

of interaction in the social and professional spheres, defectological knowledge about the psychological and pedagogical characteristics of persons with disabilities and disabilities, forms and methods of maintaining tolerant environment, effective interaction of participants in an inclusive environment in the social and professional spheres. A feature of working with foreign students within the framework of this discipline is their active involvement in the terminological field of inclusion, enrichment with the experience of dentists, active communication and discussions on the content issues of inclusion.

## **MODERN TECHNOLOGIES IN PROFESSIONAL MEDICAL EDUCATION**

*E.G. Mutalova, G.J. Kamaltdinova, V.R. Galyautdinova, S.A. Frid, G.V. Asadullina,  
Z.Y. Rustyamova, A.E. Nigmatullina, L.I. Samigullina, R.I. Sadikova, F.S. Musina  
Bashkir State Medical University  
Department of Therapy N1*

In recent years, much attention has been paid to the introduction of modern innovative teaching methods. Traditional teaching methods in the form of lectures and practical exercises do not contribute to the development of students' skills of independent work with literature, do not stimulate the search for the optimal way out of a particular clinical situation. Rapidly changing approaches to the management of patients of various age groups, with several serious diseases, cannot always be presented in a thematic lecture devoted to any one disease, even in the presence of clearly structured modern and evidence-based clinical guidelines. This alienates traditional teaching methods from the specific needs of clinicians, and sometimes makes the educational process itself boring and far from real medical practice, which sometimes requires non-standard decisions. The use of active forms of learning in the teaching of medical disciplines is due to the fact that students must not only acquire certain knowledge, but also be able to apply it in a specific practical situation. These methods promote active interaction between students and teachers. Of great importance in the activation of learning processes is the integrated and purposeful use of technical means, however, the main thing in the learning process is the activity of the student, the desire to become a professional.

Active methods cover all types of classroom activities with students. The practical application of problem-based and developmental learning led to the emergence of methods called "active". From the point of view of pedagogy, active learning methods, as a means of developing students' cognitive activity, can be divided into three groups of methods that are most interesting for use in order to control the formation of thinking. These methods are programmed learning, problem learning, interactive (communicative) learning. During classes, the teacher is required to be much more active and creative than when it takes place passively, in the form of retelling the truths read in books or long known. Interactive methods will have the greatest effect not only teaching, but also educational, when the teacher will influence the discussion not only of statements of a scientifically reasoned point of view, but also by expressing his personal attitude to the problem, his moral position. The forms of participation of a teacher in the discussion of students can be very diverse, but in no case should they impose their opinion, for example, through posing problematic issues that require productive thinking, a creative search for truth. Active teaching methods encourage students to active mental and practical activities in the process of mastering the educational material. The use of such a system of methods, which is aimed mainly at the independent mastery of knowledge and skills by students in the process of active mental and practical activity.

The emergence and development of active methods is due to the fact that new tasks have arisen for teaching: not only to give students knowledge, but also to ensure the formation and development of cognitive interests and abilities, creative thinking, skills and abilities of independent mental work. Active learning differs from ordinary learning, as it activates the mental activity of students by creating special conditions that contribute to this activation, re-

ardless of their desire. The activation of learning can go both by improving the forms and methods of teaching, and by improving the organization and management of the educational process as a whole. They stimulate the cognitive activity of students and are built mainly on dialogue. The skill of the teacher is to use different teaching methods. The use of active teaching methods allows the teacher to create a positive microclimate in the group, which will create an atmosphere of free communication in the classroom. In modern conditions of market relations, there are a variety of approaches to improving the quality of student training in a higher educational institution. Moreover, there was a need to create such didactic conditions that would change the motivation of learning for the better. The basis of the psychological theory of learning is the active cognitive activity of the student himself, leading to the formation of the ability to think creatively, using professional competencies acquired in the process of activity.

One of the active teaching methods in pedagogy is an interactive method, which means the ability to interact or be in a conversation mode, a dialogue with something (for example, a computer) or someone (a person). Interactive learning is, first of all, interactive learning, during which the interaction between the teacher and the student is carried out. Its essence lies in the fact that the educational process is organized in such a way that almost all students of the study group are not only involved in the learning process, but they have the opportunity to understand and reflect on what they know and think.

