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ГУМАНИТАРНЫЕ НАУКИ

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**INTEGRATION OF INTERNATIONAL STUDENTS INTO MEDICAL
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MEDICAL TEACHERS SURVEYS**
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Annotation. This study analyzed the perception of the current process of integration of foreigners in the educational process of the Russian university (UGMU), also analyzed the perception of integration in the following 3 groups: foreign students, teachers, Russian-speaking students. The problems encountered by all groups of respondents in the integration process were identified, and the relationship between these problems was determined.
Key words: foreign students, integration, educational process.

Introduction
At present, there is a tendency for integration of Russian universities due to increasing the number of students at the expense of foreign citizens and stateless individuals, and the Ural State Medical University (UGMU) has faced similar challenges. In the 2019-2020 academic year, USMU enrolled 34 foreign citizens for the first year of study in Russian-language specialty programs from distant foreign countries (Egypt, Morocco, Jordan, Palestine, Sudan, China). Thus, the issues of integration of foreign students into a new social and cultural environment are critical [1]. It is important to pay attention to the development of intercultural sensitivity [2] and the development of intercultural communication for both students and faculty staff members [3, 4], since they are often the key to the successful integration of a foreign

student into the educational process of the University. To date, models for the formation of intercultural competence in respect to medical education are being developed [5].

Special attention is also paid to the inclusion of an intercultural component in the formation of professional qualities and skills of Medical University teaching staff [6, 7].

In our research, we reviewed the level of perception of the current process of integration of foreign students into the educational process of the Russian University (UGMU), and also surveyed the level of integration perception in the following 3 groups: foreign students, professors and teaching staff, and Russian-speaking students. We identified the problems encountered by all groups of respondents in the integration process, and determined the relationship between those problems.

The purpose of the study – review the level of perception of the current process of integration of foreign students into the educational process of the Russian University (UGMU)

Materials and methods of research

In the framework of the research we interviewed 22 students enrolled for the 1st year of study in UGMU from the distant foreign countries such as Egypt, Syria, Palestine, Sudan, Cameroon, Nigeria, UAE, and Morocco; 24 fellow students studying with the foreign students in the same groups; and 12 UGMU professors rendering practical training sessions to the foreign students. For interviewing, structured questionnaires were developed for each category of respondents with open and closed questions.

Respondents were asked to answer the questions in line with the psychometric Likert scale. According to the Likert scale requirements, respondents should evaluate the degree of their agreement or disagreement with each proposed judgment from 1 to 5 (5-fully agree, 4-partially agree, 3-it is difficult to say whether agree or disagree, 2-partially disagree, 1-completely disagree). The sum of the scales for each individual judgment allows identifying the interviewee perception of each question. We assume that the attitude to the subject under review is based on simple consistent judgments of the respondents, and represents a continuum from one critical point through the neutral to the opposite critical point. Respondents were asked to answer the questions in line with the Likert scale from 1 to 5. For assessing the level of preparation to practical trainings and the level of Russian language proficiency the following scales are applied: excellent (1), good (2), satisfactory (3), unsatisfactory (4). For the rest of the questions of the survey, the answers were also evaluated in line with the Likert scale from 1 to 5 (5-fully agree, 4-partially agree, 3-it is difficult to say whether agree or disagree, 2-partially disagree, 1-completely disagree).

For the purposes of the research the following methodology was applied: data collection and processing, statistical analysis, horizontal analysis (data analysis in the context of each target group), vertical analysis (data comparison across 3 target groups), and factor analysis. For interpretation in line with the Likert scale, responses

4 and 5 are combined into the "agree" category, and 2 and 1 are combined into the "disagree" category.

Research result and discussion

The average age of the respondents is 20 years, of which 19 respondents (86%) are male students and 3 (14%) is female. 20 (90%) students speak Arabic, 19 knows English (86%), 4 (18%) speaks French, 1 (4.5%) knows German, and 1 (4.5%) knows Kurdish. The average score for the subjects in the certificate of education for all foreign students surveyed is 85 out of 100 points. 6 (27%) students enrolled to the pediatric faculty, 2 (9%) enrolled to the pharmaceutical faculty, 7 (32%) students study at the medico-prophylactic faculty, 4 (20%) students – at the dental, 3 (14%) specializes on treatment and prevention. All respondents are the first-year students. 10 (46%) respondents have rated their level of Russian language proficiency as conversational, 12 respondents (54%) have difficulties in communicating in Russian.

