

FOREIGN APPLICANTS CONSIDERATION ABOUT REMOTE LEARNING USAGE DURING CURRENT WAR CONDITIONS IN UKRAINE

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Summary

The article is devoted to discussing the expedience of the foreign applicants' using the remote learning particularly during the current conditions in Ukraine as well as their consideration concerning to this learning pathway advantages and disadvantages. The students mentioned absent adapted scientific sources on the topics with little text but topical schemes, figures, graphics because of language barriers especially in the ones receiving knowledge in Russian and Ukrainian as well as essentiality to give printed materials while using non-united letters, better all the capital ones. The authors paid the attention also to some proposals of the students and their own on this education improvement. Particularly they mentioned essentiality to take the applicants' typological belonging into obligatory consideration and proved it on the ethnic typological aspect as well as interhemispherical asymmetry individual profile in the students receiving their education in English and in Russian while distinguishing the real, hidden or forced and unreal left-handed people, necessity not to give tests to the left-handed students or at least not to use them as the main controlling method. The authors propose inclusive education wide usage in the foreign applicants as it has been done by UNO and UNESCO.

Key words: foreign applicants, remote learning, remote education, typological aspects, interhemispherical asymmetry individual profile.

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1. Introduction

1.1. Remote learning setting reasons in a modern society

Medical education is one of some which is impossible to be acquired remotely. But first challenge with world-distributed COVID-19 pandemy, then war intervention to the territory of Ukraine with further war state introducing appeared. That is why our country and higher medical education leaders decided to perform introducing the distant learning forms in the pedagogical process actively to be able to promise and to provide a safety of the tutors and students as well as to prevent infectioning. Pedagogical process experience organization and realization in the higher medical education system under war conditions hasn't been summarized and analyzed yet. Even nowadays it is quite possible to state that there was a shock impact onto higher medical education system as well as significant progress in an introducing and developing the learning education various forms and technologies because of present time extreme conditions. It is possible to write and say that learning technologies changes representing uniting

the cognitive activity perspective research results with possibilities to have urgent approach to information and knowledge global net were of crucial importance to get adapted and to be successful that can define given Pedagogy branch actuality and essentiality to multi-facetated research in many countries in the world because experience interchange is rather useful and helpful in this big research area doubtly.

1.2. Educating traditional models

They are delivering the lectures, performing the practical and laboratory lessons, students' self-work organizing et al. A book is a learning base and a tutor is knowledge interpreter.

1.3. Educating non-traditional models

Remote learning is oriented to introducing the principally other educating models in the pedagogical process particularly with the aim to increase the students' motivation and interest to gain knowledge by other pathways. These models are delt to computer and non-traditional technologies. The teachers have to work much on adapting their planned educating events to the distant learning conditions particularly while applying the digital platforms such as Zoom, Google Meet, Google Classroom, Microsoft Teams and others. They become the students' professional preparing new forms and allow creating the modern content for using in a practice of future doctors training in higher educational establishments.

1.4. Modern students' useful features

Modern generation varies from their precursors significantly because it is capable to find necessary information and the one interesting to them rather easily while free orienting in a various computer programs. Therefore digitalization elements acquired significant importance in an educative environment. Its positive aspect doubtly in that the education applicants don't use so called ready knowledge but search it at various sites and educative platforms, not only use them but work on them while using not only passive but active education in this aspect.

2. The research novelty

There were researches performed in the Ukrainian students but not the International ones in this aspect.

3. The research aim

To investigate advantages and disadvantages mentioned by PSMU International students in relation to their remote learning under current conditions in Ukraine as well as their and our proposals how to improve it.

4. The research tasks

1. To perform survey among PSMU International students about their attitude to experience, advantages and disadvantages of remote learning usage during their educating under current conditions in Ukraine.
2. To determine their opinion concerning to possible pathways of its improvement.
3. To determine interhemispherical asymmetry individual profile of the students as well as sinistrality character (real, hidden or forced, non-real).
4. To analyze our own points of view about possibilities to improve the International applicants' distant learning under current conditions.

