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

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Relevance. 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 students' learning process individualization problem, including foreign students, is becoming more urgent.

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

Materials and methods. The initial primary data have been obtained through the literary sources study and analysis, problem formulation method, analysis and synthesis method, and thought experiment method. We have put forward the following hypothesis: the educational process individualization through interaction new forms between teachers and students will contribute to the specialized disciplines more successful study in the higher education institutions of the Republic of Belarus. In the course of studying this issue, we have come up with the idea of creating a new specialized educational application.

Results and their discussion. The international students' main distinguishing feature from local students is the longer and more multilevel adaptation process to new realities. In our opinion, the curriculum development quality and completeness depend on the international students' adaptation success and speed.

The international students' main problem is the language barrier. It becomes the stumbling block not only in educational activities, but also in everyday life. In our country, international students can choose one of the education two forms – in English or Russian. Unfortunately, none of these forms is satisfactory.

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

Conclusion. Thus, there is a very real and rather urgent language barrier problem among the universities foreign students in the Republic of Belarus. In our opinion, the educational process individualization is the key to its solution. It is necessary to find the interaction form in which teachers will be able to pay sufficient attention to each student, and students will be able to understand the teacher completely and express their thoughts. We propose the idea of creating a new specialized educational application for teaching professional subjects in both English and Russian in foreign groups. This application main purpose is to reduce the language barrier level and increase the educational process individualization.

The authors do not exclude the error possibility in the application design and competence lack fact in this matter. However, in our opinion, regardless of whether this application is implemented or not, only individual approach to each international student, taking into account national, cultural and linguistic characteristics, can increase their training and motivation level.