

influence, they do not eat pork. The majority of respondents to the question “Do you think that after graduation will you be able to take the exam in your home country”, 66% of students answered yes, 24.2% are not sure and 9.8% believe that they will not pass the exam in their country after finishing studies.

We also received different answers to the question “What, in your opinion, needs to be improved in the educational process”. The majority of respondents (46%) noted that they are completely satisfied with the educational process. Some students want to reduce general education disciplines like Manas, Physical Education, Biology, and Chemistry. When collecting an anamnesis from patients, they face a language problem that almost many patients do not know English, and the students themselves do not know Russian. This causes difficulties in communicating with patients, which causes low assimilation of the material.

Based on the results of the survey, it was revealed how much, on average, foreign students spend per month on living in the Kyrgyz Republic. 38.6% of respondents chose the option of more than twenty thousand soms, 27% took the second place from 10-15 thousand soms, the third place was taken by 24.7% from 15-20 thousand soms.

**Conclusions and future prospects.** Thus, the motivating factors for the arrival of foreign students to study in Kyrgyzstan are the affordable cost of education (44%). The majority of foreign students face certain difficulties, which are of a physiological and socio-psychological nature. Among the difficulties of a physiological nature, the main ones are getting used to the climate and national cuisine. It is more difficult to adapt to the language environment. According to the answers of foreign students, many respondents are confident that after graduation they will be able to take the exam in their home country (66%). In general, the education of foreign citizens in the Kyrgyz university is quite effective and is still attractive to students from a number of countries.

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### **APPROACHES TO INTERNATIONALIZATION OF MEDICAL EDUCATION IN THE PROCESS OF TEACHING THE SPECIALTY "PEDIATRICS" TO FOREIGN STUDENTS**

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**Annotation:** Since ancient times, the Russian principles of medical education have been characterized by fundamentality and deep traditions. Therefore, it is not surprising that the training of foreign students in this discipline takes place at the Department of Pediatric Diseases – the oldest pediatric department of the university. In this article, the staff of the department will share the main problems they face during classes with foreign students and some approaches to solving them.

**Keywords:** medical education; foreign students; concept of internationalization; acquiring medical knowledge; clinical thinking.

Since ancient times, the Russian principles of medical education have been characterized by fundamentality and deep traditions. Teaching of pediatric disciplines at Bashkir State Medical University has a glorious history and dates back to 1935. Therefore, it is not surprising that the training of foreign students in this discipline takes place at the Department of Pediatric Diseases – the oldest pediatric department of the university. In this article, the staff of the department will share the main problems they face during classes with foreign students and some approaches to solving them.

The term and the concept of internationalization were developed in the early 2000s by the International Association of Universities (IAU) in order to improve the quality of teaching and learning, research, and better match the formation of specialists to the needs of society; internationalization significantly affects the activities of all students and staff.

In junior courses, foreign students study basic subjects in English. At the same time, they adapt to life in a foreign country and study in the conditions of the Russian higher education system that are unusual for them. Therefore, it seems to us that the knowledge that students receive should consist of two components: the first is fundamental knowledge of biology, anatomy, histology, etc., and the second is the enrichment of students' language with the necessary linguistic professional knowledge in the future. It should be noted that for the vast majority of foreign students, English is not their native language, but only an intermediary language. Usually, they are quite good at it in everyday life. However, in the process of acquiring medical knowledge, professional orientation of a foreign language is required, which causes them quite great difficulties in understanding the meaning, in particular, of lecture material. To overcome such difficulties, we consider it rational for foreign students in junior courses in the process of linguistic education to offer various articles concerning specific nosological forms in English-language journals (so-called “topics”) for self-translation and development of clinical thinking. The learning process includes the interaction of linguists and subject matter specialists in order to prepare and read subject lectures, conduct practical and seminar classes in English with elements of the Russian language, followed by joint discussion and assessment of the level of translation and assimilation of educational material, making adjustments to the tested material. Such a program of integrated language and specialty training is being developed at Irkutsk State Medical University by the Department of Foreign Languages with courses in Latin and Russian as a foreign language together with all subject and clinical departments. The objective of the proposed program is the sustainable development of oral and written communication skills in English in the subject area of professional activity for the transfer of subject knowledge in the medical specialty. This creates a new educational product, namely an integrated course of each of the disciplines of the curriculum of the main professional educational program.

Currently, in terms of linguistic education, the CLIL – Content and Language Integrated Learning system is considered optimal, which is a teaching method based on mastering a subject area through a foreign language and a foreign language through a subject. The author of this system of internationalization of education is D. Marsh. In his works, he divided the process of studying the subject into three important components: socio-linguistic, cognitive-educational and cultural. To adapt this approach to our reality, we present it as follows.

