

FEATURES OF TEACHING DISCIPLINE "INFECTIOUS DISEASES" TO FOREIGN STUDENTS

L.V. Murzagaleeva, D.A. Valishin, A.N. Burganova, G.R. Latipova, N.A. Abrashina
Bashkir State Medical University
Department of Infectious Diseases

Annotation. The paper discusses results of assessing the quality of teaching and identifying the main difficulties in teaching, the features of teaching infectious diseases to foreign students.

Key words: foreign students, teaching, problems, discipline, key competencies, infection diseases.

Introduction. Currently, there is a steady trend in an increase in the number of foreign students in Russian universities in the field of education. There is also an expansion in the number of countries sending their citizens to study in Russia.

Literature review. The strengths of higher medical education are fundamentality, deep traditions, the formation of high-quality professional skills in the learning process, together with the relatively low cost of educational services, that is attractive to foreign students [1]. At the same time, globalization and growing academic mobility in higher education demand increasing of the quality and level flexibility of educational services [7, p. 132]. The problems of adaptation of foreign students to higher education in Russia are reflected in the works of various domestic authors. For example, the problems of teaching foreign students at a Russian university are revealed in the work of T.T. Kapezina [5]; the problems of adaptation of foreign students to study in group and the study of the socio-psychological climate in it are reflected in the works of M.A. Ivanova, N.A. Titkova, V.P. Trusov, N.D. Shaglina [3; 4]; the psychological and pedagogical aspect of teaching foreign students in Russia is presented in the work of O.A. Yamshchikova [11]; the national psychological characteristics of foreign students and their account in pedagogical communication can be found in the studies of M.A. Ivanova and L.P. Tsokol [2; 10]; the problems of adaptation of foreign students in Russia are considered in the work of E.V. Klyushnikova [6]. The features of the organization of foreign students training in Russian universities and the key competencies of the teacher in the framework of the organization of the process of teaching foreign students are presented in the works of T.R. Rakhimov [8]. According to these studies, the main difficulties of foreign students are related to the educational and cognitive processes and the language barrier. And the key competencies of the teacher are: communicative; socio-cultural; informational and professional competencies in his subject area.

Materials and methods of research: We conducted a study for assess the quality of teaching and to identify the main problems in teaching foreign students. In our study, a survey method was used, in which 100 5th-year of education students who completed the training at our department. It was hypothesized that the main problems in the learning process are the language barrier, a large amount of information, the need for knowledge of related disciplines. Also there were questions concerning the accessibility, usefulness and interest of classes, the possibility of applying the knowledge gained in practice and evaluation of the teacher's work in the questionnaire.

Results and their discussion. So, 46% of students answered to the question "What difficulties did you encounter when learning?" that it is a language barrier; 32% - knowledge of related disciplines and 22% - a large amount of information.

Infectious diseases represent one of the largest and most significant areas of practical healthcare both in Russia and in the countries which students of our university study from. The peculiarity of the discipline is that each infection has its own etiology, transmission pathways, characteristic clinical symptoms, diagnostic methods, including specific ones, treatment, prevention and monitoring and control after discharge. A student must also possess knowledge and skills of related disciplines – biochemistry, anatomy, pharmacology, patholog-

ical physiology, microbiology, propaedeutics of internal diseases, immunology, therapy, surgery, anesthesiology and resuscitation for successfully assimilate such a large volume of material. At the department, lectures in English using multimedia tools are used to adapt and enter to discipline. Clear, stylistically homogeneous text is used on the slides for clarity. There are highlights in color, italics, underscores and inserts - photos of patients, illustrations from the atlas of infectious diseases, special videos, for example, Osmosis Med Video and others.

The survey showed that almost 100% of foreign students use mainly English-language sources as educational literature - textbooks, portals, websites. This is due to a number of circumstances: the laconic concrete structure of the texts, the greater clarity of the English language and the need to confirm the diploma in their country, where the exam is conducted on the basis of English-language sources.

A significant amount of new information and difficulties in selecting the essence of the material in a foreign language for students in Russian led us to the following way of teaching. For high-quality study of the material, foreign students prepare notes or annotations of practical classes in workbooks. These are brief handwritten notes and diagrams of the infection under study – etiology, epidemiology, pathogenesis, main clinical syndromes, differential diagnostic criteria, medications. Before studying a new topic, key questions are given to the student in advance and materials for self-study or their sources in the library and the Internet are recommended. The presence of annotations on all studied topics necessary for admission to the exam. This technique disciplines the student, teaches is them to concentrate thoughts, highlight the main and is their confirmation of that they work at home and idea on their own.

The available experience shows that the use of various educational films, presentations, atlases has proven their efficacy in practical classes. At the time of their study, students have additional consolidation of the material, and they demonstrate higher results in exams.

