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

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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-

niques such as puncture of large joints, pleural puncture, thoracocentesis, pericardial puncture, conicotomy and tracheostomy. He also has the opportunity to perform various operations on laparoscopic simulators.

Unfortunately, most international students cannot master the material in the time allotted by the program. They need multiple repetitions and a slower pace of information submission, they also do not have enough time to study with a teacher, so the question of official additional hours for foreign students has been overdue for a long time.[1]

Conclusions. Our experience of working with international students has shown the need for:

- issuing thoughtful homework before class;
- mandatory checking of homework to stimulate the preparation of students
- checking the knowledge of each student in the form of a test, oral and written surveys
- availability of visual material and the ability to work with hands [1];
- official additional classes for working with lagging students in the schedule grid.

We believe that the complexity and complexity of the subject "Topographic anatomy and operative surgery" urgently require an increase in study hours for the effective development of the discipline by foreign students. Despite all these difficulties, the staff of the Department of Operative Surgery and Topographic Anatomy has been successfully conducting classes with foreign students for many years, developing along with the requirements of the time and is ready to share teaching experience [2].

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EXPERIENCE OF SOCIO-CULTURAL INTEGRATION OF FOREIGN STUDENTS IN CONDITIONS OF THE REPUBLIC OF BACHKORTOSTAN

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Abstract. The necessary condition for the successful education of foreign students is their integration into the ethno-cultural space of the host country. In this article, the Department of Human Anatomy shares its own experience in organizing educational work with this contingent of students. First of all, it is necessary to ensure the unity of education and upbringing. Human anatomy and vectors of its modern development, including problems of human-nature interaction, anthropology and anthropogenesis, human genogeography and population genetics, somatotype variability and constitutional features, problems of biological and social evolution, are an adequate platform for discussion about possible ways of developing