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TÍTULO: Sobre la necesidad de crear un servicio psicológico y sociológico para los estudiantes extranjeros que estudian en universidades médicas rusas.

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RESUMEN: El número de estudiantes extranjeros que vienen a Rusia por educación médica superior ha aumentado en los últimos años, haciéndose atractivas para solicitantes de países como Túnez, Marruecos, la República Sudafricana, Costa de Marfil, Vietnam y otros. Cuando estos estudiantes vienen a Rusia, entran en un ambiente social extranjero, no entienden tradiciones, modos y normas de comunicación, la cultura y sociedad en general; por lo que el descómodo va agravándose ya que ellos forman grupos multinacionales, multiconfesionales, con diferentes niveles de tolerancia. Los autores del artículo realizaron un estudio de la relación entre el nivel de tolerancia, el nivel de manifestación del comportamiento desviado y agresión, y el progreso académico de los estudiantes extranjeros que estudian en universidades médicas rusas.

PALABRAS CLAVES: diagnóstico psicológico y sociológico, adaptación de los estudiantes extranjeros.

TITLE: On the necessity of creating a psychological-sociological service for foreign citizens studying at Russian medical higher education institutions.

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ABSTRACT: The number of foreign students coming to Russia for higher medical education has increased in recent years, making them attractive to applicants from countries such as Tunisia, Morocco, the South African Republic, Ivory Coast, Vietnam and others. When these students come to Russia, they enter a foreign social environment, do not understand traditions, modes and norms of communication, culture and society in general; so, the awkward is getting worse since they form multinational, multiconfessional groups, with different tolerance levels. The authors of the article conducted a study of the relationship between the level of tolerance, the level of manifestation of deviant behavior and aggression, and the academic progress of foreign students studying in Russian medical universities.

KEY WORDS: psychological and sociological diagnostics, adaptation of foreign students.

INTRODUCTION.

The problem of medical-psychological and social adaptation of students, that is foreign citizens, is not new. There is quite a wide experience in its diagnosis and description in both native and foreign psychology [1, 2, 3, 4, etc.]. However, as the analysis of the organization of the educational process in Russian medical universities shows, the problem of adaptation of foreign students does not have a comprehensive solution, as a rule.

By a comprehensive solution, we mean:

- 1) Creation of a criteria-diagnostic apparatus that meets the modern requirements and strategic objectives of the university.
- 2) Purposeful work of the medical-psychological and social services in diagnosing the level of adaptability of foreign students.
- 3) Development of recommendations for university management and assistance in their implementation.

DEVELOPMENT.

The goal of the research.

At the first stage of our research described in this article, we realized the following goal: to develop a criteria-diagnostic apparatus for determining the level of adaptability of students that is foreign citizens.

Materials and research methods.

To develop a criteria-diagnostic apparatus, we have carried out an analysis of studies aimed at solving the problem of medical-psychological and social adaptation of students at the university, which made it possible to establish as a rule the following, that is used to diagnose the level of adaptation:

- 1) The scale of socio-psychological adaptation by C. Rogers and R. Diamond.
- 2) Methodology for determining the self-esteem and the level of claims (T.V. Dembo, S.L. Rubinstein, A.M. Prikhozhan).
- 3) 16PF (the Sixteen Personality Factor Questionnaire (R.Kettell).
- 4) Buss-Durkey Inventory.
- 5) Study of self-relationship (V.V. Stolin, S.R. Pantileev).

6) Diagnostics of communicative social competence (N.P. Fetiskin, V.V. Kozlov, G.M. Manuylov) etc.

In addition, to study the processes of adaptation of students at a university, researchers use questionnaires developed by the researcher personally, but none of them is of the nature of a standardized questionnaire.

Summarizing the results obtained, it can be seen that only the questionnaire of C. Rogers and R. Diamond corresponds to the purpose of the study; however, the list of questions does not include those that would make it possible to reveal difficulties in studying, the presence or absence of tolerance, deviant behavior and aggression.

We have developed a special technique, which includes 5 sections:

- 1) Student curriculum vitae.
- 2) A set of questions aimed at identifying the level of social adaptation.
- 3) A set of questions aimed at identifying the level of psychological adaptation.
- 4) A set of questions aimed at identifying the level of tolerance.
- 5) A set of questions aimed at identifying the level of deviation and aggression.

