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**EUROPEAN VECTOR OF CONTEMPORARY
PSYCHOLOGY, PEDAGOGY AND SOCIAL SCIENCES:
THE EXPERIENCE OF UKRAINE
AND THE REPUBLIC OF POLAND**

Volume 1

Collective monograph

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PECULIARITIES OF TRAINING INTERNATIONAL STUDENTS AT HIGHER EDUCATION INSTITUTIONS OF UKRAINE

Dychenko T. V.

INTRODUCTION

An important principle of globalization is academic mobility – the opportunity for participants of the educational process to study outside their home country. In 2005, Ukraine joined the Bologna Process. The membership of Ukraine in the Bologna Process has provided an opportunity to expand partnerships between higher education institutions at the international level and the access to the global market of educational services. The number of citizens from other countries obtaining higher education in Ukraine has begun to increase annually. According to Ukrainian State Centre for International Education (portal: <http://studyinukraine.gov.ua>), 64 066 international students from 147 countries study in our country now, which makes up about 1.5% of the world amount. For studying in Ukraine, foreign citizens prefer medicine, engineering, law and other specialties.

Sumy State University has been intensively developing international activities for more than 25 years, which includes attracting international students to studying. At present, about 1200 international students are educated at SSU. Now, geographically international citizens come from more than 50 countries from various regions of the world, namely: Europe, South America, Africa, the CIS.

Difficulties in attracting international students to obtaining education abroad are determined by the objective requirement to know the language¹. In most European countries, educational services are provided only to foreigners who speak the language of instruction and have both relevant high school certificates and compulsory certificates about previous language training. In many countries, teaching in English is introduced. In Ukrainian universities some subjects are taught in English.

¹ Бобрицька В.І. Розвиток академічної і професійної мобільності в умовах розгортання трансформаційного суспільства. *Освітня філософія, теорія, практика*: монографія / За ред. В.П. Андрющенка; Авт. кол.: В.П. Андрющенко, Б.І. Андрусишин, В.І. Бобрицька, Р. М. Вернидуб та ін. К. : Вид-во НПУ М.П. Драгоманова, 2015. С. 243–272.

It should be noted that the training of foreign citizens who receive education in higher education institutions of Ukraine in Ukrainian (Russian) is divided into several stages: 1) training at preparatory faculties of universities where they receive the knowledge for further studying in higher educational institutions of Ukraine. The term of studying is 10 months. For foreigners who have chosen English as the language of instruction this stage is not necessary; 2) studying at universities in the chosen specialty (fig. 1).

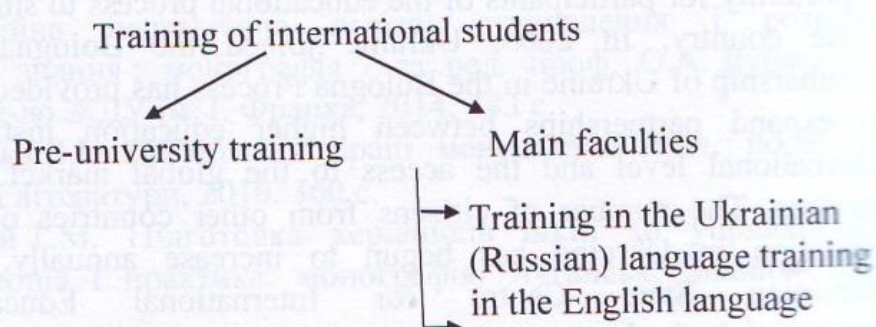


Fig. 1. Stages of training international students in Ukraine

Preparatory faculties for foreigners where students are taught general academic subjects besides the language of instruction exist only in Ukraine and in some CIS countries. Historically, there has developed certain practice in Ukrainian pedagogics to involve into studying international students with starter language knowledge. At present, some Ukrainian universities start the Ukrainian language courses for foreigners who are going to obtain education in Ukraine in future. In our opinion, it is reasonable to teach general academic subjects to international students in addition to the language of instruction. A would-be student is introduced into the general language and, which is important, general scientific environment in order to become familiar with the subject terminology and correct knowledge in certain subjects according to Ukrainian curricula.

The analysis of methodological sources and the experience of longstanding practical work can determine the main features of training international students at higher education institutions, that is:

- teaching in a non-mother tongue in a non-native environment;
- taking into account psychological and national-cultural peculiarities of international students, their adaptation to life and studying in Ukraine;

– taking into consideration the basic level of subject knowledge (the difference between the education system in Ukraine and in the countries the foreigners come from);

– the use of adapted educational learning materials;

– the integration of language and subject knowledge.

