are held, mini-lectures are conducted, and the meetings with labour veterans of the Department are held.

Educational-Biological Museum is an exhibition project and remains a teaching resource of the Department. It reflects not only the history of the organization and establishment of the Museum, but the history of the Department, Institute, Academy and University in the whole. The Museum was and still remains a pride in honor of those people who laid its foundations.

Stress components for the current foreign students receiving their education in Ukraine and some pathways to help them

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Stress can be acute and chronic, with sthenic or mobilizing, stimulating component and asthenic or de-mobilizing, inhibiting one. It is difficult to receive the education in foreign language which study can start at the 1st course though there were and are Brilliant Students managing both Ukrainian/Russian language and General Medicine/Dentistry in them rather well. Despite rather significant amount of research and printed works dedicated to the educating peculiarities during remote education many of them are devoted to the domestic students while forgetting about adaptation tension in the foreign applicants' majority even under the conditions of non-remote education that is in our country unfortunately because of the current situation. Stress conditions represent complex of influencing factors among which it is worthy to mention current situation in Ukraine, remote education, time differences, language barriers, little velocity of writing, difficult reading the text on the board written with one chalk, with the letters united, little by size, adapted materials insufficiency creating with essentiality to use "pure Internet" where many mistakes were and are met, that creates a picture "I prepared, I have been reading and writing so much but You put me so bad mark. I used Internet". Stress decreases patience and increases anxiety. If a student can't find necessary materials, if additionally he or she does not count on his/her tutor's help in this search, if he/she is scared to address his/her teacher such applicant can lose desire to study either this subject or desire to receive study in this educational establishment or as a whole to study. Of course, acculturative stress is higher if the students have non-remote education

but improper attitude of tutors, even curators, dean-office staff can result to significant acculturative stress even if the student is at home. If he/she has stricted parents and upbringing at home, if his/her father reminds his son/daughter about big sums spent to his/her good education, there can be significant feeling of fault and low self-confidence., enforcing if this person has no friends, counterparts he/she can speak with. By our experience, foreign applicants are shier and it is much more difficult to them to share their feelings and worryings, to address for help. The role of a Tutor-Helper, Advisor, Friend get increased significantly while decreasing the role of a Tutor-Controller. It is so-called Student-centered education but not the teacher-centered one. Cross-cultural experience sharing must be organized and practiced at different levels beginning from inter-student and ending with inter-chairs, inter-establishments, inter-countries. Psychologists and curators role gets increased much not only during non-remote but remote learning education to be able to diagnose acculturative stress and even shock as soon as possible and to be able to organize qualified help and advice. It is important even simply to be near and to listen to, to communicate in a social net, to support. They do need support. They search for such People from their Tutors. If they trust, they trust. Moreover it is worthy to add that every Tutors teaching in such academic groups must not leave a student without such help if the teacher allows for, sees, thinks, knows about pre-problematic or problematic state with his/her student. Formal attitude “to control the students’ preparing to the lesson and that is all, his/her personal issues must not touch me at all, because they knew that they were not at school more, that it would not be simply”. Psychology managing by the tutors in the foreign academic groups acquired bigger and bigger significance. It is so good that many educational establishments have separate teachers working only with the education foreign applicants, that there are separate classes for them with modern devices, the books and methodical instructions adapted for the foreigners with little text and big figures, big letters. To give the materials before the lesson/s, to leave the place for translation into the language/s they know well/better, to allow writing the concepts in the languages they know well/better both at the lessons and at home are helpful. Help to prevent acculturative stress or at least diminish it in the foreign applicants must be from the students, all the teachers, psychologists, dean-office and supplementary services (library, hostel) staff.