

Tkachenko Olena Viktorivna,
Candidate of Medical Sciences,
Lecturer at the Physiology Department,
Poltava State Medical University
elenatkachenko623@gmail.com
<https://orcid.org/0000-0003-2543-1782>
Poltava, Ukraine

Zhukova Maryna Yuriyivna,
Candidate of Biological Sciences,
Associate Professor at the Physiology Department,
Poltava State Medical University
zhukova2016@ukr.net
<https://orcid.org/0000-0001-8386-1815>
Poltava, Ukraine

Kokovska Oksana Valeriyivna,
Candidate of Medical Sciences,
Associate Professor at the Physiology Department,
Poltava State Medical University
kokovskja@gmail.com
<https://orcid.org/0000-0002-8277-6229>
Poltava, Ukraine

Mishchenko Igor Vitaliyovych,
Doctor of Medical Sciences,
Professor at the Physiology Department,
Poltava State Medical University
umsa_mischenko@ukr.net
<https://orcid.org/0000-0003-4534-8732>
Poltava, Ukraine

Types of reflection and some features when working with foreign students in institutions of higher medical education at the current stage

Modern medical higher education is becoming aware of its globalization and internationalization. The internationalization of education, especially after the introduction of the Bologna system of education, stopped allowing international teacher exchange programs between different countries, and also increased the percentage of foreign students in almost every higher education institution that has the third or fourth level of accreditation, including medical ones. The article is devoted to an important issue of modern science and life – reflection, which is a rather multifaceted category. The article does not reveal all its aspects, but only those related to achieving the maximum individual approach during the educational, scientific and even educational activities of teachers. The role of reflection in this aspect is to help create the most favorable conditions for all-round adaptation of applicants, maximally revealing and developing their educational, scientific, artistic, physical, mental potential and preserving or improving their health. This applies to both domestic and foreign students, but to a greater extent to others, while they are abroad and may have numerous difficulties in achieving adaptation results. The authors emphasize that in order to achieve this goal, efforts should be made not only by teachers and curators, but also by deans, librarians, additional staff of higher educational institutions, dormitories. The authors also paid special attention to their approaches and methods of teaching international applicants to help them feel comfortable with the mandatory level of their typological affiliation, in particular, this concerns the need to provide adapted literary materials that will also be as short and informative as possible, with thematic glossaries, thematic schemes, possible even in several languages, discussion of tests. Thus, the use of elements of reflective learning is important during the training of foreign applicants in higher medical educational institutions.

Key words: students of the international faculty, reflection, reflective learning, internalization of learning, individualization of learning.

Ткаченко Олена Вікторівна, кандидат медичних наук, викладач кафедри фізіології, Полтавський державний медичний університет, elenatkachenko623@gmail.com, <https://orcid.org/0000-0003-2543-1782>, м. Полтава, Україна

Жукова Марина Юрївна, кандидат біологічних наук, доцент кафедри фізіології, Полтавський державний медичний університет, zhukova2016@ukr.net, <https://orcid.org/0000-0001-8386-1815>, м. Полтава, Україна

Коковська Оксана Валеріївна, кандидат медичних наук, доцент кафедри фізіології, Полтавський державний медичний університет, kokovskja@gmail.com, <https://orcid.org/0000-0002-8277-6229>, м. Полтава, Україна

Мищенко Ігор Віталійович, доктор медичних наук, професор кафедри фізіології, Полтавський державний медичний університет, umsa_mischenko@ukr.net, <https://orcid.org/0000-0003-4534-8732>, м. Полтава, Україна

Типи рефлексії та деякі особливості під час роботи з іноземними студентами у закладах вищої медичної освіти на сучасному етапі

Сучасна медична вища освіта зазнає своєї глобалізації та інтернаціоналізації. Інтернаціоналізація освіти спостерігається особливо в більшій мірі після запровадження Болонської системи освіти, оскільки вона дозволила міжнародні програми обміну викладачами між різними країнами, а також збільшила відсоток іноземних студентів практично в кожному вищому навчальному закладі, що має третій або четвертий рівень акредитації, включаючи медичні. Стаття присвячена важливому питанню сучасної науки і життя – рефлексії, яка є досить багатоаспектною категорією. В статті розкриті не всі її аспекти, а лише ті з них, які стосуються досягнення максимального індивідуального підходу під час навчальної, наукової і навіть виховної діяльності викладачів. Роль рефлексії в цьому аспекті – сприяння створенню максимально сприятливих умов для різнобічної адаптації абітурієнтів, максимально розкриваючи та розвиваючи їх освітній, науковий, мистецький, фізичний, психічний потенціал та зберігаючи чи покращуючи їх здоров'я. Це стосується як вітчизняних, так і іноземних студентів, але більшою мірою других, оскільки вони перебувають за кордоном і можуть мати численні труднощі в досягненні адаптації. Автори наголошують на тому, що для досягнення цієї мети мають докласти зусилля не лише викладачі куратори, а й деканати, бібліотекарі, додатковий персонал вищих навчальних закладів, гуртожитків. Автори також приділили окрему увагу своїм підходам і методам, які використовують у навчанні міжнародних абітурієнтів, щоб допомогти їм почуватися комфортно з обов'язковим урахуванням їх типологічної приналежності, зокрема це стосується необхідності давати адаптовані літературні матеріали, які будуть також максимально короткими та інформативними, з тематичними глосаріями, тематичними схемами, можливими навіть кількома мовами, обговорення тестів. Таким чином використання елементів рефлексивного навчання має важливе значення під час навчання іноземних здобувачів у вищих медичних навчальних закладах.

