

qualitative composition of teachers. As a rule, experienced teachers with a long teaching experience, as well as an academic degree and title, who speak the intermediary language, work with groups of foreign students. This made it possible to form an active attitude towards classes among foreign students, increase attendance and develop a steady interest.

Participation in competitions and joint trainings with Russian students is one of the factors that contributes to the effective study of the Russian language by foreign students, their free and active behavior in an informal setting, the optimal form of expanding and consolidating the motor skills acquired in the classroom. More than 40% of foreign students at the Bashkir State Medical University after completing the compulsory course in the subject "Physical Culture and Sports" continue to engage in various sports sections. The optimal amount of physical activity stimulates the positive dynamics of physical development, functional state and physical performance of foreign students.

**Conclusions and further prospects.** A variable approach, taking into account the ethnic characteristics of foreign students, increases the importance of social and professional value motives aimed at improving health, improving the professionally significant qualities of a future doctor, and allows solving psychological and pedagogical problems of education, as well as issues of physical self-improvement.

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## **SIMULATION TRAINING AS PRACTICALLY-ORIENTED TECHNOLOGY IN PROFESSIONAL STUDY OF STUDENTS**

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**Abstract:** The article is devoted to the issue of simulation training as a practice-oriented technology in the professional development of students when mastering the discipline "Obstetrics and Gynecology".

**Keywords:** simulation training, foreign students, professional competencies, quality of education.

By nowadays the priority direction of modern education is simulation training, which is one of the most crucial steps in becoming an expert and allows for the development of

competencies in the field of study [3.4]. The establishment of simulation training facilities is well outside of the current situation given that medical university students are restricted from doing manipulations with actual patients due to ethical issues. Using interactive exercise equipment, patient robots, and virtual simulators during the training of specialists at all educational levels enables the fulfillment of practical skills for providing healthcare and the simulation of a variety of clinical situations, including those requiring the provision of emergency medical services. Simulation and training facility existing on the basis of the BSMU Clinic the center allows you to solve tasks in the field of anesthesiology-resuscitation, obstetrics and gynecology, neonatology [2].

It should be noted that in the training of specialists of higher professional education, the Bashkir State Medical University is becoming a launching pad for the professional training of foreign students. Due to the expansion of international relations, and, as a result, an increase in the number of students from among foreign citizens, the university has currently concluded more than 50 agreements with foreign universities. Foreign citizens use the right to study at preparatory departments, preparatory faculties of federal state educational organizations for additional general education programs that provide training for foreign citizens to master professional educational programs in Russian. Mastering the profession of a doctor, performing one's professional activities (communication with patients and medical personnel in Russian, reading specialized literature, etc.) requires foreign students to have a high level of professional and communicative competence.

Unfortunately, in a hospital setting, international students do not have the ability to perform a certain technique, method of examination and / or treatment due to the fact that the object of study is not just people, but patients suffering from this or that pathology. It should be mentioned that patients frequently refuse to serve as learning role models. Because obstetrics and gynecology is integrally tied to a woman's intimate side, learning actual patients challenging in terms of ethics. With the help of special mannequins, there is possibility to teach aspiring obstetricians and gynecologists the most challenging childbirth techniques, emergency care, work out invasive procedures endlessly without endangering the mother-to-be or the fetus, and create role models for medical staff behavior (teamwork) in critical situations.

In the simulation center features cutting-edge mannequins, including the computerized mobile obstetric simulator "Noelle", which was created in full human growth. The system includes mannequins of woman in labor and a full-term fetus with movable limbs and imitation of heartbeats, a wireless touchscreen vital monitor, with parameters for the expectant mother and the fetus with screens, a laptop with a screen for wireless control of maternal and fetal dummies, as well as a vital signs monitor, and a video camera with a microphone to record the learning process. The patient's vital signs are shown on the monitor screen, including the heart rate, blood pressure, respiratory rate, carbon dioxide content, and peripheral oxygen saturation, time, body temperature. It is also possible to perform fetal cardiotocography by displaying data on the monitor screen. The "Noelle" program includes 16 scenarios of physiological and pathological childbirth. Exist the ability to edit existing and create new clinical scenarios, intelligent feedback on actions of medical personnel by changing the physiological life parameters. Automated system birth process allows you to schedule the timing of delivery as well as pause at any point during virtual childbirth to assess a specific clinical scenario. The instruction typically takes the form of an educational game, where each student has the chance to autonomously by directing of the teacher to perform the head and pelvic presentation and spend the third stage of labor.

The mannequin's technical features enable computer control from a distance, enabling you to paint a more accurate picture of what's happening. The robot simulator mimics human physiology, which causes crucial characteristics to automatically change when medications or other outside factors are introduced. The technical capabilities of the computer system make it possible to practice actions in emergency obstetrical situations, such as childbirth with a head-and-pelvis presentation, postpartum hemorrhage, an eclampsia attack, umbilical cord

prolapse, and performing cardiopulmonary resuscitation on both the expectant mother and the newborn. It is feasible to simulate a intubating a laboring woman's breathing system, caesarean section, obstetric forceps, a vacuum extractor, and deciding the fetal head's position, the level of cervical dilatation, and any anomalies includes placenta attachment, perineotomy, and potential for suturing, which permits the development and enhances your psychomotor skills.

There is an endoscopic stand in a separate room that enables you to learn and advance your laparoscopic interventional abilities. When using it, the same endoscopic tools used during a real laparoscopy are used. [1]. Surveillance cameras located in the training areas allow recording and reproducing the actions of both individual specialists and the entire medical team. The video broadcasting system is transmitted for further discussion of what was seen in the briefing room, which significantly increases the effectiveness of the lesson. The accessible simulators are intended to learn the fundamentals skills of a specialty, and being able to practice them stress-free makes it easier to work with patients in real life later on.

It is necessary to note some features of teaching the subject "obstetrics and gynecology" to foreign students. Along with the established forms of control of knowledge, skills and abilities that are applicable to Russian students, additional assessment procedures are provided for foreign students, which ensure the determination of the levels of achievement of competencies in the sense that international practice has been leaning towards recently. In particular, we are talking about four types of professional competence:

- competence in terms of knowledge (availability of the necessary) professional and business knowledge and skills, as well as the ability to apply them in practice);
- cognitive competence (the ability to demonstrate high-level thinking abilities when setting and solving problems professional and business sphere);
- business competence (understanding the extended business context in relation to the narrower area in which the diploma holder practices, as well as the ability to act actively, anticipating the wishes of product consumers);
- ethical and personal behavioral competence (the specialist has certain ethical and professional values, as well as his willingness to publicize situations that would be contrary to ethical or professional norms and rules).

Thus, rapidly developing new technologies, including in medicine, make it possible to use simulation training as one of the key areas for the development of a higher medical school, which improves the level of training of foreign students, reduces the number of complications and improves the quality of specialized and qualified medical care.

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