Another effective tool for the formation of clinical thinking is the solution of clinical problems. The problem simulates a situation close to the taking case history and examination of the patient in real situation. In the process of solving it, the student must make and justify the diagnosis, prescribe a plan for examination and treatment, as well as conduct a differential diagnosis with other similar diseases. In the question of the proposal to improve the quality of our work, most of the students suggested allocating more time specifically to solving problems. Also, a good way to activate students is to prepare reports and to speak in class or in the form of a presentation, and write abstracts using review articles, current clinical recommendations. In addition, practical skills are practiced in the process of curating patients and analyzing interesting clinical cases.

Due to the fact that in some situations there are no nosology patients, a business game "Cholera" is held in English and Russian during practical classes. During the game, the roles of the patient are distributed among the students. The skill of detecting particularly dangerous infections and the algorithm for carrying out anti-epidemic measures in case such a patient is detected on an airplane, at the airport, in a polyclinic.

In addition, the department implements a modular (nosology) approach for working with foreign students – a wide set of modules has been created from which individual programs can be compiled, taking into account the needs and abilities of a group of students.

Practical classes are conducted in English and Russian. Knowledge of the Russian language is important for the student both in the classroom and during clinical practice in hospitals. In addition to the need to communicate with colleagues, patients, medical staff in Russia, foreign students are faced with medical diagnostic devices, equipment with a Russian-language interface, laboratory and instrumental research data.

67% of respondents rated the "intelligibility, comprehensibility of the material" at lectures and practical classes as "good" and 33% as "satisfactory". 86% of students, according to the survey results, are going to apply their knowledge in practice. The question: How do you participate in the practical lesson? 58% students said that they actively participate in the discussion, 34% make a report and 8% answer teacher's questions.

A teacher with certain competencies is the key figure and the coordinator in the educational process. Any competence includes knowledge, skills, abilities, as well as personal qualities that a person must possess to solve certain professional tasks. A modern effective teacher should have the following competencies. Firstly, a high level of communicative competence. It includes the ability to speak fluently, understand a foreign language and express yourself in writing. In the course of teaching, it was noted that for most foreign students, English is not their native language, so they speak with a strong accent, which can create a barrier for understanding. It is for this reason that the skill of listening and understanding spoken language in a teacher is especially important. To do this, our teachers try to apply some useful principles when communicating with students:

- Standby principle means to constantly observe students and to note their enthusiasm or distraction in class, to be as close to the student as possible;
- Feedback principle – the principle of building effective feedback with students, that is, to welcome questions and comments from the audience, as well as discussions;
- Principle of KISS (keep it short and simple) – the teacher speaks language, which is understandable to the student, concisely and clearly.

The implementation of the Feedback principle is also an important element in the cycle of continuous improvement of the effectiveness of the educational process. The adaptation of the principles of continuous improvement to the learning process makes it possible to build a two-cycle chain of operational improvement of the learning process of foreign students (Fig. 1).

In this scheme, all elements of the PDCA (Plan-Do-Check-Act) cycle are implemented. The PDCA cycle is a Deming cycle that reflects 4 stages of continuous improvement. The first cycle (teaching-feedback) is aimed at improving the effectiveness of achieving learning outcomes that are embedded in the work program. Feedback here serves as a basis for monitoring the effectiveness of teaching. But when working with foreign students, it is important to analyze the second cycle (analysis-planning), which is aimed at correcting the work program within the framework of the Federal State Educational Standard. Since the country affiliation, culture, educational experience, level of language are very different in foreign students groups, feedback is used to adjust and adapt to the characteristics of the target group within the framework of the Federal State Educational Standard. To improve this important competence, teachers of our university are trained in pedagogics and psychology and special English language courses.

