

Міністерство освіти і науки України  
Національний університет «Полтавська політехніка  
імені Юрія Кондратюка»

**ТЕХНОЛОГІЇ  
ЗДОРОВ'ЯЗБЕРЕЖЕННЯ:  
ТЕОРІЯ І ПРАКТИКА**

*Колективна монографія  
за загальною редакцією проф. Л.М. Рибалко*

**TECHNOLOGIES HEALTH-SAVING**

*A collective monograph  
according to the general editing by prof. L. Rybalko*

## **PAINLESS ADAPTATION OF STUDENTS IS THE GUARANTEE OF HEALTH**

*Anatoliy Levkov, Lina Rybalko*

The processes of globalization and internationalization are the main factors, which have made a great impact on the evolution of higher education in the last decades of the 21<sup>st</sup> century. The number of foreign higher degree students in Ukraine has grown at a significant rate in recent years, with the country offering a high quality higher education and, as a result, becoming one of the main European hubs attracting students from all over the world. In the article, the term “foreign student” is referred to any student who goes to another country in pursuit of learning.

Since the emergence and popularization of the recent trend of studying abroad, the topic of adaptation of foreign students has become of the key interest among modern European scholars who have become concerned with studying the peculiarities, issues and challenges of living and learning in an unfamiliar social, cultural, and academic environment. With no doubt, studying abroad delivers new knowledge, experiences, and opportunities. However, the adaptation to a host country and a new environment that is far away from home countries, families, and friends, sometimes takes a long time. Moreover, usually, it is challenged with several difficulties including lack of motivation, discouragement, depression, stress, anxiety, psychological conditions, culture shock, loneliness, misunderstands, conflicts, communicating with peers, language incapability, understanding lectures, learning new social norms, and interacting with people from different cultural backgrounds. As a result, these stressors have a great impact on foreign students’ physical and psychological well-being and challenge their wish, motivation, opportunity and capability to participate fully in the process of the cultural and academic adaptation. Even if the universities and host society provide helpful sources and advantageous conditions to enhance the process of their adaptation, sharp differences in socio-communicative environments of the countries, as well as cultural and language differences pose several problems foreign students usually face influencing their present academic performance and future professional medical practices.

In the article, the authors discuss the issues of the geographic, psychological, socio-cultural, and linguistic methods of adaptation that have an impact on foreign students’ academic performance, social integration, and career. The authors represent the findings of several studies on the topic exploring characteristic features of the adaptation of students in the higher education institutions of Ukraine. The general purpose of the article is to examine the

adaptation using a theory-based explanatory approach. In this study, the adaptation is discussed as part of the social responsibilities of the universities and foreign students. On the one hand, higher education institutions must provide the necessary services and activities to help foreign students to combat the stressors they face in the process of adapting to the Ukrainian socio-cultural and educational environment. Moreover, universities need to ensure equal rights and opportunities for students' participation in academic life, as well as apply the most effective methods of foreign language learning. On the other hand, foreign students must be motivated enough to take the advantage of the opportunities and resources provided by universities and be responsible for the success of their adaptation to the social and academic life of the host country.

The main objective of the article is to analyze scientific sources together with social and pedagogical literature; and articulate the concept of the adaptation, the methods of the adaptation, in general, and the specifics of linguistic adaptation of foreign students in Ukrainian higher medical schools, in particular. The authors gathered information on the topic about the important social and academic role of the adaptation and offered recommendations aimed at intensification of work with foreign students. Knowledge of the nature of the adaptation and the difficulties of the foreign students' adaptation will help to build the work with them more correctly, to supervise the learning process more effectively, and to increase students' motivation towards the adaptation.

The authors admit that lack of proficiency in Ukrainian is one of the main challenges foreign students face in the country. Since Ukrainian is the official language of instructions and professional medical practices within the territory of the country, Ukrainian language proficiency has a great impact on every part of foreign students' academic, professional, and personal life. One of the aims of the article is to provide information about the importance of implementation of methods that enhance students' foreign language learning; the role of foreign students' motivation in the process of the adaptation into the academic process and social life; and the key factors that contribute to the successful adaptation. Moreover, the important role of the teachers in facilitating foreign students' adaptation to the requirements of the universities, social environment and foreign language communication are emphasized. In the article, the authors introduce the communicative method and the student-centered approach, which enhance foreign students' Ukrainian language learning and increase their motivation towards quicker and more effective linguistic adaptation.

