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Громадське здоров'я в Україні: проблеми та способи їх вирішення

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FACTORS THAT INFLUENCE THE PROCESS OF ADAPTATION OF FOREIGN STUDENTS TO THE EDUCATIONAL PROCESS

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Higher educational institutions of Ukraine have a great experience and long tradition of teaching foreign citizens. During the years of independence of Ukraine Today, one of the leading directions of the international activities of universities in the country is the training of specialists in various areas for foreign countries. This contributes to improving the image of Ukraine as a country that provides high-quality training of specialists and the inflow of foreign financial investments in science and education [1; 2]. In the Ukrainian system of higher education, the number of foreign students is increasing every year. For a comprehensive assessment of the processes of their socialization and adaptation to new living and study conditions for themselves, it is necessary to conduct their study using various methods of sociology and medical psychology.

The purpose of this study is to identify the factors that influence the process of adaptation of foreign students to the educational process. Object of study – foreign students who receive higher education at the Kharkov National Medical University and Bukovina State Medical University. The subject of the research is the adaptation of foreign students to the conditions of study and living in other social, cultural and educational conditions. Objectives of the study: To identify the most significant factors influencing the process of adaptation of foreign students to the educational process. Determine and justify the dependence of the time and quality of adaptation from the host country to the beginning of the direct integration into the process of vocational training. The hypothesis of the study: foreign students who would have experience of living in Ukraine and faced in the initial stages of their studies (language English, Ukrainian, Russian, cultural traditions of the country, basics of biological knowledge) with the educational system of Ukraine would quickly adapt to the process of learning in the university and less would experience psychological problems with integration into the social and cultural space of students.

Research methods: questionnaire survey (quantitative and qualitative).

Adaptation must be understood in the broad sense of the term. These are biological, physiological, socially – psychological, professional, etc. process. In this study, we were interested in the physiological and socio – psychological types of adaptation, as they are directly related to the process and the possibilities of adaptation to the educational process in universities in Ukraine.

Physiological adaptation involves the issue of adaptation of the organism to other climatic conditions, food and water. The social – psychological adaptation consists in adapting the personality of the student to the requirements of not only the student environment, but also in general to the new socio – cultural environment.

The defining indicators of a student's good adaptation serve: his emotional background, relations with the reference environment, physical well-being and a qualitative indicator of academic achievement, since their main goal of coming to Ukraine is study. Based on the above, it becomes clear that the issues of social and psychological orientation interested us in the first place.

The survey was attended by 100 foreign students who didn't undergo preliminary training at preparatory faculties of universities.

Analysis of the questionnaire survey results gave us the corresponding results: 50 % of the students surveyed responded that the low level of knowledge of a foreign language (English, Russian) caused problems in communication and made it difficult to adapt. 39 % noted that unusual climatic conditions, including water quality, were irritating and exacerbated nostalgia for the motherland. 21 % mentioned that the difficulty in establishing relations with teachers is also caused by problems of the language barrier, another culture and form of communication, which is accepted in the universities of Ukraine. 9 % of respondents mentioned unusual everyday issues that entailed depression, aggressive behavior and unwillingness to learn.

If we consider the indicators of time intervals for adaptation to the educational process – it is from 2 to 6 months. Only 15 % of students answered that it took them 1 year to adapt. Answers to the question «Who should help them adapt to the educational process?» 59 % answered that they were teachers, 24 % were students of their group, 9 % were senior students, 5 % were employees of the dean's office, 3 % were their family.

Thus, adaptation is a complex process that foreign students should cope with as quickly as possible and with a minimum stress indicator in order to carry out further quality learning process. The results of such studies can be useful for the faculty in the implementation of educational activities, the administration of universities for the planning and organization of the educational process.

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