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TEACHING TOXICOLOGICAL CHEMISTRY TO INTERNATIONAL STUDENTS: ORGANIZATION, FEATURES, OPPORTUNITIES

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Annotation: Summarized the experience of teaching foreign students of toxicological chemistry. Regularities of academic performance and participation in cultural life are revealed. Ways of gradually overcoming the language barrier are shown.

Keywords: foreign students, pharmacy, toxicological chemistry

Introduction. Teaching foreign students of chemistry in general poses a number of difficult tasks for higher school teachers, the solution of which is not possible without a series of actions aimed at raising the level of knowledge to the level of Russian students. The problems of teaching are related to cultural and linguistic adaptation, the level of basic education, a large amount of information material presented at lectures and practical classes, insufficient availability of educational and methodological material.

Literature review. At the present stage of society's development, the educational services market has become noticeably competitive [1]. Education becomes the key to the country's economic growth and social stability [2]. In recent decades, the process of diversification has been successfully developing in the educational sector, which consists in attracting foreign students from near and far abroad to study. By 2025, the number of foreign students in Russian universities may reach almost a million [3].

Materials and methods. Written and oral survey of the foreign contingent of students (questionnaire). Analysis of the results of the academic performance of foreign students

Results of the discussion. Toxicological chemistry as an applied discipline contains, in addition to the basics of chemistry, additional special information necessary to solve problems in the field of chemical and toxicological analysis. The success of obtaining high-quality knowledge on the subject of toxicological chemistry by foreign students will depend on a series of actions aimed at mastering the subject. Currently, students from many countries of Asia and Africa are studying at the Medical University of the Republic of Bashkortostan (BSMU), receiving higher medical and pharmaceutical education. At the Pharmaceutical Faculty of BSMU, the training of foreign citizens is organized in two forms: training in international and national groups.

Having some experience in teaching such a complex discipline as toxicological chemistry, even for Russian students, it is possible to note some observations and conclusions based on the results of training of foreign students. Foreign students face a number of difficulties that may haunt them throughout their studies. These are general education, cultural, linguistic, communicative, didactic e.t.c. First, the level of school education of foreign students is different. It creates a certain barrier in the assimilation of the discipline material, especially in the study of natural sciences. Secondly, the adaptation of visiting foreigners to a new cultural and linguistic environment takes some time, which can be reduced by the effective work

of curators. Cultural adaptation, in our opinion, should be continuous throughout the entire training. Third, the role of communication between foreign and Russian students is a cornerstone in solving communication problems. Fourth, proficiency in the language in which the training is carried out largely solves the didactic problem of training foreign students and lays the foundation for quality education. And finally, the success of mastering a professional educational program by foreign students is largely determined by the acquired competencies due to the integration of knowledge, skills and the ability to apply them in practice.

In our opinion, learning any foreign language becomes more effective when student is immersed in the language environment and minimizing conversation in the listener's native language or intermediary language. In this regard, it should be noted that studying in international groups, in our opinion, contributes to increasing the level of communicative competence of foreign students.

We have many years of experience in providing homelander students with a collective task. The essence of it is to perform an expert task to identify and prove a toxic substance in a biological object during several practical classes. To solve this problem, we form mini-groups of 2-3 people. Involving foreign student in this mini-group contributes to the effective assimilation of the material by foreign students due to close interaction with Russian-speaking students as they move towards the goal of the collective task.

There is an understanding that the success of training depends on the availability of a set of methodological support for the course, including a course of lectures in digital and paper versions, the presence of a laboratory workshop; methodological guidelines for practical classes; tests for self-control, to control the initial and final level of knowledge acquisition. The course of lectures, the textbook for foreign students should be prepared in two languages – Russian and the intermediary language. Surely, book availability in a foreign language plays an important role in the development of the subject.

There are observations that strong Russian-speaking students in groups help and explain some points during the class to lagging foreign students, thereby removing to some extent didactic difficulties.

The need to create a bilingual textbook on chemical and toxicological analysis is obvious. It must be in Russian and the intermediary language. The manual should contain educational material on the basics of chemical and toxicological analysis, situational tasks with solutions and test material with answers. The language style of the manual should be maximally adapted taking into account the following: difficulties of mastering by foreign students the specific features of the subject of toxicological chemistry, the abundance of special terminology and concepts in chemical and toxicological analysis.

A thesaurus, a dictionary containing concepts, terms and definitions of the specialty of the discipline's field of knowledge, could be a good help in mastering the subject.

Conclusion. Our modest experience of teaching the subject of toxicological chemistry has shown that the model used for organizing educational work with foreign students can be improved and optimized to some extent, which in our opinion will contribute to the fact that students from other countries can sufficiently master the subject, acquire a level of knowledge and skills of independent work equal to the level of Russian students.

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