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PECULIARITIES OF THE PROCESS OF PSYCHOLOGICAL ADAPTATION OF FOREIGN STUDENTS OF UKRAINIAN HIGHER EDUCATION INSTITUTIONS OF MEDICAL PROFILE, ROLE OF EMOTIONAL INTELLIGENCE IN THE SOCIALIZATION PROCESS

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ABSTRACT

Introduction: The dynamics of increasing rates of interstate educational migration of student youth exacerbates the problems of psychological adaptation and socialization of foreign students in the context of the recipient country's society.

The aim is to study the peculiarities of emotional intelligence changes in the process of social adaptation of foreign students of Ukrainian higher educational institutions of medical profile in the conditions of educational migration.

Materials and methods: There were formed the observational groups of foreign students, natives from different countries, varying in linguistic affiliation and religion. In the research the Hall Emotional Intelligence Test (EQ test) was used, which gave an opportunity to evaluate the dynamics of emotional intelligence development in the process of learning and social adaptation in relation to the first and last courses at a medical higher education institution.

Results: As a result of the conducted researches it is possible to notice a marked increase of the level of emotional intelligence in the process of education and socialization of different ethnic groups of foreign students in Ukraine. At initial values in the first year of study (within 30,0-38 points), which is treated as "low" level, after the end of the sixth course of study this indicator increased to values of 59-72 points, which falls within the limits of values of "average", and even "high" in English speaking educational groups (Ghana, Nigeria, Sudan). The obtained data have a statistical probability ($p < 0.05$). It is especially important to emphasize the growth of more than 2 times the components of emotional intelligence on the scales "empathy" and "management of other people, emotions" which are crucial for the successful fulfillment of their professional duties as a doctor. At these scales, the indicators reached the "high" level at statistical probability ($p < 0.05$). First-year students from Arab countries had the lowest baseline on the scale of "managing of one's emotions" (5.9 ± 0.4), which led to a sufficiently large number of manifestations of deviant behavior, but by the end of the sixth course, this indicator increased to values 10.0 ± 0.9 ($p < 0.05$). Accordingly, the deviance of behavioral responses has decreased significantly.

Conclusions: In our view, it is expedient to deepen the theoretical analysis of the social-psychological portrait of migrant students with the aim of their effective psychological and pedagogical support in the process of adaptation and assistance while building a professional perspective on the basis of effective development of emotional intelligence.

KEY WORDS: foreign students, psychological adaptation, socialization, educational migration, emotional intelligence

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INTRODUCTION

Recently, interest to the problem of migration in general, and interstate educational migration of young people as one of the vectors of migration, in particular, has become the focus of psychological science. Educational migration is mainly called temporary resettlement, which lasts from several months to several years and is aimed at studying outside the administrative-territorial unit of permanent residence [1].

ANALYSIS OF RECENT RESEARCH AND PUBLICATIONS

The global socio-economic systemic changes in the world and the increasing tempos of interstate educational migration of

young people exacerbate the importance of the problem of social adaptation of broad contingents of student youth in the new conditions of a "foreign" society. One of the key issues is deviant behavior caused by the conflict of moral and ethical norms and rules of the country of residence of migrant students and the new society. This necessitates a more in-depth study of the causes and forms of deviant behavior, the search for more effective measures of preventive, corrective, rehabilitation and other nature [2, 3]. This is especially concerns the medical faculties students, as obtaining the profession of doctor is considered to be the most difficult educational process in the world. This necessitates a more in-depth study of disadaptation problems, since effective professional training of a future doctor cannot be conducted without a high degree of student assimilation into the learning process.

The need for acquaintance and research of this problematic situation with a wide range of specialists — psychologists, lawyers, educators, social workers, doctors, law enforcement officers and others, grows objectively. In order to solve the consultative and corrective practical problems effectively a specialist psychologist and teacher need systematic knowledge about social behavior disorders that lead to personality deformation, serious consequences in interpersonal relationships and social disadaptation in society [4].

THE AIM

The aim of the research was to study the peculiarities of emotional intelligence changes in the process of social adaptation of foreign students of Ukrainian higher edu-

cation institutions of medical profile in the conditions of educational migration.

