**Introduction.** Today that Ukraine has begun to actively move towards European integration its education system is being extensively reformed in order to harmonize with modern European standards, the main purpose of the changes is to provide the high quality education in Ukraine. The Bologna process and the European Higher Education Area aim at harmonizing the national educational systems and improving the competitiveness of national education in the world. The integration of national education into the European and global space provides the opportunities for training and upgrading the training courses for foreign citizens. The pedagogical work with foreign students in a medical university has its own features. In particular, it concerns the teaching of the "Human Anatomy" discipline, which is very specific, voluminous and non-standard for the perception of yesterday's schoolers. It is indisposable that at all times the basis in medical science was the knowledge of the human body structure, but this knowledge in most cases is transmitted through the prism of the national worldview to the future generation. The transfer of medical experience, accumulated by representatives of one country to the trainees from the other countries, is not always smooth due to the differences in the peculiarities of thinking and upbringing.

**The purpose** of the recent article is to analyze the process of the adaptation of foreign students to the terms and conditions of the educational process in a medical university, as well as the possible ways of its facilitation and intensification.

The material, results and discussion. The peculiarities of interaction between students and teachers during the educational process served the material for the studying.

Before the beginning of pedagogical communication with students of foreign countries, the anatomy teacher has to become acquainted with the ideology, outlook and national peculiarities of the students' country of origin. In future, during the teaching process, it is necessary to adhere to a certain style of behavior, conditioned by the peculiarities of the mentality of the students in order to avoid pedagogical misconceptions and mistakes.

Consequently, it is important to assess the difference in the hierarchy of values and the attitude to reality of people with a different worldview and religion. "Human Anatomy" is a fairly specific discipline, due to the fact that cadaveric material is used during the training process. On this basis, teachers need to take into account the religious views of the studying foreigners contingent. In spite of the fact that the majority of students from other countries are trained at the preparatory faculty, which is an adaptation stage not only for subsequent training, but also for communication with the teaching staff in the future before they enter the first year of medical university, it is important to regard the difference in gender and age relationships in the communication process with them. For example, students from Arabic countries are unaccustomed to communicating with female teachers. In their understanding, the teacher can be a mature authoritative person, necessarily male. Therefore, in the initial stages of education, it is difficult for students to fulfill all the requirements imposed on them. In some cases, the students may demonstrate an inadequate and even aggressive response to teachers criticism towards them, a sharp overestimation of their understanding, the teacher can be a mature authoritative person, necessarily male. Therefore, in the initial stages of education, it is difficult for students to fulfill all the requirements imposed on them. In some cases, the students may demonstrate an inadequate and even aggressive response to teachers criticism towards them, a sharp overestimation of
On the contrary, these situations strongly differ from our compatriots in psychological terms. This fact should be clearly realized by educators. Otherwise the behavior of foreign students may be perceived by teachers as strange and incomprehensible, and the values and norms of another culture may cause a shock. The study at a medical university for the majority of foreign citizens begins at the preparatory faculty and is somewhat similar to the school training, since the curriculum still lacks the specific subjects attributable to the higher medical school. And only in the second year of stay in our country, after finishing the preparatory faculty the first-year students get to the human anatomy department. During this period they do not have a clearly formed serious attitude toward this subject that becomes the prerequisites for the problems arising during the educational process. In most cases, this is connected to the fact that when choosing a higher education institution, young people do not always fully realize where and what they are going to learn, most of them do not plan to come to Ukraine, the main idea at this stage of life is the fact of getting education in a foreign University. The world outlook of such students is often formed on the basis of the opinions of relatives and friends. As a result, the adaptation of such students becomes a complex and multidimensional task: first of all, the adaptation to the socio-cultural space of another country; secondly, to the university learning in general; thirdly, to the medical profession. At this stage, students may experience a strong mental and physical exertions, leading to the development of a stressful state, which significantly influences on the quality of students' perception of educational information. Sometimes this may lead to the refusal of study at this establishment in general. When students appear in a new macro- and microenvironment, they experience a natural discomfort that affects the reorganization of the psychophysiological processes of their personality. The following factors provoke the discomfort in this situation: the students are overwhelmed by excessive information at all levels (in the educational process and outside it); the emotional overload (new connections, communications); the social adaptation (the independence in the allocation of the budget, domestic services etc.), stay away from home, relatives and friends. The language barrier, which is the main obstacle to the customization to Ukrainian reality, underlies these phenomena. The majority of students who come to Ukraine do not know Ukrainian; in some cases by the time of arrival, they can read with the dictionary, but do not comprehend the oral speech, and no one speaks fluently. Despite the multidimensional nature of the problem, there are ways to solve it. The desire to expand the communication of foreign students with the Ukrainian socio-cultural space is the basic one. But the main attention should be paid to the organization of the pedagogical process, which is based on the improvement of the methodology for the presentation of educational material, as well as the use of "auxiliary" pedagogical technologies. The special teaching aids (methodological textbooks and manuals for foreign faculty students, flowcharts, charts with elements of knowledge control) were created and modernized for this purpose, as well as various illustrative material aiming to facilitate the perception and assimilation of information.

