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METHODICS OF TEACHING LATIN LANGUAGE AT MEDICAL UNIVERSITY FOR FOREIGN STUDENTS ON THE BASIS OF MODERN REMOTE PLATFORMS AND IMPLEMENTS

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Annotation: The article discusses the features of teaching Latin language to foreign students; analyzes various methods and approaches in teaching at a medical university.

Key words: internationalization, professional language, methodology, medical terminology.

The university at the modern stage of the educational system is constantly expanding its prospects, thereby opening up new opportunities at the international level. Students from many countries accept Russian education, take part in academic mobility, study best practices and actively exchange them. Latin language is one of the fundamental disciplines in medical education worldwide. Since the Latin language is included in the curriculum of the first year, the teaching of this subject to the students of foreign citizens in the intermediary language (English) is not excluded. With the help of studying Latin language, the professional language of a modern doctor is formed.

Latin language, in spite of the fact that it is a dead language, is a general educational discipline. Not only medical students, but also linguists and lawyers study it [7]. It is not a secret that studying of Latin language at the medical universities is a very long and deeply rooted tradition. However, according to opinion of Borovskiy Ya, M., there are two different aspects of this discipline: Latin language itself and "Latin and the basics of medical terminology". Both these aspects of the subject should be distinguished. On the one hand, studying Latin language implies acquaintance with the language, its grammatical system [2; 3; 4]. On the other hand, at medical universities it also is a kind of major subject which is connected to another fundamental disciplines such as anatomy, pharmacology etc [1; 5; 8].

To implement the educational process in Latin for foreign students, the teachers of the department prepared a work program, assessment materials, an educational and methodological complex for practical classes and independent work, visual materials in the form of presentations and test tasks in all sections of grammar and vocabulary. Currently, the development of new test tasks on many other platforms and teaching aids continues, and the faculty regularly undergoes advanced training in their specialty.

Starting from 2020, remote teaching opportunities have been discovered, especially on the Microsoft Teams platform, which has made it possible to introduce new teaching methods and optimize teacher tasks.

To improve the perception of theoretical and practical material by the students, the visibility of the educational process is very important. Demonstration of anatomical formations in multimedia presentations helps to better understand and remember the lexical meaning of a particular anatomical term. For each lesson, a separate colorful lexical minimum has been prepared in a presentation format. Each concept is accompanied not only by a translation, but also by an image so that students can apply the studied terminology in anatomy classes (pic. 1)



Fig. 1.

The study of Latin language lasts two semesters, during which students need to complete 4 boundary tests (two for each semester). At the beginning of each lesson, an online test task is conducted for knowledge of the lexical minimum of the previous lesson. Test tasks were formed by teachers of the Department of Foreign Languages with a Latin language course, based on a textbook for foreign students [6] with the help of the site <https://www.testwizard.ru/>, which allows you to create a task with answer options. At the end of the task, the result and the mark are shown. All test tasks is time limited: one minute per one question. A test task can contain from 12 to 30 questions. All questions have three or four possible answers, which a student should choose. Only one answer can be correct. (Pic 2.). The test is successfully passed if the percentage of correct answers is at least 72%.

3rd declension
Вопрос 2 из 12:

Vas, vasis n

- ☐ Vessel
- ☐ Tooth
- ☐ Tendon
- ☐ Blood

Следующий вопрос

Fig. 2

In conclusion, we would like to note that the teaching foreign students in English is an important and perspective direction in the development of the international educational activities of the university. The fruitful studying is a quintessence of several factors such as creating new methodological materials, educational literature in English, highly qualifies teachers. The necessary conditions for organizing the educational process are the mandatory control of knowledge using testing tasks and a survey of lexical units, as well as the use of a point-rating system. The fact that students have a deep knowledge and practical training in Latin is an excellent help and basis for studying anatomy and clinical disciplines in senior courses.

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INNOVATIONS IN THE ORGANIZATION OF THE EDUCATIONAL PROCESS FOR FOREIGN STUDENTS AT THE FACULTY THERAPY DEPARTMENT

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Annotation. The article describes the features of teaching faculty therapy for foreign students.

Keywords: higher medical education, foreign students, teaching faculty therapy, teaching in English.

Introduction. The number of foreign students is one of the universities effectiveness's indicators. The priority in the foreign students training is the formation of high professional competencies of graduates, readiness to work in practical healthcare, the availability of skills corresponding to the modern international professional standard.

Objective: to summarize the experience of teaching faculty therapy to foreign students and the formation of professional competencies to ensure the quality of competent specialists training who are oriented in a variety of complex clinical situations that meet international requirements.

Tasks: training of qualified specialists for practical activities according to the international professional standard.

Material and methods of research. In the course of the work, the analysis of the literary sources content on the problem of teaching in English in a medical educational institution, the organization of training at the Department of faculty therapy for foreign students were used.

The results of the study and their discussion. In previous years, teaching to foreign students was conducted in mixed groups together with Russian students, that is, they integrated into our student environment. Since September 2019, the department began to conduct