

**FEATURES OF TEACHING THE VARIANT PART "FUNDAMENTALS  
OF MEDICINAL PLANT GROWING" AT THE DEPARTMENT  
OF PHARMACOGNOSY TO STUDENTS IN THE INTERMEDIATE LANGUAGE**

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Annotation: The article deals with the features of teaching the variable part "Fundamentals of medicinal plant growing" at the Department of Pharmacognosy with a course of botany and the basics of herbal medicine of the Bashkir state medical university for students in the mediator language (English) in order to implement a competency-based learning approach. As well as the stages of development and formation of methodological materials, a fund of evaluation tools.

Key words: fundamentals of medicinal plant growing, competence.

The Federal State Educational Standard of Higher Education in the direction of specialty training 33.05.01 Pharmacy consists of a mandatory basic and variable part, the latter of which is aimed at expanding and deepening the competencies of the standard, competencies additionally established by the university and the requirements of the professional standard (development of labor functions ) [1]. A set of disciplines (modules) related to the variable part of the educational program is determined by the university independently in the amount established by the relevant Federal State Educational Standard of Higher Education, and are partly mandatory for students to master.

Mastering the disciplines of the variable part enables foreign students to expand and deepen their training, determined by the content of the mandatory part, to master additional competencies, skills, labor functions necessary to ensure competitiveness, in accordance with the demands of the labor market and opportunities for continuing education.

The implemented discipline of the variable part "Fundamentals of Medicinal Plant Growing" at the Department of Pharmacognosy with a course of botany and the basics of herbal medicine of the Federal State Budgetary Educational Institution of Higher Education of the Bashkir state medical university of the Ministry of Health of Russia within the framework of the curriculum and the main educational program of the specialty 33.05.01 Pharmacy complements the special pharmaceutical discipline "Pharmacognosy". The program on pharmacognosy provides for the development of the basic methods of cultivation of medicinal plants, however, the study of the theoretical foundations of medicinal plant growing is not included in the lecture and practical course. The course "Fundamentals of medicinal plant growing" for future pharmacists, whose professional activities will be related to issues of pharmacognosy, will allow them to master the knowledge, skills and abilities of cultivating medicinal plants.

Development and formation of educational materials (for lectures, practical classes for teachers and students, for independent contact and extracurricular work) for teaching the discipline "Fundamentals of medicinal plant growing" include the following steps:

- 1) formation of the goal and objectives of the discipline in accordance with the requirements of the Federal State Educational Standard of Higher Education;
- 2) analysis of the objects of study to determine their significance in the implementation of the goals of mastering the discipline, the distribution of the number of hours for certain types of classes according to the curriculum;
- 3) conducting a comparative analysis of the available exemplary work programs and methodological manuals for the formation of the necessary knowledge and skills;
- 4) designing a working version of the educational and methodological materials of the discipline, which is corrected in the course of optimizing the educational process and checking the assimilation of the quality of assimilation of the material.

When compiling the work program, designed for 108 hours (3 credits), we identified 3 sections of the discipline - "Introduction. Plant growing as a science", "Quality of medicinal

plant raw materials”, “Peculiarities of cultivation and harvesting of medicinal plants”. Classroom classes are designed for 72 hours (21 hours - lectures, 51 hours - practical classes) [2].

In accordance with modern requirements, students are given more time for independent work. This requires the development of appropriate didactic tools and the use of appropriate forms and methods of work, and control over the development of competencies. As such a didactic tool, we have developed a workbook for independent extracurricular and contact work of students. The workbook contains tasks for independent extracurricular work of students (IEWS) in the form of tables that reflect the basis of the practical lesson and templates for the design of independent contact work of students.

The tasks presented in the workbook contribute to a more effective mastering of theoretical material and instill the ability to obtain the necessary data with the help of reference literature and Internet resources. The advantages of using workbooks are the objectivity and time savings of teachers at the stage of monitoring the results of independent work of students. Filling out ready-made templates when processing the results of students' independent work saves students a lot of time, while simultaneously forming the skill of correctly filling out accounting documentation. To control the level of development of competencies in the study of the discipline "Fundamentals of medicinal plant growing", a fund of evaluation tools has been developed. Control is carried out in the form of an oral survey on questions for self-training, test tasks and situational tasks.

The process of teaching the discipline of the variable part "Fundamentals of medicinal plant growing" is aimed at developing students' understanding of the importance of the issues of rational use of medicinal flora and additional competencies to expand the scope of future professional activity.

#### *Literature*

1. Federal state educational standard of higher education of the level of training of the specialty 33.05.01 Pharmacy.
2. <http://bashgmu.ru/upload/educational%20plan%202017-2018/OOP%20Pharmacy%202017.pdf>

### **DISTANCE EDUCATION FOR RESIDENTS IN THE COVID-19 ERA**

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**Annotation.** For two years, the COVID-19 pandemic has become one of the most difficult in terms of medical training for resident doctors. The new requirements of primary specialized accreditation make competency-based learning more important. The aim of the research was to study a mentor-based curriculum with on-the-job examinations in the final year of the residency programme. Resident doctors who had completed training on the modified curriculum on satisfaction and competence were interviewed.

Respondents found mentoring and feedback very positive in supporting their learning success. Most would like to have more structured feedback. Workplace evaluations were useful and meaningful. Resident doctors felt confident and prepared for initial specialized accreditation. There was also a high level of satisfaction and advice for resident physicians in the final year. Thus, the mentoring-based curriculum, with integrated assessments in the workplace, has led to high overall satisfaction and an effective improvement in the quality of training, and supports the communication and social skills of resident doctors.

**Keywords:** higher medical education, residency in anesthesiology and resuscitation, COVID-19, pandemic, development of educational programs