



**Mykhaylo YOLTUKHIVSKYY,
Oksana NIKOLAENKO,
Oksana OMELRENKO,
Olga BOGOMAZ,
Iruna GUSAKOVA**

**Peculiarities of teaching foreign students at
the department of the normal physiology of
Vinnitsia national Pirogov'
memorial medical university**

Globalization and growing academic mobility in higher education impose increasing demands on the quality and flexibility of educational services at the university [3, 4]. Currently, the countries participating in the Bologna process see one of the most important components of the development of higher education to support academic mobility and joint educational programs, which, in turn, are an important tool for improving the quality of educational programs and research. At the 2009 World Conference on Higher Education of UNESCO, it was stated that academic mobility is an important factor in improving the quality and effectiveness of higher education [8].

© Mykhaylo YOLTUKHIVSKYY,
Oksana NIKOLAENKO,
Oksana OMELRENKO,
Olga BOGOMAZ,
Iruna GUSAKOVA, 2019

The training of specialists for foreign countries is connected with the export of educational services and is one of the important directions in the foreign economic activity of the state, especially since the competition in the education market is growing every year. The demand for Ukrainian higher education is increasing. Perhaps one of the reasons for the increased flow of foreign students into our country is the satisfactory quality of Ukrainian education. Since the system of interstate educational relations is developing, it is undoubtedly important to summarize the accumulated experience in teaching foreign students and drawing some conclusions based on it.

The problem of effective training of foreign students is especially acute, since the effectiveness of their learning process in Ukrainian universities is directly related to the success of their adaptation in new conditions.

In turn, the geography and climate of the region, the character of the student, and the quality of the pedagogical system are important for successful adaptation and, as a result, for the successful course of the foreign student's learning to process. The first two factors are in some sense "given" and it is hardly possible to influence them. However, the ability of a student to adapt to the pedagogical system of a higher educational institution directly depends on the ability of the pedagogical system itself to flexibly take into account the interests and needs of foreign students who come to study at a higher educational institution. [4, 1].

At the same time, the problem of the quality of the education received comes out on top. In Vinnitsa national Pirogov' memorial medical university has trained medical specialists from among foreign citizens coming from many countries in Europe, Africa and Asia, which has been conducted for a long time and testifies to the prestige and demand for specialists in this profile.

The classical system of teaching biomedical disciplines at a medical university, including testing, oral questioning, explaining new material and performing experimental work, is, in our opinion, insufficient when teaching foreign students, since the language barrier, difficulties of inter-ethnic communication, and different levels of basic education create their difficulties in the study of disciplines in Ukrainian universities.

When learning, there are many numerous of problems faced by foreign citizens. Undoubtedly, at present, the department has accumulated extensive experience, as well as educational and methodological complexes for teaching the discipline using English as an intermediate language, which contributes to the effective implementation of the

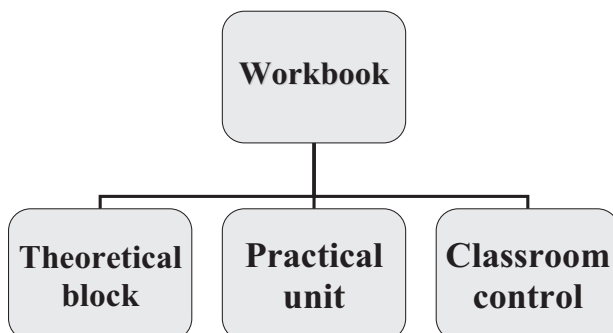
educational process with students from foreign countries. The problems can be divided into objective and subjective.

It should be noted that during the teaching of the discipline, English-speaking students of the faculty of the department of normal physiology have accumulated a huge amount of material for working with them in the form of:

- workbooks (including questions for self-training and classroom control; practical and theoretical blocks) (Fig.);
- visual material (diagrams, tables, figures);
- handouts (schemes of complex physiological processes and mechanisms);
- demonstration educational films;
- tests (electronic version for the final lessons on sections and reexamination, as well as paper as an introductory control of knowledge);
- situational tasks with detailed description and explanation of the answer.

