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**ПРОБЛЕМА ИНДИВИДУАЛИЗАЦИИ ПРОЦЕССА ОБУЧЕНИЯ
ИНОСТРАННЫХ СТУДЕНТОВ В ВУЗАХ РЕСПУБЛИКИ БЕЛАРУСЬ**

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**THE FOREIGN STUDENTS' LEARNING PROCESS INDIVIDUALIZATION
PROBLEM IN THE REPUBLIC OF BELARUS UNIVERSITIES**

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Резюме. В данной статье рассматриваются проблемные аспекты обучения иностранных студентов в высших учебных заведениях Республики Беларусь; затрагиваются основные недостатки концепции унифицированного образования и предлагается новый способ взаимодействия между преподавателями и иностранными студентами.

Ключевые слова: индивидуализация учебного процесса, иностранные студенты, высшие учебные заведения, языковой барьер, аспекты обучения.

Resume. This article describes the problematic teaching foreign students' aspects in the Republic of Belarus higher educational institutions; highlights the unified education concept main shortcomings and suggests the interaction new way between teachers and foreign students.

Keywords: the educational process individualization, international students, higher educational institutions, language barrier, teaching aspects.

Relevance. University education in the 21st century is not possible outside of the "civilizations meeting", without a single educational space communicative and understanding interpretation, positive national educational programs integration and strategies in the universal values context [1]. The language barrier is the main problem on the way to obtaining higher education for foreign students in the Republic of Belarus. Since there is a tendency in Belarusian education to abandon the focus on the "average" student, the learning process individualization problem for the students, including foreign students, is becoming increasingly urgent.

Aim: to study the teaching foreign students' problematic aspects in the higher Republic of Belarus education institutions and propose the interaction new form between teachers and foreign students that meets the education digitalization era requirements.

Objectives:

1. To study the foreign students' language barrier and adaptation problems when studying in the Republic of Belarus;
2. To analyze the foreign students' educational process current state in the Republic of Belarus;
3. To propose the interaction new form between teachers and international students that meets the education digitalization era requirements.

Materials and methods. The initial primary data were obtained by studying and analyzing literary sources, the problem statement method, the analysis and synthesis method, and the thought experiment method. We put forward the following hypothesis: the educational process individualization through the new forms interaction between teachers and students will contribute to more specialized disciplines successful study in the Republic of Belarus higher education institutions. During this issue study, the idea of creating a new specialized educational application arose.

Results and their discussion. The foreign students' main distinguishing feature from local ones is the adaptation longer and multi-level process for new realities. Any student, getting into the university environment, faces the independent life problems: now he/she is fully responsible for any his/her life activity manifestations. But only foreign students face a different set of specific features. According to the international students, upon arrival in Belarus, it was most difficult for them to get used to the climate (26%), the living conditions in the dormitory (21%), the need to communicate in Russian (18%), followed by the difficulties of getting used to the different lifestyle (14%), the others attitude (11%), relatives' absence (5%) and the Belarusian cuisine peculiarities (3%) [3]. All these factors are a natural barrier to a comfortable life for students.

The peculiarities of adaptation of foreign students are manifested in the fact that they are in a different psychological and socio-cultural environment, which can be characterized by the following elements:

1. The different language environment;
2. The different cultural (mentality) and political environment;
3. The different interpersonal environment and communication norms;
4. Other learning traditions;
5. Other climatic and geographical conditions;
6. Different architectural environment;
7. Other traditions in household self-service;
8. Other traditions in clothing and nutrition;
9. The factor of remoteness from relatives and friends [2].

In our opinion, the mastering curriculum quality and completeness depend on the success and foreign students' adaptation speed.

As it has already been mentioned above, the foreign students' main problem is the language barrier. It becomes a stumbling block not only in educational activities, but also in everyday life. In our country, foreign students can choose one of study two forms – in English or Russian. Unfortunately, neither of these forms is satisfactory.

