

in green, if the answer is incorrect, the selected option will turn red. If there is no answer within the indicated time, the bot will automatically show the correct option and open the next question. The channel collection presents a large base of tests for higher levels. In addition, the authors of the channel also publish grammatical information for students who study Russian as a foreign language. For example, authors uploaded notes on the difference between the words "пребывать" and "прибывать," on the expression of determinative-substantive relations (as part of the preparation for the TORFL-III exam). The presented theoretical material is systematized and mastered in practice. The authors of the channel create separate folders using the Wordwall resource. These folders contain the most difficult questions for the channel audience - most of the subscribers gave incorrect answers to them. In our opinion, the creation of such Telegram channels and bots can be considered promising not only in exams preparations, but also in studying special vocabulary and grammatical constructions from specialized areas - medicine, computer science, engineering, etc.

Another effective tool in learning foreign languages is the Quizizz resource for creating quizzes and presentations. On this website, a teacher has the opportunity to develop an interactive lesson using the presentation functions. A distinctive feature of the Quizizz is the addition of various tasks to the slides with the necessary material. Questions are performed in quiz mode, and the winner is determined at the end of the presentation lesson. The Quizizz resource is also aimed at schoolchildren, therefore the platform has a gaming interface. If the situation requires it, then game functions (emojis, musical accompaniment, memes) can be disabled by the teacher.

Thus, at present, the use of various applications (Quizlet and Quizizz), as well as chat bots (in particular those which were created on the Telegram social network) is successfully integrated into the learning process as an additional means of acquiring, consolidating and testing the knowledge gained. In addition, these applications are attractive as they save the teacher's time to check tasks and can be reused in different groups of students.

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COLLOBATION FORMS OF LEARNING

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Abstract. Traditional education is the most common form of education, which involves close interaction between the teacher and students. In the traditional teaching scheme, the teacher is the only source of knowledge in his field. The combined form of education is the interaction of traditional and distance learning. Distance form of education is the receipt of educational services without visiting an educational institution, with the help of modern in-

formation and educational technologies and telecommunication systems. The subject of the study was a comparative assessment of the assimilation of the material on the discipline "Faculty Surgery" in the traditional, combined and distance format by foreign students. In the future, the full-fledged universal development of distance learning, which in its essence can be both an independent form and in addition to full-time education.

Keywords: traditional education, distance learning, blended learning.

Introduction. Knowledge is the most important resource in the global economy that can improve the quality of life of the population. The possibility of obtaining a quality education, regardless of external circumstances, is an urgent need for any modern state and society [4]. Due to the epidemiological situation (beginning in 2020) all over the world, it became necessary to conduct classes in a remote format. One preferred form of learning is distance learning supported by e-learning. But creating online courses and managing distance learning is a rather difficult task [6].

Literature review. Traditional education is the most common form of education, which involves close interaction between the teacher and students. In the traditional teaching scheme, the teacher is the only source of knowledge in his field. It should be noted that with basic training, the teacher has the opportunity to pay attention to each student, to identify his approximate level of knowledge, to notice the student's mistakes during the lesson and, if necessary, correct them. The combined form of education is the interaction of traditional and distance learning. With this form of learning, the educational process combines both face-to-face learning with the participation of a teacher, it can be practical classes, laboratory work, seminars, and online learning using an electronic educational platform, online applications with conference calls [2]. Distance form of education is the receipt of educational services without visiting an educational institution, with the help of modern information and educational technologies and telecommunication systems, such as ZOOM, SKYPE, online platforms [3].

The model of integration of full-time and distance forms in education is promising in the field of theoretical disciplines. When selecting the content of training, the orientation to the areas of interest of the student will affect the motivational and incentive sphere of his personality and reveal to him in practice the significance of studying a particular subject, as well as the need for continuous improvement of his knowledge and skills [5]. When teaching according to the model of integration of full-time and distance learning, in order to correctly organize the process, it is necessary to analyze what material requires explanations from the teacher and consolidation of the material in full-time format, which requires practical actions, and which can be transferred to distance learning. Since there is not enough time allocated in a full-time lesson to consolidate and develop the acquired knowledge, some aspects and activities can be transferred to distance learning. Considering that each student needs a certain amount of practice, only full-time education will not give the desired result. That is why independent activity with included distance learning, using the resources of the Internet, contributes to the solution of many problems. If necessary, the teacher can be contacted via e-mail, but following a certain established schedule. Teachers, in turn, form the skills of quick feedback by remotely checking the work and providing the necessary information in time. With a competent organization, there is no doubt that in the near future the remote form will not only be used in integration with full-time, but may also replace it in some aspects.