MATERIALS AND METHODS

We conducted a research of possible predicted behavioral reactions of a person, depending on the degree of development of emotional intelligence in the social adaptation of foreign students in the process of study at the Ukrainian higher education institutions, with the help of screening psychological testing. Since psychological tests require a profound knowledge of the language in order to understand the nuances of the test questions asked, it is not necessary to count on reliable answers when testing first-year students with Ukrainian or Russian-language tests. This

Table 1. The largest ethnic groups of foreign students are presented with the citizens of the following countries (2010 - 2017)

Countries of the Arab world (Maghreb and Mashriq)		
Country of permanent residence	Amount of students	Language
Egypt	32 - 43	Arabic
Eritrea	2 - 8	Arabic
Yemen	8 - 11	Arabic
Israel	34 - 42	Hebrew, Arabic
Iraq	43 - 49	Arabic
Jordan	96 - 123	Arabic
Kuwait	14 - 18	Arabic
Lebanon	9 - 16	Arabic
Libya	8 - 13	Arabic
Morocco	77 - 84	Arabic
Palestine	21 - 30	Arabic
Syria	8 - 11	Arabic
Tunisia	18 - 24	Arabic
CIS countries and post. Soviet space		
Azerbaijan	33- 38	Azerbaijani
Russian Federation	21 - 25	Russian
Tajikistan	9 - 13	Tajik
Turkmenistan	97 - 112	Turkmen
Uzbekistan	62 - 73	Uzbek
Countries of the African continent not members of the Arab League		
Ghana	17 - 23	English
Nigeria	19 - 27	English
Cameroon	2 - 6	English, French
Sudan	29 - 34	Arabic, English
Uganda	3- 7	English, Swahili
Asian countries		
India	33 - 42	English, Hindi and others (26 languages).
Iran	9 - 14	Persian (Farsi)
Pakistan	3 - 7	Urdu, English
China	1 - 5	Chinese

was demonstrated by our previous studies, when identical tests in Ukrainian or Russian languages (depending on the profile of the preparatory department) and in the first-year student's native language gave incomparable results. We thank the UMSA (Ukrainian Medical Stomatological Academy) foreign clinical ordinators as native speakers, for their help in translating psychological tests into the languages of major ethnic groups of students studying at the Academy. Applicable psychological tests were selected and adapted into Russian, English and native languages of the ethnic groups — Arabic, Azerbaijani, Uzbek, Turkmen to identify and predict possible reactions of the person for changing social environment, as well as to form observation groups. In the research the Hall Emotional Intelligence Test (EQ test) was used, which gave an opportunity to evaluate the emotional intelligence dynamics in the process of learning and social adaptation.

RESULTS AND DISCUSSION

The complicated socio-political conditions caused by military actions in eastern Ukraine do not contribute to the development of large-scale educational migration of students from other countries to get higher education in Ukrainian higher education institutions. It is very likely that this statement is true for medical higher education institutions. The statistics of the movement of foreign students studying at the Ukrainian Medical Stomatological Academy shows that in 2011 their total number was 822 persons, in 2014 — 645, and in 2017 — 571. The decrease in the number of foreign students was due to reducing enrollment to the first year of study. However, educational migration is a prolonged process that covers many years, so significant quantitative fluctuations at the time of observation are displayed mainly by first-course students. The contingent of foreign students studying at the Ukrainian Medical Stomatology Academy fluctuated quantitatively according to the data of the dean's office for work with foreign students during the years of analysis (2010 - 2017) from 571 persons to 784 persons, and included citizens from more than 40 countries.

Also, during the observation period citizens of Belarus, Great Britain, Georgia, Denmark, the Netherlands, Germany, Poland, the USA, Sweden were studying at the Academy. But the number of contingents from each country did not reach 5 people every year, so we did not include them into our studies, especially since these students are usually descendants of Ukrainian emigrants, and they do not observe any particular problems with social adaptation in Ukraine. The above statement also applies to students, which are Israel citizens.