Let's consider more precisely the issue of adaptation of international students to life and studying in Ukraine and the peculiarities of teaching general academic subjects to foreign students at preparatory and main faculties of universities.

Problems of adaptation of international students of higher education institutions

Successful studying of international applicants to higher education and the level of their professional training depends, first of all, on their adaptation. The adaptation process of international students is carried out throughout the period of studying at the university, but it is especially difficult during the first year. For foreigners who receive education in Ukraine in Ukrainian (Russian), the training at the preparatory faculty is compulsory. The importance of the pre-university training is explained by the fact that it is at this stage that an international student gets the necessary minimum of knowledge and skills which enable him/her to successfully receive education in higher education institutions in future, but also his/her adaptation to new conditions of life and studying in Ukraine proceeds.

Adaptation is a complex multifactor phenomenon, studied by representatives of many branches of science. There are different types of adaptation:

– biomedical – to the climate, food, time zone, environmental factors;

– adaptation to all components of the pedagogical system: information and world perception (to teaching subjects, forms and methods of organizational and educational work) and psychological-pedagogical (to the training group, its socio-psychological climate, supervisory system, self-tuition);

– sociocultural – to another culture;

– communicative – to all kinds of communication, etc.

It is believed that any adaptation activates genetically determined resources of an organism. For example, the climate change is an extremely serious stimulating agent for a person which often causes chronic diseases recurrence, increased blood pressure, headache, sleep disorders. With wide fluctuations in the air temperature, atmospheric pressure (increase or

decrease) the psychological state of a person may worsen (the changes, discomfort, apathy, or depression may appear).

For example, students from African countries studying in Ukraine show increased fatigability at lessons, absence from classes due to illness. Complaints about bad memory which is a signal of an extreme state. Moreover, foreigners face the problem of lack of food they are used to. Insufficient number of sunny days, rapid temperature changes, short daylight hours have negative influence. This leads to psychological deterioration, lingering tiredness, sometimes to depression.

The peculiarities of the physiological adaptation must be taken into account in the educational process. For example, at the preparatory faculty of Sumy State University, classroom hours for international students are gradually increased within 1,5–2 months, they get involved in sports.

Long-term observations over international students, interviews, as well as researches of teachers and psychologists suggest that the process of socio-psychological adaptation of international students of the preparatory faculty can be divided into several stages (phases) (table 1.)²

Socio-psychological adaptation is conditioned by the integration of foreigners into new environment, namely: new living conditions, standards of behavior, unusual activity mode, the necessity to communicate with representatives of different cultures, problems of adaptation to new environment, etc.

We have questioned students of the preparatory faculty, who arrived from Turkey (160 people), Africa (80 people), Turkmenistan (40 people), Uzbekistan (40 people), Palestine and Jordan (60 people)³. The survey was anonymous; the questionnaires were translated into native languages of the respondents. The results of the survey of international students reflect the most significant factors that complicate their adaptation (in order of decreasing significance). So, the following difficulties are typical for students from Turkey: 1) adjustment to the climate; 2) insufficient primary education; 3) financial problems; 4) lack of broad speech practice; 5) adjustment to the food.

² Дидактика довузівської підготовки студентів іноземців: навчально-методичний посібник / Н.Б. Булгакова, Т.І. Довгоцько, Т.В. Диченко, Н.Н. Чайченко. Суми: Сумський державний університет, 2017. 286 с.

³ Диченко Т.В. Методика навчання хімії іноземних слухачів підготовчих факультетів: дис... канд. пед. наук: 13.00.02. К., 2015. 221 с.

Table 1

**Stages of adaptation of first-year international students
to studying at universities**

Stages of adaptation	Main features
Assessment of capabilities and academic perspectives	Being still at home the future student chooses the country and the language of instruction and assesses own capabilities of studying in the selected foreign university considering advice of relatives and friends.
Climatic stage	The possibility of stay in a new country is determined taking into account the psychophysiological state of the student.
Anticipation	Emotional anticipation of the meeting with a new country, city, university. Feeling of euphoria, expectation of something new, unknown depending on national-psychological peculiarities.
Entering new environment	The student gets in a new unknown society, receives information about rules of behavior and life in it, begins to contact with the members of this society, assesses own perspectives of the stay in a new country.
Stage of direct involvement in learning activities	First language, social and household problems occur. The student sees discrepancy between the expectations and the reality which may cause stress.
Depression	After a few days (or weeks) of stay in a foreign country all international students go through various psychological disorders manifesting themselves as low mood and self-evaluation, a pessimistic view of the present situation and the future.
Balance	If dissatisfaction with different activity types, change of life stereotypes is vanquished, the student begins to experience the state of stability.