One of the main elements of education are lectures. At the lecture, the student should also work, and not passively take notes of the teacher's speech or rewrite the text from the slides when reading the lecture in the presentation mode. It is more difficult for foreign students to read classic lectures in the first courses, as the teacher has to work more on the blackboard, write more sentences. But the end justifies the means. After some time, foreign students master the skills of taking notes of the teacher's oral speech, which stimulates the development of the students themselves not only in writing, but also in oral speech.

**The structure of workbooks for discipline
"Normal physiology" for English-speaking students**



Practical classes have no less teaching function than lectures. The form of practical training may be different, but, as experience shows, it is imperative in practice to verbally communicate with students. The student should be able to express their thoughts using specific physiological terminology. They carefully listen to each other's answers, argue, prompt and rejoice when they manage to adequately answer a question. In addition to the oral survey for foreign students, independent work under the guidance of a teacher and the obligatory control of knowledge are important.

An important aspect of the success of training is the availability of comprehensive methodological support of the course, which includes a course of lectures in hard copy, as well as in computer version; workbook for practical classes; tests for self-control and all kinds of control materials. A course of lectures and a study guide adapted for foreign students developed and displayed on the department's website. But, of course, in addition to adapted manuals, students must read and learn to perceive the material of these textbooks written for English-speaking students.

It is very convenient to use workbooks in which tasks are selected for solving in practical classes, there are explanations of solutions to the most complex tasks, and there are reference materials. The presence of a workbook for practical classes allows you to individualize the work. It is possible to devote more time to weak students, and, conversely, to solve more complex problems with strong students [2].

The teacher his experience, competence, literacy, loyalty, objectivity and interpersonal skills are of great importance in the training of foreign students, especially in the first courses. The teacher should teach the student not only to draw diagrams, action potentials, cardiogram, Spirogram, but also correctly express their thoughts in English, to formulate patterns and laws. The objectivity of judgment is very important in the character of the teacher. Foreign students are very sensitive to the successes and failures of their comrades. When checking completed and final assignments, it is necessary as never before, before the letter and numbers, to check the progress of the assignment. Students will be required to ask questions, and demand motivation for the reasons for lowering the grade. On the exam, it is sometimes difficult to put good grades instead of excellent ones. Almost all foreign students have a great desire to get an excellent mark, although sometimes the level of knowledge does not deserve it. The whole art is to convince the student of the adequacy of the assessment of the knowledge, while not humiliating and offending him.

The teacher should have developed sociocultural competence, namely, knowledge, ability and ability to cope with various kinds of social and cultural problems that often arise when communicating with foreign students[6]. Within this competence, the teacher must have a good understanding of the national psychological characteristics of students. Knowledge of these features helps to build the learning process in such a way as to actively use the strengths and level students' weaknesses, as well as to circumvent the pitfalls. As an illustrative example, we have summarized the national psychological characteristics of several regional groups of foreign students who have been studying at our university for many years, and the specifics of pedagogical communication with them. (table) [7].

Table 1. The main features of regional groups of students and the specifics of pedagogical communication with them

Regional groups	Key features	Specificity of pedagogical communication
African students	The tendency to slower learning and assimilation of new concepts; increased reaction to "danger"; intense inner life, dreaminess, thoughts about the meaning of life	Openness and gentleness in communication; not recommended to use a democratic style of communication; should talk about the meaning of life; special attention to the development of self-organization skills and discipline
Students from India	Abstract thinking is well developed; high morality and good behavior; high level of self-control and discipline	Do not be afraid to discuss difficult issues of discipline; should ask questions for reflection; active use in learning of independent types of work; the use of moral and ethical motivations; personal achievement motivation
Arab students	Openness, interest in other people; not afraid of criticism; undisciplined	Focus on discussions in the learning process; calm and discreet communication; self-discipline development

As can be seen from the table, the teacher's accounting for the main features of various regional groups of students determine the specifics of pedagogical communication with them. This specificity is intended to help the teacher to answer the question of how to effectively train students in a particular region.

There are significant problems with the literature in English. Close to this problem is the question of creating a library (library department) specifically for foreign students, where all the necessary methodological support will be in English.

At the same time, after analyzing the experience of teaching normal physiology to English-speaking students enrolled in the speciality of "medical business" and "dentistry", I would like to note several features and difficulties that arise when conducting classes with them.