Thus, curriculum vitae allowed us to form a general idea of students, including information on age, country of residence, type of temperament, language of study at home, country of study at a Russian university (interlanguage). Assessment of the answers to 2-5 groups of questions allowed us to distinguish four scales (a social one, a psychological one, a scale of educational adaptation; a tolerance scale and a deviation scale).

High indicators on the scale of social adaptation indicate that the student feels comfortable in the country of study, easily adapts to the traditions, moral and communication standards, to the national cuisine, to social and living conditions, moves freely around the city and country. If necessary, the student may seek help from others, emergency services, etc.

High indicators on the scale of psychological adaptation to educational activities indicate that the student is emotionally balanced, does not experience stress and isn't psychologically stressed. High indicators on the scale of educational adaptability allow us to say that the trainee easily learns educational material, has no arrears in academic disciplines, does not experience difficulties in learning in an intermediate language, shows his creative abilities, does not need additional consultations.

High indicators on the scale of tolerance point to the tolerant attitude of students to the local population, to classmates from other countries, to customs and cultural traditions, to other religious denominations. High indicators on the scale of deviance and aggression indicate a high probability of manifestation of antisocial behavior, which differs in both content and target orientation: from violations of moral norms to offenses and crimes.

Asocial manifestations are expressed not only in the external behavioral side, but also in the deformation of the internal regulation of behavior: social moral orientations and ideas. The technique developed by us has passed a psychometric test. The study involved more than 1.200 students from countries of the far abroad (Morocco, Tunisia, South Africa, Bangladesh, Cote D'Voire, etc.) and 1.010 students from the CIS (Tajikistan, Kazakhstan, Uzbekistan, Turkmenistan) studying at Astrakhan State Medical University.

The testees are equalized by gender (50% girls, 50% boys). The study was being conducted from 2015 to March 2019. The reliability testing was carried out using the "splitting" method and the subsequent calculation of the corresponding coefficients. The reliability and accuracy of the obtained scales were calculated according to the Ryulon method, the method of C. Spearman, L. Brown and A. Cronbach was used to calculate the reliability and consistency coefficients. The obtained indicators belonged to the interval from 0.89 to 0.93.

The testing by the criterion of constructive validity consisted in calculating the correlation coefficients of the total result obtained by this method with indicators of the level of adaptability by the method of K. Rogers and R. Diamond. As a result, the correlation coefficient for 2210 subjects was 0.85 ($\alpha < 0.001$). Also, to increase the reliability of the test results, the number of positive and negative answers was equal. For all the scales, such indicators as arithmetic mean, median, standard deviation, minimum and maximum amount of points were calculated (tab.1).

Table 1. The results of the calculated indicators on the scales of the developed questionnaire (1 - the scale of social adaptation, 2 - the scale of psychological adaptation; 3 - the scale of educational adaptation; 4 - the scale of tolerance; 5 - the scale of deviance and aggression).

Indicators on the scales	1	2	3	4	5
Arithmetic mean	16.0	13.6	15.1	18.8	19.0
Median	17	14	16	18	19
Standart deviation	3.5	3.8	2.9	3.5	3.0
Minimum amount of points	4	6	4	7	6
Maximum amount of points	20	18	26	20	32

Implementation and the obtained results.

A generalization of the results showed that among students that is foreign citizens, three main age groups can be distinguished (Fig. 1): 17-19 years old (72.5% of all students), 20-25 years old (21.05% of students) and 26-34 years old (6.5% of students). Students from Tunisia, Morocco, South Africa, Turkmenistan and Uzbekistan are mostly melancholic and phlegmatic, students from India, Cote D'Voire, Guenea Bessau, Kazakhstan, Tajikistan show such types of temperament as sanguine and choleric. The obtained data were used for forming student groups. Subsequently, when interviewing students and teachers, this approach received a positive review, due to a certain pace of educational activity for phlegmatic-melancholy groups and groups with a predominant temperament of sanguine people and choleric people (there are no leading and lagging behind). The results of empirical data on the scales of adaptation are presented in Figure 2.