Russian studies involve studying the language first in preparatory courses at the university, and then directly during the study period at the university (attending these courses is not mandatory for students who are fluent in Russian). However, the Russian language cannot fully satisfy his/her needs even in everyday life, since Russian is one of the most difficult languages in the world. Moreover, foreign students of the same nationality prefer to communicate in their native language in their free time or even during their studies, which is quite obvious. As a result, neither Russian nor English are used in the process of interpersonal communication, and, accordingly, the level of knowledge of these languages

does not increase. In addition, in this case, the problem of the language barrier in relation to teachers arises, since most of them speak only English.

Studying in English may seem like an easier option, as it does not require in-depth study of Russian at the university. However, English is not an official language in the Republic of Belarus, so not everyone can easily communicate in it in everyday life. Of course, English knowledge is one of the most important requirements for the foreign teachers' groups. But there is another problem: for some foreign students, English is also not their native language requiring additional study. In addition, most of the dormitory staff and university administration do not speak English fully, which complicates the paperwork or solving issues that arise during the learning process.

One of the most language barrier dangerous consequences for the foreign students is the inability to understand the educational material and, as a result, the inability to give correct answers on tests and exams. Even if a student has successfully mastered the given topic in his/her native language, there may be the problem with interpreting his/her knowledge through oral or written speech in Russian or English.

Conclusion. Thus, in the Republic of Belarus there is the real language barrier and quite relevant problem among the higher education institutions foreign students. In our opinion, the educational process individualization is the key to its solution. It is necessary to find the interaction form in which teachers can pay enough attention to each student, and the students can fully understand the teacher and express their thoughts. We propose the new specialized educational application creating idea for the teaching specialized disciplines both in English and Russian in the foreign groups. This application main purpose is to reduce the language barrier level and increase the educational process individualization.

This application essence is as follows. Before classes, teachers upload the necessary theoretical material in the language taught – Russian or English. The application system should be equipped with a correct translator only into these students' groups native languages, so as not to overload the application and reduce the space it takes up. The entire text translating function at once should be unavailable to exclude the reading possibility exclusively in the student's native language. However, when hovering over the corresponding word, a pop-up window should appear with its translation and the meaning explanation. This, in our opinion, will contribute to both the new words proposed topic complete assimilation and instruction language learning.

The anonymous question function should be implemented directly during the classes in this application. The student formulates the interest question to him (if he/she has difficulties with Russian or English, he/she can do it in his/her native language with subsequent translation from the application) and sends it to the teacher, who in turn gives a full answer for the whole group, preserving the author's anonymity (the choice answer form remains with the teacher). This position will help to overcome the fear asking questions in public and making mistakes, as well as reduce psychological pressure when formulating the question itself.

The application can also implement the tests and assignments system. However, to prevent students from cheating, it is necessary to introduce an additional function for tracking students' actions during classes with a teacher. The built-in translator also provides the ability to translate assignment texts and freely translate words that are incomprehensible

to the student during classes. Perhaps, during the application more detailed development, adjustments will be made to the functions described above and new ones will be proposed (which is only possible if this project is approved).

However, this idea implementation has a number of difficulties. Firstly, for the application full creation and testing, funds and competent employees' staff are needed. Secondly, even if the application is implemented in the educational process, the equipping classrooms problem with the necessary equipment (electronic equipment for its use) and high-speed Internet will arise. Therefore, to date, this idea has not been implemented and exists only as a possible form of interaction between teachers and foreign students, although it meets the necessary education digitalization era requirements.

Unfortunately, this application effectiveness and hypothesis verification is possible only if it is developed, launched and fully used the Republic of Belarus higher education institutions. Verification methods include the foreign students' monitoring comparison, questionnaires and academic performance.

The authors don't exclude the errors possibility in the application and insufficient competence in this matter. However, in our opinion, regardless of whether this application will be implemented or not, only an individual approach to each foreign student, taking into account national, cultural and linguistic characteristics, can improve the preparation and motivation level.

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