Students from Africa have noted the following problems: 1) adjustment to the climate; 2) lack of intensive speaking practice; 3) insufficient primary education; 4) financial problems; 5) adjustment to the food.

Students from Palestine and Jordan face the following difficulties: 1) adjustment to the climate; 2) adjustment to the food; 3) insufficient primary education; 4) financial problems; 5) lack of intensive speaking practice.

Students from Turkmenistan and Uzbekistan have the following hardships: 1) adjustment to the food; 2) lack of intensive speaking practice; 3) adjustment to the climate; 4) insufficient primary education; 5) financial problems.

It should be noted that 60% of respondents from Turkmenistan and Uzbekistan do not experience significant difficulties in Ukraine.

Thus, the survey shows that the adaptation of international students from different regions of the world proceeds differently.

At the pre-university preparatory stage, a special factor to which international students of the preparatory faculty must adapt is the educational process, since it is education which is the main goal of the arrival of foreigners to Ukrainian universities. The adjustment of international students to higher education at the pre-university stage means adaptation to the components of the new pedagogical system: information and world perception and psychological-pedagogical. Such adaptation proceeds under the influence of certain expectations both of the teachers of the preparatory faculty and of the international students.

It should be noted that the greatest problem of adaptation of international students to the educational process is the insufficient level of their communicative competence, which impedes perception, comprehension and reproduction of scientific information. The survey of the international students who have completed propaedeutic training shows that it is a very low level of language proficiency (Ukrainian or Russian) which is the major factor of the insufficient ability (in comparison to Ukrainian students) for further studying at the university⁴.

Therefore, the task of teaching is to create the best conditions for the adaptation of international students. The issue is qualified help in organization and planning of independent educational work, mastering by students the knowledge about innovative culture of educational work,

⁴ Довгодько Т.І. Загальнонаукова підготовка іноземних студентів до навчання в авіаційному університеті: автореф. дис. ... канд. пед. наук: спец. 13.00.04 «Теорія і методика професійної освіти». К., 2014. 20 с.

learning of modern educational technologies, ensuring contact between teachers and foreigners, forming of adequate training motivation.

At the same time, it is necessary to master methods of pedagogical influence on an international student both on each student personally and on the group as a whole. That's why starting work in an international educational group, the teacher must:

- create a favorable psychological climate, support it throughout the class, while showing positive attitude towards each student, a feeling of sympathy, sincerity;

- determine the emotional state of each student and the group as a whole;

- respond adequately to the mood of the students;

- maintain a calm formal style in the group;

- stimulate students to educational activities creating a good emotional state;

- be able to calmly solve conflict situations that may arise in classes.

The prerequisite for good absorption of knowledge in general academic subjects by representatives from different regions of the world is the consideration of the mentality, psychological state and other peculiarities of their national consciousness, since typical difficulties, besides instructive, thematic, linguistic, methodological, organizational, are also psychological ones.

The study of the personality of students has allowed to describe the most general psychological characteristics of representatives of the Middle East, Africa and Southeast Asia⁵. Students from the Middle East (Syria, Lebanon, Palestine) are self-confident, independent, trustful, open, are not aware of danger, quickly adaptable, pragmatic. English-speaking students from Africa (Nigeria, Ethiopia, Ghana) are silent, incontinent, deep in themselves, impatient, arrogant, excessively shy, with a developed sense of danger, individualists oriented on personal desires, dreamy, most of them intense inner life. African French-speaking students (Congo, Mali, Chad), are open-minded, smart, emotionally unstable, aggressive, with intense inner life, often lose self-control. Students from Southeast Asia (India, Bangladesh, Sri Lanka, Laos, China, Vietnam) are conscious, attentive, conscientious, sentimental, naive, are interested in art, radicalism, autonomy

⁵ Булгакова Н.Б. Система пропедевтичної підготовки іноземних громадян з природничих дисциплін у технічному університеті: дис. ...докт. пед. наук: 13.00.04. К., 2002. 446 с.

are typical of them, they do not need approval and support, but take care of their reputation.

According to our observations, students from Turkmenistan and Uzbekistan are diligent, show conscientious attitude to learning duties, requirements of the teachers, disciplined, respect the adults. Students from Turkey are open, self-confident, pragmatic, undisciplined.