The importance of adaptation of foreign students into the culture and the system of education of a host country at times of rapid globalization and internationalization has been studied by several scholars in the 21st century [1],[2],[3],[4],[5]. Adaptation has an undeniable impact on the academic

performance of students and their future professional medical practice. In the last decade, the processes of globalization and internationalization have influenced students' migration within the countries and made it easier to travel around the world for the education processes freely. This tendency gave the ride for the modern studies of the ways and methods universities should apply to provide unique environments for foreign individuals and prepare them to be motivated to grasp skills and to be able to acquire knowledge. However, it is a complicated issue since usually, foreign students cannot escape the cultural shock and linguistic gap in a host country. They face challenges such as different learning styles, unfamiliar living conditions, differences related to a language, as well as cultural and personal barriers, which may have a significant impact on their psychological state, academic performance and professional practice [1].

As the number of foreign students traveling abroad for educational purposes increases as the result of rapid globalization and internationalization, universities require institutional and academic reactions to be evolved providing more resources of support to address the problems of adaptation of foreign students. Adaptation is one of the main elements of educational and social inclusion; that, in case of its failure, may lead to several consequences, including interpersonal conflicts, anxiety, discouragement, poor learning result, poor satisfaction with studies and future profession, and sense of social isolation [2]. There are three main methods of adaptation foreign students usually deal with, namely: geographic adaptation, psychological adaptation, and socio-cultural adaptation. Geographic adaptation means students' adaptation to the characteristics of a host country's locality and their familiarity with the place of residence and the educational institution. Psychological adaptation is foreign students' psychological reactions to changing surrounding conditions they face when migrating for educational purpose. To become social-culturally adapted foreign students need to be familiarized with the culture and traditions of a host country and be able to fit with them to interact with members of society. Socio-cultural adaptation is usually associated with culture learning and acquisition of social skills in the host culture, that may be influenced by various variables such as language ability, adaptation strategies, length of residence in a host culture, cultural distance, age, interactions between foreign students and host nationals, etc. Positive emotions in relationships with others, high self-esteem, pleasant educational environment, motivation, and sense of spiritual comfort are the keys to successful geographic, psychological and socio-cultural adaptation. Educational institutions should provide a complex program on the adaptation of foreign students to enhance their inclusion into the academic and social life of a host country that will help them to acquire appropriate knowledge and obtain professional qualifications [4].

The results of the academic courses largely depend on students' competence in the language of instruction that is usually provided in Ukrainian. According to Article 20 of the Law of Ukraine "On fundamentals of state language policies", a Ukrainian language is an official language that is used on the whole territory of the state in general, and in educational establishments in particular. There is an opportunity of choice of languages for instructions (for instance, English). However, it can be realized in case if learning Ukrainian as the official language is a compulsory subject and is done in the scope that is sufficient for integration into Ukrainian society [6]. While the Ukrainian language is the language of instruction and the language of the courses of most students in the universities; English has been introduced as the language that may be performed in the national higher medical schools in Ukraine since it is the worldwide official language in the world of science. This gives foreign students an opportunity not to be required to take preliminary courses and learn Ukrainian, but study in the English language. However, communication with patients and lecturers, and everyday communication cannot be carried out in English only because the majority of ordinary Ukrainian citizens either do not speak it or prefer to speak Ukrainian as the mother tongue. That is why, Ukrainian language proficiency as the host country language proficiency is one of the main factors that contribute to the successful adaptation and adjustment of foreign students, and is one of the main determinants of academic experience professional performance. The (in)ability to communicate in the host language influences socio-cultural and linguistic adaptation. Acquisition of the basic skills of reading, writing, and speaking of a host country's language additionally contributes to the personal and professional life of foreign students. Moreover, while learning a language of a country of residence, foreign students may acquire vital skills for communicative situations, skills for critical thinking, and skills for independent learning [7].

