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36.	Lykholat Y., Lykholat O., Blystiv T., Semenchuk N., Korshykov S. SPECIFICS OF DISTANCE TEACHING FOR STUDENTS AND SCHOOLCHILDREN IN MODERN CONDITIONS	197
37.	Tkachenko O., Khairddine H., Moukrish M.A., El Yagoubi E., Singh G. INTERNATIONAL FACULTY STUDENTS' SOME EDUCATION PRINCIPLES AND PROBLEMS UNDER REMOTE EDUCATION CONDITIONS BECAUSE OF WAR WHILE STUDYING IN PMSU	201
38.	Венгринюк О. РОЛЬ ПІСЛЯДИПЛОМНОЇ ПЕДАГОГІЧНОЇ ОСВІТИ У ПІДГОТОВЦІ ВЧИТЕЛІВ МИСТЕЦЬКОЇ ОСВІТНЬОЇ ГАЛУЗІ ДО РОБОТИ У НОВИХ УМОВАХ	205
39.	Галущенко В.І., Цимпова І.М. АСПЕКТИ КОРЕКЦІЙНО-РОЗВИВАЛЬНОЇ РОБОТИ З ДІТЬМИ З ОСОБЛИВИМИ ОСВІТНИМИ ПОТРЕБАМИ В УМОВАХ ШКІЛЬНОГО НАВЧАННЯ	208
40.	Гордійчук О., Савчук О., Машина Д. ХАРАКТЕРИСТИКА ОСОБЛИВОСТЕЙ СТИМУЛЮВАННЯ СУБ'ЄКТИВНОЇ ЗАЦІКАВЛЕНОСТІ В МОЛОДШИХ ШКОЛЯРІВ ДО ПЕРЕГЛЯДУ МУЛЬТФІЛЬМІВ ПРО ІНКЛЮЗИВНІСТЬ	211
41.	Гречуха Я.В. ЕМОЦІЙНИЙ РОЗВИТОК ДОШКІЛЬНИКІВ ПІД ВПЛИВОМ ЦИФРОВОГО СЕРЕДОВИЩА	218
42.	Казачінер О.С., Бойчук Ю.Д. НАУКОВІ ПІДХОДИ ДО КЛАСИФІКАЦІЇ ТИПІВ РОДИН, ЩО ВИХОВУЮТЬ ДИТИНУ З ОСОБЛИВИМИ ОСВІТНИМИ ПОТРЕБАМИ	221
43.	Картошкіна Н.О., Пальчик Д.А. ПРОВЕДЕННЯ ЗАННЯТЬ ЛІКУВАЛЬНОЇ ФІЗИЧНОЇ КУЛЬТУРИ ДЛЯ УЧНІВ ТА СТУДЕНТІ ІЗ ЗАХВОРЮВАННЯМ ОПОРНО-РУХОВОГО	230
44.	Кобзева І., Резніченко Д., Шевченко Я. СИСТЕМА МОНІТОРИНГУ ЯКОСТІ ОСВІТИ В ЗАКЛАДАХ НЕПЕРЕРВНОЇ ОСВІТИ	233

INTERNATIONAL FACULTY STUDENTS' SOME EDUCATION PRINCIPLES AND PROBLEMS UNDER REMOTE EDUCATION CONDITIONS BECAUSE OF WAR WHILE STUDYING IN PMSU

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Modern education is characterized by significant internationalization between various continents and countries, and medical students were and are among them [1]. Ukraine is not an exception and our Poltava State medical university also. Our Glorious International Faculty prepared and prepares higher educational applicants from many countries. They are competitive, Very Intelligent, Glorify their Alma Mater in PSMU if they continue their education there, in their native countries and in the others. Early professiogenesis - working with phantoms beginning from the 2nd course - distinguishes big success of our dentists who received their education in PMSU. We have candidates of medical sciences, clinics' and medical centers' directors, even there were several students from one family who were receiving their education by medical or dental profile, one or some of them could be at one and the others – at another faculty; for example, we had three brothers and they all became dentists and work together. How Well is to see modern equipment and their activity in Instagram, Facebook and to be Proud while being their tutors and friends! Yes, their teachers were and are Proud of them and their success. Many students of International faculty had intensive activity in the students' research groups at various chairs with exceptional experience to write abstracts, articles, books, to have oral reports at different-leveled conferences and congresses with multiple awards [2]. For example, maximal works' amounts among Physiological students' research group members were 38, 34, 22 for all study years, 15 and 19 for one year. One can tell and write about some competencies varieties while working with International students [3]. It is worthy to mention that International faculty students were and are distinguished by high academic scores because they like intra- and inter-disciplinary integration types, used and use them extensively that encourages to knowledge significant survival.

COVID-19 pandemy was the first and war became the second situation in Ukraine which put a task of new educative methods and pathways, first of all wide implementing the distance learning [4; 5]. Reflective education, inclusive education

based on the applicants' typological belonging [6] taking into obligatory consideration as well as humanism and respect to them should become Pedagogical branches in priority under remote education conditions even more than the non-remote one, very important tasks under distance learning conditions – to provide the educative process maximal adaptivity [7] as well as optimal multi-faceted adaptation of the applicants in part pedagogic, linguocultural, cultural and cross-cultural [8].