Ethno-psychological peculiarities of international students must be taken into account during the pedagogical communication. With students from Africa one should be open, soft; it is not advisable to apply a democratic style of communication; special attention is paid to the development of skills of self-organization and discipline. African students have high work ability, but they do not have self-organization skills, so the instructor should help them develop these skills.

Arabic students demonstrate from the first lessons activity and desire to achieve better results, but they mostly lack the skills of individual work, so they need to be taught to study.

Students-Kurds from Turkey should be accustomed to discipline from the very beginning. Like Arab students, they need to be taught to study.

Students-Kurds from Turkey should be accustomed to discipline from the very beginning. Like Arab students, they need to be taught to study.

Thus, the effectiveness of educational activities will increase significantly if the teacher takes into consideration psychological characteristics of each international student.

The systematic study of the psychic and regional traits of students allows to develop a strategy for managing of the educational process at the preparatory faculty, which can be regarded as management in three stages⁶:

- 1) study of the object of the management – students;
- 2) developing a strategy for managing of the educational process;
- 3) implementation of the accepted learning technology.

Pursuing these stages at the preparatory faculty, from the moment of arrival of foreign citizens and during the whole cycle of their training, is necessary for the demonstration and reinforcement of those personal qualities which should be formed in the end of the propaedeutic training. In

⁶ Булгакова Н.Б. Система пропедевтичної підготовки іноземних громадян з природничих дисциплін у технічному університеті: дис. ...докт. пед. наук: 13.00.04. К., 2002. 446 с.

in other words, the management means to organize and implement the entire set of relationship of the participants of educational activities.

For example, socio-cultural adaptation of international students takes place both during educational activities and in the process of extra-curricular activities which greatly facilitate the process of adaptation while forming language and socio-cultural competences. For this purpose, excursions to museums (university or city ones), trips to cultural and historical places of Ukraine as well as themed evenings, sports competitions, concerts, scientific conferences, competitions in various disciplines, etc. are regularly organized for international students. An essential role in the process of adaptation of international students is played by adaptation agents that help them to obtain the necessary information, to grasp new social roles, to make contacts with others, etc. For international students their countrymen who have been living in Ukraine for some years, the dean's office for international students, the teachers of the preparatory faculty, the students, etc. perform the function of such agents. Surveys have shown that the greatest help and support in adaptation to life and studying during the first year is provided by the countrymen (50%), the teachers of the preparatory faculty (40%) and the dean's office staff (10%)⁷. So, it is necessary to organize interpersonal interaction and mutual understanding between teachers and students; beginners and senior students; students in the group, at the faculty, representatives of different countries and cultures for successful adaptation of international students to the educational environment.

Peculiarities of general academic subjects teaching to international students at the preparatory and the main faculties

The preparatory faculty is mandatory for foreign students, who are not proficient in the Ukrainian (Russian, English) language. The international students get ready for further studying in higher educational establishments of Ukraine at this stage. The main aims of general scientific subjects teaching at the preparatory faculty are:

1. to systematize knowledge obtained at home, to fill gaps in school education, conditioned by the differences in national and Ukrainian secondary school educational programs in chemistry, mathematics, biology, etc.;

⁷ Дидактика довузівської підготовки студентів іноземців: навчально-методичний посібник / Н.Б. Булгакова, Т.І. Довгоцько, Т.В. Диченко, Н.Н. Чайченко. Суми: Сумський державний університет, 2017. 286 с.

2. to form cutting-edge concepts of scientific world view, to give profound knowledge of phenomena and laws used while studying technical and medical subjects at the university;

3. to study general technical or medical terminology in Ukrainian (Russian), lexis and lexical constructions, inherent in scientific style;

4. to master the language of chemistry, mathematics, physics, biology as a means of obtaining scientific information in the volume enough to provide reading and understanding of textbooks in Ukrainian (Russian); listening and note-taking of lectures on general academic subjects together with Ukrainian students.

To reach the abovementioned aims, it is necessary to provide methodological support of educational process taking into account advanced teaching technologies. Herewith, of great importance are the peculiarities of students studying at the preparatory faculty, namely: starter level of the language of instruction, low knowledge level of general education subjects (for majority of students); different dates of arrival and beginning of studying. All these require certain changes of educational process, its activation and optimization, the search of new forms and methods of teaching.

Let us consider some methodological principles of general education subjects teaching to international students.