Ключові слова: студенти міжнародного факультету, рефлексія, рефлексивне навчання, інтерналізація навчання, індивідуалізація навчання.

Introduction. Ukrainian modern education was and is undergone to its globalization, internationalization, profilation, individualization. These approaches started to be thought as the ones in priority and every educational establishment especially higher, particularly the medical one, strives to provide these approaches and principles as much as possible. Education internationalization is observed especially at a greater extent after Bolon education system introducing because it allowed international programs of the teachers exchange between various countries as well as increased International students percentage practically in every higher educational establishment having the third or the fourth accreditation level, including the medical ones. Experience, skills and knowledge sharing between the specialists from different countries, the ones from one country but different educational establishments, during post-graduates specialization and working activity in their home countries can be thought as education globalization examples. This is another advantage of Bolon educative system. Our UMSA and then PMSU post-graduates particularly of dental branch had and have early professiogenesis, beginning from the second course, and this distinguishing features was marked the one giving better specialists both at home and abroad.

Education individualization was and is in a tight connection to reflexivity. Reflexivity is rather multi-faceted category. We will pay the readers' attention not to all its aspects but only to the ones in a context with maximal individual approach reaching during the tutors' educative, scientific and even up-bringing activity. Reflexivity role in this aspect is helping to create maximally favorable conditions for the applicants' multi-faceted adaptation [1, p. 364–369] while discovering and developing their educative, scientific, artistic, physical, psychical potential and their health' saving or improving at a greater possible extent. Unfortunately there are not single cases of acculturative stress in higher education applicants accompanied by psychological, cultural and cross-cultural dys-adaptation [2, p. 107–111] beginning from their first

days of reaching another country with its customs and traditions, language, new at all rather often or when their habitants don't speak foreign languages they manage from the very childhood. Mentioned dys-adaptation problems can go away after one year of education abroad and can remain even in elder-coursed students or even post-graduates though more seldom. Therefore, the issue of assistance to foreign students remains relevant.

Last researches and publications analysis. The attention higher degree, so called post-arbitrary attention, is based into interest. Interest to the academic disciplines [3, c. 76], to the tutoring of one or another subject can be described as reflexy form and any teacher should strive to increase motivation and therefore interest to study with their further maintaining at a significant level for the applicants' self-reflexy with their usage of both passive (lectures) and active (self-education) strategies of education. Both domestic and International dental students [4, c. 93] can and must have pedagogical approaches and methods peculiarities during their education comparatively to the students of medical profile. Reflexivity is considered to be as activity special type during future doctors' professional preparing [5, c. 30]. There are reflective education ethnic peculiarities [6, p. 218–230; 7, p. 705–716; 8, p. 1241–1261].

The article aim: to analyze types of reflection and peculiarities at work with higher education International applicants.

Major materials discussion. Reflection or reflexivity, taking their individual physiological and psychological peculiarities into consideration, taking their needs, plans, desires, hopes into account, maximal helping not only in your own subject but in the other/s if you can, giving the adapted literary sources on your subject and the other/s, helping to prepare to Krok 1 and 2 exams that is especially difficult because of on-line education form in Ukraine; not to be apart if you see that something is not Ok with him/her or them. Because a Real Curator of an International students should have a Real Call for it, special psychologi-