5. The research methods

1. Classic methods of interhemispherical asymmetry individual profile by A. Louria.
2. Survey about the International applicants' opinion concerning to distant learning usage and pathways of its improving under current conditions.

6. The research results

Education applicants mentioned comfortable character of remote learning under current conditions in Ukraine because problems with Internet usage for educative purposes represented rather often barrier in the educative process; the lessons could be postponed when Internet was good or their method could be changed (ZOOM to viber or WhatsApp for example). Also the students liked interpersonal communication between them during ZOOM conferences. Some students were speaking about their self-development in the context of new technical and communicative competencies acquiring while working with computer, laptop, mobile phone with a new programs, platforms and sites for them; the informative ones – because they were looking through various scientific sources and they had to analyze the information received, to write concepts they like very much while writing them 6–8 or even more sheathes, sometimes in every square, while using colored pens and markers, topical schemes especially the students studying Medicine in Russian and Ukrainian, possessing expressed language barriers (*Tkachenko, E.V. et al., 2022*). Schemes' writing was comfortable for the students possessing writing low velocity that was characteristic for the foreign applicants in the Russian and Ukrainian academic groups in a bigger extent than in the English ones because they started studying English at school, college while preparing faculty giving Russian and Ukrainian knowledge has been obligatorily 1 year first before their entrance the higher educational establishment, then this term was shortened till 6 and later even 3 months. There are students who had no preparing faculty at all. But we should mention that they reach very good results in managing General Medicine and Dentistry in foreign languages and have rather high academic scores in a various academic disciplines. Also left-handed students possess less writing velocity comparatively to the right-handed ones. Many students asked to give them either only printed additional materials (in computer) or if they were in a written form then with non-united letters and even with the manual capital printed letters with the pen for better reading and understanding. It was seemed that the majority of students in these groups had become right-hemisphered additionally to the left-handed students with simultant pathway of the information processing. It is known that it is wrongly to teach left-handed children to unite letters while writing skill acquiring because of their dominant right hemisphere non-possessing the successive pathway of the information processing. It is rather important that there is a tendency of left-handed students increase in a modern population alongside with a tendency to left-handers percentage increase in many countries except the African ones with strictly negative attitude to left-handers and big percentage of forced right-handers because of this as well as in the countries with islam and Hinduism as the religions because accordingly to these religions (so called cultural peculiarities) it is forbidden to eat with the left hand that creates conditions for forced dexterity resulting into common percentage of left-handers approximately 5% in comparison to the others with 10-15% and 95-98% in the USA and Japan. The students with real and hidden sinistrality paid much attention to the deficiency of short adapted materials, with marking the main, titles, subtitles, while using the exact style of giving the materials, for example, the reasons or the features numeration

of one or another phenomenon or event. It is worthy to remember that left-handed foreign students have bigger problems with marking the main, paying attention to the main while working with the material big volume, even while writing the concepts. Not all of left-handed foreign applicants use colored pens.

We used French language in the sources and while explaining the materials to Moroccan and Tunisian students, followed the mentioned students' requests as for the materials' presenting, created multimedia presentations and concepts in a printed form for them, doing our best for their having adapted materials with less words but bigger essence, while using topical schemes, tables, figures, colored pens in the concepts. We think that physiologists understanding right hemisphere peculiarities can even teach the foreign students mark titles, subtitles, the main while writing after them during the explanation at the lessons, during homework. Probably even there would be rather well to create special on-line courses for the 1st and even the 2nd-year foreign applicants helping to write concepts while using colored pens, markers. Right hemisphere possessing simulant pathway of the information processing has a difficulty or impossibility to split, to differentiate, resulting to mentioned problems while concepts writing in the foreign applicants. Some students use very bright colors and write numbers and letters (I: 1a, 1b, 1c; 2a, 2b, 2c. II: 1a, 1b, 1c; 2a, 2b, 2c et al.) with the red and can't work with one color. It helps in liquidating the problem to distinguish the main and allows processing bigger volume of the information that is described in the left-handed people comparatively to the right-handed ones because right hemisphere dominant in sinisters does not have censure, does not need and does not use consciousness control to choose the information, it works with the information simultaneously while left hemisphere dominant in the right-handers uses consciousness control, it takes time, not all information is put into consciousness, this choosing takes additional time, splitting, deduction, analysis needs time; right hemisphere uses induction and synthesis for its activity. Unreal sinisters, forced sinisters and especially ambidexters don't know which hemisphere to use to solve one or another operation.