- The subject-content aspect (Content), which provides a wide range of studying the subject, a special terminological base through a foreign language and preparation for further professional activity;
- Social and linguistic aspect (Communication), which creates conditions for the development of communication skills, deeper, professionally oriented learning of English and the opportunity to use acquired competencies in clinical practice;

- Cognitive-learning aspect (Cognition), which contributes to the increase of the motivational component of trainees, the development and use of various educational strategies, forms and types of educational and practical activities by them;

- Cultural aspect (Culture), implying the development of intercultural communication skills, adaptation to the peculiarities of Russian culture and relationships with students from other countries whose representatives are studying at our university.

The popularity of the CLIL methodology abroad, the features of its use at all levels of education are described in detail in numerous studies and are accompanied by positive reviews. In Russia, the described technique is not of a mass nature, but is used in fragments.

Using this system, it is possible to combine two very important components of education: to preserve the authenticity of the Russian education system and to internationalize it. Having passed through such a preparatory stage in the study of basic (fundamental) disciplines, students would come to clinical departments more prepared and motivated to study. At the same time, it should be noted that in any educational process there is a second part – a teacher, whose training should be given no less attention. A special place in the process of internal internationalization of the university is acquired by the level of development of linguistic competence of the teaching staff, who transmit knowledge not only in Russian, but also in English.

It should be understood that this is a quite difficult and time-consuming preparation for classes, requiring considerable effort to select the content of the material for classes. To implement this task, professionally oriented courses in a foreign language are required. However, these are not the only problems in the process of internationalization of medical education that we face when implementing “Basic Educational Program” (BEP) in the specialties “Medicine” and “Dentistry” at our department.

The programs provide for writing a medical history in Russian, which, of course, includes collecting an anamnesis by painstaking conversation with the child and his parents, examining the patient (finding contact with the child, being able to arrange and attract his attention) and analyzing the data of an additional (laboratory, instrumental) examination of the patient. Once again, it should be emphasized that this particular section of the discipline requires communication between the student and the sick child and his parents. This contact causes a lot of difficulties, therefore it requires the participation of a teacher as an intermediary.

In our lectures and practical classes, we present the basics of the classifications of various nosological forms adopted in our country and the standards of medical care for the pathologies studied, many of which differ from those used in those countries in which the graduate will work in the future. This feature requires the inclusion of additional material in the lectures, which is not taken into account by domestic programs for the study of this discipline. The same applies to a number of infectious diseases that are not found in our country and therefore are not included in the teaching programs of the discipline, but are quite common in the countries of permanent residence of foreign students (Africa, Asia).

The cases created at the department on the main nosologies studied within the framework of mastering the discipline “Pediatrics” became a great help in solving this difficult task. During their study, students have additional consolidation of the material, and, in the future, they demonstrate higher results when passing the certification.

It seems absolutely logical to revise existing approaches to language teaching and pay more attention to early language professionalization based on the CLIL methodology, which will bring the educational situation as close as possible to professionally meaningful communication.

Thus, the above describes the process of organizing the training of foreign students in the specialized medical discipline “Pediatrics”, the difficulties faced by the authors of the article in their work. It would be very interesting to get acquainted with the experience of other

universities that internationalize medical education in order to harmonize the education of foreign students and maintain the prestige of Russian higher education in the world.

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### **MODERN ASPECTS OF TEACHING THERAPEUTIC DENTISTRY IN THE LANGUAGE OF THE INTERMEDIARY**

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**Annotation:** The teaching of therapeutic dentistry in the intermediary language (English) contributes to the development of higher medical education in the Russian Federation, which in turn allows to increase the level of higher professional education. One of the priority areas for improving the educational process is to observe the ratio of students and teachers. It is necessary to strengthen control over the quality of studying the patient's native language (Russian) by English-speaking students at the initial training courses, which will make it possible to increase the level of dental care at a clinical appointment. An important task is to improve the quality of assimilation of theoretical and practical skills in clinical departments by students in an intermediary language. Particular attention should be paid to equipping the workplace of a dentist.

**Keywords:** Intermediate language learners, therapeutic dentistry, ways to improve teaching.

**Introduction.** Modern reality has sharply outlined the problem of professional training of medical workers. There is an acute shortage of highly qualified specialists everywhere in the industry. Therefore, it is natural that one of the main directions in the field of higher medical education is the need to significantly strengthen the practical aspect of training future doctors while maintaining the proper level of theoretical knowledge [1].

The team of teachers of the Department of Therapeutic Dentistry with the IDPO course of the Bashkir State Medical University of the Ministry of Health of Russia directs its efforts to implement the concept of developing higher medical education in the Russian Federation, based on the best traditions of Russian higher education, using the latest methods and technologies. Teaching therapeutic dentistry in English to students from among foreign citizens makes it possible to attract more students from different countries to the Bashkir State Medical University, thereby increasing the prestige of our educational institution. Currently, the number of students studying in the intermediary language (English) is growing.

In connection with the foregoing, the purpose of this work is to study the features and analyze the current aspects of teaching therapeutic dentistry in an intermediary language.

**Literature review.** Many authors share their experience in teaching foreign students, during which actual problems of learning are identified, methodological approaches are developed [2].