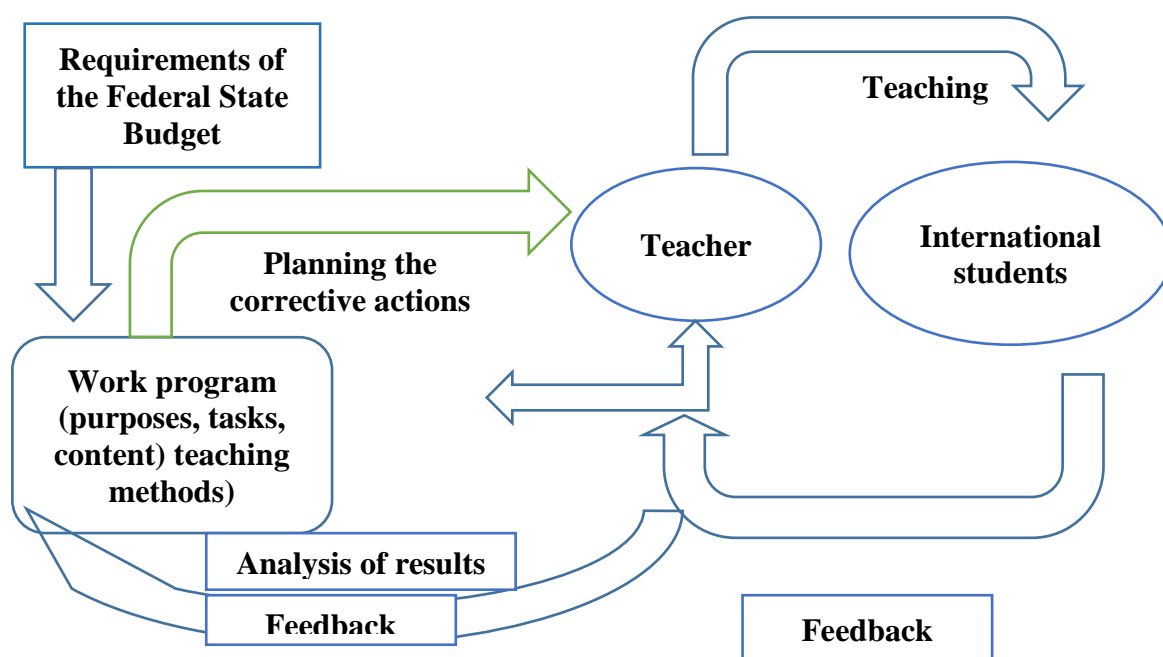


Fig. 1. A two-cycle scheme for improving the learning process

Secondly, teachers should have developed socio-cultural competence when the teacher has a good idea of the national psychological characteristics of students. Knowledge of these features takes into account and activates the strengths and eliminates the weaknesses of students.

Thirdly, information competence, that is, the ability to work with new information technologies. To improve in this area, our teachers are trained at Innopolis University.

Fourth, professors should have to improve their skills in this area. To do this, our professors regularly take advanced training courses by infectious diseases, organize and participate in international and Russian congresses, conferences, give consultation or complex cases of infectious diseases in clinics in the city and region, work as part of medical teams all over Russia, participate in consultations and do expert work.

Conclusions:

1. The hypothesis was confirmed that the main problems in the learning process are the language barrier, large amount of information, the need for knowledge of related disciplines.

2. To solve these problems, the department has created conditions for studying disciplines both in Russian and in English. Our professors prepared and used: multimedia lectures, a bank of tests, clinical tasks, videos, training platforms, thematic modules, a business game on especially dangerous infections.

3. To ensure a high-quality educational process, teachers of the department actively share their experience with each other, jointly develop and improve the learning process on an experimental basis; when communicating with students, they apply the principles of Standby, Feedback, KISS; regularly improve their qualifications at courses and training programs in pedagogics and psychology, English, IT-technologies and infectious diseases.

Thus, the Department of Infectious Diseases pays great attention to working with foreign students with different levels of basic knowledge of language. Necessary conditions have been created to achieve the main goal to combine adherence to traditions with advanced educational technologies and to provide high-quality training of specialists.

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FEATURES OF TEACHING THE DISCIPLINE "INCLUSIVE COMPETENCE" AT THE DENTAL FACULTY

*L.V. Murzagalina, G.M. Gafarova
Bashkir State Medical University
Department of Pedagogy and Psychology*

Annotation: The article deals with issues that are relevant when creating an educational and methodological complex for the new discipline "Inclusive Competence", as well as the features of teaching this course to foreign students.

Key words: teaching, inclusive competence, dentistry, foreign students.

According to the new Federal State Educational Standard, the discipline "Inclusive Competence" will be taught in such medical specialties as "Dentistry", "General Medicine", "Pediatrics", etc. The relevance of this discipline is due to the need to prepare dentists for the application of basic defectological education in future professionals dentists, as well as modeling and organizing social and professional interaction with the disabled and people with disabilities using modern technologies. The goal is achieved by acquiring basic knowledge, skills of planning and conducting professional activities with people with disabilities and people with disabilities, as well as skills of tolerant attitude towards people with disabilities and readiness for constructive cooperation with them in social and professional circles.

This educational process is carried out (according to an individual plan) using distance learning technologies and e-learning and is aimed at forming the universal educational competence UK-9 formulated in the Federal State Educational Standard in the following context: the possibility of applying basic defectological knowledge in social and professional spheres. The description of the content within the discipline "inclusive competence" is a scientific discussion and complex reasoning about understanding the phenomenon of inclusion from various positions that take place in modern scientific thought, as well as an analysis of modern forms of working with it, its practical significance and relevance in the activities of a future professional. The necessary conditions for the successful mastering of the discipline "Inclusive Competence" by students are an independent search for scientific literature on topics and participation in training within the framework of the topics stated in the program, active participation in the discussion of problems in practical classes. Knowledge testing is carried out in the form of testing, to which students who have attended all training sessions and successfully mastered the training material are allowed. During the preparation for the lessons, video materials are effective, which help students to better understand the topic of the lecture. Among the topics and titles of practical classes proposed for mastering by students, the following are highlighted: the main defectological terms and the role of inclusive competence, international documentation in the field of human rights and persons with disabilities, international legislation in the field of the implementation of legal status, Russian legislation in the field of protecting the rights of persons with disabilities and equal access to all social infrastructure facilities, strategy for the development of education in the Russian Federation until 2030, the concept of development of education for persons with disabilities until 2030, the main categories of students with special needs, the etiology of various types of dysontogenetic development, patterns of mental development in various types of dysontogenesis, psychological and pedagogical characteristics of various categories of children with special educational