One of the main issues that need to be addressed for the intensification and improvement of the educational process with English-speaking students are the question of linguistic training. I would like to note that the level of proficiency in the specified foreign language English is quite different and often low. Difficulties arise when reading textbooks, textbooks, methodical literature on the discipline. At the same time, the problem lies not only in the understanding of the material proposed for study, since human physiology as a discipline is a rather complicated subject, includes a large amount of material, terms and concepts, but in general, the complexity and irregularity of the translation of individual words and expressions.

Given the fact that for many English is a foreign language, a significant difficulty is the perception of new information by ear. This issue is particularly acute in lectures. This implies the following problem in the way of education for English-speaking students the inability, or in some cases, even the impossibility of recording lecture material.

Consequently, one of the compromise methods for solving this problem is the preparation of teaching aids at the department, in which the presentation of the material takes place with the help of short logical sentences, without complicated and cumbersome turns, but at the same time not distorting the meaning of the content of the topic. Besides, the manual includes many numerous of illustrations, diagrams and tables that facilitate understanding and systematizing students' knowledge.

On the other hand, teachers who evaluate the oral response students difficult to understand is the English language of citizens who arrived, in particular, from Sri Lanka and some regions of India, so they have

their own dialectical features. Consequently, teachers teaching English-speaking students act as curators of such groups and increase the time of communication with them on curatorial hours, thereby increasing their foreign language skills.

Undoubtedly, the difficulties for the teacher are also different basic training of students, since representatives of different countries are in the same student group and, accordingly, the requirements for the secondary education they received were also different. As a result, problems arise in the understanding of the material, when synthesis and analysis of knowledge from other disciplines with which physiology is closely connected, such as physics, chemistry, biology, and others, is necessary. Often the complexity of the subject gives rise to low student interest.

To partially solve these problems, our Department of Normal Physiology has developed an introductory control of knowledge, including a list of questions on the topic, implying a brief written answer from the student and orienting the teacher in the level of training [5].

Issues of intercultural differences are particularly acute and, as a result, a violation of discipline and rules of conduct. This is manifested in systematic delays, both in practical exercises and lectures. Moreover, it is constantly necessary to clarify that visiting the latter is compulsory, since many students have a significant number of passes for a disrespectful reason.

The problem is also the working out by foreign students of missed classes or those not given in the final period, which complicates or makes it impossible to obtain a timely credit for the subject and admission to the session.

It should also be noted, and such a subjective problem as the presence of motivation and interest in obtaining an education by foreign citizens. As a rule, students, whose choice of the medical profession was made consciously and independently, have good academic performance, they use much numerous additional literature in preparation for classes, ask the teacher and lecturer questions on topics that they could not figure out on their own, tend to assist during acute experiments on laboratory animals. Another group consists of students who entered the university due to the prestige of the profession or at the insistence of parents; as a result, the training of such students due to lack of personal interest becomes ineffective and almost impossible.

Conclusion. Thus, the features that arise when teaching foreign students can be conditionally presented as a combination of:

- Educational (difficulty in understanding by students of the subject itself, lack of textbooks, insufficient level of language skills) factors;
- social (political, religious, cultural) factors;
- Personal factors.

References:

