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H. S. SKOVORODA KHARKIV NATIONAL PEDAGOGICAL UNIVERSITY

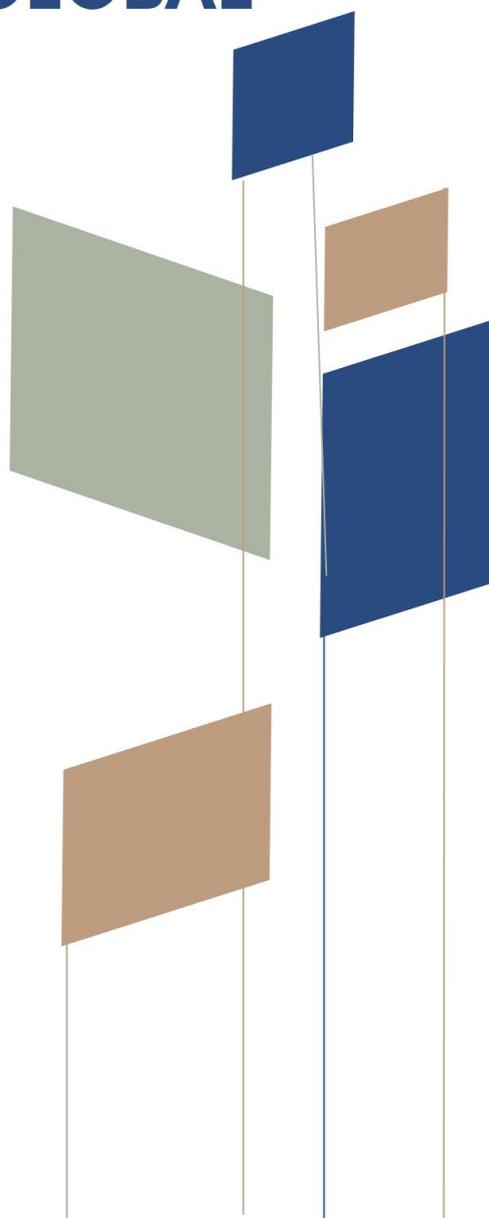
INNOVATIVE VECTOR OF EDUCATION DEVELOPMENT IN THE ERA OF GLOBAL CHALLENGES

MONOGRAPH



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EURÓPSKY INŠTITÚT DALŠIEHO VZDELÁVANIA
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The monograph defines the methodological, theoretical and practical foundations for the development of education in the modern era of global challenges. Pedagogical theory and practice as a tool for the transition of mankind to digital civilization are analyzed. The theoretical basis of training the future teacher to work in a modern school is characterized.

The monographic study is intended for scientists, teachers of higher and secondary schools, future teachers, as well as anyone who is interested in the problems of modern education.

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PREFACE

In the modern globalized world, the importance of higher education is constantly increasing as the most important factor in the formation of a new quality of the economy, culture, science, technology, and as a result, the life of society as a whole. In the era of global challenges, there is an urgent need to define an innovative vector of education development, which will allow to successfully solve the complex tasks set before it. In the presented monograph, leading Ukrainian scientists offer their vision of ways to further reformation of the education system in the country.

The first section of the monograph is devoted to the disclosure of the methodological and theoretical foundations of some of the current problems of higher education identified by the authors. Thus, in the context of the deployment of military operations in Ukraine, the issue of organizing the work of social workers with representatives of vulnerable categories of the population is of particular importance. In light of this, the scientific work reveals the theoretical and experimental foundations of the formation of individual and psychological readiness of future social workers to work with vulnerable categories of the population in institutions of higher education, substantiates the author's system of formation of this readiness, analyzes the results of its implementation and practice.

The article of the monograph, in which the problem of updating domestic higher education based on the implementation of the contextualization strategy, is of significant scientific value. In particular, the contextualization of higher education was analyzed in the format of three concepts: methodological, theoretical, and technological.

In the conditions of intensive development of modern society, when the key slogan is “lifelong education”, the problem of training future specialists to carry out research activities, which is an important means of improving the quality of professional training in higher education, is of particular importance. Therefore, an urgent question for the research is to find out the specifics of the research activity by the students of the first (bachelor's) and second (master's) levels, which was reflected in the presented monograph. The author's method of organizing students' research activities as the basis of their professional self-development is also characterized.

The second section of the monograph characterizes individual trends in higher education. Thus, the history, theory and practice of distance education in foreign universities are highlighted, based on the generalization of the given material, directions for the implementation of valuable work of foreign specialists in the national higher education institution are identified,

and recommendations are formulated for the further development of distance education in Ukrainian universities.

One of the promising ways to solve the problems of higher education in the era of informatization and digitalization is the introduction of blended learning, which is one of the effective ways to improve the professional training of future specialists. In light of this, the section presents an analysis of the theory and practice of organizing blended education of philology students at universities. In particular, the modern requirements for the training of specialists of the specified profile are revealed, the specifics of the implementation of blended education of students of philological specialties in higher education, which is aimed primarily at the formation of competencies defined in regulatory documents, are clarified.

According to the key provisions of the state policy of Ukraine in the field of higher education, an important task of higher education institutions is to attract foreigners to study, because the number of foreign students is a significant indicator of the recognition of the institution's competitiveness on the world stage. Therefore, the research paper aimed at solving the problem of improving the information competence of foreign students in the educational environment of a domestic university will be useful for educators. In particular, this paper defines the principles of building an educational environment that ensures the successful formation of information competence of foreign medical students.

The priority task of modern pedagogy is to provide professional training of motivated, competent, creative teachers who possess innovative educational technologies and carry out continuous professional self-improvement. In the third section of the presented monograph, certain problems of this kind of training are highlighted.

Thus, the research paper presents the results of the analysis of the problem of formation of foreign language competence of future teachers of foreign languages by means of informal education. In particular, the technological model of formation of foreign language competence of future teachers of foreign languages is substantiated, its structure and content are characterized in detail. The significance of the obtained results lies in the fact that they can be used to optimize the professional training of future foreign language teachers.

For specialists in the field of pedagogy, the material of the monograph is valuable, in which the scientific developments of scientists on the problem of the formation of self-regulatory competence of future teachers of foreign languages in the process of professional training are disclosed. In particular, the authors characterized the model developed by scientists for the implementation of pedagogical conditions for the formation of self-regulatory competence of future teachers of foreign languages in the learning

process, professional training consisting of methodical, substantive, procedural and diagnostic blocks. The conducted research proved that the creation of the specified pedagogical conditions contributes to the purposeful development of creativity of future primary school teachers in the process of professional training.

