opportunity to gain full knowledge within the educational program, to master the necessary competencies and practical skills. There remain problems associated with insufficient staffing against the background of an increasing contingent of students, applicants who do not always speak English sufficiently, and some aspects of a social and cultural nature.

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THE COMMON PROBLEM OF INTERNATIONAL STUDENTS AND ITS SOLUTION AND UNEXPECTED CHALLENGES OF WORKING WITH FOREIGN TEACHER

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Abstract: The number of overseas students enrolled is rising. This study set out to investigate how overseas students fared in the classroom within the context of a traditional Higher education institutions. Since human actions are irrational by nature, this study employed an interpretive research paradigm to provide light on how each student experiences higher education. In order to comprehend the significance of the students' experiences as expressed in their own words, this study employed a qualitative methodology. This study employed a simple sampling technique to choose international students in Higher education institutions and a semi-structured interviewing process to delve into their experiences with society, mental health, and academics. According to the study, international students struggle with a variety of transition challenges. According to the report, students use tools mostly offered by the institution to address these issues. On the other hand, it is discovered that these issues encourage international students to create solutions to new difficulties. The collected data may be put to use by the university's administration, teachers to identify and address any difficulties that oversea students may have upon commencing their studies. Paying attention to these concerns will result in better assistance for international students.

Introduction: Foreign students have gained importance in higher education because they have historically provided educational and financial benefits to their hosting and transferring institutions through their enrollment in foreign institutions.(Altbach & Knight, 2007). Higher education globalization is growing in popularity due to the various needs of the global populace. The importance of intercultural education is evidenced by the fact that more universities are taking on more foreign students each year.(Zafar, Kousar, Rehman, & Rehman, 2019). Students must adhere to the norms and taboos of that culture, as well as satisfy all of the society's expectations. It is critical for them to acclimatize to that culture and retain their performance throughout cross-cultural transfer. Therefore, it is crucial to address the difficulties students have while studying in their host country. (Spencer-Oatey & Xiong, 2006).

International students require support in overcoming obstacles caused by cultural and language barriers and improving their academic performance(McClure, 2007). When students are having difficulties in their classes, they may not be able to identify the root reasons of

their difficulties or know where to turn for assistance(Wu, Garza, & Guzmán, 2015). The best method to deal with it is to ask students, professors, and institutions to work together to establish intercultural understandings and give enough attention to foreign students. Being a part of a new academic system and adjusting to different teaching styles can be difficult for overseas students(Mori, 2000). They were accustomed to a specific educational system and must now adjust to new practices and expectations(Robertson, Line, Jones, & Thomas, 2000)

The difficulties that foreign students have while living in the host country have been the subject of several studies in many distinct nations. For example, a survey revealed that international students in America were struggling with a number of concerns, such as social justice issues, language difficulties, and cultural differences.(Clarke & Braun, 2013). Literature has so underlined that the primary issues are level of English competence and type of accommodations. The aforementioned topics were explored in the context of several nations, but the study is still lacking in this country(Galloway & Jenkins, 2005).

This research, which investigated the issues faced by overseas students, aimed to close this gap. Additionally, this study can assist policymakers in making better choices for international students so that they would be more interested in receiving international education.

Literature Review: English language development in higher education has once again received attention, especially with regard to academic writing, because of a increase in foreign students that are studying at English-medium institutions and have different native language. The development of best practices for support delivery via Language and Academic Support programs has received a lot of attention in the discussion. However, combining discipline and language learning has been the key difficulty in recent years. The opinions of professors and students about the techniques they employ to enhance their writing skills have been mostly absent from the discussion. This research discussed this problem. The data shows that academic writing is essentially an for both staff and students, regardless of the discipline. While lecturers emphasize the talents that students must exhibit in their assignments, students are more interested in learning how to acquire these skills. The consequences of creating a comprehensive institutional strategy for merging discipline and language training are examined.(Arkoudis & Tran, 2010)