1. Каде, А. Х. Особенности преподавания патологической физиологии иностранным студентам / А. Х. Каде, А. П. Парахонский // Современные проблемы науки и образования. – 2004. – № 1 – С. 123-124.
2. Башкова, Н. П. Формы проверки качества самостоятельной работы студентов // Самостоятельная работа студентов: модели, опыт, технологии / под ред. М. Г. Савельевой. – Ижевск, 2009. – С. 45-50.
3. Особенности преподавания анатомии человека на английском языке / Д. Н. Лященко [и др.] // Фундаментальные исследования. – 2015. – № 2, ч. 27. – С. 6093-6095.
4. Особенности обучения иностранных студентов на языке-посреднике на кафедре нормальной физиологии ВГМА / Я. В. Булгакова [и др.] // Прикладные информационные аспекты медицины. – 2015. – Т. 18, № 1. – С. 32-37.
5. Булгакова, Я. В. Мотивационные особенности российских и иностранных студентов при адаптации к учебному процессу / Я. В. Булгакова, В. А. Семилетова, А. А. Натарева // Организационные и методические основы учебно-воспитательной работы в медицинском ВУЗе. – 2010. – № 2. – С. 186-187.
6. Звездова, А. Б. Компетентностный подход в высшем профессиональном образовании [Электронный ресурс] / А. Б. Звездова // Межрегиональный институт экономики и права [Офиц. сайт]. – Режим доступа: http://www.mier.edu.ru/uploaded/zvezdova_oreshkin.
7. Иванова М.А. Социально-психологическая адаптация иностранных студентов к высшей школе России: дис. ...канд. психол. наук СПб., 2001. 353 с.
8. 2009 World Conference of High Education: the New Dynamics of High Education and Research for Societal Change and Development (UNESCO, Paris 5-8 July 2009) COMMUNIQUE. [http://www.unesco.org/fileadmin/MULTIMEDIA/HQ/ED/ED/pdf/WCHE 2009/FINAL%20 COMMUNIQUE%20/ WCHE%202009.pdf](http://www.unesco.org/fileadmin/MULTIMEDIA/HQ/ED/ED/pdf/WCHE%2009/FINAL%20COMMUNIQUE%20/WCHE%202009.pdf)

Transliteration of References:

1. Kade A.H., Parahonskij A.P. Osobennosti prepodavaniya patologicheskoy fiziologii inostrannym studentam. Sovremennye problemy nauki i obrazovaniya. 2004;1:123-124. (Russian).
2. Bashkova N.P. Formy proverki kachestva samosto-jatelnoj raboty studentov. In: Saveleva MG, editor. Samostojatel'naja rabota studentov: modeli, opyt,

- tehnologii. Izhevsk; 2009. p. 45-50. (Russian).
3. Ljashhenko D.N., Zheleznov L.M., Shalikova L.O., Gadilshina I.R., Popova Ju.V. Osobennosti prepodavaniya anatomii cheloveka na anglijskom jazyke. Fundamentalnye issle-dovaniya. 2015;2(Pt27):6093-6095. (Russian).
 4. Bulgakova Ja.V., Semiletova V.A., Dorohov E.V., Budennaja I.A., Reutova L.F. Osobennosti obuchenija inostrannyh studentov na jazyke-posrednike na kafedre normalnoj fiziologii VGMA. Prikladnye informacionnye aspekty mediciny. 2015;18(1):32-37. (Russian).
 5. Bulgakova Ja.V., Semiletova V.A., Natarova A.A. Motivacionnye osobennosti rossijskih i inostrannyh studentov pri adaptacii k uchebnomu processu. Organizacionnye i metodicheskie osnovy uchebno-vospitatel'noy raboty v medicinskom VUZe. 2010;2:186-187. (Russian).
 6. Zvezdova A.B. Kompetentnostnyj podhod v vysshem pro-fessionalnom obrazovanii. Mezhhregionalnyj institut ekonomiki i prava [Ofic. sajt]. Available from: http://www.miep.edu.ru/uploaded/zvezdova_oreshkin.pdf. (accessed 03.09.2016). (Russian).
 7. Ivanova M.A. Socio-psychological adaptation of foreign students to the higher school of Russia: dic. ... PhD in psychol. SPt, 2001. 353 p.
 8. 2009 World Conference of High Education: the New Dynamics of High Education and Research for Societal Change and Development (UNESCO, Paris 5-8 July 2009) COMMUNIQUE. [http://www.unesco.org/fileadmin/MULTIMEDIA/HQ/ED/ED/pdf/WCHE 2009/FINAL%20 COMMUNIQUE%20/ WCHE%202009.pdf](http://www.unesco.org/fileadmin/MULTIMEDIA/HQ/ED/ED/pdf/WCHE%202009/FINAL%20COMMUNIQUE%20/WCHE%202009.pdf)

Authors

Yoltukhivskyy Mykhaylo,
*Doctor in Medicine, Professor,
 Department of Normal Physiology,
 Vinnytsia National Pirogov'
 Memorial Medical University,
 Vinnytsia, Ukraine
 E-mail: yoltukh@vnmu.edu.ua*

