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## FEATURES OF TEACHING THE DISCIPLINE INTERNAL DISEASES IN FOREIGN STUDENTS OF THE FACULTY OF DENTISTRY IN ENGLISH

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Annotation. The article analyzes the features of teaching clinical discipline at a medical university. In addition to cognitive abilities, non-cognitive skills of students play an important role in learning and academic performance of students. The leading non-cognitive skills include taxonomically five personality traits: openness, conscientiousness, extroversion, benevolence, emotional stability (neuroticism). Teaching students with the formation of noncognitive skills using active teaching methods in the form of individual problem cases in the discipline of internal diseases, allows students to improve their academic performance.

**Key words.** Cognitive and non-cognitive skills of students, passive and active pedagogical teaching practices, individual problem cases.

**Introduction.** The modern system of higher medical education is characterized by internationalization and mobility. It is characterized by purposeful integration into the national system of higher medical education in the form of international student and research mobility, internationalization of curricula, teaching processes. These trends are reflected in the work of a higher school teacher, because in addition to professional competencies, he needs to improve the possibilities of language communication. International mobility ensures the growth of the personnel potential of the Republic with the attraction of additional funds for the development of BSMU.

When forming the learning process in the clinical discipline of a medical university for students from near and far abroad, it is necessary to take into account the difficulties of climatic, socio-economic adaptation in a different language environment. The possibilities of using active teaching methods using individual cases, including theoretical and practical practices, allow you to increase the active part in the study of the discipline.

**Literature review.** The Federal State Educational Standard of Basic General Education, approved by the Ministry of Education and Science of the Russian Federation, establishes the need for students to develop emotional intelligence, communication skills, self-control and many other non-cognitive characteristics. According to the Incheon Declaration "Education 2030", adopted at the World Educational Forum in 2015, non-cognitive skills of students began to play an important role as the main focus of the development of education and the learning process, along with cognitive skills [1,2,3]. Non-cognitive skills are defined as a set of thoughts, feelings and behaviors of an individual that can develop during life and form diligence in the educational process. Thus, in addition to academic knowledge, students should develop behavioral strategies that are necessary for academic success. Non-cognitive skills or soft skills allow the student to persevere in mastering the educational material. Empirically, a positive relationship has been established between soft skills and academic performance of students [2].

The leading non-cognitive skills include taxonomically five personality traits: openness, conscientiousness, extroversion, benevolence, emotional stability (neuroticism). These soft skills are the main personal characteristics that help in the development of cognitive abilities and adaptation in a new academic environment. The literature discusses the influence of such characteristics as growth mindset, self-efficacy, perseverance (grit/perseverance) [Duckworth, 2016], self-control [Schmidt et al., 2020], achievement motivation [Steinmayr et al., 2019], feeling belonging to a single collective [Urvashi, Singh, 2017; Lee, 2020]. While the insufficient socio-economic level of students, the difficulties associated with harsh climatic conditions, the need to adapt to unusual living conditions and communication in a non-English language environment negatively affect the academic performance of students[2,3].

The pedagogical design of a clinical lesson, dominated by passive pedagogical practices, worsens the academic performance of students and increases the development of cheating during control tests. Passive practices include practices focused on memorizing and reproducing students' knowledge received from the teacher. Traditionalism in education, which is characterized by passive teaching practices, can be contrasted with active pedagogical practices aimed at involving students in the process of acquiring knowledge and giving them the opportunity to independently understand the solution of tasks. Such practices include, for example, participation in discussions, application of theoretical concepts to cases, presentation of reports, work at the bedside under the guidance of a teacher. Active pedagogical practices contribute to the formation of mastery and demonstrate a higher effectiveness of the learning process [4].

The purpose of this article is to analyze the features of the organization of training of foreign students of the Faculty of Dentistry at the Department of Internal Diseases.

**The main part.** The teaching of the discipline "internal diseases" for students from foreign countries is carried out by a traditional pedagogical design: lectures with practical clinical classes at the patient's bedside.

The work program for the discipline was created on the basis of the work program of the Federal State Educational Standard for the specialty 31.05.03- Dentistry in the amount of 216 hours and adapted for teaching the discipline in English on the basis of the Clinic of the Bashkir State Medical University. Contact work with students takes place in the form of lectures and practical clinical classes. During practical clinical classes, attention should be paid to the national and cultural characteristics of students. For example, African English-speaking students are characterized by openness and gentleness in communication, but it is not recommended to use a democratic style of communication, special attention should be paid to the development of soft skills discipline and self-organization. While when communicating with English-speaking students from Arab countries of the Middle East, who are characterized by indiscipline, conflict and irritability, in the specifics of pedagogical communication, emphasis should be placed on calmness and delicacy, the development of self-discipline skills with an emphasis on discussions in the learning process.

In addition to the use of passive pedagogical practices, special emphasis is placed on the use of individual problem cases. The structure of the case includes 4 questions: 1) a test question on the 1st form of the test with the choice of one correct answer; 2) a theoretical question on the knowledge of symptoms and syndrome on the topic under study; 3 and 4) laboratory research methods (Fig.)

The creation of individual cases allows you to activate the teaching process, arouses interest among students and better assimilation of the material.

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**Fig.** An example of an individual case on the discipline internal diseases for students of the Faculty of Dentistry.

**Conclusions.** When teaching professional skills to students in the discipline of internal diseases, non-cognitive skills should be formed. The use of individual problem cases allows you to introduce active teaching methods into the pedagogical design of the discipline.

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## ASSESSMENT OF FACTOR "PHYSICAL ACTIVITY" AMONG MEDICAL STUDENTS FROM INDIA

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Annotation. The factor "physical activity" is investigated among medical students which studies in medical organization of high education who are from India. Estimated the