The introduction of modern techniques based on the use of digital and multimedia systems is a new coil of a spiral in this process. Another important factor deserving attention is the peculiarity of the formation of student groups. It is desirable to arrange the study groups including the representatives of different nationalities. In such environment the students won't be isolated in the small society of their training group, formed by representatives of one country or nationality, they would have to accept the rules of interethnic communication. It is desirable to arrange the study groups including the representatives of different nationalities. In such environment the students won't be isolated in the small society of their training group, formed by representatives of one country or nationality, they would have to accept the rules of interethnic communication. In other words, it contributes to the development of their communicative competence (learning of various languages, ways of interacting). Misunderstandings and conflict situations with teachers are less often under such conditions, because students are the members of collective on the basis of equality.

The experience shows that training on such terms leads to the fact that in the future the individual (whether being a student or already a young specialist) easily adjusts to the conditions of any socio-cultural environment, and masters the universal human values. In addition to participating in events held by the university, it is necessary to attract foreign students to scientific work, first inviting to the plenary sessions of the student scientific circle of the department, with the further prospect of independent participation in scientific work. It is advisable to attract students to work in an anatomical club to learn the basics of dissection. In order to familiarize foreign students with cultural and scientific values, it is necessary to organize various excursions, such as an excursion to the museum of the Human anatomy department, where the scientific and historical heritage of the Bukovian anatomical school is introduced to the students.

**Conclusions.** The implementation of the proposed recom-

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Teaching methodology in system of medical education

Recommendations will allow students of foreign countries to successfully overcome the language barrier and the "cultural shock", to develop an effective model of behavior in the new socio-cultural space. Since the effectiveness of the training of a foreign student depends on how successfully he adapts to the new environment it will contribute to improving of the quality of training. The pedagogical process organized in this way will contribute to the formation of a person with a harmoniously developed structure of thinking and the feelings sphere, will attach to the high moral and ethical principles that are the main component of the physician's personality. In conclusion, it is important to quote the statement of the honored Chair of the GMC Sir Peter Rubin: "Doctors have the enormous privilege of touching and changing lives. Through all the changes driven by research and public expectations, some of the art and science of medicine has endured down the ages and defines medicine as a profession, whatever a doctor's area of practice. Those who teach medicine now are merely the custodians of those core values which were passed on to nowadays doctors by earlier generations and which they in turn will pass on to those who come after".

Popelyuk Oleksandra-Mariia. Do pytania adaptacji inoziemnych studentów na młodszych kursach wsięo medycznej szkoły. System Wszechświaty Ukrainy aktywnie wchodzi na międzynarodowy rieke i powinia modernizować w kontekście mianaurochowych wymog. Proces adaptacji inoziemnych studentów na pochłanek etapach nacznania w wsięo szkół i składni i bata-goraniem. W osnovi ogojowego jawisza polegają rieki przyninizc: rieki waśygladź i wizualnym, mowy i sozialnych barier toczu.

U medyczniemu wuźi, zekrema pła czas wycusatowych fundamento-

nych dyscyplin, do zagadnienia przyniomek skalności adaptacji

studentów przypuszcza się osobliwość procesu nacznania, w hodźi

nego wycusatowych trudni materiál, czy, w swoim czeregu, wycusat znaczni korzyści do oswiętowego procesu w czołon. Czca

powiązane z rieki wpływów i wizualnymi polegami studentów.

W rezultatiewi velka kielisie nowych zmian w jisiaty studenta i

powiązane z nimi piddwienia nacznania psychiwnego i fizycz-
nego charakteru możyt statki przyczyn apresy strzeowego

stanu, w goszniej mier wiały wpis na jasiec oswiętowego

processu. U stawé oposiści osobliwość pedagogicznego wpis-

wania, stiwil wshedni, takich nieobhdoi drotimywany wicla-

damach w procesi nacznania inoziemnych studentów. Przedstawleni

spowó i zasoby, w wiclastómi wiclastómae kafendy

anatomy jako ludini im. M. G. Turkiewica VDNE Ukrainy

"Bukowynski jasprzyjny medyczniy uniwerstet" dla wí-

wienia zawiania wych prymienie procesu adaptacji do nowo-

go oswiętowego serednista studentów.

Serzed spowó, w wiały się, najbi dla džiwim w osóbli osobliwość organizacja pedagogicznego processu, w osnovi wój

leży wpiszeniowego metodiki wicladania nacznego materia-

u, a takž wiclastóman "dopomójnych" pedagogicznih technologii. Wajliwym momentem jest zalaćenie studentów do

naukowych i istorichyjnych c尼斯cios ukraińska anatomyjna

szkoła, rozszerzenia naukowego switgyladź, w je dla ni djào

motiváciiną bazó. Organizowany takim cinnim pedagogic-

niy process byd spryati wpiszeniowego osobliwisté z harmóni-

nó rozwinięto strukturo myslenia i sferó pochnitó, dopu-

chit do wysokich morałnych i etichnych przyninizc, co je osnov-

no skidawo osobliwisté píkarka.

Klíčové slova: inoziemni studenty; oswiętowy proces; wicla-

dania dyscyplinli "Anatomy ludini", socjokultura adaptá-

ció.

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Autor 83 druhowanych naukowych ê metodycznych prác, u tomu

chiwi 2-ih naczných posúbii. Kolo naukowych interesów: mor-

fologia, normalna anatomy, ekmríologia, hirurgia, gromadz-

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