

EXTRACURRICULAR AND CREATIVE ACTIVITIES OF STUDENTS IN THE FRAMEWORK OF THE EDUCATIONAL PROCESS

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Abstract: This paper highlights the problem of making it interesting for students to get involved in scientific studies. It identifies such an issue and offers some possible solutions on how it could be done. It explains the efforts of BSMU Anatomy Faculty in the area of making its personnel more science oriented.

Key words: science in the University, science popularization, problems in science, students and science

Science is the most important, the most beautiful and necessary thing in a person's life, it has always been and will be the highest manifestation of love, only by it alone will a person conquer nature and himself.

A.P. Chekhov.

Science is a sphere of human activity aimed at developing and organizing knowledge about the real World. The basis of this is the collection of facts, their constant updating and systematization; analysis of the information received. And already on this basis, the synthesis of new knowledge or generalization of existing ones, ultimately allows us to build cause-and-effect relationships necessary to achieve the goal, to solve a particular issue [4,7]. The development of science is a step towards improving the quality of human life, reaching new horizons, discovering something truly necessary. Without the introduction of new technologies, it is difficult for us to imagine our current life. Therefore, the significance of the issue of increasing students' interest in scientific activity is an integral part of the activities of university, because specifically within the walls of the university a student begins his first steps into the world of "Science". The arrival of young people in science, the attention of the uninitiated part of society to scientific problems depend on the degree of popularity of science [3].

Unfortunately, in medical universities, unlike technical ones, term papers and theses are not practiced. And therefore, only a few students comprehend the basics of science, going beyond the curriculum, while in technical universities, elements of scientific activity are already included in the curriculum.

Having entered the university, the student is obliged to master the curriculum. It takes a lot of effort and time, especially in medicine. If the student copes with this, then most often he has a desire to master other activities. It is at this moment that a teacher is needed more than ever in order to first induce, arouse interest in science, and then direct the student in the right direction [2,5,6].

The work of a doctor is not just the diagnosis and treatment of patients, but the constant systematization of the smallest signs he has identified, the analysis of literature, the search for new methods and original solutions in specific cases. This job is not only thoughtless adherence to medical and economic standards, which is certainly necessary in modern conditions, but with blind following this might destroy the research impulse.

Almost 200 years ago N.I. Pirogov expressed an important opinion, extremely relevant today, that educational work without scientific work cannot exist at all. In his articles, the scientist has always promoted the strengthening of the scientific activities of professors and teachers of the university, focusing on the scientific research of young people.

The arrival of young people in science, the attention of the uninitiated part of society to scientific problems depend on the degree of popularity of this area.

The popularity of science within the walls of universities can be ensured in many ways, ranging from actions in departments to global inter-university projects. At the Department of Human Anatomy of the Bashkirian State Medical University, one of the main scientific directions is the study of the elements of the musculoskeletal system, in particular, large

joints. Students actively participate in this work. In addition, the department has a student scientific society (SSC), whose meetings are held regularly (once every two weeks) with the participation of a large number of students. At the same time, they can act as speakers, active participants in discussions, scientific disputes, and even passive listeners: everyone chooses his own activity. At SSC meetings, students present to their colleagues both abstract reports, during the preparation of which they improve the skills in working with a large amount of scientific literature, and the results of their own research under the guidance of senior mentors. To encourage the initiatives of students and their work at the Department of Anatomy, within the framework of the rating system for assessing knowledge, provisions have been developed for additional points, which is an important component of incentives. However, in my opinion, the initial link is still internal motivation. In any case, all of the above makes science very popular within the department.

In recent years, the practical activity of students has become widespread, which consists in dissection, during which students develop manual skills, and also collect information about the variants of the structure of the human body. Evaluation of performed dissections with their defence (an element of the thesis) is carried out by a commission of professors and associate professors of the department. In addition, according to the results of the research, students make reports at the annual scientific conference of students and young scientists of the Bashkirian State Medical University. This activity is also encouraged by additional points to the final score on specific subject.

From the 2009, at the Department of Human Anatomy, students have tried themselves in a new role. Several teams of students under the guidance of teachers created educational films on the most complex sections of the subject area: CNS, PNS, splanchnology. This method will not only ensure targeted "scientific" communication between the student and the professor (supervisor), but also help other students who evaluate the work, to understand better the problem covered.

Annually under the guidance of the staff of the Department of Human Anatomy, thematic competitions are held. They brought together not only students of the first years of study, but also senior students. This gave a great incentive for further work in the scientific field.

Also, an important factor in the development of scientific potential is material support. Since 2006, following the results of training at the Department of Human Anatomy, students who have particularly distinguished themselves in scientific research have been awarded a scholarship named after Professor S.Z. Lukmanov.

In addition, it is necessary to form funds to encourage not only "inquisitive student minds", but also their scientific supervisors. [1]

This will allow science not only to survive, but also to continue its development, as well as to create scientific potential, which is extremely important. After all, all steps to popularize science in universities are made to ensure that there are those who will promote it in the future.

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INTEGRATION OF DIGITAL TECHNOLOGIES IN FOREIGN LANGUAGE CLASSES

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Abstract. The article discusses the use of digital technologies in the educational process helping to implement the most important didactic principles: to apply various forms of teaching organization, to ensure the various forms of representation of learning material, its availability not only during school hours, but also during independent extracurricular work of students, to activate their consciousness and activity in learning.

Key words: digital technologies, foreign language, vocabulary, quizlet

Nowadays the problem of using digital educational resources and technologies in foreign language classes is considered as one of the most popular topics in education. The traditional model of the educative process consists of three parts: textbook, teacher and student. By all means, it has already lost its relevance and has been supplemented by a new link. This link is digital technologies. They give students and teachers an unlimited number of resources that help to achieve the main goal of learning a foreign language – the formation of communication skills and the possibility of intercultural interaction, which is the basis for the existence of the Internet [4].

In education and teaching methodology of foreign languages Internet technologies are interpreted as “set of forms, methods, ways, techniques of teaching a foreign language using Internet resources” [7]. Today the world network is becoming one of the key sources of information retrieval, various teaching methods, applications and other resources that can be used to modernize and facilitate the process of learning a foreign language.

The proficient use of digital technologies provides great opportunities for improving the foreign language lesson. Educational Internet technologies provide modeling of conversational situations that contribute to the formation of fundamental skills of foreign language communication, a variety of educational lesson activities, the opportunity for students to study interesting topics and to increase their motivation [3].

The use of educational digital technologies in a game mode is an integral part of the learning process. It allows to diversify the lesson and relieve stress after exercises. The main aims of gaming on the foreign language lessons include the development and training the certain skills; improvement the speech skills; communication training; the formation of certain abilities and mental functions; cognition (in the field of language); memorization the material [5]. Game methods make it possible to interest students without a clear indication of the educational goal, while performing their teaching role.

Quizlet is one of the most popular and highly sought digital resources. It has various learning modes and allows to learn a foreign language effectively, enriching vocabulary, improving pronunciation, reading and understanding a foreign text. The Quizlet app has a fun and interesting game mode that motivates and engages students in the process of education.

Using this application, teacher can create a certain course. For instance, there is a course that includes several modules: digestive system, respiratory system, cardiovascular