To enhance students' linguistic competence, educational institutions should develop linguistic and cultural work within the mandatory and special courses of the language departments. According to the European Parliament's Recommendations on Key Competences for Lifelong Learning, the competence in speaking a language of a host country includes knowledge of accepted norms, traditions, values and customs of society; ability to understand, process, express and interpret the concepts, thoughts, and feelings in an appropriate range of social and cultural contexts [8]. That is, linguistic competence is very important for foreign medical students since it may give them the necessary basis in mastering the academic knowledge and professional competence required to become a qualified medical specialist.

We consider it important to emphasize that the effects of foreign language acquisition depend largely on adequate contact with language: language becomes

easier to learn when a person speaks it frequently. Moreover, language learning in a naturalistic communicative setting is driven by meaningful interaction and a sense of belonging. In comparison with local students who speak Ukrainian at home, in school, with friends; foreign students spend minimum time for speaking Ukrainian: a few hours at classes and a little time in everyday life. Therefore, teachers are also responsible to contribute into a successful adaptation of foreign students providing certain materials and strategies to enhance second language acquisition [10]. Moreover, the use of a mediator language (similarly to the language of instructions) in teaching a foreign language is important since with the help of it the lecturers can explain to students the peculiarities of language phenomena and processes [9].

In any type of adaptation, psychological, linguistic, or socio-cultural, the behavior of foreign students may be described using the following components that influence success: motivation, adequacy, adaptability, authenticity, productivity, level of activity, initiative, self-control, etc. The main factors that may contribute to the successful adaptation of foreign students in the conditions of Ukrainian society and Ukrainian higher education institutions:

- Personally-motivational perspective on the higher education institutions and the process of study being motivated and willing to acquire academic competence.
- Acceptance and understanding of the educational information, tasks, and objectives in Ukrainian or English languages with further willingness to succeed in them.
- Overcoming the language barrier to comprehend information, learn the terms, understand instructions and assessment issues, provide an associative synthesis of the answer to the task, etc. in English or Ukrainian.
- Host country language competence and willingness to communicate to become socio-culturally adapted [12].

There is a need for the in-depth researches on foreign students' adaptation to the educational process in the national higher medical schools. The future studies on modern methods of teaching a foreign language as the language of instructions or the language of learning in a medical university, the impact of motivation in adaptation on academic performance, as well as the ways of the assistance of higher education institutions in their adaptation may contribute into the complex social and pedagogical topic of modern foreign students' adaptation.

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## **ГЕНЕЗИС ПРОБЛЕМИ ЗДОРОВ'ЯЗБЕРЕЖЕННЯ У ПЕДАГОГІЧНІЙ ТЕОРІЇ Й ПРАКТИЦІ**

*Валентина Онішко*

Життєдіяльність людини, її здоров'я і тривалість життя безпосередньо залежать від широкого спектру чинників навколишнього середовища, під дією яких людина протягом всього життя перебуває постійно. Біологічні, соціально-економічні, природно-кліматичні та інші чинники, які все частіше носять негативний характер, зумовлюють підвищення рівня захворюваності, особливо у людей молодого віку. Саме це зумовлює актуальність проблеми підвищення рівня здоров'я сучасної людини і необхідність формування свідомого ставлення молоді до вирішення питань, пов'язаних із зміцненням і збереженням здоров'я. На жаль, досить часто сьогодні молоді люди не дотримуються принципів здорового способу життя, не приймають відповідних заходів для підтримки і зміцнення власного здоров'я, байдуже ставляться до фізичної культури і спорту.

Цей факт зумовлює необхідність проведення у системі професійної освіти дій, спрямованих на популяризацію ідей здорового способу життя, на підготовку висококваліфікованих майбутніх учителів біології на базі здоров'язбережувальних технологій, які не тільки володіють знаннями, принципами, методами здоров'язбереження, але можуть впроваджувати в життя ці знання й уміння протягом всієї подальшої професійної діяльності.

Теоретичні основи здоров'язбереження, пошук ефективних технологій, засобів, способів і методів оздоровлення організму людини займали важливе місце ще в античній педагогіці і в педагогіці всіх подальших епох. У роботах багатьох педагогів-класиків (В. Бехтерева, Я. Коменського, Г. Песталоцці, Г. Сковороди, К. Ушинського та ін.), як і в роботах сучасних вчених (В. Горащук, С. Кириленко, В. Климова, Г. Кривошеєва, В. Скумін,