

DOI 10.36074/logos-10.09.2021.47

## FOREIGN STUDENTS' EDUCATION PECULIARITIES DEPENDENTLY ON REFLEXIVITY/IMPULSIVITY IN THEM

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Reflexivity/impulsivity belongs to personality cognitive styles parameters together with temperament type, behavioral strategies. The researches on reflexivity are rather seldom. Usually this cognitive style parameter is assessed together with other typological aspects for example ethno-gender-age in Iranian female students who want to acquire education and to work reflexively thus to play non-typical social role for them [1] while receiving the financial independence from males reflexively [2]. The sociologists from Iranian big city Karaj (Tehran's outskirt) found that the correlation between modern life and reflexive identity was positive while with traditional life world – negative in the women and girls aged 19-49 [3]. Thus, reflexivity taking into consideration is useful in Sociology as well. Reflexivity touches the childbearing question in females and males aged 18-49 and in positive correlation with family orientation, modern media usage and religiosity [4] while being important in Obstetrics and Psychology. Complex with ethnic typological aspect was reflected in the work on reflexivity application in qualitative researches because they are aimed to human experiences understanding and their world recognizing [5] when giving following definition: reflexivity involves “looking again, turning back to yourself”. Social reflexivity means in part in Iran reducing in any extra-marital affairs in married students; extroversion and adaptability, conscientiousness were determined to be in negative correlation to extra-marital activity while neuroticism – in the positive one (complex with ethnic-age typological aspect and temperament) [6]. Reflexivity is applied in art (particularly cinematography), philosophy, politics. There was a relationship between the Iranian male/female students reflexivity/impulsivity and their metacognitive awareness of reading strategy in English; the reflective participants were aware metacognitively in their reading strategy in bigger extent (positive correlation) than the impulsive ones (negative correlation); the more reflective the participants were, the more they become aware metacognitively of their reading strategy use [7]. This research demonstrates reflexivity/impulsivity importance in Pedagogy. Impulsivity control is considered to be treatment component in Narcology [8].

Impulsivity is rather important to be taken into account in Medical Psychology and Psychiatry in part under borderline conditions when personality individual peculiarities are essential to be taken into consideration during diagnostics and treatment; Iranian psychologists emphasize impulsivity as borderline personality significant characteristic [9]; unfortunately for example left-handed and ambidexters some psychological features can be thought as the ones characteristic for borderline or even pathological personality; such a situation is with character accentuations as well.

There is a distinct tendency to sinisters amount increase in a population that define necessity of their multi-facetated study in part in education because sinisters

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possess their psychological and physiological peculiarities due to their right brain hemisphere dominance.

Our work aim was assessing the peculiarities of such a personality cognitive style parameter as reflexivity/impulsivity in Poltava state medical university foreign students dependently on their interhemispherical asymmetry profile as well as determining the most effective pedagogical means while working with them. The research tasks: 1) Assessing the reflexivity/impulsivity in the different-gendered foreign students dependently on their interhemispherical asymmetry individual profile indexes (in real dexters, sinisters real, hidden and unreal, ambidexters). 2) To analyze the teachers' most effective pedagogical means and the students' favorite educative ways.

The investigation object comprised 63 foreign students from which were 50 guys and 13 girls aged 19-27 years.

The investigation methods were: the classical tests for interhemispherical asymmetry individual profile determining by A.Louria [10]; questionnaire for reflexivity-impulsivity assessment [11]; questionnaire for analyzing the teachers' most effective pedagogical means and the students' favorite educative ways.

Right-handed students in the examined students' group were reflexive more due to analysis as their dominant left hemisphere feature, while the left-handed ones – impulsive more because right hemisphere dominant in them uses synthesis as its thinking operation. Written asking without time limit in the form “question-answer” was the most effective among impulsive students. Tests solving even without time limiting demonstrated significantly worse results. Reflexive students gave good results even while tests solving even with time limit. Left-handed impulsive students have dominant right hemisphere with its information processing simulant pathway thus inability to split and to distinguish the main. Left hemisphere dominant in reflexive right-handers possesses successive pathway with its good ability to distinguish the main and the secondary that is useful while tests solving. Impulsive students from English groups knew English better than the reflexive ones because right hemisphere dominant in the left-handers contains foreign languages centers; the same tendency remained in Russian groups as well. Russian reflexive students had the biggest language difficulties. That is why thematic schemes with the least words amount and the biggest essence were rather helpful for them. Impulsive students (sinisters) asked using the colored chalks without uniting the letters because of their right hemisphere physiological peculiarities. Although the words with united letters were read unwell by all the students, especially from Russian groups. Oral discussing with the teacher was asked by all the students.

These data are essential to create maximal individualized approach in educating the foreign students.

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