7. Conclusions

Thus, ethnic belonging, interhemispheric asymmetry individual profile were described as two typological categories which must be taken into consideration while working with the foreign applicants during their lessons in part on-line. We think that it would be expediently to assess interhemispherical asymmetry individual profile at the 1st lesson by the classic and even non-classic methods, while using survey. In our opinion, every teacher working with the foreigners must manage these methods and must know about big hemispheres asymmetry, left-handers' types, left-handedness theories, left-handers' psycho-physiological peculiarities. Particularly the tutors must remember that they must not hurry the left-handed students up because they don't know which hemisphere and which strategy to use while solving one or another operation. Also the tests must not be used as controlling method in the left-handed foreign applicants because of mentioned simulant pathway of the information processing without ability to perform consequent operations well or at all due to impossibility to split, to choose one correct answer or several. In the USA the tests have been introduced first as the controlling form but people there have refused first because 95–98% of the Americans are left-handed people. At least this control must not be the main, oral asking or answering the questions in a written form must be applied. The best variant impossible to be reproduced under remote learning conditions is writing the test on the board with all correct

answers, its discussion in the academic group, marking the correct answer with the following writing it completely with the correct answer backgrounding or only the key words/ the test condition/the correct answer/very brief backgrounding by the students who know Russian/Ukrainian not well, in part the written ones, who have writing little velocity. We allowed using even French, Moroccan, Arabic or another mother tongue for concepts/tests writing as well as printing tools instead of the concepts. All the foreign students mentioned essentiality to have oral explanation by the teacher that is especially of crucial importance under current conditions when the lessons can be interrupted. In our opinion, the lessons must carry explaining and helping character more while working with the foreign applicants during remote education and less controlling. PSMU Physiology chair teachers used and use ZOOM for such purposes with additional work in viber and WhatsApp (Facebook and Instagram more seldom).

Differential Psychology, Psychophysiology (Tkachenko, E.V., Sidash, J.V., 2019), Physiology, Morphology, Dentistry (Sidash, J.V., Tkachenko, E.V., 2019; Kolomietz, S.V. et al., 2007; Fazeli, N.M.K. et al., 2006; Fazeli, N.M.K., Tkachenko, E.V., 2006), individual approach to the foreign applicants during their inclusive education must be in priority not only at non-remote learning but at distant education as well, not only in people with special needs but in the International students, according to UNO and UNESCO. Also such a Pedagogy branch as Student-centered approach but not the Teacher-centered one must be in priority; additional stressors created by current situation in Ukraine, remote education form should be taken into obligatory consideration. Differential Psychology and Psychological Pedagogy must be managed by all tutors working with the foreign applicants; practics-based Pedagogy is accepted by foreign applicants much better than by the domestic ones and also must be the direction in priority both during non-remote and remote learning in part because of early professiogenesis in PSMU dental students beginning from the 2nd course of their study and essentiality to pass license exam Krok-1 with situational tasks. Ethnic belonging, gender and age typological aspects, temperament, intehemispherical asymmetry individual profile, control locus and behavioral strategies should be taken into consideration during non-distant and distant learning in the education foreign applicants (Tkachenko, E.V. et al., 2006).

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