The study of the raised problem was reflected in the next article of the monograph devoted to the disclosure of the issue of the formation of self-regulation of future teachers of foreign languages in the process of their bilingual training. In particular, the essence of self-regulation of future foreign language teachers and the pedagogical conditions of its formation in the process of their bilingual training are revealed, as well as the main ways, means and effective methods of their implementation in the educational process are defined.

A prominent place in the monograph is occupied by an article that characterizes the problem of developing the creativity of a future primary school teacher, formulates theoretical provisions on the ways and conditions of successful implementation of this process. Close to the above-mentioned studies and no less urgent problem, which was reflected in the monograph, is the problem of teacher preparation for the creative development of students. In particular, the content of the work substantiates the didactic system aimed at preparing future teachers for the creative development of students. This system includes the following interrelated components: motivational, cognitive-creative, operational-active and reflective. When determining the content of this system, the educational and qualification characteristics of future teachers were taken into account, as well as the specifics of training future teachers for the specified type of activity.

The book is intended for scientists, teachers of higher and secondary schools, future teachers, as well as anyone who is interested in the problems of modern education.

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2.3. THEORETICAL AND PRACTICAL ISSUES OF INFORMATION COMPETENCE FORMATION IN INTERNATIONAL MEDICAL STUDENTS IN THE EDUCATIONAL ENVIRONMENT OF THE UNIVERSITY



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Abstract. *The article is aimed at solving the problem of improving the information competence of international students in the educational environment of the university. The purpose of the article is to theoretically analyze the concept of the educational environment and to substantiate the fundamentals of building the relevant educational environment that has an impact on formation of information competence of international medical students. Such theoretical methods were used in the research: specific philosophical, psychological, educational, scientific and methodical literature analysis and the experimental methods were used to provide practical realization of the developed didactic system. In the process of study the structure of the educational environment was disclosed that includes such components: the spatial-semantic component, the content-based and technological component, the organizational and communicative*

component. The content of each component was substantiated in the context of information competence formation in international medical students. Practical implementation of the results obtained is presented. Further research is aimed at input and output data analysis on the impact of the didactic system on the level of information competence formation.

Challenges of the third millennium concerned with the global changes in all spheres of society, tendencies in higher education, the transformation of the approaches for the development of higher education institutions under the conditions of competitiveness, condition the need for creating adequate, high-quality, competitive system of higher education and, in particular, medical higher education. At the same time, the fundamental function of modern education is to build such an educational environment that enables future specialists to construct their own individual educational trajectory, which is necessary for the effective achievement of professional objectives.

Study of the phenomenon "environment" was carried out by researchers in the field of philosophy, psychology, pedagogy and other sciences. In the reference literature it is defined as "a set of natural conditions in which the vital activity of an organism occurs" (Velykyi tлумachnyi slovnyk, 2005); "surrounding, a set of conditions in which the activity of human society takes place", "environmental conditions, environment, set of people who are bound by common conditions", a holistic, integrated factor of development and self-realization of the individual, which determines the model of his behavior, features of activity and communication as a result of active interaction of the individual with the environment (Slovnyk-dovidnyk, 2006).

Taking into account the fact that there are different approaches to the interpretation of the concept "environment" we consider it necessary to

clarify the essence of this phenomenon. So in scientific pedagogy studies environment is defined:

- an environment containing a set of natural, material, social factors that either directly or indirectly affect the individual (Bratko, 2022; Bratko, 2015);
- a set of conditions that surround a person and interact with him as a natural organism (Bohush, 2010);
- the area of activity of the subject; the integral unity of man and his environment (Zaredinova, 2017; Zaredinova, 2020);
- human environment, a set of natural, social and substantive external conditions, factors, circumstances that ensure its formation as a person (Kabatska, 2020).

It is worth noting that close to the concept of "environment", some scientists use the concept of "space", but there are certain differences in the essence of these concepts, such as: space includes a number of environments and acts as a kind of field for their interaction; space in relation to the environment acts as a construct of a higher order; space, unlike the environment, can exist without a person (Dragnev, 2011; Kabatska, 2020; Lobach, 2016); the environment is connected to the space by a certain defined system by the area in which this system functions and develops (Kabatska, 2020; Marchenko, 2020).

The educational environment was of particular interest for our research. Fundamental issues for constructing an educational environment in a higher education institution is of particular relevance.

Analysis of the scientific pedagogical studies shows that scientists interpret the concept of "educational environment" in various ways, which makes it necessary to cover the most common definitions of the definition mentioned.

Thus, V. Serikov defines the educational environment as a combination of certain factors that provide:

- manifestation by a person of an activity and the desire for self-movement (social requirements, norms, status and role expectations);
- availability of certain sources of information, opportunities for its analysis and analysis of accumulated experience by the subjects of study (information, defined academic disciplines and goals of educational activity);
- determining the capabilities and tools to achieve the goals (resources, partners, tools, methods, databases, libraries, teaching staff, mode, set of specializations);
- providing favorable opportunities for communication and all participants in the educational process (teachers and peers, their cultural potential, common tasks and projects, space-time organization of communication, access to world information networks);
- organization and implementation of the relevant pedagogical process (purposeful educational, developmental and educational activities, actualized situations of assimilation by students of various types of experience, as well as the experience of their own personal self-determination) (Zaredinov, 2017).

A. Katashov and O. Qiunyak under educational environment understand:

- functional and spatial association in all subjects of education, between which established close diverse interrelated group bundles;
- model of the sociocultural space where the formation of the personality takes place, creative potential, creative self-expression, social activity, which is aimed at research, creative, practical activities, etc., are realized;

- a center of spiritual and creative communication, where both humanities and relations are established between the participants of the educational process, partnership cooperation, tolerant communication;

- information and organizational spheres with the possibility of widespread use of modern multimedia means of information search, development of distance learning, etc. (Katashov, 2001; Qiunyak, 2019).

L. Ostapenko believes that the educational environment is an integral system of social relations in the field of education and at the same time a peculiar place of intersection of joint activities of all participants in the educational process with the provision of activation of their creative potential (Ostapenko, 2020).

The luminous environment is characterized by:

- multilevel and complex interconnections;
- the volume and quality of educational services;
- intensity of information;
- interaction of different educational systems and a certain culture;
- the ability to meet the educational needs of students;
- ensuring personal development and self-development of participants in the educational process;
- attracting students to independent intellectually creative work [ibid.].

L. Ostapenko also notes that effective and full-fledged development of the personality is possible only because of its activity, which is aimed at a certain definite result.

So, it can be summed up that a considerable number of scientists under the educational environment understand the totality of all educational factors and social environment of a person that directly affect the person in the process of his learning, upbringing and development.