Security is a nebulous word with many different interpretations. The researcher of this study describes security as a broadly encompassing concept that includes physiological, cultural, and financial aspects pertaining to mobility, ethnic diversity, and human rights. The strategy takes into account the complexity of overseas students' security requirements in the setting of a cutthroat and unstable education industry. Monash University is a great place to investigate the security concerns that occur for overseas students because it is Australia's biggest producer of international education. The experiences of 55 interviewers dealing with Monash foreign students were shared. The information is used to demonstrate how there are intricate cultural variances in how people define security and how being in a foreign country influences how secure pupils feel. Reflections on the effectiveness of and parties involved in addressing students' security requirements result from an understanding of these variables. To ensure that expectations match actual conduct, more staff and student training is required at Monash, as seen by the issues with the personal and cultural practices. The process of educating students about the native population and offering consolation when press reports adversely affect their perception and level of security as foreign students should be included in the training.(Forbes-Mewett & Nyland, 2008)

Academic staff interviews at one university in Australia revealed that foreign students brought a range of cultures with them that motivated academics in their teaching. Academic staff members applauded these potentials but argued that local students remained callous and unaware of the evolving cultural context. Staff members found it challenging to inspire local students to take advantage of the diverse cultures they represented. Potential of these concepts were discussed in relation to some implications for how to advance internationalization more

successfully.(Sawir, 2013). This study was conducted to investigate the challenges faced by the international students along with its solutions.

Material and Method: The perspectives of certain overseas students were examined in this study using an qualitative method. Creswell (1998) asserts that the qualitative quality of inquiry is better suited when the subject is complex, and little is known about the phenomenon. As a result, in order to gain a thorough grasp of the issues confronting foreign students, this study only included students who had spent at least one year as international students as participants. The interview was divided into two sections: (1) problems and obstacles participants experienced in various situations (academic, social, and cultural); (2) solutions they employed to overcome these obstacles. Each category's prospective subject is examined, followed by a presentation of probable participant-recommended and applied solutions.

Results: Academic Barrier: Theme 1 (Interaction with Peers): In the classroom, there were difficulties with engagement and communication. Students from both collectivist and individualistic cultures encountered these circumstances. For example, one participant stated that interrupting the teacher's speech is deemed unpleasant and ill-mannered in his opinion. Furthermore, international students were concerned about being regarded as international students. The student stated that professors and students must be conscious of the fact that they are international students in order for them to adjust to new life situations (Participant 2).

Participant 1: I asked a question by raising my hand. I remained silent, though, until the teacher spotted me. I sat and waited. He did not see me, and the issue in which I wanted to participate was already over. Even though no pupils raised their hands to pose a question, the instructor proceeded to speak to them. Therefore, I just did not share my thoughts on the subject. Nobody was waiting for me. They simply continued to converse.

Participant 2: I questioned whether the teacher was aware that I was an overseas student. I wanted to join in the talks but was concerned that he might misinterpret me. He could believe I was a lousy student since I could not articulate myself effectively. The grading system and written assignments might be extremely different at times. The pieces are assessed in a very different way than I am used to. For example, I needed to communicate my views more precisely rather than in an abstract manner. I tried my hardest in class, but I needed more time to be acclimated to it.

Cultural Barrier: Theme 2 (Language Barrier). Language is a significant barrier to academic adaption for participants. Many participants claimed that the language was difficult for them, despite having studied it for a few years in their own countries. Many participants must devote more time to enhance their language skills.

Participant 3: Many terms while listening are difficult for me to grasp, especially given the speaking tempo and pronunciation. I attend classes at a linguistics institute. Despite this, they are remarkably dissimilar. In my own nation, I used to have excellent language comprehension. I believe it is a streamlined version for ease of comprehension. Moreover, everyone speaks rapidly here. I now get some of the discourse. I sometimes get things wrong. I do not laugh when my peers do.

Participant 4: When I go to the bank or call an online firm, my spoken language abilities are insufficient. I seldom ever understand the full dialogue when I call to set up my internet subscription. I must insist that they speak slowly and often repeat themselves. I feel terrible. I cannot comprehend many words when listening, owing to the voice tempo and pronunciation. I attend classes in a language center, as well as in my native country. Nonetheless, they are diametrically opposed. I believe it is a simplified version for ease of comprehension. In addition, folks here talk rapidly. Part of the discourse is now clear to me. I occasionally make mistakes.