– Minimization of learning material while selecting, taking into account the logic of subject teaching and the requirements of universities of engineer-technical and medical-biological specialization. The selection of basic notions of a subject which require revision only in Ukrainian (Russian) and basic notions introduced for the first time.

– Interdisciplinary coordination of educational programs of Ukrainian (Russian), chemistry, mathematics, physics allow defining the level of language competence, which is an important condition for understanding of the material.

– Visual aids are of great importance for students, who arrived later and started studying later. Maximum provision of classes with tables, charts, drawings, demonstration experiments promotes the increase of training efficiency. The balance of lecturer-student interaction creates the conditions for activation of educational process. The international students are taught to work independently on texts in chemistry, physics and biology in Russian (Ukrainian). Skills to apply obtained information to solve practical tasks are

formed. Independent work with didactic materials (charts, tables, drawings, supportive notes, etc.) promotes their cognitive activity and active learning.

– Systematic approach to knowledge assessment allows assessing the level of understanding and mastering the topic, to find out if students managed to reach the mandatory study goals.

According to the curriculum, the various forms of training sessions are provided at the preparatory and main faculties. The efficiency of mastering the material (%) varies and depends on the choice of innovative technologies: lecture – 5%, reading – 10%, audio video recordings – 20%, visual equipment – 30%, group discussions (discussions, brainstorming) – 50%, practice through action – 70–75%, acting as a lecturer – 90%⁸.

Lectures, practical and laboratory classes, individual and independent work have proven themselves well when teaching Ukrainian students, but they do not fully provide effective training of international students.

In our opinion, it is non-productive to present new material to international students of the preparatory faculty in the form of a traditional classical lecture. On one hand, the lecturer faces the necessity to repeat many times some phrases, focusing not only and often not so much on the factual subject material, but also on introduction of scientific terminology, clichéd word combinations, lexical constructions and separate words and on their proper use. This is an important and indispensable part of work with international students, but it requires considerable time, which is not enough for consideration and profound studying of the main topic and it cannot but affect the quality of material studying of the subject.

On the other hand, having poor knowledge of the Ukrainian (Russian) language, the international students cannot fully perceive the lectures by ear and while working independently on printed lectures at home, they face numerous words and word combinations, which they did not memorize during classes. Thus, the students develop fragmentary, mosaic idea of the essence of theoretical provisions of the subject.

Longstanding work with international students confirms that taking into account the lack of language training, the most optimal and effective at the initial stage is a combined form of classes, which is presented by a combination of lecture elements (small amount of information) with practical classes.

⁸ Булгакова Н.Б. Методика викладання у вишій школі : навч. посіб. / Н.Б. Булгакова, В.О. Рахманов. К. : НАУ, 2012. 204 с.

It allows reinforcing the theoretical material immediately, identifying gaps in students' knowledge and changing further tasks. Lectures at the preparatory faculty will be productive only at the end of academic year

When working with international students of both preparatory and main faculties, the teacher-centered, group and individual kinds of training are used. During teacher-centered work, the group works on assignment under the guidance of a lecturer who arranges students to work in one pace. In such case it is difficult to maintain high activity of each student. This is due to the fact that there are students from different countries, with different levels of basic training and different levels of education capability in the groups. In case of teacher-centered work, the lecturer chooses the average pace of work. Students of low level of educational capability are not able to comprehend whole material, but decrease in pace negatively affects strong students.

Individual activity presupposes independent work of a student. The pace of his/her work depends on degree of purposefulness, development of interests, educational capability and preparation level.

Group work is based on the cooperation of international students in small groups (2–3 students), united by the common learning goals due to indirect guidance of a lecturer⁹.

As a rule all three kinds of training are used during classes. When studying new material, general questioning is used, while reinforcing knowledge, group and individual work is applied. The same kinds of training can also be used during assessment.

However, no matter the kind of class we should follow the next rules:

- to present the material in an understandable form;
- to study lexical material (at the preparatory faculty);
- to create positive emotions in students;
- to arouse interest in subject;
- the change types of learning activity;
- to suggest confidence to students in their abilities.

Having considered various teaching methods, we have chosen the following to work with international students: explanatory-illustrative, reproductive, problem, practical, algorithmic.

⁹ Чепіль М.М. Педагогічні технології : навч. посіб. / М.М. Чепіль, Н.З. Дидник. К.: Академвидав, 2012. 224 с. – (Серія «Альма-матер»).