In the process of carrying out scientific research, the scientific works of O. Kabatska also were useful. She singled out the following main approaches of scientists to define the concept of "educational environment":

- as a set (system) of relevant conditions, circumstances, factors;
- as the implementation of a certain model of organization of the educational process;
- as a pedagogical reality;
- as an educational space (Kabatska, 2020).

Based on the consideration of different points of view of scientists O. Kabatskaya under the educational environment understands an integrated set of natural social and subjective external conditions, factors, circumstances that in a certain way affect the course of the educational process and its results, as well as determine the degree of effectiveness of the process of personal formation of each subject of study (Kabatska, 2020).

The scientific views of scientists were also useful on the definition of educational environments and as: multilevel systems in the created conditions, which is provided by certain parameters of the educational process in its content, resources, procedural and effective aspects; a form of communicative interaction (cooperation), creating special types of unity (community) between the subjects of the educational process; system of influences and relevant psychological and pedagogical conditions that create optimal opportunities for the disclosure of interests, the development of the abilities of each individual in accordance with the inherent natural inclinations and requirements of age-related socialization; a set of material factors of the educational process and interpersonal relations between the subjects of pedagogical interaction (Bratko, 2015; Zhelanova, 208).

In the context of the problem raised, it is also advisable to determine the essence of the phenomenon of the educational environment of the higher

educational institution. In this context a view of M. Bratko is of special interest, who understands under this concept "multi subject and multi object formation, that is purposefully and spontaneously influence on professional and individual development of the future specialist, granting his readiness for professional activity and/or continuation of education, successful fulfillment of social roles and self-realization in the process of life" (Bratko, 2015). Based on a thorough study of the problem of theoretical and methodological foundations of management of professional training of specialists in the educational environment of the university, the author determined that the environment is designed primarily to provide high-quality professional training of the future specialist and create the basis for the formation of his value orientations and motives of educational and professional activity (Bratko, 2015).

Some scientific studies note that the educational environment of a higher education institution is a factor, a system of influences and conditions that contribute to the formation of students' motivation for self-development, self-education, successful socio-professional adaptation and professional development of future specialists (Lobach, 2016; Ovchinnikova, 2010).

In the framework of the study, it is also worth drawing attention to the research of V. Zhelanova, in which the definition of "professionally oriented educational environment" is presented. Thus, the author interprets this concept as "a multi-level pedagogically organized system of conditions and opportunities that contribute to the effectiveness of the process of transformation of initial activity into a professional one" (Zhelanova, 2018). As the author considers the professionally-oriented educational environment has such specific traits:

- compliance with the requirements and needs of students regarding the similarity of the future profession;

- contradictions between educational and future professional activities;
- stimulation of students to find their own guidelines in the educational process;
- variability of teaching methods for students;
- widespread use of interactive methods and forms of training future specialists in the professional direction (Zhelanova, 2017).

According to L. Ostapenko, in recent years, the concept of "educational environment of a higher education institution" has acquired a somewhat new status, and therefore this concept in a certain degree of narrowed meaning refers to the environment in which the personality of the future specialist is formed and, in particular, his professional attitude. According to the author, such an environment includes educational and methodological tools both in electronic and paper form, as well as a set of technical and software tools for storing, processing and transmitting information that provide prompt access to the necessary data and carry out educational scientific communications relevant to the realization of the goals and objectives of education, the development of science. in modern conditions. At the same time, modern forms and means of organizing the process of teaching students in the educational environment of a higher education institution by increasing the clarity of the presentation of the material, ensure high efficiency of classroom and extracurricular work of students (Ostapenko, 2020).

Considerable interest in the study was also aroused by the views of N. Stuchynska and Y. Tkachenko, who investigated the problem of creating an educational environment of a higher medical education institution. So the authors state that designing the environment mentioned gives the opportunity to solve a number of such tasks:

- identify and reveal the potential of students for the manifestation of creative initiatives;
- to develop the cognitive interests of future doctors;
- to ensure their effective solution of problem situations in cooperation with teachers, classmates, colleagues;
- to create favorable conditions for students to independently acquire new knowledge and apply it in practice;
- providing free access for all participants in the educational process to information and automating the processes of collecting, analyzing, processing the necessary information;
- automate the processing of biomedical research results (Lobach, 2016; Stuchynska, 2011).

D. Kostenko and N. Chernukha also emphasize that the educational environment should have a humanistic orientation, because it is an effective factor in the socialization of the applicant and the development of his work, as well as be psychologically safe, which is a condition for preserving and strengthening the mental health of all participants in the educational process (Kostenko, 2019).

Since the chosen research topic is related to work with foreign students within the relevant educational environment of a higher education institution, we consider it necessary to identify the structural components of this environment. As it turned out, scientists express different points of view on this issue.

I. Haba distinguishes three components of the educational environment:

- spacial-subjective (information) component, which contains material and technical equipment for conducting classes, a variety of professional and educational resources;

- social component, which is focused on space and different types of interaction between all participants in the educational process based on taking into account the principles of dialogue and partnership, the traditions of a particular higher education;

- technological component, which involves the definition of goals, content, teaching methods, as well as a reflexive assessment of the results of this process on the part of its participants (Haba, 2011).

L. Vashchenko has a fundamentally different view of the structural components of the educational environment of a higher education institution. Thus, he believes that the main mission of this environment is to generate innovative flows, increase innovation potential, preserve local and administrative innovations of the university. In accordance with this, the educational environment should have its own organizational and functional structure, the main components in which are the following:

- education development strategy;
- tactics of formation of innovative processes;
- content of the environment;
- organizational support;
- forecasting the development of education (Vashchenko, 2012).

In determining the structure of the educational environment of the institution of higher education the scientific conclusions of M. Bratko were also useful, who implies to single out the following components: personal, axiological-semantic, information-and-content-oriented, organization-and-activity-oriented and spatial-subjective (Bratko, 2015). So the author states that the component of this environment implies the active interaction of all subjects of the educational process in quantitative and qualitative dimensions, because the formation and development of the educational environment depends on the human resource, on their relationships with each

other, interaction, mutual influence, relationships, etc., which will certainly affect the quality of the result of the educational organization (Bratko, 2015).

Axiological-semantic component (mission, strategy, values, traditions, etc.) provides a conceptual theoretical basis for strategic management decisions; has an indirect impact on the behavior of members of one educational community. The information-and-content-oriented component includes regulatory documents, projects, educational programs regulating educational activities and the interaction of its participants. interactions of all participants, as well as management mechanisms, in particular student self-government [ibid.].