Social Barriers: Theme 3 (Communication) Both socially and academically, international students experience challenges. People reported that when they attend social gatherings, they encounter with people with different communication styles. People behave very

differently here .In Western culture; it is customary to open gifts right away to express gratitude and joy. Since people in the East are not used to unwrapping presents in front of others, overseas students may struggle because of Western cultural habits. Participants also shared that they occasionally experience social anxiety because of various communication preferences. The majority of individuals discussed their feelings of loneliness and social isolation. Students without friends or family found it particularly challenging. Many of the comments were in reference to the challenges of making friends.

Participant 5: I realize that outside of the classroom, I have no other opportunity to interact with my fellow classmates. I made the independent decision to come study here, and I have no family here. We get together a few times a week and do not talk much about our personal lives with my classmates. They have friends and families of their own. Typically, they depart as soon as classes are through.

Solutions: Language Support Although the majority of international students demonstrated a command of both written and spoken upon joining the colleges, they have run into certain issues with conversational communication in the academic setting. Students anticipate greater language assistance when studying their primary topic.

Student Activities. The pupils made an effort to learn more about the new society and culture in order to deal with these issues. For instance, some participants sought for a roommate who spoke natively in order to advance their language skills. One interviewee became a member of many student organizations. She engages in conversation, discusses her culture, and seeks to strengthen her bonds with the pupils who speaks the native language by fully embracing their way of life. Students take part in events designed to widen their social circle.

Conclusion: This qualitative study is being performed to investigate the academic, social, and cultural concerns that overseas students encounter. According to the findings of this survey, foreign students face various challenges when pursuing a higher education here. However, these students come up with unique solutions to these difficulties. As they live away from their parents, they get smarter and make decisions that are more significant. This research will help policy-makers modify certain particular policies for overseas students, enabling them to act quickly and concentrate their efforts in a useful way.

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FEATURES OF TEACHING THE DISCIPLINE INTERNAL DISEASES IN FOREIGN STUDENTS OF THE FACULTY OF DENTISTRY IN ENGLISH

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Annotation. The article analyzes the features of teaching clinical discipline at a medical university. In addition to cognitive abilities, non-cognitive skills of students play an important role in learning and academic performance of students. The leading non-cognitive skills include taxonomically five personality traits: openness, conscientiousness, extroversion, benevolence, emotional stability (neuroticism). Teaching students with the formation of non-cognitive skills using active teaching methods in the form of individual problem cases in the discipline of internal diseases, allows students to improve their academic performance.

Key words. Cognitive and non-cognitive skills of students, passive and active pedagogical teaching practices, individual problem cases.

Introduction. The modern system of higher medical education is characterized by internationalization and mobility. It is characterized by purposeful integration into the national system of higher medical education in the form of international student and research mobility, internationalization of curricula, teaching processes. These trends are reflected in the work of a higher school teacher, because in addition to professional competencies, he needs to improve the possibilities of language communication. International mobility ensures the growth of the personnel potential of the Republic with the attraction of additional funds for the development of BSMU.

When forming the learning process in the clinical discipline of a medical university for students from near and far abroad, it is necessary to take into account the difficulties of climatic, socio-economic adaptation in a different language environment. The possibilities of using active teaching methods using individual cases, including theoretical and practical practices, allow you to increase the active part in the study of the discipline.

Literature review. The Federal State Educational Standard of Basic General Education, approved by the Ministry of Education and Science of the Russian Federation, establishes the need for students to develop emotional intelligence, communication skills, self-control and many other non-cognitive characteristics. According to the Incheon Declaration "Education 2030", adopted at the World Educational Forum in 2015, non-cognitive skills of students began to play an important role as the main focus of the development of education and the learning process, along with cognitive skills [1,2,3]. . Non-cognitive skills are defined as a set of thoughts, feelings and behaviors of an individual that can develop during life and form diligence in the educational process. Thus, in addition to academic knowledge, students should