Methodology. The study was conducted at the Bashkir State Medical University of the Russian Ministry of Health. The object of the study were foreign students of the 4th year of the specialty "Medicine". The subject of the study was a comparative assessment of the assimilation of material in the discipline "Faculty Surgery" in a traditional, combined and distance format. The analysis was carried out on the basis of the reports of the Department of Faculty Surgery on educational and methodological work for 2018–2022.

The students were divided into three subgroups according to the forms of study in a certain academic year. So in the 2018-2019 academic year there was a full-time education format, in 2019-2020 a mixed format, in 2020-2021 a distance format, in 2021-2022 a mixed

format. Given the development of the COVID-19 pandemic at the beginning of 2019 and its impact on the educational process, it was decided to exclude the 2018-2019 academic year from further analysis. The performance of students was assessed according to the main parameters: admission to the exam, the level of mastering the discipline, academic performance, the quality of knowledge assimilation.

Results. In total, there were 1524 students during the observation period. It was found that the level of mastering the discipline had differences in all three groups (Fig. 1).

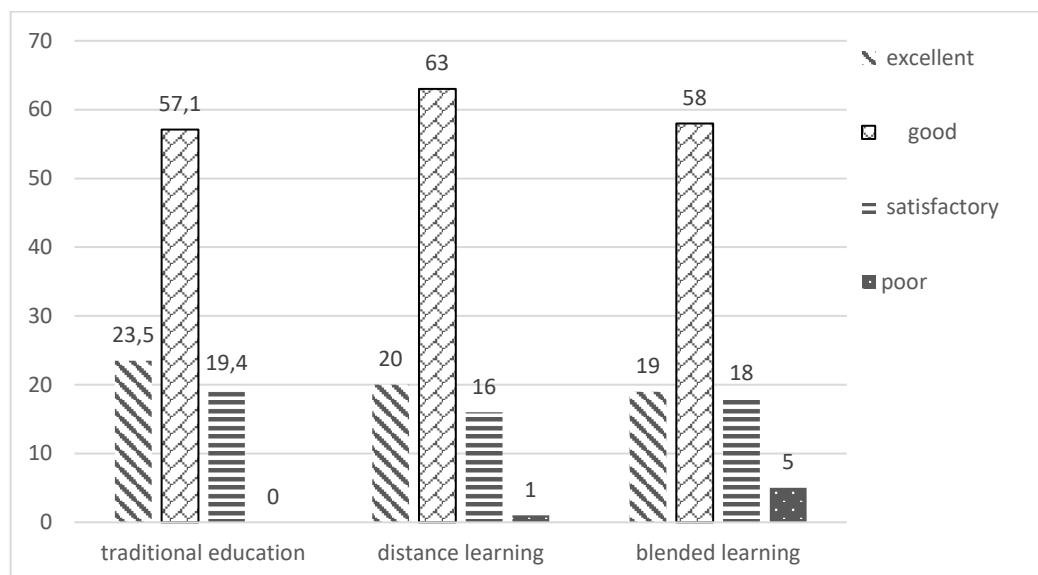


Fig. 1. The results of the assessment of students' knowledge

When comparing the level of mastering the discipline by students on the exam, it was revealed that students who received an “excellent” rating are higher compared to mixed and distance learning formats. In the distance format, more students passed the exam with a “good” rating. With a mixed format, there is a decrease in the grades "good" and "excellent", there is an appearance of "not satisfactory" results.

Further, based on the data obtained and the analysis performed, the following results can be compiled (Table 1).

Table 1.

Comparison of traditional, blended and distance learning

Options	Form of study		
	full-time	mixed	remote
Admission to the exam, %	100	97,7	97,4
Absolute progress, %	97,8	95,5	98
Qualitative progress, %	78,4	77,3	82
Average score	3,9	3,9	3,9

According to the results of the study, it was revealed that attendance and thus admission to the exam was high in the traditional form of education. Absolute performance is comparable with full-time and distance learning and at a fairly high level. Qualitative progress was high in distance learning. The average score of students in the process of mastering the discipline was identical in any form of education.

Since 2015, the department has been conducting an intermediate certification in the discipline "Faculty Surgery" for 4th year students of the Faculty of Medicine. The final grade is calculated according to the rating system. The average score was 3.9.

The average GPA for the 2019–2020 academic year was 4.1. Compared to the previous year, this is slightly higher (last academic year, the average score was 3.9). Also in the

reporting year, there was an increase in quality performance: last year, quality performance was 78.4%, in the reporting year - 87.9%.