We found also useful the findings of T. Zakusilova on the structural components of the educational environment created for foreign students in the institution of higher medical education, namely:

- subjective (interaction of foreign students of medical specialties with various subjects, means, technologies activates the development of cognitive processes in future specialists, their assimilation of the necessary skills and abilities, enrichment of their personal experience);
- social (related to the process of formation of professional skills, abilities, competencies in future doctors);
- productive-activity (provides improvement of students' known actions and operations, creation of favorable conditions for their activities and, in particular, for independent search for information);
- spatial-subject (involves the mastery of effective technologies by students through the implementation of their communication with other subjects) (Zakusilova, 2018; Zakusilova, 2020).

It is also advisable to note that the scientific literature defines the following basic requirements for the educational environment and the higher institution of higher medical education:

- it should be aesthetically attractive for medical students. At the same time, its elements such as architecture, room design, personalized classrooms, computer classes equipped with the Internet are of no small importance. In this environment, it is mandatory to have modern training tools, appropriate equipment, simulators, various phantoms, laboratories, virtual simulators which are as close as possible to real clinical situations, as well as the presence of a sufficient number of mannequins to work out algorithms for certain professional actions;

- since the content of education must meet the modern requirements of training future doctors, when designing the educational environment in a medical university, it is necessary to take into account modern approaches to the implementation of medical education, innovative concepts of training future doctors. As there is competitiveness of higher medical educational establishments on internal (within the country) and external (globally) arenas, expansion of the market for export of educational services, search for potential foreign partners, of particular importance for the successful activity of the university acquired the presence and organization of productive pedagogical management;

- this environment should be characterized by comfort for all participants in the educational process. The necessary prerequisites for a comfortable educational environment for students are, first of all, a friendly atmosphere for communication, the creation of situations of success, the possibility of manifestation in improvisation, effective interaction with the teacher-mentor, which is a trigger in the process of enhancing the professional capabilities of future doctors. satisfaction of professional, psychological and pedagogical needs of all participants in the educational process, as well as in the provision and possibility of creating and implementing an individual educational trajectory for each applicant;

- demonstration by pedagogical and pedagogical staff of the university of high level of the professionalism, pedagogical skills and general culture;
- favorable conditions for the formation of a competitive specialist in the field of medicine, his comprehensive harmonious development as a person;
- the institution of higher medical education has a high rating and a positive image not only in Ukraine but also abroad (Zakusilova, 2018; Korda, 2016; Zhdan, 2017).

Based on the foregoing, it is determined that two aspects can be distinguished in the educational environment of the university: *subjective* and *technological*. The former reflects the process of cooperation of all the participants of the educational process and also creating proper conditions for effective adaptation of international students through providing an efficient pedagogical support by teachers and curators.

The technological aspect of the environment should be considered in the context of the need to increase the efficiency of the organization of the process of teaching foreign students of medical profile, which ensures the formation of their professionalism.

As determined in the process of conducting the study, *the educational environment of the university, in which foreign students of medical specialties study, is an integral set of material and sociocultural factors, psychological and pedagogical conditions specially organized in this institution, which determine the course of the educational process and ensure the formation of students as competent specialists and comprehensively developed personalities.* Taking into account different points of scientists, it was also concluded that this environment includes the

following components: spatial-semantic, content-and-technological and organizational-and-communicative.

Thus, *the spatial-semantic* component of the educational environment reflects the architectural and aesthetic organization of the living space of the participants in the educational process (architecture of buildings of the university, interior design of classrooms, laboratories and recreational premises) and the specifics of the sign-corporate space, reflecting the corporate culture of physicians and this particular educational institutions (coat of arms, anthem, uniform, traditions, holidays, etc.).

The content-based and technological component of the educational environment of the university determines the content of medical education, the content and technological support of the learning process of foreign medical students (the concept of implementing this process; educational curricula; classroom fund, methodical and educational literature, availability of technical equipment for the Internet, library and, in particular, electronic resources, etc.), as well as the organization of the learning process of these students (forms, methods, teaching aids, educational technologies, etc.).

The organizational and communicative component mirrors the features of both the participants of the educational environment (their social statuses and roles; age, national and gender characteristics; personal value orientations, interests and aspirations of each subject) and their communication in the educational process (teaching style and business communication, providing pedagogical support, a favorable psychological atmosphere, building tolerant and respectful relationships between all students and teachers).

Highlighting the theoretical issues of the formation of information competence of foreign students of medical specialties in the educational

environment of the university, we consider it appropriate to first characterize this environment in more detail, because it has its own characteristics.

T. Zakusilova emphasizes that the creation of an educational environment adapted to the needs of future doctors in a higher medical education institution provides:

- involvement of students into the “improvised field of activity” to create a professional atmosphere and stimulate the development of practical skills and abilities in them;

- assimilation of program material by future doctors through their involvement in creative project activities;

- reflexive self-organization of students, development of their intellectual sphere;

- development of students' independence, their acquisition of experience through the performance of professional functions;

- awareness by future doctors of the importance of professional appointment in the field of health care;

- search and implementation by all participants of the educational process of new technologies for solving tasks, solving existing problems (Zakusilova, 2018).

According to B. Kreminsky, the educational environment in a higher education institution generally performs the following functions:

1. This environment should create an atmosphere of demand, prestige of the profession in the institution, stimulate the development of cognitive-educational, social, professional interests of students (psychological aspect of the functioning of the environment).

2. The educational environment should ensure that each future specialist is able to acquire knowledge in accordance with his own individual interests and needs (content aspect).

3. This environment involves the creation of a favorable environment for the professional and personal of each applicant, the effective application of the acquired knowledge and skills in practice, the development of their own abilities and inclinations (practical aspect).

4. The educational environment should be characterized by modern material and technological support of the educational process in accordance with the existing requirements, that is, this process should be provided with modern computers, laboratory devices, tools and visual means, didactic and methodological manuals and manuals, etc., which means that participants in the educational process should be given the opportunity to use modern technology and innovative information and communication technologies (technical and technological aspect) (Kreminskiy, 2016).

Describing the educational environment of the medical university, within which the process of teaching foreign students is carried out, it is important to note that this environment can be significantly different from the traditional educational environment that existed in educational institutions in their native country. In light of this, it is important to emphasize that the educational environment created for foreigners should perform not only the above functions, but also adaptation functions. Moreover, it should be noted that the quality of the implementation of this function significantly affects the possibility of performing all other functions of the educational environment.

As O. Bakalo emphasizes, if at least one of the participants in the educational process is a foreigner, then the educational environment of the university will act as an intermediary between him and the environment of the country of study (Bakalo, 2017).

It is also advisable to note that the majority of foreigners study together with Ukrainian students, that is, in the same academic group. There is also

the fact that foreign students who have been expelled from other higher education institutions for failure often study at the preparatory departments. It is lecturers and curators who have to help these students overcome difficulties in the field of educational activities, to adapt to the new system of education, new communication; they play an important role in ensuring the adaptation of foreigners.

