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## THE ISSUE OF TRAINING FOREIGN MEDICAL STUDENTS AT THE MODERN STAGE

**L. G. Rusalkina, E. O. Grigoriev\*, Yu. M. Dekhtiar, I. O. Ostapenko**

**Odesa National Medical University, Odesa, Ukraine**

**International European University, Kyiv, Ukraine**

### **Abstract**

Despite the war in Ukraine, medicine remained one of the most popular specialties for this year's applicants. Ukrainian universities should work more actively on the development of innovative solutions in the field of digitization of education, the combination of mixed and modern virtual education with academic mobility. The educational space is characterized by an increase in socio-cultural complexity, the consequence of which is the complication of relations between both Ukrainian and foreign students. With this in mind, the strategic tasks of higher education in Ukraine are the formation of multicultural relationships in the student body, since almost all student groups are multicultural.

The main goal of this work is to determine the features of training foreign medical students in the multicultural environment at medical higher educational institutions.

The main issue today is the problem of dialogue between cultures in a multicultural environment. The importance of this question is undeniable, since the dialogue is oriented

towards the future and involves deep knowledge of the spiritual structure and intellectual system of the society with which the dialogue is carried out.

Multicultural education is a process of preparing individuals for social, political and economic realities in which they gain their life experience, and as a result, the individual develops his ability to perceive a multicultural environment. One of the key principles of multicultural education and upbringing is the principle of tolerance.

The foreign students education process efficacy in the created multicultural environment will be facilitated by the development of skills and interpersonal communication skills. The authors concluded that foreign students' preparation for interpersonal communication will be hindered by organizing of their creative activity by means of interactive technologies.

The development of creative abilities can be ensured through the use of interactive learning tools: solving practical medical problems, solving conflict situations with patients or colleagues, role-playing, business games, applying the project method, developing associative thinking, creative independent work. The teacher should offer students of higher education a variety of individual tasks and situations, because the more actively future doctors perform them, the better their creative abilities develop.

Thus, the process of multicultural education is aimed at forming socially and professionally important qualities of an individual, at creating and expanding the circle of his relations to society, to people in the surrounding world, to himself.

In view of the foregoing, we conclude that the creation of a multicultural environment in a medical institution of higher education is a necessary condition for the training of foreign students in interpersonal communication.

We see the prospect of further research in defining the essence of the concept of "multicultural environment of a medical institution of higher education" and clarifying the peculiarities of training foreign students - future doctors - for interpersonal communication in this environment.

**Key words: multicultural education; tolerance; medical students; training; interpersonal communication; interactive learning tools**

**Introduction.** Despite the war in Ukraine, medicine remained one of the most popular specialties for this year's applicants. A difficult issue for senior medical students will be future passing of the complex license exam "KROK". It is clear that military actions and distance learning interfere the educational process. Therefore, Ukrainian universities should work

more actively on the development of innovative solutions in the field of digitization of education, the combination of mixed and modern virtual education with academic mobility.

In previous years, the number of students from other countries (South America, the Middle and Far East, and Africa) increased in Ukraine. Therefore, the educational space is characterized by an increase in socio-cultural complexity, the consequence of which is the complication of relations between both Ukrainian and foreign students. With this in mind, the strategic tasks of higher education in Ukraine are the formation of multicultural relationships in the student body, since almost all student groups are multicultural. Under such conditions, the problem of preparing future doctors for life in a multicultural environment becomes especially urgent.

The problem of training future doctors is considered in the works of N. Avramenko, L. Hepenko, I. Humennaya, O. Humenyuk, O. Korzh, L. Rybalko, O. Yatsyshina, and others. The peculiarities of professional training of doctors were studied by O. Andriychuk, V. Babalich, P. Babenko, L. Krysak, L. Lozynska, V. Mileryan, and others. The researchers O. Barabanshchikov, M. Bukach, O. Garmash, V. Hrynyova, T. Ivanova, L. Necheporenko, V. Radul were involved in the training of foreign students.

**The purpose** of the study is to determine the features of training foreign medical students in the multicultural environment at medical higher educational institutions.

