

Thus, the use of a virtual interactive whiteboard makes the learning process more convenient, interesting and visual. Groups of students alone or together with the teacher can create individual online boards with important information posted on them, which will be available at any time [2]. Unlike a real whiteboard, there is virtually no space for placing material. All participants will also be able to follow each change made online.

For teachers, an online whiteboard is an effective digital tool that allows you to place information in one virtual space. The indisputable advantage of this tool is the possibility of remote use, which does not require the presence of students in the classroom [3,4]. Saved virtual whiteboards with educational materials can be used repeatedly, constantly working on improvements. This is a digital technology for solving creative problems in various learning formats.

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### **IT-TECHNOLOGIES AS A WAY TO TEACH PHYSICAL EDUCATION AND SPORT TO FOREIGN STUDENTS UNDER PANDEMIC CONDITIONS AT BSMU**

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**Abstract.** In the article methods of distance learning organization with application of IT-technologies in foreign students on the subject "Physical training and sport" are considered. The teaching staff of the Department of Physical Education was flexible and was able to

adapt to the new realities in a short period of time. On arrival and departure of foreign students to full-time education, a survey was organized for further improvement of the educational process under the conditions of pandemic.

Key words: distance learning, students, pandemic, IT technologies.

The education system was also faced with new challenges during the pandemic. Face-to-face classes became impossible during the spread of the viral infection. Educational institutions, including BSMU, switched to distance learning. The teaching staff and students communicated using information and communication technologies (IT-technologies). The teaching staff of the Department of Physical Education conducted distance learning for foreign students using such programmes as "Microsoft Teams", "Zoom". Insufficient technical equipment hampered the full-scale use of "Microsoft Teams" program. Several groups of students attend classes at the same time. Computers equipped with cameras, loudspeakers, connected to the Internet and set up in the space to demonstrate physical activities are not sufficient for everyone. Messengers "WhatsApp", "Telegram" were used as a means of communication.

During the pandemic, all universities in all regions of Russia and around the world switched to distance learning. This topic has been widely covered by the scientific community in recent years [1,2,3]. At the same time, the topic has been little studied, taking into account distance learning of practical specialities, including physical education. This was the reason for the study.

During the transition to distance learning, foreign first year students from far abroad were not able to come to Russia. There was an urgent need to establish communication and launch the educational process with students who were on other continents and did not understand Russian well. There was a need to adapt the subject to the home environment. During face-to-face classes, a spacious gym and a variety of equipment are at the teacher's disposal. But physical education classes at home are held in unequipped rooms without any equipment. The national and cultural peculiarities of the students are also taken into account. The national dress of girls in some countries restricts their movements, which prevents them from exercising properly and can lead to injuries. Recommendations were made for appropriate sportswear. The Department of Physical Education and the "Media Centre" of BSMU formed a database of methodical videos, with an accessible explanation and demonstration of basic exercises of gymnastics and fitness [4]. The exercises were adapted to home conditions without the use of simulators and special equipment. After the formation of the groups, each instructor during the first distance physical education session demonstrated an introductory video with English subtitles, introducing in detail the sporting life of the BSMU. The physical education classes, due to the lack of technical equipment, were conducted on smartphone platforms using Zoom software. Some difficulties of distance learning physical education and sports classes for international students were identified. The first problem is the time difference. The groups are made up of learners from different countries and continents. For some students, the time difference is very big and it is very difficult. The education system in Egypt, India, Africa is very different from the education system in the Russian Federation [6]. In India, for example, spiritual development is given more attention than physical development. The lack of knowledge of basic gymnastics and fitness among foreign students initially made it difficult to conduct classes. During physical education classes, the instructor supervises the safe execution of exercises. The performance of technically difficult exercises can lead to injuries. Without knowing the basics of gymnastics and fitness it is very difficult to achieve this goal. The teaching staff of the Department of Physical Education have also met this challenge. The foreign students learned to perform the exercises in a relatively short period of time. Some students complained about the instability of the Internet in their country. Due to this, there were difficulties in reaching or disconnecting some learners during the exercises. Rollers were safely used. Learners with limited Internet access and inadequate technical equipment have been able to complete the quizzes on physical education subjects.

To further improve the educational process in a pandemic environment, a “Google Form” survey was conducted after the arrival of international students in Russia. More than 500 students took part in the survey. The respondents chose the most effective means of distance learning in the discipline of “Physical education and sport”. 77 per cent of respondents chose “Zoom”. 12 per cent wanted to do a “Microsoft Teams” lesson. 11 per cent voted to do abstracts. All of the students noted the health-promoting effect of remote physical education classes. Many came to the opinion that physical education classes helped to reduce stress and improve psycho-emotional state in isolation.

After organizing the educational process during the pandemic, conducting a survey among students, we can conclude that none of the distance learning options can replace face-to-face classes in the discipline of "Physical Education and Sport". During the classes the teacher controls the safety, demonstrates the exercises visually. Classes take place in a cosy hall or outdoors using a variety of equipment. Students socialise, exercise and leave the class happy. As official World Health Organisation (WHO) statistics show, the incidence of new strains of coronavirus is increasing and distance learning may be repeated more than once [5]. Therefore, this topic remains relevant and requires further improvement.

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### **FEATURES OF TEACHING PROPADEUTICS OF INTERNAL DISEASES FOR FOREIGN STUDENTS IN THE INTERMEDIATE LANGUAGE**

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**Annotation.** The article summarizes the experience of teaching propaedeutics of internal diseases to foreign students using an intermediary language. The main problems include communicative (linguistic), socio-cultural, psychological, behavioral problems, lack of motivation and low primary school educational level. The main ways of their solution are proposed. The medical education of foreign students must be based on the humanistic principles of the Russian national medical school. Additionally it is necessary to educate foreign students psychologically and practically for a well-known problems of modern medicine in developing countries. A special step-by-step psychological and bilingual preparation of students before the first visit to patients is mandatory. Bilingual guidelines, textbooks, training programs provide significant assistance in learning.

**Keywords:** propaedeutics of internal diseases, education, bilingual guidelines,