Due to the increase in the number of foreign students in the higher schools of Ukraine and the increase in requirements for future medical workers, today the need for teachers who teach foreigners to carry out high-quality pedagogical education and pedagogical support has been significantly actualized. We would like to clarify that under the concept "pedagogical support" the scientists understand as a rule a multi-levelled cooperation of all subjects of the educational process, when students receive qualified assistance in the formation of the orientation field of their own professional development and individual psychological and pedagogical support (Holovko, 2015; Semenenko, 2013).

As stated in the scientific literature, quite often foreign students are unable to independently effectively solve the problems of adaptation that arise in a foreign country, in particular due to the low formation of relevant social skills that are necessary for individuals to successfully overcome the existing difficulties in society (Holovko, 2015; Berry, 1997; Furnham, 1986; Scott, 1998; Tue, 1998). Based on this, foreign students also need help from teachers and curators to master these social skills, and this, in turn, will directly positively affect the livelihoods of foreign students in general and, in particular, the process of their learning.

It should be noted that today it is difficult to overestimate the work of the curator of foreign medical students, because it requires daily actions to solve educational, domestic, socio-cultural and other problems of foreigners

students, and on the basis of this, to provide operational pedagogical support to them, to provide effective pedagogical support to foreigners throughout the entire period of their studies at a higher education institution.

Scientists also emphasize the need for the creation and development of special support services in a higher education institution, as well as the need to develop implementation of individual and collective-oriented programs to accompany foreigners during their studies in higher education (Holovko, 2015; Seheda, 2014; Semenenko, 2013).

These scientists also identified or the main factors that predetermine the need for such support, namely the following:

- the importance of forming an optimal structure of vocational motivation among foreign students;
- the need to rely on the internal potential of any system, including man as a unique living system;
- opening up new opportunities for the processes of individualization and differentiation of education in higher education, ensuring the right of students to make certain choices in the educational process;
- general understanding of personality development as a process of solving certain problem situations, a mechanism for overcoming existing contradictions;
- ensuring the implementation of personally oriented education, as well as the support of the individual in the construction and implementation of its own individual curriculum and personal trajectory of professional and personal development;
- the important role of the independent activity of the subject of development as the main prerequisite for assisting him in preventing and overcoming existing problems (Holovko, 2015; Seheda, 2014).

As it was found out in the study, effective sociocultural socialization of foreign students contributes to ensuring the purposeful formation of information competence in them. After all, the basis of this socialization is the formed knowledge and skills of a person, allowing him to assimilate the cultural heritage of the receiving party. In addition, the information learned by the subject becomes the basis for understanding his own life experience.

Highlighting the issue of adaptation of foreign students to the information culture of Ukraine, M. Voloshan and G. Voloshan note that by ensuring the dialogue of cultures, that is, the exchange of information on the basis of stable similar information components, students gain knowledge about the information environment, and subsequently acquire the skills and abilities necessary for orientation in modern information flows (Voloshan, 2020).

Therefore, it can be summed up that the provision of pedagogical support for foreign students of medical specialties in the process of their adaptation should also cover the formation of information competence of students, which largely determines the effectiveness of this process.

It should be noted that in the study of particular interest were scientific works devoted to the problem of educational interaction and, in particular, the provision of pedagogical support to foreign students by teachers and students during the organization and implementation of the learning process of these applicants in higher education. Within the framework of the mentioned I. Semenenco considers it expedient to create a unified system of pedagogical support for foreign students, which would ensure the coordination and control of interaction in all divisions of the higher education institution (Semenenko, 2013; Semenenko, 2014).

Based on the study of scientific literature, it was concluded that the implementation of pedagogical support for foreign students will effectively

influence the organization and implementation of the process of their education in the educational environment of the university, if it is provided:

- continuity and systematic implementation of pedagogical support for foreigners throughout the entire period of their higher education;
- individual approach to the organization and implementation of training of future foreign specialists on the basis of taking into account their personal interests, the needs of their personal capabilities and the level of training;
- priority of self-study of students;
- the demand for the results of their training in practice;
- providing pedagogical support to future specialists at different levels of management: rector's office, dean's office, department, each individual teacher and curator.

In the context of the problem raised, the theoretical provisions of O. Bakalo, formulated by her on the basis of taking into account the classification of types of educational environment (dogmatic, career, carefree, creative) developed by B. Yasvin. In her scientific work, the author analyzed how the environment of a certain type will accordingly affect the development of foreign students and their manifestation of dependence on the teacher. According to the researcher's conclusions the dogmatic educational environment promotes the passivity of students and their dependence on the teacher. Career-oriented environment has a positive impact on the development of students' activity, but at the same time ensures their dependence on the teacher. A carefree educational environment activates the free development of the student's personality, but at the same time encourages him to show passivity. The creative educational environment ensures the free development of the student as an active person (Bakalo, 2017).

As O. Bakalo notes, when creating an educational environment for foreign students in a domestic university, one should consider what type of environment is traditional for teaching immigrants from different countries. For example for the citizens of Eastern Asia (China, Mongolia, Vietnam etc.) the typical is a dogmatic educational environment. So the author considers it reasonable at the beginning of their study to organize the cooperation of a dogmatic character (for example to apply explanatory, illustrative and reproductive teaching methods involving the translation of ready-made information to students with its subsequent reproduction), and only later gradually move on to the use of teaching methods that imply a greater degree of freedom for students, in particular in the search and processing of new information (Bakalo, 2017). Revealing the features of teaching foreign students in the educational environment of domestic higher education institutions, I. Semenenko considers it necessary:

- to account for the previously accumulated life experience of students;
- to contribute to the acquisition by them the skills of independent work;
- gradually familiarize future specialists with the content of their future professional activities;
- to be guided by data on the individual mastering of knowledge of the subjects of study during the implementation of interdisciplinary coordination of disciplines of the general education cycle;
- to implement a differentiated approach to the organization of the learning process of students;
- to create new educational tools together with language teachers for the possibility of high-quality assimilation by students of the submitted information (Semenenko, 2014).

I. Semenenko also notes that some foreign students are not sufficiently motivated to receive a professional specialty and, as a result, have a low level of academic performance [ibid.]. In light of this, O. Bilous proposes to solve this problem to provide stimulation of the development of the motivational sphere, the interest of foreigners, the formation of new cognitive needs in them (Bilous, 2012).

One of the ways to solve this problem is the purposeful formation of information competence of students, which allows them to select and process information within the framework of their own cognitive interests and professional needs. In turn, this has a positive effect on the development of motivation of future foreign doctors.