Today, the problem of communication culture is gaining great importance. International and interpersonal relations with various countries of the world are intensively developing. Modern Ukrainian pedagogical science is aimed at reforming the educational system, which is a consequence of the processes of worldwide globalization and integration into the European educational space. In this context the educational system of Ukraine requires mastering multicultural competence as an integral component of professional skills. In this regard, the exchange of students from foreign countries has become widespread in Ukraine.

In our opinion, the difficulty of studying for foreign students in our country is determined by such factors as different mentality, religious views, customs, traditions, the way of teaching different disciplines of the medical profile.

That is why all this should be taken into account during the educational process of foreign students, because after returning to their country, they will work as doctors considering the characteristics of their nation and the acquired knowledge. At the same time, a student of higher education should feel the need to study the cultural characteristics of the people of the country in which he is studying, in order to become a specialist and professional

in his field. The student learns based on intercultural features of the society and in this way builds his educational considering its cultural features, and does this in the appropriate environment organized by the educational institution. An integral component of the characteristics of a foreign student as a future doctor is the level of his communicative skills, which is a part of universal human culture, since it reflects the spiritual and material values of education and upbringing, as well as the methods of creative medical activity, socialization of the individual and conducting of the educational process as a whole.

Undoubtedly, the formation of future doctors' culture ensures the formation of culture on a general scale, moral and ethical values, speech skills, which together contribute to the professional, career and personal growth of future specialists in modern medical education.

V. Buriak interprets pedagogical culture as an existing complex of individual mental characteristics, abilities and skills, methods and forms of interaction and behavioral regulation, which correspond to the norms of professional ethics and morality, and contribute to the realization of personal professional potential [3].

S. Drozhzhina believes that medical culture involves the ability to use various means and methods of influence on the patient, to adequately perceive and understand him, to establish effective interaction with his relatives [5].

To our mind, it is not easy for foreign students to adapt to the conditions of study at a higher educational institution of another country, therefore the creation of a multicultural environment aimed at mastering the system of national and universal cultural values, the formation of communication skills will allow students to carry out intensive intercultural interaction and will play a significant role in their adaptation, understanding other cultures, and being tolerant towards their carriers.

The definition of the concept of "polycultural environment" is given by the researcher Bagdasaryan G.N. who notes that it is the most important and basic category of social philosophy and theoretical sociology, which means a historically specific type of social system that involves the association of people of different nationalities with the entire set of forms of interaction and interdependence, where the economy performs the function of adaptation, politics provides achievement of the goals, and cultural symbols create support for interaction in the system [6].

The main issue today is the problem of dialogue between cultures in a multicultural environment. The importance of this question is undeniable, since the dialogue is oriented towards the future and involves deep knowledge of the spiritual structure and intellectual system of the society with which the dialogue is carried out. Researching the "history of

cultures”, scientists (V. Hrynyova, T. Ivanova, etc.) pay attention to the prerequisites that make it real (such a dialogue leads to an understanding of another culture). The first condition is the recognition of the fact that there is no culture in the world that does not have any common feature with world culture. The second condition is overcoming the barriers that arise during the transition from one culture to another.

We consider it is compliance with these two conditions that will contribute to the creation of a multicultural environment for students of medical institutions of higher education.

Multicultural education is a process of preparing individuals for social, political and economic realitions in which they gain their life experience, and as a result, the individual develops his ability to perceive a multicultural environment [4].

When determining the level of polycultural education of foreign students, Ukrainian teachers should take into account the contradictions between the feeling of pride for their culture and the need to recognize the dignity or even the superiority of another ethnic culture, the discrepancy between universal culture and the culture of international communication. After all, the multicultural upbringing of foreigners in Ukraine implies respect and tolerant attitude towards other cultures, culture-historical traditions, mentality, their awareness and comparison with the cultural heritage of a proper ethnic group.

Students who come to Ukraine to study find themselves in new social and cultural conditions, so they must not only adapt to them, but also be able to coexist in these conditions. In turn, teachers who work with foreigners must build relations with them on the basis of equality, tolerance, and respect.