cal preparing while managing Ethnopsychology (there are two points of consideration concerning placement of the students from one country or the others in one academic group, for example, they can help one another if they are from one country because they can speak other common languages – Arabic, French, Moroccan, Tunisian, they can cook the habitual food if their counterparts cannot to avoid problems with digestive system; the teachers who are against this point of consideration motivate their being against with their observation of difficulty in managing the education language – Ukrainian, Russian, English while using habitual and well-known, probably even which are the International ones in their country; we are followers of the first point of consideration, in part because it encourages to the applicants' bigger comfort, better physical, psychological, cultural and pedagogical adaptation; International students especially at the first courses and at preparing faculty when there are significant language barriers, write their big concepts in some languages together with brilliant distinguishing with different pens, pencils, markers) and Ethnophysiology, Differential Psychology, Differential Physiology, Age Psychology and Physiology (because students belong to a separate age group), Gender Psychology and Physiology (even ethno-gender because we understand that the girls-students from moslemic countries have their additional difficulties; there is a bad "tradition" to compile foreign academic groups by the entrance order as a result of which one or two such girls can be surrounded many guys, probably, non-muslims), Conflictology (it is obligatory to take into account the countries group-mates are from, their political and other relationships, it is also important not to allow the students from opposing politically and religiously countries to be in parallel groups, to "meet each other during the breaks, before or after the lessons). Such Tutors should know much about countries, provinces and probably even cities and towns their students are from, it is so marvelously to realize topic meetings to share the data about their motherland, places of birth by the applicants or even by their curators; to make concerts of national art in part their own music, songs, poems demonstrating. In our opinion, work with the International applicants should be with a whole heart, dedicating to them; there is a tendency to give such groups for being curators to the associate professors and professors, to avoid the assistants even if they know foreign languages very well, not only the professional ones, can and want to tell interesting data about Ukraine, the city or town the university in, to perform excursions, to visit sights (it was possible when complete peace was, but they can be virtual, with ZOOM, Google meet, viber, WhatsApp, Instagram, facebook, only big desire must be present and love to your deeds and to your students); another problem – the curatorship isn't given if the chair doesn't belong to the International faculty – only the students from the faculty the chair belongs to can be and must be for curation. And any educational establishment must have a Psychologist with a Real desire to Help International students. Not all pedagogical workers accept a new approach to relationships between the students and the teachers. We mean the one when the teacher-controller becomes Teacher-Advisor and even Teacher-Friend. There are educational establishments where psychological counseling is realized with

Internet, where the tutors and the applicants themselves share their so called intercultural experience with meetings in one university, probably, between some chairs, between the universities in one country or even between countries; such meetings are Really Helpful – it is easier to share problems on-line than off-line, it is good if someone had or has similar experience and wants to share it, id est to support, to help; it means that you are not alone with your situations and your problems and is able to address someone; it means that people who you can Trust to are Really Present; it means that there is a Hope for Better, that acculturative stress will be in the past and will never come again to one or the second applicant.

Both the applicants and the tutors must gain multi-faceted competences. They are connected and interconnected to reflexy forms. Not all people can receive their education abroad, the first reflex of such an ability to study abroad must be realized by the pre-students' parents, close relatives, they themselves.

Every personality is unique. It is so harmful when a pre-student can't choose his/her future speciality by himself/herself, to realize self-reflexy with deep self-analysis; it can be a problem in stricted moslemic families while defining reflexy disturbances; results – non-desire to study, protest, running from a family, changing country by himself/herself or depression with profound dys-adaptive expressions, stress; psychological counseling can have a task to make to listen to his/her parents because of their significant life experience, because only they know what is the best for their children and therefore an essential help to such people are absent. For sure interests, abilities, hopes, plans of pre-students should be taken into obligatory consideration. It would be so well to have International funds to help such pre-students to acquire education that they Really Want. Many talented and even genius people can't realize their potential because of mentioned circumstances.

Pedagogical adaptivity represents a term having relation both to the tutors [9, p. 17–30] and to the applicants, in part, the International ones [10, p. 142–145]. Typological aspects and therefore applicants and teachers' typological belonging encourage to maximal possible reflexy in all types of activity with the International faculty students. The data about teaching various styles is of crucial importance primarily while working with International applicants. If a teacher pays bigger attention to cognitive components of his/her relations with the applicants, express them only in the limits of professional duties, formally, without flexible graphics or possibility to change activity velocity, working activities types, methods and approaches used such a tutor will not be able to work with International applicants successfully and can't be designated as reflective. On the other hand, orienting to emotional component in the interrelations with the foreign students, striving to create maximally comfortable environment during the lessons, maximal support and id est to express maximally possible reflexy of the applicants' individual peculiarities, needs, styles of work, distinguishing features in their memorizing, thinking, writing; English can be studied from the 1st form at school or the country where the applicant is from can have English as the International one and writing velocity, managing the education language is

much better for such students doubtly with corresponding increase in writing velocity; some students were allowed by us to use laptops and to type the text instead of writing; and for sure the teachers should have the adapted materials in electronic format for giving additionally, after the lectures delivered; there were the students who couldn't use only the text, they asked for thematic schemes with little amount of words but bigger essence, sometimes such schemes were in several languages in parallel; another big problem – absent adapted short but informative thematic materials in Internet without methodical instructions, manuals and bad marks as a result, non-desire to study this subject, some subjects or to study at all; to our point of consideration only emotional attitude of the teachers to the International applicants with maximal individual approach in study, scientific activity defines the best success; there must be separate teachers working with the International applicants, they should manage knowledge, mentioned disciplines, be additionally “more sensitive emotionally”,

with bigger ability to feel the others' internal words with not only verbal but non-verbal means.

