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TEACHER'S ROLE IN THE FOREIGN STUDENTS' ADAPTATION TO EDUCATIONAL PROCESS IN UKRAINE

From the very first days of the foreign students' presence in Ukrainian universities they are faced to unfamiliar socio-cultural, linguistic and national environment to which they must adapt quickly. Successful adaptation facilitates fast inclusion of foreign students into the educational process, increases the quality and standard of education, motivates to master knowledge, abilities and skills that can significantly improve the quality of training. Therefore, the priority for the foreign students is to adapt to the features and conditions of our domestic educational environment [1].

Some researchers consider the pedagogical aspect to be the most important among all other directions of education as it simplifies other aspects of adaptation and students become more confident. For successful adaptation of foreign students it is needed to implement the educational process taking into account factors that affect the education system: geographic, economic, national, historical, cultural and religious ones that are specific to each nation. Of course, taking into account all these factors requires some level of the teachers training, their self-education and relevant knowledge.

Does the process of adaptation depend on teacher? Definitely, yes. What may teachers do in order to make the students' adaptation process easier? A lot.

Teaching in English differs much from doing the same in Ukrainian and for Ukrainian students. Teachers should be aware they work with people who have studied before under another system of education. Of course, coming to any country abroad requires adaptation to another socio-cultural, linguistic, economic environment etc. But coming to study abroad has its own specific features I'd like to point out.

There is a difference between the methods and approaches of teaching in Ukrainian universities and the ones at the foreign students' home countries. Some students have no independent work skills, can't work with sources of information, analyze large amounts of information, work with graphs etc. A very important problem in our country is the lack of scientific literature and handbooks in English. This makes the teachers to develop their own materials to be introduced to students

taking into account the syllabuses, experience and requirements of domestic education and combining these with the practice of universities abroad.

While analyzing problems of adaptation we should pay attention to features of teaching in multinational groups where there is a contact between two or more cultures and students speak different languages (English, French, Russian etc.). To make the process of study and communication in such groups effective teacher has to involve all the students into discussions, to mix them for problems-solving and accomplishment of some projects. Students have to feel that they are a part of a group where mutual cooperation, understanding, help and support are welcomed and appreciated at least during the classes.

The rules and processes of assessment, testing and examination are to be explained. Student should clearly understand what he/she has to do in order to pass the exam or credit and what assignments are to be accomplished during the term. The assessment should be objective and based on the standards approved by the Ministry of education and science of Ukraine and according to the university rules. While assessing at the classes or at exams teachers should keep in mind that students possess different academic abilities. That's why students should be differentiated and motivated by marks during their process of study and at its end. This will give them sense of fairness and be a good incentive for their further endeavors. Academic achievements motivate students to resolve other social and cultural issues and problems, as they reinforce the main goal of the foreign students' staying in Ukraine. Those students who don't perform outstanding also should be encouraged by our faith in them. Any individual work performed by students should be taken into account.

Teaching economics to students of engineering specialties requires another approach to this process as these students are reluctant to all non-technical disciplines. That's why I always start the lecture with explaining how and where the students may apply the given information and it's practical implementation at existing enterprises if available.

For the educational process to become effective the teacher must also consider the age, religious, social and other affiliation of students, to wonder what topics are of great interest to the audience and to develop the cognitive needs of foreign students.

It's very important for teachers to come to class where happy and satisfied students are ready to study. We devote a part of our lives to teaching that's why we can't be indifferent to what is going on during the classes. We also experience a lot from our students as it's impossible to ignore the differences in our mentalities. It's never late to study and it makes the process of foreign students' adaptation easier and more pleasant when we ask about their cultures, explain some Ukrainian customs and traditions to them, discuss differences that occur. Students make us think about some things we didn't have a clue before. It was so fun to find out about the concept of "African time", to taste food of different nationalities, to watch the meetings of foreign students that are held according to their national traditions, to participate in some extra-curricular activities initiated and held by foreign students of different countries (e.g. European Youth Parliament, International Students Forum, Global

African Dialogue), to observe how Muslims are fasting during Ramadan and to look at foreign students wearing Ukrainian national clothes.

It is always great to hear that students are proud to be the ones of TNTU, alumni are thankful for the knowledge obtained, missing our university and Ukraine and are also willing to come and visit us again.

Of course, it is impossible to make all students happy, as all of us are individuals with our own nature, beliefs and attitudes. But we, teachers, have to do our best in helping students to adapt to a new environment.

References

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МОВНА АДАПТАЦІЯ СЛУХАЧІВ-ІНОЗЕМЦІВ ПІДГОТОВЧОГО ВІДДІЛЕННЯ У СОЦІАЛЬНОМУ ПРОСТОРИ

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LINGUAL ADAPTATION OF INTERNATIONAL ATTENDEES OF PREPARATORY DEPARTMENT IN SOCIAL ENVIRONMENT

Наприкінці ХХ ст., коли активізувалися міжнародні контакти, вищі України створили взаємовигідні умови для підготовки іноземців із різних регіонів світу, які виявили бажання освоїти медичну, технічну, економічну, авіаційну та інші справи. Робота в Україні з іноземцями – це молодий напрям діяльності у вишах, який потребує актуалізації дослідження питань розвитку навчальної методики: 1) викладання української мови як іноземної; 2) виховання іноземних громадян; 3) обміну досвідом усіх працівників вишів, які займаються з іноземцями навчально-виховною роботою.

Доволі великий потік іноземців в Україну для навчання, на нашу думку, пов'язаний із такими чинниками: 1) невисокою ціною за навчання і проживання, порівняно з іншими державами; 2) можливістю отримати фахову освіту англійською мовою або ж, принаймні, непогано знаною англійською для арабо- чи франкомовних студентів; 3) нагодою продовжити наступний рівень фахового навчання в Україні, оскільки в своїй державі, з тих чи інших причин, багатьом іноземцям це не вдається. Впродовж останніх років спостерігається, що загальноосвітній рівень підготовки багатьох іноземців на батьківщині бажає