

- expansion of academic mobility through the activation of international contacts, exchanges students and teaching staff at the interstate, interdepartmental and interuniversity levels;
- assistance in organizing joint research, therapeutic and educational projects with foreign institutions at the university and abroad;
- involvement of interested enterprises and organizations in the development of international relations of the university;
- organization of reception of foreign delegations, specialists, teachers, students, scientists, interaction with government agencies on the issues of the stay of foreign citizens invited by the university on the territory of the Russian Federation;
- accompanying foreign lecturers and students from among foreign citizens in case of emergency.

Currently, the University is actively developing international cooperation in the field of science, academic mobility of faculty and students, organization of international conferences and master classes, as well as reception of delegations. The development of internationalization of medical education opens up broad prospects for the development of all areas of the university's activities, contributing to the progress and promotion of the university at the world level. In higher education, there is a convergence of problems, trends, tasks and goals, which makes us forget about national and regional differences and specifics. There is an intensive universalization of the content of education, in the conditions of the modern information and digital revolution. The internationalization of higher education contributes to the dynamic development of the process of integration of educational systems. This process puts forward new requirements for the organization of the educational process, sets new management and planning tasks, requires significant investment.

POSSIBILITIES AND PROSPECTS OF TEACHING TRAUMATOLOGY AND ORTHOPEDICS TO FOREIGN STUDENTS OF A MEDICAL UNIVERSITY

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Annotation. The principles and methods of teaching clinical disciplines using the language of an intermediary are described. The communicative, linguistic and methodological features are studied.

Key words: education, traumatology, orthopedics, foreign students, organization of education.

Introduction. Currently, Russian universities are actively involved in the process of international integration. The number of foreign students studying at Russian universities is growing, both in Russian and using the language of an intermediary, which is most often English. At the same time, students from abroad are trained in separate groups using adapted curricula and using new methods. The problem of methodological support of the educational process of foreign students has recently become the subject of research by many authors. Researchers note a number of features of the teaching process for this category of students. V.V. Skvortsova et al.[1] reports that foreign students, on the one hand, do not have a high level of spoken Russian speech and writing, on the other hand, they often have difficulties with the English language, due to the presence of a strongly pronounced accent, which ultimately distorts the adequate perception of information by the teacher. A.V. Komushenko et al. [2] believe that in such situations, verbal communication in the teaching process should be minimized and the principle of imitation (“do as I do”) should be used. In the learning process, relying on a non-verbal, visually structured component, as the most understandable and common for different educational and language systems, moving on to the verbal component on its basis, one can also form communicative competence. Thus, visibility here acquires a new

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Teaching foreign students requires a certain style of presentation of educational material. Phrases and sentences should be concise, with short and precise wording. It is impossible to overload speech with stylistic turns [4]. Given the difficulties of verbal communication between the teacher and students, priority is given to visual images. The principle of visualization is one of the main principles in teaching foreign students [5]. This technique is used in teaching disciplines of various directions. In philological disciplines, the integration of various methods of cognitive visualization into language teaching orients the minds of students to the mode of action, thereby giving them an important tool of knowledge necessary for continuous self-education. Creation of teaching aids and developments, including elements of cognitive visualization is one of the urgent tasks of modern linguodidactics [6]. O.G. Balina [7] also notes that the visualization technique is one of the means of activating the educational process and a way of systematizing and structuring educational information in the study of vari-

ous disciplines. However, some authors come to the conclusion that the visualization method in fact has the least value [8]. O.S. Bulgakov and S.A. Burkova [9], noting the positive aspects of the visualization method, warn against its excessive use. Due to the realities of modern technogenic civilization, the phenomenon of the paradox of the form of psychophysiological protection arises, in which the visualization of information (simplification of its processing) contributes to its better assimilation and reproduction, thereby optimizing the educational process, but at the same time carries elements of degradation. A special place in the research is occupied by the introduction of innovative techniques into the methodology of teaching. The use of a variety of active learning methods arouses students' interest in the educational and cognitive activity itself, which allows you to create an atmosphere of motivated, creative learning and at the same time solve a whole range of educational, educational, developmental tasks [10]. Multimedia technologies make it possible to significantly improve the quality of presenting new material, establish feedback with students and quickly respond to non-standard situations that arise during classes [11]. The problem of finding new methods aimed at improving teaching to foreign students is also relevant for medical universities. In recent years, a number of works have been published on the methods of teaching certain theoretical and clinical disciplines of this category of students in medical universities. [12,13,14,15,16]. T.S. Serdobintseva et al. [17] come to the conclusion that the new multimedia technologies introduced into the teaching of pathological anatomy, using English as an intermediary language for foreign students are a preparatory stage for the transition to a modular learning system, which is effectively used in European countries. E.S. Chernomortseva et al. [18] believe that teaching human anatomy to foreign students requires a combination of traditional and modern teaching technologies. E.A. Logacheva and T.V. Shuteeva [19] in their work provide data that multimedia resources allow students, already at the stage of preparation for a practical lesson, to get acquainted not only with oral material, but also see the methods of neurological and instrumental examination, diagnostic tests, therapeutic measures in patients with various neurological pathologies.

Thus, the development of new methods of teaching academic disciplines to foreign students of medical universities studying using the language of an intermediary, including the use of visualization techniques, is an urgent problem of modern pedagogy.

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USING THE MICROSOFT TEAMS PLATFORM FOR THE EDUCATIONAL PROCESS AT A MEDICAL UNIVERSITY IN THE CONTEXT OF THE SPREAD OF A NEW CORONAVIRUS INFECTION

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Annotation. This article presents data from a literature review and own results of work using the Microsoft Teams platform in the process of teaching students, including foreign ones, and op of a medical university in the conditions of the spread of a new coronavirus infection.

Keywords: medical university, Microsoft Teams, Covid-19