Conclusions. We didn't pretend to complete review of possible problems of International students and proposed using our working activity results and means, described in our article, during work with them. It would be perfect to see big amount of such publications with sharing a personal experience helping the International applicants in their educative, scientific and other activities to acquire all possible competencies and to reach as biggest multi-faceted adaptation, to save and multiply their skills, knowledge, health maximally, to receive positive impressions from all activities types during their learning abroad to advise one or another educational establishment to his/her relatives, friends, familiars and while remembering their tutors only with good words and emotions. It is also very important that not only teachers but the deans-office, rectorate, librarians, additional stuff in the universities, in the dormitories do all their best to gain this goal as well.

Інформація про конфлікт інтересів. Автори повідомляють про відсутність конфлікту інтересів.

Інформація про фінансування. Автори не отримували ніяких винагород здатних вплинути на результати роботи.

Особистий внесок кожного автора у виконання роботи:

Ткаченко О.В., Жукова М.Ю. – ідея, мета, аналіз літературних джерел, підготовка тексту статті;

Коковська О.В., Міщенко І.В. – аналіз літературних джерел, написанням статті та її редагування.

REFERENCES

1. Tkachenko E, Sartipi HN, Aqib M. Adaptation different aspects. In: Actual problems of practice and science and methods of their solution. Abstracts of IV International Scientific and Practical Conference; 2022, Jan 31–Feb 2; Milan, Italy. Milan; 2022. p. 364–369.
2. Tkachenko O, Zhukova M. Intercultural competence as well as acculturative stress and shock in PSMU international applicants. Scientific journal of Polonia university. 2022;54(5):107-111.
3. Zhukova MYu, Mishchenko IV, Kokovska OV. The use of modern pedagogical technologies to improve the quality of teaching normal physiology at the stomatological faculty of PDMU. In: Modern aspects of achievements of fundamental and applied medical and biological directions of medical and pharmaceutical education and science. Proceedings of the 1rd International Scientific and Practical Internet-Conference, dedicated to the 90th anniversary of the birth of the outstanding pharmacologist, professor Lyudmila Trofimivna Kyrychok; 2022, Nov 17; Kharkiv, Ukraine. Kharkiv: KNMU; 2022. p. 75–79. [in Ukrainian]
4. Zhukova MYu, Tkachenko OV, Sokolenko VM. The value of reflexive activity of students of higher education of medical institutions in the process of professional training. In: Hrynova MV, editor. Methodology of teaching natural sciences in secondary and higher schools (XXX Karyshyn readings). Proceedings of the International Scientific and Practical Conference, dedicated to the development of models of training future teachers for pedagogical activities in the New Ukrainian School; 2023, May 25–26; Poltava. Poltava: Astraia; 2023. p. 105–107. [in Ukrainian]
5. Isaieva O, Shainer H. Reflection as a special type of activity in the process of training future doctors. Youth and marke. 2023;(2):29-32. [in Ukrainian].
6. Adil Mekki T. Utilizing reflective teaching strategies to develop EFL Iraqi University students' writing ability. International Journal of Research in Social Sciences and Humanities. 2020;10(2):218-230.
7. Akbaş RD. EFL teachers' reflective teaching practices amid the Covid-19 pandemic. Kastamonu Education Journal. 2022;30(4):705-716.
8. Korucu-Kis S, Demir Yu. A review of graduate research on reflective practices in English language teacher education: Implications. Issues in Educational Research. 2019;29(4):1241-1261.
9. Loughland T, Alonzo D. Teacher adaptive practices: a key factor in teachers' implementation of assessment for learning. Australian Journal of Teacher Education. 2019;44(7):17-30.
10. Tkachenko OV, Saad A, Al-Jawabreh JSJ. Typological aspects and pedagogical adaptivity in relation to reflective education. In: Current scientific opinions on the development of current education. Abstracts of XXIV International Scientific and Practical Conference; 2023, June 19–21; Milan, Italy. Milan; 2023. p. 142–145.