



METHODOLOGICAL FOUNDATIONS OF ORGANIZATIONAL SUPPORT FOR ADAPTATION PROCESSES

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ABSTRACT

The process of educating foreign students in medical universities is characterized by multifactorial specificity, caused not only by general problems of academic and sociocultural adaptation but also by the peculiarities of medical education, including high intensity of academic workload, the need to master professional terminology in a non-native language, early interaction with patients in a foreign language environment, as well as ethical and deontological aspects of the medical profession that have culturally determined specificity. Together, these factors create a significant psycho-emotional burden on foreign students, potentially reducing the effectiveness of the educational process and negatively affecting the formation of professional competencies of future doctors.

Introduction: The internationalization of higher medical education in the modern world is becoming more pronounced, becoming an integral element of the globalization of the educational space. According to the UNESCO Institute of Statistics, more than 5 million students receive education outside their countries of origin every year, while medical specialties are consistently among the most sought-after areas of study among foreign students. This trend is driven by a number of factors, including the desire for quality education, international employment prospects, the need to meet global health standards, as well as the geopolitical and socio-economic aspects of international cooperation in the field of medical education.

However, the process of teaching foreign students at medical universities is fraught with numerous challenges, the overcoming of which requires a systematic organizational approach. The specifics of medical education, characterized by a high intensity of academic workload, the need for early acquisition of clinical skills, complex professional terminology and direct interaction with patients, create additional barriers to the successful adaptation of foreign students. These factors are superimposed on common problems of socio-psychological



adaptation related to the language barrier, cultural differences, changes in the social environment and everyday difficulties.

Numerous studies show that ineffective adaptation of foreign medical students correlates with academic failure, psychoemotional disorders, social isolation and, as a result, a decrease in the quality of professional training. According to a meta-analysis conducted by Poyrazli and Lopez (2022), about 35-40% of international medical students experience severe adaptive stress, which negatively affects the formation of their professional competencies. Data from the International Association for Medical Education (AMEE) shows that the dropout rates among international medical students are 1.7 times higher than among local students, which underscores the critical importance of improving adaptation systems.

Despite the recognition of the importance of the problem, existing approaches to the organization of adaptation measures are often fragmented, focusing mainly on language training and formal orientation in the educational environment. Such a limited approach does not take into account the complex nature of adaptation processes, including academic, socio-cultural, psychological and professional aspects. In addition, many traditional adaptation programs do not take into account the specifics of medical education and the cultural and psychological characteristics of students from different regions of the world.

In this regard, there is a need to develop and implement comprehensive organizational approaches to improving the socio-psychological adaptation of foreign students in medical education. Such approaches should be based on a systematic analysis of adaptation barriers, integration of the world's best practices, and the formation of institutional support mechanisms at all stages of education, from pre-university training to professional integration.

Organizational approaches to adaptation should be considered not as isolated measures, but as an integrated system of interrelated elements integrated into the educational and socio-cultural environment of a medical university. They should cover various levels of management, from strategic planning at the administrative level to tactical implementation through specialized structural units and direct interaction with teachers and students. At the same time, special attention should be paid to the personalization of adaptation trajectories, taking into account the individual characteristics of students, their cultural background and the specifics of educational programs.

The modern paradigm of medical education, based on the principles of student-centered learning, interprofessional interaction and global competencies, creates a favorable conceptual framework for the transformation of existing adaptive practices. The integration of digital technologies, psychological support methods, culturally oriented pedagogical approaches and mechanisms of social inclusion makes it possible to form an adaptive educational ecosystem that promotes the successful integration of foreign students into the academic and professional community.

The purpose of this study is to systematize and scientifically substantiate organizational approaches to improving the socio-psychological adaptation of foreign students in the context of medical education. The implementation of this goal involves solving the following tasks: analysis of existing adaptation models; identification of key organizational determinants of successful adaptation; development of a comprehensive organizational support model;



formation of practical recommendations for the implementation of effective adaptation strategies in the educational practice of medical universities.

The scientific significance of the research is determined by the formation of a holistic concept of organizational support for adaptation processes, integrating the achievements of adaptation psychology, higher school pedagogy, intercultural communication and organizational management. The practical value lies in the possibility of using the developed approaches to improve the support system for international students, which potentially contributes to improving the quality of medical education and the formation of professionals ready to work in the global health context.

The scientific novelty of the research lies in the integrative approach to the problem of socio-psychological adaptation, taking into account the specifics of medical education and the cultural and psychological characteristics of foreign students. The practical significance is determined by the possibility of using the developed strategies to improve the support system for foreign students in medical universities, which potentially contributes to improving the quality of the educational process and the formation of competent healthcare professionals ready for professional activities in a global context.

The study of organizational approaches to improving the socio-psychological adaptation of foreign students requires the formation of a comprehensive methodological framework that integrates various theoretical concepts and empirical research methods. As a theoretical and methodological basis, it is advisable to use an ecosystem approach (Bronfenbrenner, 2019), which considers adaptation as a multilevel process of interaction between an individual and micro-, meso- and macro-systems of the educational environment. This approach makes it possible to analyze the organizational determinants of adaptation at various levels, from direct student-teacher interaction to institutional and socio-cultural factors.

Another significant methodological guideline is the concept of cross-cultural adaptation (Ward & Kennedy, 2021), which highlights the psychological, socio-cultural and academic aspects of the adaptation process. In the context of medical education, this concept is complemented by specific components of professional adaptation related to the formation of clinical thinking and the development of deontological principles in a foreign cultural environment.

For an empirical study of organizational adaptation factors, it is advisable to use a comprehensive methodology that includes quantitative methods (psychodiagnostics, academic monitoring, sociometry) and qualitative approaches (in-depth interviews, focus groups, narrative analysis). This methodological triangulation allows us to gain a multidimensional understanding of the processes of adaptation and the effectiveness of organizational measures.

The results of the study confirm that investments in organizational support of adaptation processes are economically feasible, since they lead to a decrease in the dropout rate of foreign students, an increase in their academic performance, an improvement in the university's reputation in the international educational market and, as a result, an increase in the influx of foreign applicants.

CONCLUSIONS: Further research in this area should be focused on developing valid tools for evaluating the effectiveness of adaptation measures, studying the long-term effects of



various organizational approaches, identifying culturally specific adaptation factors, and creating predictive models of adaptation processes using modern data analysis technologies.

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