The peculiarity of explanatory-illustrative method consists in combination of explanation with visual aids. The international students are to perceive, memorize and reproduce information. The disadvantage of this method is that students receive “ready” information, absence of individualization and differentiation of training.

When international students lack the knowledge of the language of instruction (Ukrainian, Russian) and are not yet ready for problem-based learning of certain topic and the material is simple, then reproductive method is used.

The problem-based method involves independent acquiring of knowledge during solving cognitive tasks, development of independent thinking and cognitive activity of international students. This method is used when international students possess greater knowledge of general scientific terminology. The levels for problem-based learning application are defined as follows:

- 1) problem statement and its solving by a lecturer;
- 2) problem creation by a lecturer and its solving together with students;
- 3) solving of problem tasks which arise during studying by international students;
- 4) international students together with a lecturer determine the problem and independently solve it¹⁰.

Practical teaching methods are used at all stages, when the topics content includes practical work or laboratory experiments.

Algorithmic method is used during laboratory class, when the tasks of the same type are solved.

Information, interactive technologies, didactic games are used at the preparatory and main faculties. The peculiarity of the didactic game technology is its non-standard form of pedagogical interaction as a means of developing the creative potential of a future specialist. Game activity performs the following functions: inductive (causing interest in students), communicative (introduction of the elements of communication standards of future specialists), personal fulfillment (each game participant realizes his/her capabilities), development (development of attention, will and other mental qualities), entertaining (getting pleasure), diagnostic (detection of knowledge gaps, lack of skills and abilities), corrective (making positive

¹⁰ Диченко Т.В. Методика навчання хімії іноземних слухачів підготовчих факультетів : дис... канд. пед. наук: 13.00.02. К., 2015. 221 с.

changes in the personality structure of future specialists). There are game-exercises, game discussions, game situations, role-playing games. For example, games-exercises include crosswords, rebuses, quizzes, etc. The application of this method reinforces and assesses knowledge of students and helps to acquire skills¹¹.

For example, Arab students play the game "Who is the first" during practical classes. The first three students who correctly solve and arrange the given task get high grades.

The students from homogeneous groups (for example, when all students are from Jordan or Turkey) with good knowledge of chemistry and language are offered to play a role of lecturer and explain the material in their mother tongue to those students who did not understand it. Another option is as follows: an advanced international student explains the previous topic in Ukrainian for the entire group. It can be also used in heterogeneous groups (students are from different parts of the world with different knowledge of chemistry and different learning ability).

The priority of modern education is to introduce advanced information technologies that are aimed at strengthening of the intellectual capacity of students in information society, as well as at humanization, individualization, enhancement of training and improvement of education quality at all levels of education system.

Information technology of teaching is considered as methodology and technology of educational and nurturing process using the latest electronic means. Information technologies are used during multimedia presentations, virtual laboratory classes and tests while teaching international students.

Multimedia technologies provide great opportunities to combine computer graphics, animation, video, sound, etc., which adds visibility, clarity to the studied material. This is especially of importance, when it is necessary to memorize emotionally neutral information including terms and phrases in a non-mother tongue. Such teaching approach allows immediate memorizing of theoretical material, identifying knowledge gaps of international students and correcting further tasks.

Multimedia presentations during a lecture combine sound and image, the factors of simultaneous influence on hearing and sight channel, which facilitates the perception and memorization of material allowing achieving

¹¹ Фіцула М.М. Педагогіка вищої школи : навч. посіб. 2-ге вид., доп. К.: Академвидав, 2010. 456 с.

maximum effect. According to Wharton Applied Research Center, a person remembers 20% of heard and 30% of seen information, and more than 50% of what she/he sees and hears at the same time. Simultaneous use of auditory and visual channels provides better perception of the proposed material and creates the subject-verbal basis for creation of own statement.

The advantages of multimedia lecture is in significant reduction of language barrier of international students, it adapts the presentation of material, taking into account students' characteristic features (changing, if necessary, the speed of material presentation), provides the use of visual aids, contributes to comprehensive perception. And, most importantly, it helps quickly emphasize some lecture fragments introducing not only questions and tasks, but also new terms, lexical constructions, etc.

Multimedia presentations, aimed at teaching of international students, have certain features. For Ukrainian students, the presentation does not contain the full text of lecture, but only key aspects and illustrative material accompanied by comments and explanations of a lecturer. The notes can be easily taken. The ideal option is considered such combination of lecture and presentation, when a student, having missed some visual information, can restore it from lecturer's words and, vice versa, to find on slides what he missed while listening¹².

