
**INTRACULTURAL AND INTERCULTURAL COMMUNICATION EXPERIENCE AND LESSONS:
THE POSITIVE AND THE NEGATIVE**

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The topic studied actuality is based on multiple data about intercultural adjustment or adaptation (S Nooreen et al., 2019; X. Su, 2017), acculturative stress development in the international students studying different academic disciplines in various countries, for example among Pakistani students in China (C Shan et al., 2020) with a careful comparative studies (JW Berry et al., 1987) performance for cultural experience getting to know and abilities to apply it under your own special conditions and influential factors distinguishing (B Yu et al., 2014). Positive moment in acculturative stress preventing and ceasing was the acculturative scales development for International students (DS Sandhu et al., 1994) with giving the practical approaches to its management (D Sandhu et al., 1998).

There are considerations in a favour of and against foreign student syndrome (F Allen, J Colle, 1987).

Acculturation and physical health are assessed in a significant extent in racial and ethnic minorities (HF Myers, Z Rodriguez, 2003).

The topic applied significance is emphasized even with the data about existence of a whole journal with a name "International journal of intercultural relations" (JW Berry, 2005).

Very unfavorable result of International students receiving education abroad represents cultural shock which is also paid much attention in various countries and continents because of International students' significant academic mobility and its negative impact on their physical and mental health (H Hamboyan, AK Bryan, 1995). Scientists from various countries developed models of culture shock for International students even the graduate ones who are present in another country for long, can have useful contacts, get accustomed to new natural and social, particularly the educative ones, conditions and requirements (RF Chapdelaine, LR Alexitch, 2004).

As a whole it is possible to emphasize that the foreign applicants' transitional experience, poly-ethnic students' environment with multiple and different intra- and inter-cultural communication patterns, cultural and cross-cultural adaptation in various aspects represent a research field with big theoretical and huge applied significance. Of course, there can be and there are separate individual peculiarities and distinguishing features in dependence on Culture, in part religion, political relationships between the countries the students are from, local customs and traditions, managing the foreign languages from the side of the applicants and tutors etc, education level in the establishment et al. But it is very important, it is essential to see and develop regularities if no laws of successful life without

cultural and cross-cultural stress and moreover shock, only or mostly with positive cultural and cross-cultural experience received by the foreign students. Many countries and separate educational establishments inform about counseling the International students in a multicultural context (JM Dillard, GB Chisolm, 1983) between the students themselves (H Mestenhauser, 2013); between the students and curators; between the students and the administration at different levels; between the curators, other teachers having the International students and the Dean-office staff. Professional psychological help (C Siegel, 1991) is very important. There must be qualified psychologist, may be some, one or some of which are specialized onto work and help only to foreign applicants. They must be proficient in Ethnic Psychology and Ethnophysiology, Differential Psychology (dealing to inter- and intra-grouped varieties, typological belonging assessment and obligatory taking into consideration), Social Psychology part of which represents Differential Psychology, Age Psychology (because students represent separate age category), Conflictology. It would be perfect if every tutor teaching in foreign groups has excellent psychological preparing. What are the forms of such counseling to the International students? In a personal communication, during survey (we consider that surveys must be applied often to see positive and negative moments in the foreign applicants teaching in one or another educational establishment for being able to react and to help as soon and as with so much qualified help as possible), in a social nets (because foreign students are very shy and it is very difficult to them to share their thoughts and feelings with another person, moreover if this person belongs to another Culture; they doubt about possibility to be understood well, properly; every tutor working with the foreigners must be ready to become Tutor-Friend, Tutor-Advisor, Tutor-Helper first and Tutor-Controller then, even with minimal extent at the first courses and with problematic students). We are sure that not all the tutors can be allowed to work with foreign applicants because they have no psychological knowledge, they don't know ethno-cultural peculiarities of the students in their groups, they don't use special approaches while teaching them, they often "deliver the topic by habitual scheme in every academic group – no matter the domestic or foreign, because the foreigners came to study abroad that is why they must be ready to accept new environment requirements in part the educational one, they must know the language they receive education well, they must not strive for excessive attention, for differential approach, for their special needs and desires taking into account". These are some wrong thought of such so-called tutors. Why you don't imagine yourself to your pupils' place? How not to take typological belonging into account? Minimally how to teach the domestic and foreign applicants similarly? Cultural and cross-cultural stress can develop more often but the tutors and the Dean-office, even the student's friends can miss it, can be out of ability and desire to help, to share. It is very well if there are qualified responsible for the students from one country or region who know them, understand them and their cultural needs, who they trust to, who can go shopping with them, help to find good apartment with a proper price and even a neighbour who can and like cooking, who knows, respects and follows the same or similar taste preferences, to help to buy clothes not to suffer from coldness in the street and even in the lecture auditories and classrooms because only some tutors can allow to wear cap, hat, street clothes (moreover in the medical establishment with stricted dress code) without thinking about possible catching cold, being alone in an apartment without even capability to ask someone to buy medicines, or to live with someone who knows his mother tongue, English, French but there are no people in the street and in the drugstore who know foreign languages, want and can help in a proper translating; God forbid from necessity to call in ambulance and to get hospitalized. Next, who places one muslim girl with other guys (may be they are all muslims but the girl is one or fortunately they can be two) in one academic group to follow the entrance order while foreign groups forming? Who places the students from conflicting countries in one group or the neighboring with possible meeting at the break and conflicts development? Some educational establishments even don't allow performing Friday