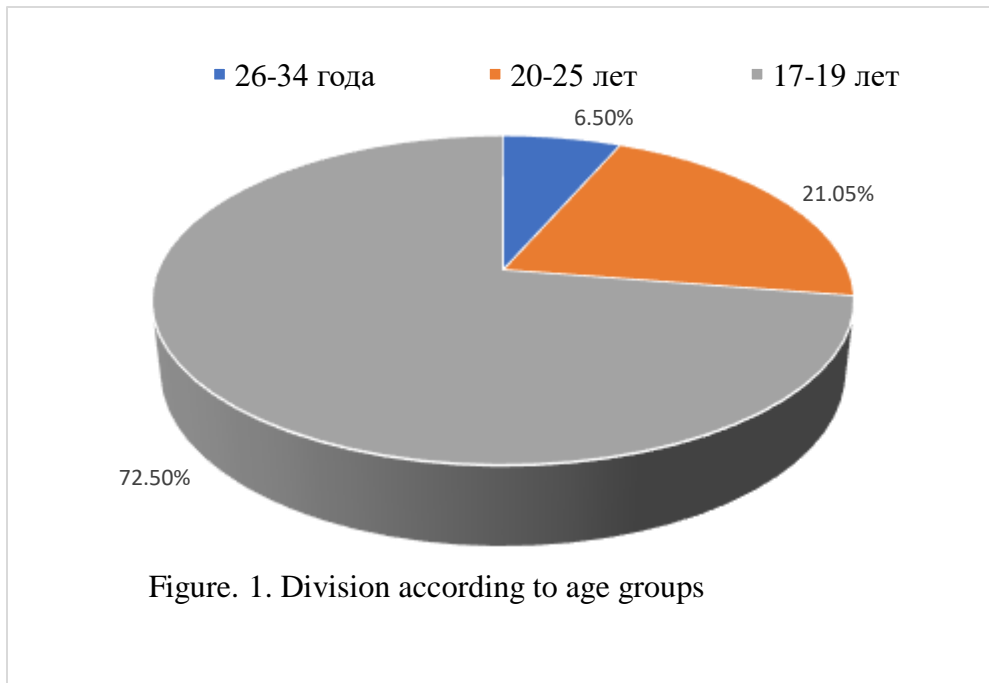


Figure. 1. Division according to age groups

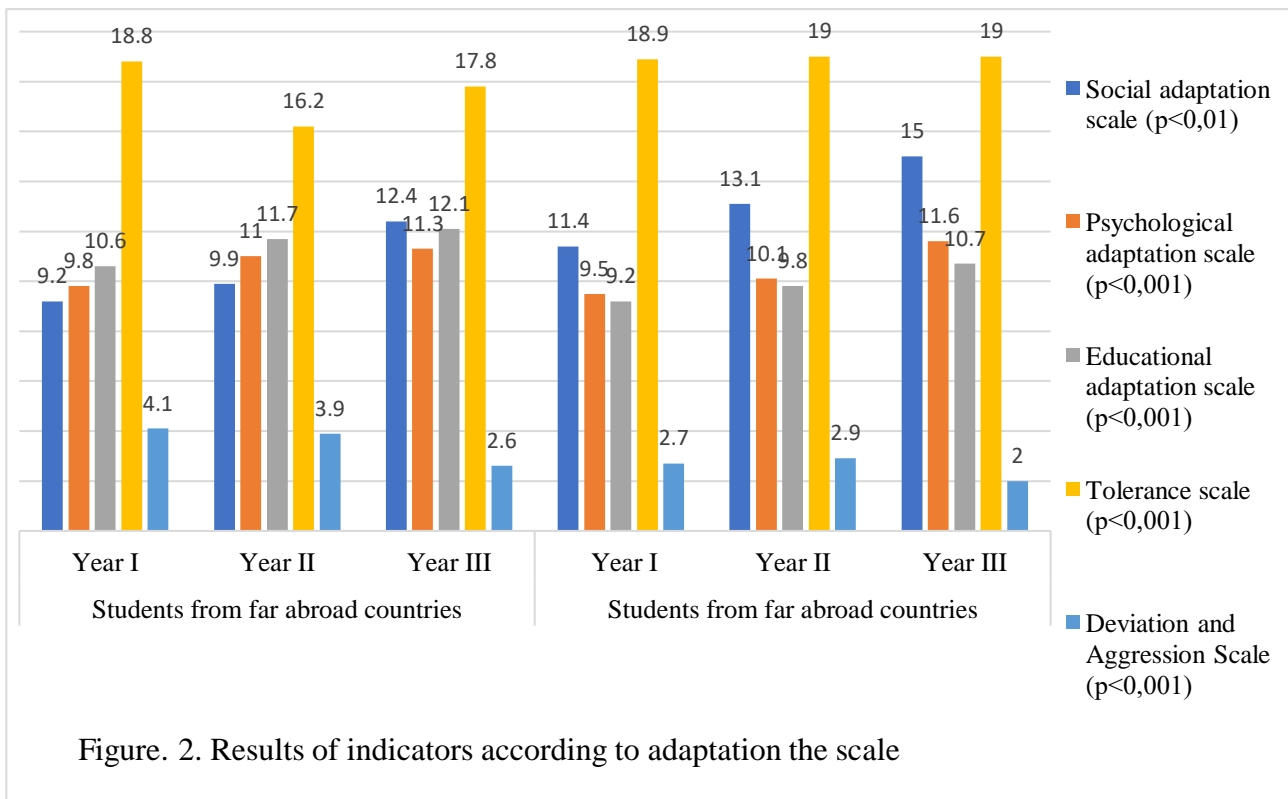


Figure. 2. Results of indicators according to adaptation the scale

Students from neighboring countries have a higher level of social adaptation compared to students from far abroad countries (year I - 9.2 and 11.4; year II - 9.9 and 13.1; year III - 12.4 and 15, 0 ($p < 0.01$)). Evidently, this is explained by the fact that cultural and social traditions, supported by both the governments of these countries and the Russian-speaking population have still been preserved in the countries of the near abroad.

The growth dynamics of the social adaptation indicator for students in these groups indicates a similar growth (the growth of this indicator for students from the countries of the far abroad was about 34%, for students from the CIS countries - 36%). The indicators of psychological adaptability testify to almost equal data (year I - 9.8 and 9.5; year II - 11.0 and 10, 1; year III - 11.3 and 11.6 ($p < 0.01$)), which suggests that most students are not stressed and their emotional state can be characterized as comfortable.

As for the indicators on the scale of educational adaptability, the obtained data caused us additional interest. It turned out that the indicators on educational adaptability of the students being taught in the intermediate language and most of them knew it only at the speaking level are higher than the same indicators of the students from CIS countries who know the Russian language perfectly well (year I - 10.6 и 9.2; year II – 11.7 и 9.8; year II – 12.1 и 10.7 ($p < 0,001$)).

Additional studies have shown that a low level of educational adaptability correlates with the level of intellectual development of students ($r = 0.872$, $p < 0.001$): students from countries of the far abroad have a high level of intellectual development, which allows them to adapt to educational activities quickly. Despite the difficulties encountered in completing training tasks, writing down lectures and the need for additional consultations, students of this group can ask the teacher a question, express their opinion and prepare for classes.

Studying at a university is difficult for students of countries of the near abroad because of the undeveloped logic of thinking and the lack of formation of such mental operations as generalization, analysis and synthesis.