Nikolaenko Oksana,
*PhD in Biology, Docent,
 Department of Normal Physiology,
 Vinnytsia National Pirogov'
 Memorial Medical University,
 Vinnytsia, Ukraine
 E-mail: oksnikolaenko@gmail.com*

Omelrenko Oksana,
*PhD in Medicine, Docent,
Department of Normal Physiology,
Vinnytsia National Pirogov'
Memorial Medical University,
Vinnytsia, Ukraine
E-mail: oksana12.11.61@gmail.com*

Bogomaz Olga,
*PhD in Biology, Docent,
Department of Normal Physiology,
Vinnytsia National Pirogov'
Memorial Medical University,
Vinnytsia, Ukraine
E-mail: bogol@gmail.com*

Iruna Gusakova,
*PhD in Medicine, Docent,
Department of Normal Physiology,
Vinnytsia National Pirogov'
Memorial Medical University,
Vinnytsia, Ukraine
E-mail: irina@mail.ru*

Abstracts

YOLTUKHIVSKYY MYKHAYLO, NIKOLAENKO OKSANA, OMELRENKO OKSANA, BOGOMAZ OLGA, GUSAKOVA IRYNA. **Cechy nauczania studentów obcokrajowców na Katedrze fizjologii człowieka Winnickiego Narodowego Uniwersytetu Medycznego imienia M.I. Pyrohowa.** W artykule zostały przedstawione cechy nauczania anglojęzycznych studentów fizjologii człowieka na uniwersytecie medycznym na wydziale lecznictwa. Określa się metodologiczne podejścia do organizacji nauczania studentów obcokrajowców w trakcie zdobywania przez nich wykształcenia wyższego na ukraińskich uniwersytetach, omawia się podstawowe zasady organizacji procesu edukacyjnego z uwzględnieniem specyfiki kontyngentu uczących się studentów. Rozpatrywane są aktualne problemy dotyczące organizacji procesu nauczania studentów obcokrajowców medycznych kierunków studiów. Podsumowano własne doświadczenie nauczania fizjologii człowieka w języku angielskim

studentów przez wykładowców naszej katedry. Zostały przeanalizowane czynniki wpływające na efektywność procesu nauczania. Zostały rozpatrzone cechy organizacji danego procesu na przykładzie Winnickiego Narodowego Uniwersytetu Medycznego imienia M.I. Pyrohowa. Dokładna analiza problemu pomoże w przyszłości usystematyzować i zoptymalizować nauczanie i sprawdzanie wiedzy studentów uczących się na tych kierunkach i o zbliżonym poziomie wiedzy. Zastosowanie innowacyjnych technologii w nauczaniu jest w stanie rozwiązać szereg problemów zarówno edukacyjnych, jak i pozaedukacyjnych, związanych z pobytem studentów zagranicznych w Ukrainie oraz jest najbardziej optymalnym systemem nauczania dyscyplin medyczno-biologicznych na uczelniach medycznych. Został przedstawiony szereg przyczyn zmniejszających intensywność nauczania studentów obcokrajowców, z których podstawowymi są: różny poziom ich znajomości języka i bazy wiedzy, brak motywacji oraz problem z dyscypliną.

Słowa kluczowe: szkolnictwo wyższe; studenci obcokrajowcy; innowacyjne nauczanie; uczelnia medyczna; fizjologia człowieka.

ЙОЛТУХІВСЬКИЙ МИХАЙЛО, НІКОЛАЄНКО ОКСАНА, ОМЕЛЬРЕНКО ОКСАНА, БОГОМАЗ ОЛЬГА, ГУСАКОВА ІРИНА. **Особливості навчання іноземних студентів на кафедрі нормальної фізіології Вінницького національного медичного університету ім. М.І. Пирогова.** Представлені особливості викладання нормальної фізіології в медичному університеті у англомовних студентів лікувального факультету. Розкриваються методологічні підходи до організації навчання іноземних студентів в процесі отримання ними вищої освіти в українських вузах, розглядаються основні принципи і зміст організації освітнього процесу з урахуванням специфіки контингенту студентів, які навчаються. Розглядаються актуальні питання організації процесу навчання іноземних студентів за медичними спеціальностями. Узагальнено приватний досвід викладання нормальної фізіології англійською мовою іноземним студентам викладачами нашої кафедри. Проведено аналіз факторів, що впливають на ефективність процесу навчання. Розглянуто особливості організації цього процесу на прикладі Вінницького національного медичного університету ім. М.І.Пирогова. Детальний аналіз проблем допоможе систематизувати і оптимізувати викладання і перевірку знань у студентів з цими спеціальностями і з подібним рівнем підготовки. Використання інноваційних технологій при навчанні їх здатне вирішити ряд як навчальних, так і