It should be noted that a presentation for international students is delivered differently. At the initial stage of learning, when students have just begun to studying basics of Ukrainian (Russian) and have rather limited vocabulary, a lot of effort should be made to introduce new words. In this case, new words used in the next sentence are displayed in turn before the presentation of a small piece of the topic. Gradually a mini-dictionary is filled with Ukrainian (Russian) words (or terms) and their spelling in Arabic, English and French or Turkish, Uzbek, Turkmen as an option. Multilingual translation is conditioned by the peculiarities of international students, studying in one group. Lecturer pronounces words distinctly several times, and students repeat them and write them down to their work books. Only when all new words are understood, lecturer introduces the definition of a new notion on the screen and, if necessary, illustrative or graphic material. At the initial stage, the work is very slow, but due to enlargement of vocabulary, the pace of material presentation and its volume

¹² Нарушевич А.Г. Использование мультимедийных презентаций в учебном процессе. URL: http://rus.Iseptember.ru/view_article.php?id=201001002.

are increasing, lexis is becoming more complicated. However, the vocabulary is present at the bottom of screen almost till the last lectures, but sometimes there is no need for a lecturer and students to work in details with it. The international students use it independently while translating chemical text from Ukrainian (Russian) into their native language and trying to understand it.

Good results are observed when using virtual flash cards. When names, terms or keywords in box appear on the screen, students have to explain them and that very moment check the answer by clicking the mouse on the card and thereby turning it back, where the correct answer in Arabic, English and French is placed.

When teaching international students general academic subjects, it is expedient to use generalized forms of material presentation¹³.

Generalized forms are viewed as information models that are offered to international students in the form of formulas, charts, tables, diagrams. They are widely used in teaching Ukrainian students. However, when teaching international students, they acquire more didactic attractiveness as they minimize the usage of vocabulary when presenting learning material. The usage of international symbols and visual objects facilitates perception and memorization of the presented material in international students.

The study of each topic proceeds from general to specific, from main to details, from principles to their application. Such character of material presentation for students is reflected not only in manuals for practical classes, but also in the textbook on theoretical basics of the studied subject. Generalized information is present in supportive notes developed to cover main topics of the course specifically for international students. V.F. Shatalov, a teacher of mathematics, was the first who proposed and started to apply supportive notes. The supportive notes are a system of supportive signals, which make visual construction that substitutes the system of values, concepts, ideas as interconnected elements. The supportive notes require precise and understandable decoding realized in convenient and familiar to students system of symbols.

¹³ Соколова Т.В. Обучение химии иностранных студентов на основе обобщенных форм представления учебного материала / Т.В. Соколова, И.Л. Перфилова, Т.В. Дыченко. *Вестник Тульского государственного университета*. 2014. Вып. 13. С. 15–19. (Серия «Современные образовательные технологии в преподавании естественнонаучных дисциплин»).

Lectures using supportive notes make international students to be active learners. Their main goal is to help master new concepts, connect them with the known concepts and follow the course of reasoning, evidence, explanations on examples, without distracting by detailed note taking and not losing the design of lectures. While teaching chemistry to international students, we use several options for conducting a lecture using supportive notes.

The first option: lecturer in the course of a lecture forms supportive notes on a specially designated part of the black board (using supportive signals). Students together with him write down the same notes on a separate sheet of work book. At the end of lecture, the lecturer briefly reviews the material outlined in the supportive notes.

It is assumed that there is a manual which can be used by a student, while detailed work on material, which was not mentioned in supportive notes. This is either a textbook, or a manual designed as a part of methodological support package of subject. Thus, the details not discussed during the lecture can be restored and will not present difficulties. Moreover, the requirement "international student is an active learner" does not imply a ban on making notes. Student can write down what he/she considers to be necessary. Moreover, the lecturer himself/herself draws attention to the most important or complex aspects and urges students to note them in the attachment of supportive notes.

The second option: students are handed out supportive notes, containing main terms and notions of the topic. There are blank spaces in the handouts, which are filled by the students. The supportive notes of a lecture are a plan according to which the material is to be reproduced. It is easier to remember as it is not large.

At the beginning of practical class, the knowledge of supportive notes of the previous lecture is checked. The reproducing of supportive notes and their check does not take much time either in students or a lecturer. The supportive notes can be used by students during the tests and for the preparation of a detailed answer.