So, it can be summed up that while modeling a comfortable educational environment in a higher medical education institution for foreign applicants for medical specialties, it is necessary to take into account which countries they came from, what sociocultural characteristics are inherent in it as representatives of a certain ethnic group and what features a typical educational environments in their homeland possesses. In addition, the educational environment should contribute to the establishment of humanistic interpersonal relations between all its participants, stimulate them to effectively interact with each other, as well as encourage each foreign applicant to develop his own professional activity and mobility.

It should be noted that in the process of forming the information competence of foreign students of medical specialties in the educational environment of the university, it is supposed to use both traditional (printed textbooks, manuals, collections of scientific articles, medical encyclopedias, simulators, fragments of popular science films, etc.) and innovative means of information (information and communication technologies, multimedia, etc.). Moreover, it is obvious that at the present stage of development of the

information society it is innovative means of information that are becoming widespread. In line with this, it is advisable to characterize in more detail the technological component of the educational environment of the medical university.

Thus, revealing the content of this component, L. Ostapenko notes that the modern educational process in the domestic higher school cannot be imagined without the inclusion of information and communication resources in it, as well as without the purposeful development of students' skills and abilities to work with these resources. At the same time, in the field of education, it is necessary to promptly take into account the changes in all spheres of modern life of each person, because any such changes are a signal for the need to carry out an appropriate adaptation of the education system (Ostapenko, 2020).

Some other scholars also note that the use of modern technical devices and information technologies in the educational environment, that is, the informatization of education, encourages significant changes in the organization of the educational process. In particular, the successful formation of information competence of students in such an educational environment is effectively carried out using multimedia technologies (Kohut, 2012; Kohut, 2019; Morgunova, 2015; Sobchenko, 2021). M. Shishkin and M. Popel also state that today in the educational process of a higher education institution it is impossible to do without the use of information and communication technologies, since they significantly affect the receipt of quality education (Shishkina, 2013).

It should be noted that the regulatory documents in the field of education also emphasize the need for the active use of modern computer tools and technologies in the educational process. Thus, in 2012, the Presidential Decree "On Urgent Measures to Ensure the Functioning and

Development of Education in Ukraine” was issued, which emphasized the need to:

- systematic implementation of a set of measures aimed at ensuring the constant modernization of the material, technical, educational and methodological bases of educational institutions;

- paying considerable attention to the effective use in the educational process of interactive teaching methods, information and, in particular, electronic and multimedia teaching aids, the creation of a modern network of information support for the learning process of students.

Also, the Law of Ukraine ”On the Concept of the National Informatization Program” (ed. 2020) notes that the process and reformation of science, education and culture in the country is aimed at “forming and developing the intellectual potential of the nation, improving the forms and content of the educational process, introducing computer teaching and testing methods”, which, in turn, allows to improve the quality of higher education in accordance with world requirements. At the same time, the main of the key tasks of informatization of this area is the creation of a global computer network for this. The clear results of informatization of the education area are presented in this document:

- formation of information culture (computer education) in each student;

- ensuring compliance of the content, methods, forms and means of education with the level of world educational standards;

- reducing the term of training and improving its quality for future specialists of all specialties;

- search for effective ways to integrate educational, scientific and industrial activities;

- the implementation of constantin the perfection of management of all levels of education;
- solving the issue of staffing in all areas of informatization through timely training of specialists of the relevant profile;
- creation of a system of individual continuous training of students based on the use of "automated training courses and systems, intelligent computer and distance learning technologies" [ibid.].

Clarifying their understanding of the essence of informatization of education, scientists consider it, firstly, as a complex of social neoplasms associated with the rapid filling of educational systems with information technologies and means, and secondly – as a process in the implementation of information means in educational institutions that are based on computer technology, as well as information products, pedagogical technologies, based on these means. Therefore, the use of information and computer technologies in the educational environment is aimed at achieving the goal of informatization of education. In addition, we note that in the period of rapid informatization of all social processes, modern students for education, as well as pedagogical and scientific-pedagogical workers of higher education institutions prefer the widespread use of information and communication technologies and, as well as various means of information educational environment.

According to L. Chernenko, in the educational process of a modern higher education institution and, in particular, in the formation of information competence of foreign students, it is advisable to use the following modern information sources: information from the Internet; various data banks; electronic textbooks, reference books, dictionaries and didactic material; forums for communication; presentations, video materials; electronic textbooks and encyclopedias; multimedia resources; programs

that automate knowledge control (tests, questionnaires), etc. (Chernenko, 2020).

The author also emphasizes that teachers, having many opportunities to use the above sources of information, must themselves have information competence to ensure the effective organization of interaction with students. This requires from teacher: mastering modern strategy and tools of organization of work with educational information:

- possession of the fundamentals of work on a personal computer;
- possession of multimedia information resources and their software;
- possession of the basics of work on the Internet [ibid.].

During the study, the conclusions of scientists about the change in the role of the teacher in the information and digital society were also taken into account, and as a result – the need to outline the new role and functions of teachers in the educational information environment of a higher education institution (Andrievska, 2019; Hurevich, 2012; Zhytenova, 2020; Sobchenko, 2021; Tkachuk, 2019).

It is worth noting that in the work of N. Morgunova the classification of information technologies and modern software products that can be effectively used in teaching foreign medical students, in particular in teaching the Ukrainian language, namely the following: thematic training programs (interactive exercises and diagnostic tools); test systems for knowledge control; multimedia lecture demonstrations; electronic textbooks, textual, graphic, illustrative information, animation, video and audio materials; computer educational and methodical complexes, etc. (Morgunova, 2015).

As L. Ostapenko emphasizes, the educational environment of higher education institution provides an effective impact on the formation of

students' competencies, as it provides them with unlimited opportunities to find the necessary educational information to perform independent work, prepare for seminars, reports, write essays and perform other types of educational activities, and therefore – on the formation of students skills to work with the information, in particular to search, analyze and evaluate the information. However, this will be fully implemented only if the training focuses on an innovative model of education, the most important characteristics of which are the student-centered focus on the educational process, the most important characteristics of which are the student-centered orientation of the educational process, the direction of teachers on development of students' creative abilities (Ostapenko, 2020). According to the scientific conclusions of scientists the use of information and communication technologies in the educational environment of a higher education institution opens up wide opportunities for all its subjects to ensure a new quality of education.

Among such opportunities the scientists separate the following: combination of efficiency and flexibility of the learning process; expanding the possibilities of traditional methods and forms of teaching students and creating new, more effective methods and forms of implementation of this process; transition from reproductive to creative or advisory activities of participants in educational interaction; providing access to all subjects of the educational process to the necessary information related to the planning, organization and monitoring of the course and results of this process; ensuring active communicative interaction between subjects; effective use of educational and methodical complexes for teaching various academic disciplines, in particular in electronic form; access to remote educational resources online, the best samples of electronic resources and services; use of virtual laboratories, laboratory complexes of remote access, interactive

whiteboards, computer and presentation equipment, network equipment, cloud computing, virtual and mobile learning (Zabolotna, 2020; Shishkina, 2004; Shishkina, 2012).