A comparative analysis has been carried out by us using the Fisher angular transformation (φ^* - criterion), is presented in table 2 and allows us to talk about the presence of differences in the levels of intellectual development ($p < 0,03$) and educational adaptability ($p < 0,04$) of the two researched groups.

Table 2. Comparison of average values of indicators on the scale of educational adaptability in the researched groups.

Relation of the groups	Empirical value φ^*	Level of value
In terms of intellectual development	0.249	No value
In terms of educational adaptability	1.71	$p \leq 0.04$

The data on the tolerance scale showed a fairly high level of tolerance and tolerance of students as to external factors (local population, traditions, norms and manner of communication) and intragroup tolerance (to students from other countries).

As for the data on the deviance and aggression scale, we can only talk about single manifestations of deviant behavior among students that is foreign citizens. It should be noted that for students from near abroad these indicators are lower than for students from far abroad countries (year I - 4.8 and 2.7; year II - 3.9 and 2.9; year III - 2.6 and 2 ($p < 0.001$)). This behavior is episodic in nature and manifests itself mainly outside of school hours. Implementation of this methodology made it possible to identify such students in the very first months of training and develop recommendations on the psychological and pedagogical work with them.

This methodology can be used for solving the following problems:

- 1) Obtaining data on students from countries of the near and the far abroad in order to develop recommendations for the formation of student groups.
- 2) Identification of students experiencing difficulties in adaptation in order to draw up guidelines for their socio-psychological support.
- 3) Identification of students with a predisposition to deviant behavior and aggression in order to develop a plan of psychological and pedagogical work with these students.
- 4) Study of the effectiveness of correctional and educational work with students.

CONCLUSIONS.

The obtained results indicate the necessity to create a medical-psychological and social service in a medical university the activity of which is aimed at developing recommendations of the university administration, the university faculty on interaction with students from countries of the near and the far abroad. It is obvious that the creation of a comfortable teaching environment will contribute to the successful mastery of the educational program of Russian medical universities by foreign students.

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