can be translated into a foreign language and issued in accordance with the procedure established by a scientific institution or an educational institution of higher education.

Based on the above, we consider it appropriate to introduce a similar rule in the Federal Law “On Education in the Russian Federation". The previously cited fragment of Part 2 of Article 60 of the Federal Law “On Education in the Russian Federation” is proposed to be stated in the following wording: “Documents on education and (or) qualifications can be translated into a foreign language and issued in accordance with the procedure established by institutions engaged in educational activities.” We believe that the service of translation and registration of a diploma in a foreign language can be at no charge, since this procedure will be an additional burden for educational institutions.

Of course, the most promising option would be the approval by the Ministry of Science and Higher Education of the Russian Federation of documents samples on higher education and qualifications and appendices to them, for example, in English or a version of the diploma form with parallel information in Russian and English. That is, on one page of the diploma form, all information is given in Russian, on the other page - in English.

We consider it necessary to draw the attention of the regulator to the following. When mentioning the patronymic of the graduate, the Procedure has a note in parentheses “if any”. In relation to foreign citizens, we have met cases when a graduate does not have a surname. This circumstance is important when it comes to entering information into the federal information system “Federal Register of information on education documents and (or) qualifications, training documents". In the instructions for filling out the template "Higher Education" [1], it is noted that if the graduate does not have a patronymic, then the word "no" is given. We believe that a similar note should be given for the field “Recipient's surname”.

Literature

1. URL: https://obrnadzor.gov.ru/wp-content/uploads/2022/12/instrukcziya-po-zapolneniyu-shablona-vo-15122022.pdf.

THE PROBLEM OF STIMULATION OF SCIENTIFIC INTEREST OF INTERNATIONAL MEDICAL STUDENTS

S.V. Chuikin, N.V. Makusheva, G.G. Akatieva
Bashkir State Medical University
Department of Pediatric Dentistry and Orthodontics with the course of PGE

The profession of a doctor is multifaceted and deep, therefore, from the moment a student enters the community of doctors, it is important to interest him, stimulate him to learn and expand his horizons. It is not enough to learn one area to be a good doctor. It is not enough to know only what is written in the textbook. Our profession involves constant self-improvement, and deep knowledge can be obtained by doing science [1, 2, 3, 4].

For international students, this is a new activity that is difficult for them at first glance. That is why it is very important to consider this activity not as a problem, but as an interesting change in the educational direction.

One of the main ways to increase motivation to study is the process of involving students in research work. At first glance, it is difficult and incomprehensible, therefore it scares and repels foreign students. Our job is to stimulate the cognitive instinct, to show that doing science is interesting [5, 6, 7].

At first glance, it is difficult and incomprehensible, therefore it scares and repels foreign studentsThe involvement of the student in scientific activity can be facilitated by explaining that the work should be divided into several stages:

- Choosing a topic that is relevant and interesting to the student.
- Setting the goal and objectives of the study
- Definition of the object and subject of research

- Definition and refutation of the hypothesis
- Definition of literary sources
- Determining the stages of the study
- Statement of work

Selecting a topic. This should be a topic that is understandable and accessible to a person who has just started his path in medicine. In addition, the topic should be relevant and contain a problem that needs to be solved in the course of scientific activity. Research problems are precisely the unknown that needs to be proven or disproved. A problem is a golden grain in the bag of knowledge about the world, and the ability to find it determines the talent of the researcher.

After choosing a topic, you need to set the goal of the study. The goal should be global and cover the entire research problem. This is the result to be reached in the end. The goal should be unambiguous and clear, and should not contain points.

But the sequence of actions that need to be done in order to reach the goal is the research task. They should not be many or few on average 4-6. Let's imagine the goal as an object to which you need to come. Thus, objectives are steps towards a goal; they cannot be developed before the goal is set.

Definition (we talk about the object and the subject of the research). The object of study is part of the purpose of the study. And the subject of research is a part of the object, something unexplored, which the researcher will find out. Thus, the subject is the core of the study. The object of study is phenomena, and in our case, diseases, pathological processes or physiological states. The subject of research is usually laid down in the topic of research, touched upon in the problem and formed in the goal.

Definition and refutation of the hypothesis. A hypothesis cannot be regarded as a kind of dream, it is an opinion about the actual state of things, worked out under the strict control of the mind. I.Kant [1]

Wikipedia defines a hypothesis as - an assumption or conjecture; a statement that requires proof, in contrast to axioms, postulates that do not require proof. Having a subject of study, the student puts forward a hypothesis that needs to be proved or disproved, thereby achieving the goal of the study.