In the process of carrying out a scientific search, the results of D. Horvat's research devoted to the study of the problem of the educational environment of a higher education institution as a factor in the formation of general cultural competencies of students were also useful. As it is proved by the scientist, correctly designed from the pedagogical point of view educational environment promotes effective formation of information competence of students. In this case the university graduates are able to work purposefully with the information in all its forms (oral, written, printed, electronic, etc.), and also have the skills to effectively use their knowledge to receive, process and transmit information using information computer technologies.

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It is important to note that any knowledge in the field of medicine is not static, that is, it is constantly updated and developed, in particular, new methods of diagnosis and prevention of treatment appear, which is why the

flow of medical information is constantly increasing. Therefore, the introduction of information and computer technologies into the educational environment of a higher medical education institution is a logical and necessary step for the successful development of modern medicine and the domestic field of human health care. In view of this, the problem of providing future doctors with ample opportunities to integrate into various societies, self-determination in life, active position, be competitive in the world labor market is significantly actualized, and this is largely facilitated by ensuring the professional and personal development of medical students in the educational environment of the university (Potabashniy, 2017).

As is known, the development of modern society is characterized by growing dynamism, penetration into new levels of knowledge, changes in the social structure and the emergence of qualitatively new activities in those areas that were previously unknown. Therefore, it is of great importance to form the aspirations and ability of future medical professionals to actively identify and explore the novelty of the constantly changing world, to invent new original strategies for behavior and activity. At the same time, we clarify that in educational activities, students reproduce the real process of creating new concepts, images, forms by people, while information activity is realized by performing certain information actions.

It is advisable to note that, according to T. Zakusilova, the use of information technologies in the process of training students for higher medical education involves the implementation of various information actions, in particular, the transformation of various kinds of information, archiving a large amount of information, visualizing information and modeling the objects being studied, automating computational and search activities. In its turn it promotes: intensification of the educational process; individualization of training of future doctors; optimization of the search for

the necessary information; strengthening the control of the assimilation of the material; development of independence, initiative, activity, self-control of students in the learning process; development of different types of thinking in them; accelerating the receipt by participants of the educational process of the necessary information or statistical data (Zakusilova, 2018).

The analysis of scientific literature on the formation of information competence of students for higher education testifies to the high efficiency of the use of computer technologies in the process of training students, in particular for the formation of information competence in them (Skrypnik, 2020; Voloshin, 2007; Khut, 2019; Lobach, 2016; Svyrydyuk, 2018). In turn, the formed information competence of the future specialist provides him with the opportunity to be successful in the modern information society and reflects the ability of the individual to determine his own information needs and search for information both in the traditional way and with the help of modern means of information technology necessary to realize these needs (Prykhodko, 2016).

Studying the problem of organizing the information and communicative competence of foreign students, A. Prykhodko also found out that it is possible to increase the efficiency of this process by using various mobile technologies in the learning process of students, as well as acting as effective auxiliary means of forming information and communicative competence. not only among students, but even among teachers (Prykhodko, 2016).

It is obvious that the period of forced transition of all higher education institutions of Ukraine from March 2020 to a mixed and subsequently distance learning format due to the COVID-19 pandemic led to the use of new information technologies in the educational environment, increased the need of all its participants to find new approaches to the organization of

training, fundamental changes in teaching methods, widespread use of online technologies, reassessment of the role of the teacher in education.

This ensured introduction of fundamentally new requirements for the creation of an educational environment in a higher education institution, organization of students' educational activities based on the use of modern information technologies to fully ensure the formation of professional and socially significant competencies in future specialists. The majority of higher education institutions, in particular medical education, were able to quickly respond to the challenges of today and reorganize the educational process on the basis of widespread use of various information technologies (Korda, 2021).

In particular, according to the results of A. Prykhodko's research, the use of information and, in particular, mobile technologies in mixed learning of foreign students contributes not only to improving the quality of this process, but also to the effective formation of information and communicative competence among students, and this radically changes (imperfecting) the method of its formation in a foreigner (Prykhodko, 2016). I. Zalipska believes that during the education of foreign medical students it is necessary to actively use computers, video systems, video materials, information board, Internet portals and other computer technologies, because this not only improves the quality of this process, but also helps to reduce the language barrier of the individual, develop its interest and motivation, form its information competence (Zalipska, 2020).

O. Ponomarenko also believes that high-quality training of foreign students, in particular language, is impossible without the widespread use of information and telecommunication technologies. mail, etc. According to the results of O. Ponomarenko's research, the use of information technologies in the learning process of foreign students provides: successful

formation of communicative and informational competence in them; active development of students' cognitive skills, skills to independently design their knowledge and correctly navigate in the information space; development of motivation and increase of cognitive activity of foreign students; the ability to focus the teacher's attention on significant points of information; motivation to intensive participation in the learning process of the student himself, which contributes to increasing the efficiency of perception and memorization of educational material (Ponomarenko, 2020).

Scientists and teachers of domestic medical universities (Y. Ambrosimov, M. Vovchenko, M. Voloshyn, M. Dovbysh A. Svitlytsky, A. Chernyavsky, M. Shcherbakov, etc.) also defend the scientific position according to which modern information and digital technologies (3D graphics, 3D anatomage table, 3D Organon Anatomy VR software, virtual reality helmet, etc.) during the study of special disciplines (for example, human anatomy) have considerable advantages comparable to other methods and means of education, since they allow students to effectively immerse themselves in the educational process, and also contribute to the formation of professional and, in particular, information competence in them (Voloshyn, 2007; Abrosimov, 2021).

The use of information technologies in the educational environment of the medical university, in particular those that contribute to the formation of information competence of foreign applicants for medical specialties, has significant advantages compared to many other methods and forms of education, because these technologies provide: increasing the amount of useful information with the accumulation of standard solutions and generalizing the experience of scientific developments; simplification and acceleration of the processes of searching, processing, storing, transmitting and presenting educational information by a person; the possibility of

analyzing by the participants of the educational process a large amount of educational information; ensuring the depth, accuracy and quality of solving problems and problems; setting a goal and obtaining results that cannot be obtained by other means, etc.

Thus, implementation of innovative educational technologies in the system of medical education is an extremely relevant direction in the development of domestic health care. The rapid growth of medical knowledge, the need to ensure a high qualification level of medical personnel determine the expediency of using modern information technologies in the educational process, which make it possible to improve the quality of education, to make the process of acquiring knowledge with systematic and highly effective, and also contribute to the formation of information competence among applicants for higher education.