Direct contact absence even while using ZOOM or other educative means, the lessons' time shortening because of bad connection, improper or very short oral explanation, impossibility to ask all the students because the most free licensed lessons by ZOOM have only 40 minutes and the educational establishments don't have licensed programs (ZOOM in part) with possibility to use educative means without time limits at computer or laptop, bad work of video cards because of current situation, leading to impossibility to see the students, their reactions on new material during and after the explanation, their faces at oral asking – these are examples of problems the International faculty students face during remote education under war conditions. This list is not exhausted. Adapted literature represents significant problem for International applicants even under peace conditions because manuals and methodical instructions contain much text, often even with language low level, little amount of figures, schemes, tables, very short or absent glossary on the topics or chapter studies. The students asked and ask for such helpful tips in the manuals and methodical instructions. Unfortunately very small number of manuals, guidances and methodical instructions has question-answer form. Such a form is especially comfortable for International faculty applicants and moreover at their independent working activity specific weight of which gets increased significantly under remote education conditions, particularly if they had improper connection at the lesson and worse explanation than it could be under normal technical conditions. Also unfortunately, we should mention non-sufficient level of English at the lessons to the International students, using improper and habitual form at the lessons, for example, the same methods and approaches as while teaching the domestic students. A Tutor must not forget about a row of psycho-physiological and therefore, pedagogical peculiarities of International students.

Transition to Ukrainian language with essentiality to pass license exam Krok 1 on it for the students receiving their education in Russian is very hard, creating huge problems and even impossibility to pass this exam even for the students having excellent and good scores at the lessons. Stress related to this exam passage was summarized with the one from difficulties and problems because of distance learning. It would be perfect to create the thematic tables with the terms in Russian and their translation into Ukrainian at all academic disciplines, all the topics studied with possibility for the applicants to be able to ask the teachers freely. It is a big problem even to receive the consultation from many teachers in viber or Whats'App freely in a volume of one-two tests. What about essentiality to ask on Saturdays, Sundays, simply after the lesson? What about essentiality to ask when the teachers have summer vacation? The Krok exam takes part in July and August. Why not to create groups in social nets at all academic disciplines on preparing for Krok exams in a written form and if it is possible in the oral one for International students especially the ones having

remote education? Why many of them must feel shyness to ask the only test or question additionally? Why must they have even bad answers from the tutor's side and a statement about essentiality to ask only during the lesson? And then – even desire to stop studying separate academic disciplines or even Medicine/Dentistry as a whole with possible dys-adaptation – pedagogical, cultural, trans-cultural or cross-cultural and even psychological as a whole with cultural/cross-cultural stress and shock development [9]. It is a pity that intercultural experience exchange is not used in many educational establishments though it is rather helpful at the levels of separate students, their tutors, other teachers, psychologists, curators, administration staff, separate chair/s or whole educational establishment/s and even whole countries if to write about inter-establishments exchange. So much International applicants are so shy! As a rule, they have no friends to share their problems with, curators are not those who have real desire and capabilities to be (it is nonsense to prescribe only docents and professors to work as curators in a foreign academic groups and not to give this opportunity to the assistant even if the first ones have not enough level of English, don't love International students while having preference to work only with the domestic ones, if the first ones used and use habitual methods of working with the foreigners while thinking that they are also human beings, have two legs and two arms, the same brains, that they knew about difficulties in the foreign country during their life and study, that they must not have inclusive education, based into additional humanism, respect, individual approach to teaching and other activities with them but must have the same approaches to their teaching as the domestic students, it is so though UN and UNESCO proposed using inclusive education to International students rather long ago but not only to children with special needs). It would be so good if a Real Curators knew about countries their students are from and use these data. It would be perfect to perform even on-line meetings when the students speak about their own countries, their customs and traditions. It would be perfect to show, for example, sights of Poltava in youtube and to tell about them in English to the International students. These meetings can help to love Ukraine, Poltava city more. They replace brilliant excursions realized by training faculty teachers at PMSU, at least partially. They can help to think about possible trusting the teachers, at least some of them. Many International students can not do this easily or at all that can have bad consequences as stress, shock, dys-adaptation – both natural and social. Working activity with International students must be a Call but not usual activity for money. This Call can be and should be realized both under non-remote and remote learning conditions. It is So Good to create new and interesting educating means, ways, approaches, it is so nice to manage Psychology as a whole and its separate chapters such as General Psychology, Social Psychology, Gender Psychology, Age Psychology, Ethnopsychology, Conflictology, Physiology of higher nervous activity, Gender Physiology, Age Physiology, Ethnophysiology, Physiological Psychology, Differential Psychology dealing to human typologies study and taking into obligatory consideration during work with International students. Every Teacher should be Psychologist and the Specialist managing Pedagogical Science. Pedagogy – is a Real Call, a Real Art particularly if it concerns teaching the International students! In our opinion, there must be competition and only Separate Teachers understanding,

feeling and loving the International students, managing mentioned parts of Psychology and Physiology which can be considered as separate sciences – should work as tutors in the academic groups of International students.

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