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PRACTICE-ORIENTED MASTERING OF THE DISCIPLINE BY FOREIGN STUDENTS

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Abstract: the article considers the possibilities of implementing a practice-oriented approach in the study of the discipline "Epidemiology" by foreign students in order to improve the quality of professional training of specialists in various medical specialties.

Key words: competency-based approach, practice-oriented technologies, professional activity, interactive learning.

The process of modern globalization has affected the entire educational system as a whole and opens up new opportunities for students from around the world to receive high-quality professional education. Today, a specialist in his field must clearly meet the professional requirements for him, and be ready for independent and successful activities. In this regard, it is important for university professors, who from year to year to recruit an increasing number of students from among foreign citizens, to improve the quality of teaching the discipline to foreign students. Teachers should be aware of the main problems that arise in the process of teaching foreign students, and how to solve them, which will help make this process organized and effective [1].

One of the significant factors in the development of a highly professional specialist in his field is a competency-based approach to his training, which becomes more practice-oriented. Thanks to the implementation of the competence-based model of practice-oriented training of a specialist in the conditions of education, it is possible to form his readiness for independent and successful professional activity. Competence-based approach to learning also allows to develop the student's personality, creativity, intellectual abilities and value ideas [2,4,6]. The effective implementation of the competency-based approach in teaching involves the widespread use of various interactive forms of conducting classes with students, which is one of the most important areas for improving the professional training of students in a modern university. Compared with other methods, interactive forms of learning are focused on a wider and more active interaction in the learning process, not only between the student and the teacher, but also between the students themselves. The use of various interactive forms of conducting classes contributes to the active involvement of all students in the process of studying the discipline, the exchange of knowledge and ideas, the establishment of emotional con-

tacts between students, and helps to teach productive professional teamwork. Such an approach, of course, increases interest in the discipline being studied, develops the independence of students, helps them to show their individuality in the educational process, allows you to consolidate the already studied material and gain new knowledge [5].

A practice-oriented approach in the training of specialists in medical specialties is actively introduced and permanently optimized by the Department of Epidemiology of the Bashkir State Medical University when students master the discipline "Epidemiology". One of the types of interactive learning, which is actively used by teachers of the Department of Epidemiology in teaching discipline to students of various specialties, is the solution of situational tasks based on scenarios that take place in the future professional activity of a specialist, as well as the performance of various small practice-oriented individual tasks for working with regulatory documents in the field of sanitary and epidemiological welfare of the population.

In the process of solving situational problems, students systematically continue to form universal, general professional and professional competencies. They consolidate the skills of system analysis and interpretation of information, formulating hypotheses and suggesting ways to solve specific situations that require a professional decision of a specialist. The solution of situational problems allows to arouse a steady interest in the discipline among students, activates the cognitive activity of students, organizes their independent work, helps to systematize the knowledge gained, which in general allows you to form the professional competence of future specialists in the course of practical exercises, providing a kind of transformation of cognitive activity into professional [3].

When modeling situational tasks, it is important that the situation reflected in the task be relevant and close to modern realities of life and possible professional situations that a future specialist may encounter in his practical activities, which certainly causes a lively direct interest in its solution on the part of students. Therefore, when creating a set of situational tasks and various practice-oriented individual tasks for foreign students, teachers of the department focus on the features of organizing and conducting sanitary and anti-epidemic measures in the countries where our students come from, a comparative analysis of coinciding and distinctive moments is carried out, attention is focused on causal relationships of the presence of such features. This complex is systematically updated by teachers using up-to-date information on existing changes in the epidemiological situation for various infectious and mass non-communicable diseases in the country and in the world as a whole, as well as taking into account the updating of the regulatory framework in the field of sanitary and epidemiological well-being. Therefore, in the conditions of the modern dynamic development of epidemiology as a science, foreign students study various topics of the discipline as efficiently as possible, master the professional competencies of working with legal documents, prescribing preventive and anti-epidemic measures, which ensures a practice-oriented orientation in the professional training of future specialists.

Such a practice-oriented approach to teaching allows students to more fully assimilate information material in various sections of the discipline, acquire professional skills, in particular, in the application of epidemiological research methods, organization and implementation of preventive and anti-epidemic measures in epidemic foci. The above, of course, has a positive effect on the quality of training of specialists, forming their ability of professional logical thinking in the analysis and synthesis of information about the epidemiological state of the population, in the adoption of the optimal solution of professional tasks for the protection of public health, justified by legal documents.

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MUSICAL EDUCATION AND COGNITIVE FUNCTION IN INTERNATIONAL ACADEMIC SOCIETY: HOW TO USE IT FOR TEACHING MEDICINE

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Abstract. This article contains one of the ideas about making education more effective. We studied how musical skills can correlate with the indices of cognitive functions both in students and in the elderly. Our research data included the results from 200 students and 50 old responders. Obtained results demonstrate that music education has a significant impact on cognitive function.

Key words: teaching neurology, cognitive function, international academic society

Introduction. Nowadays people are used to image treatments as a period of consuming medicines, many students think that tablets which were prescribed by doctors are the only way to get recover. However it is a fatal error. First of all, the main healer is our organism and responsibilities of doctors are to make appropriate conditions for certain healing process or to supply organism with necessary substances. For these responsibilities doctors often prescribe medicines most of which have side effects and teach students to do so. The international paradigm offers that if there is no extra-need for medicines, doctors initially can try unconventional treatments. Unconventional medicine or alternative medicine is a collective name for therapies that have in common that they are not studied much classically in medical schools.

One of the most spread diseases among the elderly population is impairments of cognitive function. Cognitive function (CF) is the number of supreme brain abilities, which provide a person with the capabilities of being human. These capabilities are thinking, spatial orientation, comprehension, calculation, education, speech, memory, making decision, ability to explore and some others. The first signs of an abatement in these abilities could include impaired attention and memory. If the condition continues to worsen, it can cause the manifestation of cognitive degradation sings. Eventually it can lead to dementia. Majority confuse cognitive function with intelligence. Intellect from Latin language «intellectus» that means «perception», «understanding», «reason» or «mind» — level of psyche, which includes abilities of realizing, abilities of learning and remembering based on experience, using knowledge to make opportunities and to control environment. Ability to realize problem and find the solution, which includes cognitive abilities such as: feeling, perception, memory, thinking and imagination. In order to show difference between CF and intellect, we can image, that if intellect is a building, then cognitive function is a fundament of this building. It means without healthy CF you cannot increase your intellect level.

One might wonder, «Which factors lead to worsening of CF?», «Which factors lead to strengthening of CF?», and «How to keep CF healthy?». CF starts the development from the birth of child and continuous until age 19-20. Neurological and psychological diseases during period of CF`s development can cause the cognitive dysfunction. Nevertheless there are lots of factors and activities which strengthen the CF. Five factors which positively influence to CF, were chosen and impact each of them was studied. They are «Musical education», «Lan-