Thus, it can be summed up that the educational environment of the university, competently developed from a pedagogical point of view, contributes to the successful education of foreign students of medical profile and, in particular, the formation of their information competence. In particular, increasing the level of its formation in future medical workers promotes their quicker adaptation in new social-cultural conditions, improving academic success of international students and their readiness to future professional activity that requires the manifestation of the ability to work quickly and effectively with various amounts of information.

Theoretical fundamentals of the research were experimentally tested in the educational process of international medical students. Special attention was paid to the information enrichment of the educational environment.

This environment represents systemic integrity, but the following components can be conventionally distinguished in it: subject-semantic, which reflects the design of the surrounding space of participants in the

educational process of the surrounding space; social and information related to the organization of joint activities and communication between the teacher and students; informational and methodical, which determines the content of the educational material and the methodical tool for its presentation to future specialists.

In order to ensure the successful formation of informational competence of foreign students of medical specialties, the information content of all identified components was carried out. Thus, the subject-semantic component required the appropriate organization of space and its design. In particular, visual materials on the history of medicine (portraits of prominent doctors, their quotes and sayings are prominently displayed) and professional materials (posters, mock-ups, etc.) were updated in the premises of medical universities, the presence of state symbols and informational materials of national and cultural direction was checked. the author's creative works are placed (thematic temporary exhibitions of anatomical drawing, landscape photography, results of research work, etc.). Such an information-rich environment contributed to the immersion of students in the world of professional activity and acquaintance with the culture of the country in which they study.

In order to create an educational environment at the medical university that is favorable for the professional development of future doctors and, in particular, the formation of information competence in them, significant attention of the administration of the institution was paid to the continuous improvement of the classroom fund, which includes laboratories (chemical, biochemical), microscopic equipment for studying such fundamental disciplines, such as medical biology, microbiology, histology, embryology, cytology, pathological anatomy. In the training of future doctors, a prominent place was occupied by the teaching of human anatomy, which

necessitated the use of appropriate equipment in the learning process, including both natural drugs, models, and virtual equipment – a 3D atlas, an anatomical table, an interactive whiteboard with appropriate software.

The improvement of the social and informational component of the educational environment was aimed at improving the organizational and communicative aspects of the interaction of all participants in the educational process, the transformation of foreign students into active subjects of professional development and the process of forming their informational competence. This was ensured by the transition of the teacher from the role of organizer of the educational process to the role of moderator, facilitator and coach. In this regard, the environment was important for ensuring sociocultural and informational adaptation of representatives of other cultures by taking into account their cultural experience, minimizing the feeling of language barriers, providing pedagogical support at all levels of interaction and building humanistic interpersonal relationships.

At the same time, the peculiarities of the subjects of the educational process determined the objective requirements for the modernization of the educational environment - the majority of employees speak English, which was a necessary prerequisite for effective communication with students at all levels of education. It should also be noted that teachers and representatives of the administration demonstrated intercultural communication skills and a tolerant, respectful attitude towards representatives of other cultures, which had a favorable effect on the formation of information competence of foreign students.

In addition, clinical training required a special educational environment, which determined the need for students to acquire professional clinical skills in the process of communicating with patients (both real people and virtual ones), as well as other practical skills on clinical bases and in the

conditions of simulation centers. This meant that the impact on future doctors of the educational environment of the university should be supplemented by educational environments created in medical institutions.

It is also worth noting that for the successful formation of information competence in foreign students and generally effective implementation of educational activities within the internal educational environment of a medical university, acceleration of socio-cultural adaptation of future specialists, their purposeful immersion in the external socio-cultural space was ensured. Thus, young people were invited to participate in trips-excursions to famous cultural and historical monuments in the territory of our country, trips to theaters, historical and art museums, etc.

Days of national culture were also organized to improve relations between people from different countries, where students presented the cultural achievements of their own people. In particular, he will accumulate a wealth of experience in conducting such events at Kharkiv International Medical University, Kharkiv National Medical University, Kharkiv Institute of Medicine and Biomedical Sciences, where students mostly from African (Nigeria, Ghana, Egypt) and Asian (India, Bangladesh) countries study. During the Days of National Culture, students presented original informational presentations dedicated to highlighting the socio-cultural, political, economic, and educational features of their countries, demonstrated various types of traditional art (dances, songs, samples of decorative and applied arts), and were treated to dishes of national cuisine. During such events, there was an informal cultural exchange between representatives of different peoples, which allowed students to better understand the national characteristics of speakers of other cultures and adapt to interaction with them in the conditions of a multicultural educational environment.

It should be noted that after coming to Ukraine, foreign applicants tried to actively communicate with natives of their countries, who did not always treat them politely. In order to avoid such situations, work was carried out in experimental medical universities aimed at purposefully involving senior students in providing mentoring assistance to their compatriots so that they do not fall into a situation of informational and cultural shock. In particular, for this, joint leisure activities were organized with the active involvement of students of 1-5 years of study who are from different countries, during which active communication between participants was carried out. For example, freshmen were greatly interested in the "Evening of Useful Memories" event, when senior students shared their impressions of the first months of living in Ukraine, the difficulties and problems they experienced, and most importantly, how they managed to overcome them. The students always had a creative attitude to such activities and even showed prepared theatrical skits in which they visually and humorously demonstrated how they got into various troubles and how they got out of them later. This form of formation of students' information competence was informal in nature, but it was quite effective.

The next one is *informational and methodical* – the component of the educational environment reflects the educational and methodological support of the process of teaching foreign students of medical specialties. Let us clarify that this process took place according to an accredited educational and professional program, which was regularly modernized in accordance with the challenges of time and the needs of all stakeholders (teachers, students, employers). In turn, all core and elective educational components were provided with appropriate working curricula and syllabi. Educational resources included both the library fund and modern electronic resources, which provided the opportunity to use scientific databases,

electronic catalogs, search and metasearch systems. At the same time, library resources required constant updating in accordance with the latest scientific achievements.

So, the educational and methodological support of the educational process in the medical institution included: training programs of disciplines, syllabi, textbooks, teaching aids, electronic materials, etc. It also included: plans-summaries of classes, methodical instructions, etc. In addition, the specified support also required the creation of appropriate information bases, information-rich didactic materials (complexes of project and case tasks, diagnostic methods, etc.), which allowed timely updating of the content of the educational material and methodical tools for its presentation to future doctors.

So, building the relevant organization of the educational environment of higher educational establishment has a considerable impact on the formation of information competence of international medical students as an integral part of the integrative professional competence.

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