

**Conclusions and future prospects.** After analyzing the survey results, we can draw the following conclusions and suggest ways to solve the main problems.

1. Indicators of physical fitness of foreign students are lower than those of their Russian peers.

2. Regular physical education classes with an optimal motor regime stimulate the positive dynamics of students' condition.

3. For physical education, it is necessary to form mixed language groups in order to activate mutual learning, self-control, expansion of communicative opportunities and social adaptation. The organization of international teams for competitions will also narrow the gap between students from different countries.

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## **WORKING OUT THE SKILLS OF CHOOSING MEDICINES WHEN RELIEVING EMERGENCY CONDITIONS ON THE EXAMPLE OF A STUDENT CONFERENCE**

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**Abstract.** The article presents the experience of holding an educational and practical student conference "Pharmacotherapy of emergency conditions" for students studying in the specialty of Medical business (training using an intermediary language (English)). The participation of students in the conference allows them to systematize the knowledge gained during training in practical classes.

**Keywords.** Interactive forms of education, student conference, urgent conditions.

In professional activity, a doctor often encounters acute conditions requiring emergency therapy, therefore, when preparing a future doctor, it is necessary to work out an algorithm for emergency care in various clinical conditions.

The practice-oriented approach in training consists in developing the skills of rapid assessment of the clinical situation, conducting the necessary differential diagnosis with conditions requiring immediate highly qualified medical care, and the correct choice and use of medicines [1].

In the classes on pharmacology and clinical pharmacology, we analyze the mechanism of action of drugs necessary for the relief of emergency conditions, and to practice practical skills on the topic, we use interactive forms of training. Practicing practical skills in choosing medications in this case is very important, since a delay of a few minutes can aggravate the patient's condition and even lead to death.

For this purpose, a student educational and research conference "Pharmacotherapy of emergency conditions" is held at our department. Such conferences have been held by us annually for more than 10 years for students of medical specialties (medicine, pediatrics, dentistry) [2]. Over the past two years, we have started to hold such a conference for students studying in the specialty "Medical Business" (training using an intermediary language (English). The format of the conference is different for such students.

Urgent conditions are selected for discussion, about which the patient can actually consult a doctor: hypertensive crisis, angina attack, hyperthermia, nosebleed, hypoglycemic conditions, bronchospasm, etc. The objectives of this event are to stimulate the cognitive activity of students, to increase the level of knowledge and skills in conducting pharmacotherapy of emergency conditions and to develop the skills of providing information through the preparation of presentations and oral reports.

The student conference is held in 5 stages: searching for information on a given topic, preparing a report and presentation for a speech, presenting your work to other students, discussing questions based on the materials of the speech, professional and personal reflection. At each stage, the tasks necessary for the formation of motivation for learning and professional competencies are formulated.

The objectives of the first and second stages are to analyze the scientific literature over the past 5 years on the features of emergency care in this nosology. The attention of students is drawn to non-drug pre-medical care, differential diagnosis of urgent conditions (for example, abdominal pain and angina attack, nosebleeds with damage to the nasal mucosa and bleeding with a hypertensive crisis, an attack of suffocation against the background of bronchospasm or vegetative crisis, etc.) and the possibility and/or necessity of using medications. For the latter, it is mandatory to clarify their availability in the pharmacy at present, according to the State Register of Medicines, the possibilities of over-the-counter leave.

At the third stage, students present a report and presentation to other students and teachers. The tasks of this stage include practicing the skill of logical and understandable presentation of the data obtained, which will further help the pharmacist in working with pharmacy customers. In the presentation, preference is given to videos that are filmed by students themselves, playing a disease that requires emergency care.

The next stage is a discussion with a discussion of issues based on the materials of the speech. Listeners and teachers ask questions to the speaker, which help to orient the student's knowledge on the topic of the work. Mandatory questions are questions about the mechanism of action of the drug, its side effects, contraindications to use. The speaker must correctly navigate the original and trade names of the drug, know its dosage and release forms applicable to a certain emergency condition, the specifics of the release of the drug. Also, the student should be able to give recommendations and, if possible, suggest medications that are necessary to prevent the recurrence of an emergency condition. At this stage, students-listeners are actively involved in the conference, who must not only correctly formulate a question, but, in case of an incorrect answer, give the correct answer.

At the last stage, the speeches are evaluated, the positive aspects and mistakes made during the report are indicated. Teachers explain the questions that were incomprehensible to the participants, once again emphasizing the importance of knowledge, skills and abilities to provide assistance in emergency situations. The participation of students in such a conference allows them to develop the ability to analyze and systematize information obtained during independent work on a research topic, teaches future doctors to present scientific knowledge in the form of a report, teaches constructive forms of collective interaction.

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### **TRADITIONAL AND MODERN METHODS OF TEACHING HUMAN ANATOMY IN GROUPS OF FOREIGN STUDENTS**

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**Annotation.** The article analyzes the relatively low performance in the discipline of human anatomy in groups of foreign students. There is an extremely heterogeneous level of pre-university training of students, a significant part of them do not have the necessary level of knowledge in biology and related disciplines of the secondary school curriculum. The authors of the article share their own experience of teaching human anatomy in foreign groups of students. In particular, the reflective-evaluative self-development technology (GROWTH), critical thinking technologies including brainstorming, the experience of using situational tasks and learning using anatomical drawing are described. It is shown that the proposed teaching methods allow achieving positive results among a motivated group of students.

**Keywords.** Human anatomy, teaching foreign students, reflective technology

**Introduction.** The Department of Human Anatomy has experience in working with a contingent of foreign students. The staff of the department translated teaching materials, presentations for the lecture course and practical exercises into English. As is known, translations of domestic manuals on human anatomy for students of various faculties have been published. But as experience has shown, even a highly professional translation of educational materials into the languages of foreign students and the mastery of the language of the intermediary by teachers does not solve all the problems facing teachers. An integrated approach is needed that takes into account the level of student preparation for studying at a university, his cultural code and adaptation to new social conditions. This thesis is confirmed by a significant difference in the academic performance of Russian and foreign students. Thus, at the Faculty of Medicine, over the past two years, the absolute progress in Russian-speaking groups ranged from 85.0% to 95%, in groups of foreign students it was significantly lower and amounted to about 67%. Qualitative performance accordingly varied from 43% to 60% in the Russian groups, and was twice lower in the groups of foreign students.

The authors agree with the main provisions of the discussion article by Pavlov A.V. [2] about the reasons for the decrease in the level of knowledge of students in the discipline "Human Anatomy". In particular, the problems of pre-university education are pointed out. In our opinion, this postulate is especially relevant for foreign students. In addition, the cited article notes a tendency to reduce the classical forms of teaching human anatomy on biological material: anatomical preparations, museum exhibits. According to the author, anatomical