Each of the active learning methods used has its own characteristics. Discussion as a teaching method is a specially programmed free discussion of the theoretical issues of the curriculum, which usually begins with a question. Moreover, it is more often used in practical classes, when students need to speak out. Sometimes lectures-discussions are also practiced, when the lecturer, in the course of presenting the material, addresses the audience with separate questions that require short and quick answers. A discussion in the full sense cannot unfold at a lecture, but a question that prompted several different answers from the audience at once already creates a psychological atmosphere of collective reflection and readiness to listen carefully to the lecturer's reasoning, answering the discussion question, taking into account the current situation.

The "round table" method is used to discuss a problem from different angles, mainly to increase the efficiency of mastering theoretical problems by considering them in different scientific aspects, with the participation of the views of specialists of different profiles and areas of activity. The "business game" method as a teaching method consists in educational modeling of the situation of the activity that students are to be taught in order to train future specialists to perform the relevant professional functions on models, and not on real objects. During interactive learning, students not only think critically, but also solve complex problems based on the analysis of circumstances and relevant information, weigh alternative opinions, and make thoughtful decisions. When using interactive methods, the strongest influence on intellectual activity is the spirit of competition, rivalry, which manifests itself, especially when people collectively seek the truth. With the development of scientific and technological progress, the amount of information required for assimilation increases. Information quickly becomes outdated and needs constant updating. Formation of conviction in their professional suitability and the need to master all training courses, types of training; the development of the desire for self-education and self-education in line with the requirements of the medical profession for the personality of a doctor makes it possible to end up with a highly qualified specialist. Thus, learning, which is focused mainly on memorizing and retaining material in memory, will only partially be able to meet modern requirements. There is an obvious need for new methods and approaches in teaching that could teach students to learn, i.e. to find and assimilate the necessary information on their own.

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## **METHODS OF TEACHING FOREIGN STUDENTS AT THE DEPARTMENT OF TOPOGRAPHIC ANATOMY AND OPERATIVE SURGERY**

*I.M. Nasibullin, R.F. Adiev, E.H. Sunagatullina, T.I. Valiev*

*Bashkir State Medical University*

*Department of Topographic Anatomy and Operative Surgery*

Teaching of topographic anatomy and operative surgery to foreign students at the Department of Operative Surgery and Topographic Anatomy began relatively long ago. Recently, the teaching methodology has changed since it became quite difficult to use cadaveric material in practical classes. Modern technologies have been introduced into the educational process to make up for this shortcoming, as well as the opportunity for students to independently perform operations on laparoscopic simulators and practice suturing skills

**Keywords:** international students, new technologies, methodology

**The purpose of the study.** To provide the results of the methodology of teaching topographic anatomy and operative surgery to foreign students at the Department of Operative Surgery and Topographic Anatomy.

**Materials and methods.** An online resource with educational videos, 3D models of the human body, phantom preparations, wet pig organ complexes, sets of surgical instruments and laparoscopic simulators.

**Results and discussion.** The educational process is divided into several stages. Firstly, students are required to listen to a lecture on a specific topic before a practical lesson. Currently, all lectures are delivered in full-time format in lecture halls at the university. Previously, due to the Covid-19 pandemic, they were conducted online, which, according to surveys conducted at other departments, adversely affected academic performance. The traditional format of lectures has more advantages than online. For example, students can ask questions to the lecturer directly on the aspects they are interested in and immediately get a satisfactory answer.

The second, rather important, stage is the timely preparation for the lesson according to textbooks, methodological manuals in electronic form and training videos on various surgical interventions that the teacher sends to students on the eve of classes so that they can better assimilate theoretical material. This makes it possible for the teacher not to repeat the whole theory anew, but to make only some adjustments and focus on important points of the topic.

The student must come to the practical classes with a certain knowledge base obtained at the previous two stages of teaching. Homework can be prepared either orally or in writing. A student without completed homework receives an unsatisfactory mark and is obliged to correct this mark to a positive one in the near future. This creates an additional burden for the teacher, but other options are ineffective for stimulating the student to study. [1]

In the classroom, the teacher analyzes the material in more detail with the students, while trying to evaluate everyone's knowledge through tests and questions compiled by himself. The level of training of foreign students varies greatly. And sometimes it is difficult to interest more prepared guys, who, unfortunately, are a minority, because of the repeated repetition of the same material for the bulk of the students. An individual approach should be found for each student, because the student must learn practical skills in addition to theoretical material. They must work out all manipulations under the supervision of the teacher.

Each student studies the purpose of surgical instruments, the methodology of their use, learns to apply stitches and tie surgical knots. On cadaveric preparations, he works out tech-