Pray for moslemic students. And you think that you respect your education foreign applicants? There are practically absent the librarians who know English, the personnel in the hostels don't know it, many educational establishments informed about not even inter-grouped but intra-grouped conflicts. If a student has a conflict not at the university but at the hostel or in the apartment for example – who can he/she address to for attention if not Qualified Help? Why so seldom there are Specialists in law system Who Help the foreign citizens? Why are there so few manuals and methodical recommendations with thematic glossaries in several languages for the students better understanding the main topical lexics? Why the tutors in foreign groups don't know foreign languages and even if know don't want to translate if not all the materials or its part but even separate sentences or even separate words to the foreigner, don't explain the materials but give the methodical instructions without such language or essence help? Why is it impossible to use dictionaries - usual ones or even mobile, from Internet during computer or another control at the simple lesson to the foreigners in some teachers? Why foreign language management to the applicants from other countries got shortened from obligatory one year first to 6 months, 3 months and even the preparatory department absence?

The Tutors must know Differential Psychology and Physiology, must be able to apply correctly the classical methodics on interhemispherical asymmetry individual profile determining (dominant finger, Napoleon's pose, dominant eye, probe with applauding) together with the additional ones, to perform survey on handedness character determining (real, hidden or forced, unreal), to take ambidextrism into account because of possible neurotic states development. They say about "left diseases" met exclusively in left-handed people, "the lefty" syndrome. Other important typologies include: ethnic belonging, age, gender, control locus (external and internal), behavioral strategies (coping and avoiding), temperament type. We would like to emphasize essentiality to take typological belonging into obligatory consideration in maximal possible extent in the foreign applicants. This extent in the domestic ones can be much less because of more favorable natural and social adaptation though the domestic students academic scores can be less than the ones of the foreign applicants. Can be and very often are. But the Foreign Students with a capital letter with no preparatory department at all can receive "5" practically at all academic disciplines if no at all of them, write the conspectuses 5-8 sheathes in volume, with writing in every square, with colored pens and markers, underlying the main; some of them use their mother tongue or the one they manage well for the text parallel translation in their copy-books and even in multimedia presentations they ask from their tutors; the domestic students don't like and don't write topical schemes at the lessons and at home, they re-write the text with one pen or they don't write conspectuses at all, they don't like visiting the lectures at all though foreign student understands that a lecturer gives only adapted materials from many manuals, methodical recommendations, his/her own experience (unfortunately such well-adapted materials absence can make a student, even a good one foreign student, to use non-adapted materials from Internet). And we think that the Manual for foreign applicants must be with less text, with bigger marking, more exact character (the 1st, the 2nd, the 3rd et al.); the colored schemes and figures amount must be more but the text must be minimal in volume though well-informative especially for left-handed students like in some countries; also there must be topical glossaries in several languages dependently on the countries the students came from. Typological belonging taking into obligatory consideration is essential for the applicants' educating maximal individualization that is represents Pedagogical branch in a priority.

The work aim: to investigate the foreign applicants' typological belonging and to follow their adaptive peculiarities dependently on them. The investigative methods: we used survey, interhemispherical asymmetry individual profile classic indices by A.Louria and the non-

classic ones, the questionnaire of H.Eysenck for temperament type determining. The statistical processing was performed with the statistical program SPSS.

The research object: we investigated 37 students 21 from which were the Indians. The rest ones were from Mauritania, Morocco, Zambia, Nigeria and Jordan (2 from the every one) and 1 student was from Germany.

The work's results and conclusions. 76,9% of the students used coping as their behavioral strategies, 23,1% - avoiding; 73,1% from the answered students were right-handed, 26,9% - the left-handed ones; 69,2% of the respondents were right-eared while 30,8% - the left-eared ones; 84,6% were using their right hand during work about the house and only 15,4% - the left one; 53,8% among the answered students were externals and were thinking that God determines both their being lucky and non-lucky in life, the percentage of the internals who were thinking that only human being itself can impact both on good and bad things in their life was 46,2%; we found phlegmatic temperament as dominant among the respondents - 7 people that comprised 26,9%, the distribution on other temperaments as well as introversion-extraversion is represented on the diagrams; 71,3% of the foreign students were right-eyed at the aim taking and 26,9% - the left-eyed ones; 88,5% had right leg pushing dominant at jumping, only 11,5%- the left one; 84,6% of the respondents used their right leg while playing football and only 15,4% - the left one; 88,5% of the students had Napoleon's pose right type while 11,5% - the left one; 69,2% of the students had applauding probe right type and 30,8* -the left one. Sinistrality anamnesis demonstrated that 13,5% of the respondents had changed their dominant extremity; as they informed additionally they had no traumas as a reason; our students demonstrated varieties in fingers dominant usage.

By survey left-handed students especially the left-handed melancholics possessed the hardest adaptation though all of the respondents independently on their typological belonging met the described difficulties on natural, social in part educational, cultural and cross-cultural adaptation. Left-handed melancholics needed Tutors-Helpers, Advisors, Friends but not controllers as well as the mostly expressed individual approach to their educating and other activities types though all foreign students were striving for this in the bigger or less extent.

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