As can be seen from Table 1, the largest group of foreign students was made up of persons whose mother tongue is Arabic (about 450 students, natives of 13 countries), followed by Turkmen (about 100), English (almost 90), Uzbek (about 70), Azerbaijani (about 35). The prevailing religions are Islam, Christianity, Hinduism.

Despite the decrease in educational migration tempos, the problems of social adaptation of migrant students in Ukrainian society do not lose their relevance and urgency.

From the point of view of pedagogy and psychology, education acts as a result of learning and upbringing [5, 6]. Education is regarded as “a process of formation of consciousness, and upbringing appeals mainly to the subconscious” [7]. Moreover, both categories do not exist separately from each other: there is always a share of upbringing in learning, and in upbringing there is a share of learning. Migrants moving to another country form new attitudes, habits in accordance with the new social environment, which is a manifestation of self-upbringing. And their learning consists in acquiring certain knowledge, including outlook, moral and ethical, legal, aesthetic and others. Communication is regarded as “interaction between a certain number of people, which is connected with the transfer of information”, and learning is defined as “any improvement in behavior, awareness, knowledge, understanding, attitudes, values, abilities” [8]. It is important to note that during the educational period, there is an expansion of communication channels for receiving information, and the level of emotional intelligence increases. All of this contributes to the acceleration of social adaptation and manifests the positive changes in behavioral reactions.

Since deviant behavior is a form of personal behavior, all the basic properties of human behavior are inherent to it. In psychology the term behavior is used to determine the type and level of human activity. Modern understanding of behavior goes beyond the reactions to an external stimulus. In addition to external human activity (movement, activity, actions, expressions, vegetative reactions), there are also internal components in behavior: motivation and purposefulness, cognitive processing, emotional reactions, self-regulation processes. Behavior is a process of interaction of a person with the social environment, mediated by individual characteristics and internal activity of the person, which is expressed in the form of external actions and deeds. Human behavior is social (formed and implemented in society) and connected with to language regulation. In general, the behavior of a person reflects the process of its socialization — integration into society. Socialization, in turn, implies adaptation to the social environment, taking into account individual peculiarities. The following variants of social adaptation can be distinguished [9]:

- radical adaptation — self-realization through the person's changes of the existing social world;
- hyperadaptation — self-realization through the influence of a person on social life indirectly through over-achievement;
- harmonious adaptation — the self-realization of a person in society is mediated through the orientation to social demands;
- conformist adaptation — adaptation through the suppression of individuality, blocking self-realization;
- deviant adaptation — self-realization indirectly through going beyond the existing social requirements (norms);
- social and psychological disadaptation — a state of

Table 2. Dynamics of students emotional intelligence development in the process of obtaining higher medical education according to the Hall test

Scales	Arab countries (Arabic language, faith-Islam - Islam)		Turkmenistan (Turkmen language, Islam - Religion)		Ghana, Nigeria, Sudan (English, Religion - Christianity, Islam)	
	I course	6 course	1 course	6 course	1 course	6 course
Emotional awareness	7,0 ± 0,9	12,0 ± 1,4	7,0 ± 0,8	13,0 ± 2,2	6,0 ± 0,7	14,0 ± 1,9
Manage your emotions	5,9 ± 0,4	10,0 ± 0,9	8,0 ± 1,1	12,0 ± 1,4	11,0 ± 0,9	14,0 ± 1,8
Self-motivation	6,0 ± 0,5	11,0 ± 1,3	7,0 ± 0,9	12,0 ± 1,7	10,0 ± 1,1	15,0 ± 1,5
Empathy	8,0 ± 1,0	14,0 ± 1,6	8,0 ± 1,1	16,0 ± 1,4	12,0 ± 1,6	15,0 ± 1,3
Managing the emotions of other people	4,0 ± 0,5	13,0 ± 1,1	6,0 ± 0,4	11,0 ± 0,9	9,0 ± 0,7	14,0 ± 1,5
Integrative level of emotional intelligence	30,0 ± 4,3	59,0 ± 6,1	36,0 ± 4,1	64,0 ± 8,2	38,0 ± 5,4	72,0 ± 9,3

blocking the processes of self-realization and adaptation. In any variant of socialization the behavior of a specific person can be described using the general characteristics of behavior:

- motivation — an internal conscious willingness to act, guided by the needs and goals of the person;
- adequacy — consistency with the specific situation;
- adaptability — correspondence to the leading requirements of the social environment, namely, to moral and ethical;
- authenticity — the correspondence of the individual’s behavior, its naturalness for the person;
- productivity — realization of conscious goals.

