

INFLUENCE OF THE CHARACTERISTIC FEATURES OF FOREIGN HIGHER EDUCATION ACQUIRES ON THE EDUCATIONAL PROCESS

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На сьогоднішній день основним принципом викладання у закладах вищої освіти є студентоцентризований підхід, заснований на посиленні ролі здобувача вищої освіти як рівного учасника навчального процесу, індивідуальні потреби якого необхідно враховувати. З огляду на це, на нашу думку, важливим чинником побудови ефективного освітнього процесу є розуміння характерологічних особливостей іноземних здобувачів, які залежать від країни або регіону їх походження.

Ключові слова: освітній процес, іноземні здобувачі вищої освіти, характерологічні особливості.

Today, the main principle of teaching in institutions of higher education is a student-centered approach, based on strengthening the role of the student of higher education as an equal participant in the educational process, whose individual needs must be taken into account. In view of this, in our opinion, an important factor in building an effective educational process is the understanding of the characterological features of foreign applicants, which depend on the country or region of their origin.

Keywords: educational process, foreign students of higher education, characterological features.

The modern paradigm of acquiring higher education in medical institutions is a student-centered approach aimed at forming higher education applicants the necessary competencies for future professional activities, which are based on the individual needs of the applicant.

However, teaching foreign students of higher medical education has its own peculiarities, due to the need to take into account also national, ethno-cultural and characterological features, which will contribute to higher efficiency of educational activities, improvement of the process of adaptation of foreign students, creation of friendly interpersonal relations [3, 4].

This is possible if the teacher will clearly understand the characterological features of foreign students of higher education depending on their country

of origin, will be able to reduce the negative and strengthen the positive aspects [1, 4].

The practical necessity of communication with representatives of various groups has led to the need to analyze the national and psychological characteristics of foreigners studying in higher education institutions of Ukraine [2].

The main personality qualities of English-speaking African students of higher education (Ghana, Zambia, Tanzania, Kenya, Uganda, Mauritius, Nigeria) are independence, self-confidence, increased self-esteem on the one hand, and excessive reclusiveness on the other. In the emotional sphere, mood swings are characteristic, they are easily excited and difficult to control their feelings. In the educational field, they learn new concepts slowly, and therefore cannot withstand the fast pace of learning, saturated with information, think for a long time and answer slowly during the survey. In view of this, the educational process will be much more productive if they are not in a hurry to answer, and the explanation of new material is carried out at a slower pace, if necessary, repeatedly repeating the material passed [2].

Students of higher education from the French-speaking countries of Africa (Congo, Guinea, Chad, Madagascar, Mali, Niger, Senegal) are open to communication, contact, on the one hand, however, somewhat insecure on the other. In the emotional sphere, they have a very lively, carefree character, they can be prone to disappointments and worries. In their attitude to learning, they demonstrate ambition, a thirst for competition and primacy, because they have a high level of intelligence and easily perceive new information. Taking into account their intellectual abilities, the teacher needs to conduct classes dynamically, with maximum «load» [2].

Representatives of the countries of the Middle East and North Africa (Algeria, Tunisia, Morocco, Egypt, Jordan, Iraq, Iran, Lebanon, Palestine) are independent, self-confident, communicative, and have a high level of harassment. However, insufficient control of emotions, excessive directness quite often causes the creation of conflict situations and disputes. They have a highly developed abstract thinking, easily learn the educational material, but do not like the traditional, systematic approach to teaching. That is why students of higher education from the Arab region need regular monitoring of educational activities from the teacher, formation of independent work skills, which, as a rule, are absent. In addition, the teacher, at least at the initial stages, should refrain from democracy in communication, clearly adhere to the division of roles «teacher-learner» and, if necessary, be ready to resolve conflicts [2].

People from Asian countries (India, Pakistan, Indonesia, China, Bangladesh, Vietnam, Cambodia, Nepal) are shy, conscientious, conscientious,

and hardworking. They know how to control their emotions and behavior, and therefore are not conflicted and extremely careful in their statements and actions. It is necessary to take into account the extraordinary influence of traditions and rituals on the formation of their personal qualities. These are, in most cases, independent individualists with a complex system of values and habits. Students of higher education from the South-Eastern region easily and quickly learn new information, have developed abstract thinking. The teacher does not need to excessively control these students, the learning process should be based on the principle of tutoring [2].

Similar characterological features of higher education students must be taken into account when forming academic groups from representatives of different countries, because the atmosphere in this community will directly affect not only interpersonal relationships, but also the effectiveness of the educational process. Moreover, the need to communicate with representatives of different nationalities in the same group will contribute to the extremely important intercultural communication. Intercultural communication, in turn, will help develop tolerance, openness and respect for representatives of other nations. Important importance in the formation of successful inter-national and inter-cultural interaction of students of higher education rests on the teaching staff, which should moderate these processes.

Taking into account the national-psychological characteristics of foreign students of higher education is extremely important when choosing psychological approaches and pedagogical tools, which will contribute not only to their obtaining a high level of theoretical knowledge and practical skills, but also to the rapid adaptation of foreigners to a new socio-cultural environment.

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