The outcome of the study - the achievement of the goal - depends on how the hypothesis is constructed. Therefore, when forming a hypothesis, it is necessary to adhere to several rules:

- Unspecified concepts should not appear in the hypothesis.
- The hypothesis must be provable, which means it can be tested by another researcher.
- A hypothesis cannot contradict the laws of natural science and must be subject to facts.

Efforts spent on developing even unconfirmed hypotheses are not in vain, because significantly bring the researcher closer to the truth, writes N.L. Goloviznina [3].

Definition of research stages. The stages of the study are the constituent parts of the study. These are the necessary actions that need to be performed in order to complete the research objectives and achieve the goal.

Usually the first stage of the research is the study of the literature on a given problem. Thus, the student studies what has already been done to solve the problem by other authors, how contradictory their conclusions are with the researcher's hypothesis and therefore require clarification.

The second stage is the collection of data, their systematization, comparison with the data of other authors, analysis of their research results and evaluation of the collected material.

The third stage is the stage of results. At this stage, after analyzing their data, the student draws conclusions.

The conclusions should be the logical finishing of the tasks set, and, accordingly, coincide with them in number.

Statement of work. It is necessary to explain to the student that the text of the research work should be understandable not only to him, and he writes it not for himself or his supervisor, but for all persons interested in the topic. The text should be logically complete and clearly show the depth of study of the studied material.

The design of the work is unified, so it does not cause difficulties.

Thus, the research work must demonstrate a sufficient amount of theoretical knowledge on a particular topic, the ability to work with scientific, educational and reference literature, the student's possession of research skills, the ability to generalize and systematize material on the chosen topic, the ability to formulate the scientific apparatus of work, the ability to logically and competently present the material.

Literature

1. Iphofen R. An Introduction to Research Ethics and Scientific Integrity. Handbook of Research Ethics and Scientific Integrity [Internet]. 2020;3–13. Available from: http://dx.doi.org/10.1007/978-3-030-16759-2_62
2. Taverne L.D. Ideology, Fundamentalism and Scientific Research. Scientific Freedom [Internet]. 2012;96–101. Available from: http://dx.doi.org/10.5040/9781849669009.ch-009
3. Ryzhakova AV, Goloviznina MS, Legoshina AS. Trends in the development of the global market for dairy alternatives. Food processing industry [Internet]. 2022 Jan 23;(2):24–8. Available from: http://dx.doi.org/10.52653/ppi.2022.2.2.005
4. The Hypothesis as the Method and the Form of Scientific Knowledge. Voprosy filosofii i psikhologii [Internet]. 2016 Dec 5;10(4). Available from: http://dx.doi.org/10.13187/vfp.2016.10.171
5. Chuikin S. V., Makusheva N. V., Egorova E. G., Akat'eva G. G. Simulation patient in the accreditation of pediatric dentists // Bulletin of the Bashkir State Medical University. – 2022. – No. S7. - S. 101-104.
6. Aflakhanova, G. R. Training of highly qualified personnel under the residency program "Children's Dentistry" at the Department of Pediatric Dentistry and Orthodontics with the course of IDPO FGBOU at BSMU Ministry of Health of the Russian Federation / G. R. Aflakhanova, S. V. Chuikin, G. G Akatyeva // Actual issues of dentistry: a collection of scientific papers of the XI Volga Dental Forum, Ufa, October 28–29, 2021. - Ufa: Bashkir State Medical University, 2021. - P. 27-29.
7. Makusheva, N. V. Features of the implementation of federal state educational standards of higher education 3 ++ in the preparation of a dentist / N. V. Makusheva, S. V. Chuikin, G. G. Akatieva // Topical issues of dentistry: a collection of scientific Proceedings of the XI Privolzhsky Dental Forum, Ufa, October 28–29, 2021. - Ufa: Bashkir State Medical University, 2021. - P. 49-53.

PROBLEMS OF TEACHING THE DISCIPLINE OF CHOICE "MODERN METHODS OF TEETH WHITENING" TO INTERNATIONAL MEDICAL STUDENTS

S.V. Chuikin, G.G. Akatieva, N.V. Makusheva

Bashkir State Medical University

Department of Pediatric Dentistry and Orthodontics with the course of PGE

One of the important aspects of improving the quality of education and training of dentists is the phenomenon of using innovative technologies in the learning process.

Innovation (eng. Innovation - innovation) involves the introduction of new forms, methods and skills in the field of education and science. The main goal of innovative education technologies is the phenomenon of preparing a specialist for life in an ever-changing world. The use of innovative teaching methods makes it possible to make students open to innovations, forms the experience of creative innovative activity of future specialists. The motivation of students to master new knowledge increases significantly when they understand