познавчальних завдань перебування іноземних студентів в Україні і є найбільш оптимальною системою викладання медико-біологічних дисциплін в медичних вузах. Наводиться ряд причин, що знижують інтенсивність викладання іноземним студентам, основні з яких – різний рівень їх лінгвістичної підготовки та освітньої бази, відсутність мотивації, складності з дисципліною.

Ключові слова: *вища освіта; іноземні студенти; інноваційне навчання; медичний вуз; нормальна фізіологія.*

ЙОЛТУХОВСКИЙ МИХАИЛ, НИКОЛАЕНКО ОКСАНА, ОМЕЛЬБЕНКО ОКСАНА, БОГОМАЗ ОЛЬГА, ГУСАКОВА ИРИНА. Особенности обучения иностранных студентов на кафедре нормальной физиологии Винницкого национального медицинского университета им. Н.И. Пирогова.

Представлены особенности преподавания нормальной физиологии в медицинском университете у англо-говорящих студентов лечебного факультета. Раскрываются методологические подходы к организации обучения иностранных студентов в ходе получения ими высшего образования в украинских вузах, рассматриваются основные принципы и содержание организации образовательного процесса с учетом специфики контингента обучаемых. Рассматриваются актуальные вопросы организации процесса обучения иностранных студентов медицинским специальностям. Обобщен частный опыт преподавания нормальной физиологии на английском языке иностранным студентам преподавателями нашей кафедры. Проведен анализ факторов, влияющих на эффективность процесса обучения. Рассмотрены особенности организации этого процесса на примере Винницкого национального медицинского университета им. Н.И.Пирогова. Детальный анализ проблем поможет систематизировать и оптимизировать преподавание и проверку знаний у подобного рода студентов. Использование инновационных технологий при обучении их способно решить ряд как учебных, так и внеучебных задач пребывания иностранных студентов в Украине и является наиболее оптимальной системой преподавания медико-биологических дисциплин в медицинских вузах. Приводится ряд причин, снижающих интенсивность преподавания иностранным студентам, основные из которых – разный уровень их лингвистической подготовки и образовательной базы, отсутствие мотивации, сложности с дисциплиной.

Ключевые слова: *высшее образование; иностранные студенты; инновационное обучение; медицинский вуз; нормальная физиология.*

YOLTUKHIVSKYY MYKHAYLO, OMELRENKO OKSANA, BOGOMAZ OLGA, GUSAKOVA IRUNA. **Peculiarities of teaching foreign students at the Department of the normal physiology of Vinnytsia National Pirogov' Memorial Medical University.**

The features of teaching normal physiology in the medical university of English-speaking students of the medical faculty are presented. It reveals the methodological approaches to the organization of teaching foreign students in the course of their receiving higher education in Ukrainian universities, discusses the basic principles and content of the organization of the educational process, taking into account the specifics of the contingent of students. Topical issues of organizing the process of teaching foreign students to medical specialties are considered. The private experience of teaching normal physiology in English to foreign students by teachers of our department is summarized. The analysis of factors affecting the effectiveness of the learning process was carried out. The features of the organization of this process are considered on the example of Vinnitsa national Pirogov' memorial medical university. Detailed problem analysis will help to systematize and optimize the teaching and examination of knowledge of this kind of students. The use of innovative technologies in the teaching of foreign students can solve a number of both instructional and extracurricular tasks stay of foreign students in Ukraine; and it is the most optimal system of teaching biomedical disciplines in medical high school. A number of reasons are given that reduce the intensity of teaching to foreign students, the main ones being the different level of their linguistic training and educational base, lack of motivation, difficulty with discipline.
Keywords: higher education; foreign students; innovative learning; medical high school; normal physiology.