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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

technique disappears from the educational process, its place is forced to be occupied by dummies, tablets, virtual anatomical tables. The use of traditional and innovative teaching methods in the departments of human anatomy are also devoted to the articles of Nikolenko V.N. [1], Pochueva N.N. [3] and other authors.

In this article, the authors analyzed their own experience of teaching human anatomy for a contingent of foreign students using both classical methods and modern educational technologies.

Main part. The experience of teaching human anatomy to a contingent of international students has made it possible to adapt both traditional and innovative teaching methods for them. The choice of methodological approaches and forms of work can vary significantly in the first semester. First of all, this is due to the different levels of pre-university education of applicants-students. As a rule, a small part of students is ready to master the subject on the basis of methodological and test materials for Russian students. They do not require special methodological support. At the same time, the majority of students face serious problems in mastering the basic medical and biological discipline - human anatomy. They are distinguished by a low level of knowledge in biology, genetics, ecology and other related topics of school education. In fact, in the first two years of study, departments are forced to fill in the gaps in pre-university education. And it is no coincidence that the reflexive-evaluative self-developing technology (RESDT) was adapted at the Department of Human Anatomy. This technique was originally developed by Yunusbaev B.Kh. for use in a comprehensive school [5]. Through the efforts of the staff of the department (N.N. Pochueva et al. 2017, 2020), the RESDT technology was transformed to conduct final classes at the completion of the study of individual organ systems in groups of foreign students [3,4]. For the final lesson on the RESDT technology, two sets of questions are being prepared that are similar in content, but differ in interpretation. At the first stage, the student answers the tests of the first option. Then he is offered the second version of the tests, and here he has the opportunity to find and independently correct the inaccuracies he made when answering the first version of the questions. Working with the second test, the student returns (reflects) to the original question. This is a step-by-step self-development of a student from one test task to another.

In the orbit of critical thinking technologies, problem-based learning methods can be considered. So, at the Department of Human Anatomy, training tables with partially completed columns are practiced. The task of the student is to logically analyze the presented material and fill in the free sections. The advantage of this technique is the possibility of an individual choice of the complexity of the table, taking into account the level of preparedness of the student. In fact, we are talking about the personification of the task. As a form of development of critical thinking in pedagogy, brainstorming is also considered, which is a kind of method of collective work of students. For a contingent of foreign students, the questions are not the most difficult, as a rule they require unambiguous and short answers. As applied to the Department of Human Anatomy, questions require knowledge of Latin terminology, holo- and skeletotomy of organs.

In work with foreign students, methods for solving situational problems in recent years, more often called "case technologies" or "case - study", have proven themselves well. It is obvious that the semantics of the given terms are somewhat different, but conceptually this is a single educational technology. A package of situational tasks has been developed at the Department of Human Anatomy, which are structured according to the principles of systematic anatomy. The technique is used both in the current control of knowledge and in the conduct of final classes, it is a good basis for the formation of clinical thinking.

There is another important vector in the teaching of human anatomy, it can be given the general name "anatomical drawing". Suffice it to recall the annual events held at the Russian State Medical University named after I.M. Sechenov International competitions of anatomical drawing. Students of our university have repeatedly become laureates of this competition in various nominations. It is quite clear that the best works were submitted for participa-

tion in the competition. How is this most important learning tool used in the educational process as an anatomical drawing? The department has developed a list of mandatory schemes, to be completed in workbooks. The general list includes more than 80 schemes for various organ systems. Drawings are checked in the credit classes. The implementation of the scheme is included as a separate question in the exams. In addition, drawings are used as a control material. For this, the department made drawings on which the digital designation of individual anatomical structures is given. The student must identify these structures and give a written answer using Latin terminology.

In the current academic year, the introduction of another form of education has begun, which the authors have defined as a “workbook”, which includes anatomical drawings in the form of an atlas with a brief description of them. The student must read the text and be able to choose the most significant sections of it. Obviously, this technique is used at the initial stages of teaching foreign students in order to develop logical thinking.

In working with a contingent of foreign students, classical anatomy remains the basis: anatomical preparations, museum collections. A school of anatomical preparation was created. The above teaching methods, as well as innovative solutions in the form of digital technologies, a virtual anatomical table, non-invasive supravital methods for studying anatomy are an effective addition to the traditional anatomical school.

Conclusions and further perspective.

The forms and methods of teaching students that have historically developed in the Russian anatomical school generally ensure the educational process in groups of foreign students.

However, it must be taken into account that the contingent of foreign students has a number of specific features associated with its heterogeneous preparation for the conditions of study at a medical university. The situation is aggravated by the extreme imbalance between students with polar opposites in terms of education level.

The experience of teaching and educational work with foreign students accumulated at the Department of Human Anatomy, the forms of work outlined above allow, to a certain extent, to successfully solve the tasks at hand with a contingent motivated to study.

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