Table 1

International students

	M_0	M	σ	C_v
Find it difficult to study at lectures	5	4,68	0,48	10,18%
Find it difficult to study at practical training sessions.	4	3,82	0,91	23,75%
Find it difficult to prepare for classes on their own	5	3,50	1,47	42,06%
Find it difficult to study due to the language barrier	5	4,32	1,04	24,12%
Cope with learning materials with difficulty	3	3,64	1,14	31,23%
Having trouble while searching for literature	5	4,18	1,05	25,17%
Do not understand the instructor from time to time	5	4,32	0,99	23,03%
Hesitate to ask a question during practical classes or lectures	5	3,76	1,55	41,10%
Experience discrimination because of nationality on part of the fellow students	1	2,45	1,63	66,20%
Fellow students do not render help	1	2,00	1,54	77,15%
Instructors do not render assistance	4	3,82	1,14	29,85%
Dean office renders support	5	4,09	1,57	38,40%

M_0 - mode, M – average value, σ – standard deviation, C_v – variation coefficient. Survey data: 5-fully agree, 4-partially agree, 3-it is difficult to say whether agree or disagree, 2-partially disagree, 1-completely disagree.

Table 2

Russian speaking fellow students

	M_0	M	σ	C_v

A foreign student faces discrimination because of nationality at the University	1	1,42	0,93	65,55%
A foreign student feels unfriendly attitude by the fellow students	**1**	**1,83**	**1,13**	**61,60%**
A foreign student faces personal conflicts with the fellow students	**1**	**1,08**	0,28	26,06%
A foreign student receives support from the fellow students	**5**	**4,63**	0,71	15,37%
A foreign student does not understand the instructor due to the language barrier.	**4**	**3,67**	1,05	28,62%
A foreign student has personal conflicts with teaching staff	**1**	**1,05**	0,21	20,39%

M_0 - mode, M – average value, σ – standard deviation, Cv – variation coefficient. Survey data: 5-fully agree, 4-partially agree, 3-it is difficult to say whether agree or disagree, 2-partially disagree, 1-completely disagree.

Conclusion:

Based on the research findings we can conclude that the main problem faced by the students from far abroad while studying at UGMU is the language barrier that is resulted in incomplete understanding of the training materials by the student. The average value of the response of the foreign students to the question about the difficulty in understanding the instructor due to the language barrier is 4.32, which corresponds to the scale "partially agree". The average value of the response of the instructors to the same question is 4.32, which is almost the same as the responses of the foreign students.

Academic records of the foreign students is lower than that of the Russian-speaking students as judged by the majority of the latter. Despite this, the foreign students receive significant assistance from their Russian speaking fellow students in the process of integration into the educational process. At the same time, the average value of the response of the Russia speaking fellow students to the question about support rendering to the foreign students on their part is 4.63, which corresponds to the scale "I completely agree". Based on the responses of the foreign students themselves, as well as their Russian speaking fellow students to the questions about making friends with foreign students, problems with discrimination on national and racial features, presence of conflicts with teaching staff, the authors conclude about the absence of racial and ethnic conflicts; friendly atmosphere and friendly climate exist between these two groups of respondents. The vast majority of Russian-speaking students indicates that there is no negative impact on the educational process because of the foreign students presence. When interviewed the foreign students stressed that if they had a choice, they would prefer to study with Russian-speaking students rather than with foreign ones, since this contributes to mastering of both spoken and academic Russian.

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ATHLETES STRESS RESISTANCE IN VARIOUS SPORTS
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Annotation: In the modern psychology of sports, the study of the possibilities of increasing stress resistance, identifying the main factors of stress in various sports are the main problems. The main condition is the creation of effective ways to cope with psychological stress. Check stress resistance among athletes in a variety of sports; find the main differences in the formation of stress resistance in athletes and identify this mechanism.
Key words: coping mechanisms, stress tolerance, types of behavior, motives.

Introduction
At the current stage of development of society, in connection with the intensified increase in the requirements for human life, the stress problem becomes actual and urgent. It is known that playing any kind of sport associated with an exhibition performance and competition with others is accompanied by heavy loads and leads to a general condition disorder and increased stress frequency, which causes a decrease in immunobiological reactivity and an increase in sickness rate. The study of such a phenomenon as stress will help to improve the performance of athletes, reduce emotional burnout and increase stress resistance due to the fact that understanding of the psycho-emotional state of athletes of different groups in this work will be studied.

The problem associated with the formation of coping strategies of athletes also becomes relevant, because success in the formation of stress resistance will depend on