Systematic work with supportive notes helps students prepare for chemistry tests, which summarize the material of a large chapter, as well as for forms of final assessment. It is known that many international students with poor knowledge of chemistry successfully perform small tests in the course of formative assessment, but they experience significant difficulties

when the quantity of assessed knowledge increases. The opportunity to revise the material in a compact form is a great help for such students as well as for other successful students. The supportive notes during the lectures can be used in the form of presentations, but assessment and self-assessment can be carried out with the help of online tasks.

CONCLUSIONS

Ukraine is interested in attracting international students to studying, which promotes the country's authority in international community. At the same time, the integration of Ukrainian education in the world education system increases its responsibility for training of specialists for foreign countries and, as a direct consequence, it makes the work of preparatory faculties more significant as it is impossible to achieve high results in training of foreign citizens in higher education institutions without good level of language and general academic training.

It is expedient to teach international students not only the language of instruction, but also general academic subjects at the preparatory faculty. A prospective university student is introduced in general language and general scientific environment in order to study subject terminology and improve knowledge of certain subjects in accordance with Ukrainian curriculum.

The study of international students in higher education institutions has its own peculiarities, for example, teaching by means of a non-mother tongue in a non-native environment; taking into account psychological and national-cultural peculiarities of international students, their adaptation to life and study in Ukraine; taking into account the basic level of subject knowledge (the difference between Ukrainian education system and education system of countries from which international students come from); use of adapted educational learning materials; the integration of language and subject knowledge.

Adaptation of an international student is a complex, dynamic, multilevel and multidimensional process of restructuring need and motivation sphere, set of available skills and habits in accordance with new conditions of life and studying. For successful adaptation and as a result successful studying of an international student, of great importance are geography and climate of the region, psychological peculiarities of an international student and quality of education system.

The education technology is aimed at didactic, socio-psychological and socio-cultural adaptation of international students, which will promote successful interpersonal, cross-cultural and professional communication.

The introduction of information and interactive technologies into chemistry teaching improves the efficiency of material learning and provides the individual and personal development of international students, taking into account their national and psychological peculiarities.

SUMMARY

The article deals with the problem of training international students in Ukrainian universities. The main features of the study of international students in higher education institutions have been determined: teaching in a non-mother tongue in a non-native environment; taking into account psychological and national-cultural peculiarities of international students, their adaptation to life and study in Ukraine; taking into consideration the basic level of subject knowledge (the difference between the education system in Ukraine and in the countries the foreigners come from); the use of adapted educational learning materials; the integration of language and subject knowledge.

The main problems occurring during the adaptation of international students to living conditions and studying in Ukraine, in particular, at the preparatory department of Sumy State University, have been analyzed. The survey has revealed that the adaptation of international students from different regions of the world proceeds in different ways. The features of pedagogical communication with international students have been considered. It has been shown that while choosing the forms, methods and means of teaching, it is important to take into account the national-psychological characteristics of students.

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THE CONTENT AND METHODOLOGY OF ORGANIZATION OF A PILOT EXPERIMENT FOR MULTICULTURAL EDUCATION OF FOREIGN STUDENTS

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INTRODUCTION

Among the mainstream tendencies in the development of modern civilization, the growing cooperation is observed between countries and peoples in almost every area of human endeavor. People face a need in finding a way to live in a polyphony of cultures when it is certainly necessary to hold own opinions on various problems addressing ones of the planetary boundaries.

The preparation of the younger generation for effective performance in a multinational and multicultural society has been declared as a priority task in documents of UN, UNESCO, and the Council of Europe on contemporary educational issues by representative international forums. In the process of shaping a personality, multicultural education has the decisive advantage that contributes to the reduction of social tension in society, strengthening of friendly relations between different cultural and religious groups and the recognition of equivalence of each of them.

1. Relevance of the study

According to statistics, about 40,000 young people from 133 countries (but most of all from Azerbaijan, Ecuador, India, Iran, Jordan, China, Malaysia, Moldova, Russia, Syria, Turkey, and Turkmenistan) study at Ukrainian universities, for which Ukraine ranks the ninth in the world by the number of foreign students. Under such conditions, the problem of a “dialogue of cultures” between students of different nationalities, races, confessions, attitudes, beliefs, and their multicultural education deteriorate dramatically. Therefore, currently it is a matter of urgency to take into account the multicultural space where the person is brought up as a future professional specialist.

The analytical results of research works prove that a problem of multicultural education attracted the attention of researchers from different fields, including the philosophers (S. Krymsky, S. Orikhovsky, N. Petruk, and H. Skovoroda), historians (M. Bakhtin, V. Bibler, M. Hrushevsky,