One of the key principles of multicultural education and upbringing is the principle of tolerance. This is emphasized by foreign American scientists A. Combs, K. Rogers, and F. Fuller, who believe that students’ education should be carried out on an alternative basis, taking into account the individual characteristics of each student of higher education. Everyone deserves respect regardless of their beliefs and convictions. The educational process should be built on the basis of cooperation and tolerance. The main goal of the multicultural approach is justice and equality for everyone in everything. Therefore, the upbringing and development of the individual in the context of multiculturalism is aimed at expanding the worldview and outlook of representatives of various national, religious and ethnic groups. Respect, understanding of other peoples, cultures, civilizations, life values, the ability for intercultural tolerant interaction, willingness to participate in solving the problems of another community or ethnic group are characteristic features of the multicultural paradigm [2].

Ukrainian educator N. Ananyeva studied the essence of multicultural education. Thus, according to [1], polycultural education involves international and interethnic interaction, fostering feelings of solidarity, mutual understanding; intolerance to discrimination, nationalism, racism. In particular, the scientist emphasizes that multicultural education is focused on the assimilation of cultural values and their adaptation, on the interaction of different cultures, designed to support the full-fledged life of large and small nations in conditions of integration.

S. Drozhzhina believes that multiculturalism is the principle of functioning and coexistence in a certain society of various ethno-cultural communities that have realized their own identity and ensure their equality, tolerance and limitation in connection with a wider cross-cultural community, mutual enrichment of cultures, as well as the presence and recognition of a common state-wide system of norms and values, which form the basis of the civic consciousness of every member of society. The scientist notes that the awareness of diversity, multiculturalism of the world and its integrity, interconnection, interdependence, interaction of cultures is the philosophy of the concept of multicultural education [5].

Undoubtedly, the effectiveness of the education process of foreign students in the created multicultural environment will be facilitated by the development of skills and interpersonal communication skills. Considering the culture of international communication, scientists (A. Avksentiev, V. Avksentiev, R. Kadieva) define it as certain interconnections and relationships, in the process of which people belonging to different national communities and following different religious rites exchange experiences, spiritual values, thoughts, and feelings. The culture of such communication depends on the general level of development of people, on their ability to perceive and adhere to universal norms and morals.

In our opinion, the preparation of foreign students for interpersonal communication will be hindered by organizing of their creative activity by means of interactive technologies. The use of a multimedia board, various pedagogical methods (the project method, brainstorming, debates, work in small and large groups, the method of analyzing video materials) are aimed at the development of the personality of foreign students of higher medical education. The development of creative abilities can be ensured through the use of interactive learning tools: solving practical medical problems, solving conflict situations with patients or colleagues, role-playing, business games, applying the project method, developing associative thinking, creative independent work. The teacher should offer students of higher education a variety of individual tasks and situations, because the more actively future doctors perform them, the better their creative abilities develop.

Modern society needs doctors who freely navigate complex socio-cultural commitments, make full-fledged contacts with representatives of other countries and cultures in the medical field, and actively realize their personal potential in professional and creative activities. Language should ensure the dialogue between cultures. In order to achieve effectiveness in intercultural communication, it is not enough just to learn the language system and acquire speaking skills and abilities. It is necessary to learn to use the language in accordance with the conditions of the socio-cultural environment of the speakers of this language.

Thus, the process of multicultural education is aimed at forming socially and professionally important qualities of an individual, at creating and expanding the circle of his relations to society, to people in the surrounding world, to himself. The student body of Ukraine consists of different cultures, ethno-national and religious groups, and the main task of Ukrainian higher education institutions is to maintain permanent friendly ties and open relations between these groups, which provide for equality, tolerance, mutual respect and recognition of the equal value of each of them. And it is multicultural education that helps reduce social tension in society. It forms a specialist and an individual who is ready for intercultural dialogue, expands the possibilities of multicultural space and creates conditions for personality development.

In view of the foregoing, we conclude that the creation of a multicultural environment in a medical institution of higher education is a necessary condition for the training of foreign students in interpersonal communication.

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**Conclusions.** Multicultural education is a process of preparing individuals for social, political and economic realities in which they gain their life experience, and as a result, the individual develops his ability to perceive a multicultural environment.

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