

question to test students' knowledge. MC Teams allows us to build a unique form of questions, assign a certain score for the correct answer and set the date and time for solving tasks.

The "Molecular Genetics" section is of practical importance, since modern medicine cannot do without knowledge of molecular genetics. This applies to such areas of practical medicine as medical genetic counseling, identification of genetic predisposition to certain multifactorial diseases, prenatal diagnosis of congenital hereditary pathology, etc. It should be noted that fundamentally new areas of medicine of the future are largely based on molecular genetics. This applies to such new areas as molecular medicine, oncogenetics, psychogenetics, pharmacogenetics, gene therapy, etc. Therefore, a modern doctor must have a good understanding of the molecular genetic foundations of the organization and functioning of the human body.

The "Molecular Genetics" section expanding and supplementing the basic knowledge of students about the molecular organization of hereditary material, will contribute to an in-depth understanding of all other sections of genetics, including its modern aspects. Knowledge of the basics of molecular genetics is an important prerequisite for studying such subsequent disciplines as "Human Genome", "Cytogenetics", "Medical Genetics", "Nano- and Cell Technologies in Biology and Medicine", "Biochemistry of Cell Cultures" and many others.

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### **FORMING STUDENTS' INDEPENDENT WORK SKILLS USING AN INTERMEDIATE LANGUAGE FOR THE DISCIPLINE PHARMACOLOGY**

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**Annotation.** In the article, we present the experience of organizing independent work of students of a medical university, using the example of a pharmacology course using a set of tasks and assignments.

**Keywords.** Independent work of students, pedagogical conditions, a set of tasks and assignments.

The federal state educational standard of higher education considers independent work of students as one of the necessary components of the training of future specialists. At present, the curricula allocate an increasing number of hours for independent work, which is quite natural, since modern society sets the task of preparing not only "knowing", but also, mainly, "thinking" and "able to extract independently » the knowledge and skills necessary for practical activities, actively "shaping" the competencies necessary for a particular specialist [1].

At present, independent work is increasingly using computer technology, which allows regular monitoring, including online, to organize independent work as an interactive interac-

tion between the teacher and students, expands opportunities, including spatial and temporal, for communication, therefore, we consider it relevant to study and approbation of various methods of organizing students' independent work using computer learning technologies [2].

In pedagogy, the issues of organizing students' independent work are raised not for the first time, in different years, taking into account the development of technology and technology, attempts were made to determine the essential content, the intension of the concept of "independent work", the definition of pedagogical conditions that contribute to the activation of students' independent work (L.G. Vyatkina, M. (G. Garunova, N. G. Dairy, B. P. Esipova, I. I. Ilyasov, I. L. Naumchenko, N. D. Nikandrov, P. I. Pidkasistoy, V. L. Shatunovsky, etc.)

A large number of works by V.P. Bepalko, M.I. Eretsky, G.E. Kovaleva, N.A. Morevoy, V.A. Pokhmelkina, N.F. Talyzina and other researchers are devoted to various aspects of the organization of independent work, ways to improve it.

As pedagogical conditions for organizing independent work of students of a medical university, we have identified two conditions: the construction of an educational process in the study of professional disciplines based on a set of tasks and assignments, as well as the use of computer technologies aimed at enhancing cognitive activity and cognitive independence of students.

The formation of professional thinking of future medical specialists largely depends on the effectiveness of the methods and means of mastering practical skills and interaction skills used in the educational process. A medical specialist living and working in modern conditions, in practice, must have information about the variety of medicines and monitoring the pharmaceutical market. Therefore, to conduct practical classes in the course "Pharmacology", the teacher should choose the most effective means for the development of the student's clinical thinking. In our opinion, such a method is "solving situational tasks". In addition to the formation of professionally significant diagnostic skills among students, the solution of situational tasks contributes to the systemic perception of the material, taking into account the integrity of the human body.

The complex of tasks consists of situational tasks of different levels of complexity, tasks for writing out prescriptions, test tasks of various types.

The specificity of the situational task lies in the fact that it has a pronounced practice-oriented character, but specific subject knowledge is required to solve them. A mandatory element of the task is a problematic question; in the process of finding an answer to this question, the student builds an answer to this situational task.

Here are a couple of examples of situational tasks.

Task. Pharmacy visitor: Good afternoon. My child has a temperature. Please advise what can I buy?

Superintendent: Good afternoon. Tell me, please, how old is the child?

Visitor: 3 years.

Pharmacist: What else worries the child?

Visitor: Sore throat, runny nose.

1. What other aspects should a pharmacist clarify before offering a drug?
2. What preparations can be offered to the visitor?
3. What is an NSAID? What pharmacological effects are typical for this group of drugs?
4. What are the adverse drug reactions?
5. Justify your answer.

Another type of task is to determine the drug by pharmacological characteristics. Such tasks are aimed at revealing theoretical knowledge in the course of pharmacology, as well as skills, based on the specifics of diseases and various treatment regimens, to identify the most optimal drug.

Task. Determine the drug according to the following characteristics: the drug reduces the strength and frequency of heart contractions, myocardial oxygen demand, blocks the ac-

tion of isadrin, increases bronchial tone. Used for angina pectoris, cardiac arrhythmias, hypertension. It has a depressant effect on the central nervous system. Contraindicated in peptic ulcer of the stomach and duodenum, as well as hyperacid gastritis.

Task. Determine the drug according to its characteristics: it reduces intraocular pressure, increases the secretion of the glands of the stomach and bronchi, causes bradycardia and increases muscle tone. It is used for glaucoma, paresis, as an antagonist of anti-depolarizing curare-like drugs.

There are also a number of tasks aimed at shaping the professional thinking of future medical specialists who model situations of working with patients.

A frightened woman with a child came to the phthisiatrician. After taking the drug in a child, urine, saliva, tears are colored bright orange.

Questions:

1. What drug did the child take?
2. Why did this happen?
3. Doctor tactics?

The use of computer technologies for organizing independent work creates a number of fundamentally new opportunities: it ensures the prompt transfer of tasks to students, interactivity and prompt feedback; teaches how to use various search engines to obtain information on an issue of interest; develops the technical skills and abilities necessary for Internet users to communicate and collect information; teaches to analyze and synthesize knowledge into a single whole; provides access and selection of various sources of information; is a very convenient tool for creating training programs, massive open online courses. The teachers of the Department of Pharmacology with the course of clinical pharmacology developed and presented in the distance learning system a number of independent works, which include multi-level tasks and assignments.

Currently, when organizing independent work of students, computer technologies are being actively introduced. At the same time, we are talking not only about personal computers, laptops, but also about various gadgets in general that have access to the Internet. These technologies do not change the essence of independent work and, on the contrary, make it possible to implement all the necessary interaction activities that were planned by the teacher in advance. This was especially true during the pandemic, when some students of medical universities were involved in the work of medical institutions. Computer technologies make it possible to automate this process, significantly reduce its time, make it possible for the student to study the necessary educational and methodological materials at any time convenient for him. This is done through the development of a course in the discipline. Its content is determined and developed by the teacher and is largely determined by the nature and content of the academic discipline itself.

Systematic and regular work on the organization of independent work using a set of tasks and assignments, as well as the active purposeful introduction of computer technology in the organization of independent work, is directly reflected in the educational success of future specialists.

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