Equally important are the following features of behavior of a person, such as:

- level of activity (energy and initiative);
- emotional expressiveness (strength and nature of manifesting affect);
- dynamic (tempo);
- stability (constancy of manifestations at different times and in different situations);
- awareness (understanding of one’s behavior);
- spontaneity (self-control);
- flexibility (behavior changes in response to environmental changes).

All the considered characteristics of the concept of “behavior” extend to such its variety as the “deviant behavior” of a person, which is often found among foreign students at the initial stage of adaptation to the conditions of stay and study in a new society. Data of the development of emotional intelligence and its dynamics of foreign students of different ethnic groups for I - 6 courses of study are presented in table 2.

When analyzing the data presented in Table 2, it is possible to see a marked increase in the level of emotional intelligence in the process of education and socialization of different ethnic groups of foreign students in Ukraine. At the initial values in the first year of study (within 30.0-38 points), which is treated as “low” level, after the end of

the sixth course of study this indicator increased to the values of 59-72 points, which falls within the limit values of “medium” and even “high” levels in English speaking educational groups (Ghana, Nigeria, Sudan). The obtained data have a statistical probability ($p < 0.05$). It is especially important to emphasize the growth of more than 2 times the components of emotional intelligence on the scales “empathy” and “management of other people emotions” which are crucial for the successful fulfillment of their professional duties as a doctor. At these scales, the indicators reached the “high” level at statistical probability ($p < 0.05$). The lowest baseline on the scale of “managing their emotions” (5.9 + 0.4) had first-year students from Arab countries, which led to a sufficiently large number of manifestations of deviant behavior, but by the end of the sixth year this indicator increased to values 10.0+ 0.9 ($p < 0.05$). Accordingly, the deviance of behavioral responses has decreased significantly.

Based on the above, we can outline the main vectors that contribute to the psychological adaptation and adequate socialization of foreign students in the conditions of Ukrainian society during educational migration due to the dynamics of the development of emotional intelligence.

1. Personally-motivational attitude to the higher educational institutions and study: the willingness (or unwillingness) to take educational tasks, to fulfill the lecturer’s assignments, in other words — to study.
 - According to this vector of student socialization, the efforts of the higher educational institutions administration and the teaching staff are minimized, as the motivation and personal student’s desire to willingness are decisive.
2. Acceptance of the educational task: understanding of the tasks set by the lecturer; willingness to fulfill them; desire of success or the desire to avoid the failure.
 - Overcoming the language barrier is extremely important in this point, as learning is impossible without a thorough understanding of the information provided. This is especially important for the medical student, because the process of information assimilation is followed by its

- comprehension, associative synthesis of the answer to the task (conducting the differential diagnosis, preparation of treatment plan, medical prognosis of consequences, etc.).
3. The idea of the content of the educational activity and ways of its implementation: the level of elemental knowledge and skills formed before the start of training.
 - Existence of basic level of knowledge is a necessary component of learning success. There are problems for foreign students in this perspective, as general secondary education programs in the countries of residence are different from the Ukrainian ones.
 4. Information field: provides the perception, processing and storage of different information in the learning process.
 - The information field for the medical student is very extensive and forms gradually in the process of education — from theoretical disciplines to clinical ones, which contributes to the accumulation of information and the widening of the outlook.
 5. Activity management: planning, controlling and evaluating one's own activities, as well as receptivity to learning.
 - The concept of “activity management” contains the self-management, based on a sufficiently high level of IQ (innate intelligence that practically does not change with age and education), and EQ (emotional intelligence, which is formed in the process of life and learning).

CONCLUSION

In our view, it is expedient to deepen the theoretical analysis of the social-psychological portrait of migrant students with the aim of their effective psychological and pedagogical support in the process of adaptation and assistance while building a professional perspective on the basis of effective development of emotional intelligence.

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