The average score in the 2020-2021 academic year, after the intermediate assessment, was 3.9 points. Compared to the previous year, this is slightly lower (last academic year, the average score was 4.1). However, it is worth considering that in 2020 the final grade was set according to the average score without taking into account the intermediate certification. Compared to 2019, the average score is stable at 3.9. In the reporting year, there is a slight decrease in quality performance: last year, quality performance was 87.9%, in the reporting year - 82%.

The average score for the 2021-2022 academic year was 3.9 points. The same average score was recorded last year. In the reporting year, there is a slight decrease in quality performance: last year, quality performance was 82%, in the reporting year - 77.9%.

Conclusions and further prospects.

As a result, we can highlight the positive and negative aspects of distance learning. The positive ones include: • Flexible schedule of education (regardless of time factors and location). • Modularity (convenient accumulation of courses in separate blocks, allowing you to independently adjust the program to the success or needs of an individual student). • Financial efficiency (less costly in material terms). • Individualization of learning (the student is able to independently build their own learning plan and complete assignments). • The practice of developing adaptation skills (distance education can provide practice for the student's ability to be independent and self-study, search for information and adapt to unusual learning conditions). • A high degree of actualization of the material (due to the significant use of the Internet, software, computer equipment - all this allows you to regulate and adapt both curricula and the process of obtaining knowledge as quickly as possible, following changes in the external environment). • Availability (distance learning is able to meet the educational needs of many students not only in a particular country, but all over the world) • Openness (a feature of working with the Internet and computer technology - allows you to create an accessible database that includes all the learning materials that it will be possible to view an unlimited time period, and this applies not only to dry text or images, but also to the recording of the lectures themselves and other materials necessary for learning).

Despite the highlighted positive aspects of distance education, there are also negative aspects, which include: • Not suitable for areas of training, an essential aspect of which is communication with people and teamwork (only voice communication is not able to fully compensate for the necessary skills that are developed exclusively with live cooperation). • Problems with the control of progress (it is impossible to guarantee that the work done by the student is done by him independently, since it is impossible to provide a sufficient level of control, the quality of the education received largely depends on the student himself). • The need for computer literacy skills. • Significant learning theorization

From all of the above, we can conclude that there is an absolutely real prospect for the full-fledged universal development of distance learning, but we also need to understand that this is only one of the forms of education, which at the current moment of development of both society and scientific and technological progress is not panacea for any task. But we also note that this form of education has both its own demand among the consumer and its own niche, in which certain areas of education can show, if not increased, then identical indicators in comparison with the classical form of education. Despite many organizational flaws in the distance learning format, students are more optimistic about the prospects for its further development than teachers [5].

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**COMBINATION OF CLASSICAL AND INNOVATIVE METHODS
IN TEACHING HISTOLOGY TO FOREIGN STUDENTS
AT THE BASHKIR STATE MEDICAL UNIVERSITY**

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Annotation. Fundamental changes are taking place in modern education, the use of new modern digital technologies is becoming a priority. The use of information and communication technologies makes it possible to develop the practical skills of the student and prepare high-quality specialists in the future. The rapid development of Internet resources entails the need for constant training of teachers and the introduction of modern technologies in the educational process. The analysis of educational activities at the Department of Histology of the Bashkir State Medical University is given. The main problems and ways to optimize the teaching of morphological disciplines to foreign students using modern digital technologies are highlighted.

Key words: teaching, histology, foreign students.

Introduction. Over the past decade, Russian education has become attractive and in demand not only for citizens of the Russian Federation and the Near Abroad, but also for the countries of the Far Abroad. The provision of educational services for foreign citizens, in accordance with the "Concept of the state policy of the Russian Federation in the field of training national personnel for foreign countries in Russian educational institutions", is a priority direction of state policy [1]. Since the 80s of the last century, the share of foreign students studying in the USSR has been constantly increasing, and at present, the share of foreign students in our country is about 3% [2,3]. Bashkir State Medical University is very popular among applicants from Tajikistan, Uzbekistan, Kazakhstan, India, African countries, Syria, Iran, etc. At the moment, in our University study students from 54 countries, a significant proportion of which are far abroad countries. At the same time, an important point for creating more favorable conditions for learning and developing cooperation between Russia and foreign countries is to attract foreign specialists to the education system, namely graduates of Russian universities from among foreign citizens. The educational process at the Department of Histology is carried out in Russian and English. The number of foreign students is growing every year, so the constant improvement of the methodology of teaching morphological disciplines to foreign students, the introduction of innovative methods in the educational process is an urgent task, the solution of which will improve the quality of the educational process, and