

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 PROPAEDEUTICS 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,

The Bashkir State Medical University (BSMU) has experience in teaching foreign students for more than 15 years. Currently, almost 2,500 foreign citizens from 54 countries are studying at BSMU in an intermediary English language.

Teaching foreign students is associated with complex features of linguistic and communicational problems, socio-cultural and religious peculiarities, psychological and behavioral difficulties, insufficient school educational level, improper educational motivation [1,2].

At the beginning of clinical education, special attention should be paid to the ethical basics of modern medicine. It is obligatory to study and discuss the Hippocratic Oath. Also it is necessary to systematically promote the basic humanistic principles of the Russian national medical school. We also recommend to inform foreign students about great medical achievements of ancient oriental civilizations of India, Iran, China, Egypt, the medieval Arab countries of the Middle East and Africa.

Clinical work of students with real patients is the main part of the subject training. Majority of foreign students have a certain psycho-linguistic barrier to start communicating with patients in Russian. Special psychological and linguistic preparation of students before the first visit to patients is mandatory. It includes several steps. First, a bilingual discussion of the clinical interviewing is carried out in the training room with the presentation of the "doctor-patient" dialogue in the intermediary language and Russian. Then the teacher initiates a bilingual role-playing game "doctor-patient" with the participation of students. After that, the teacher demonstrates a real dialogue "doctor-patient" in the hospital ward. Then students individually interview patients in the presence and with the support of the teacher. Clinical discussions should be widely used. The presentation of student's educational case history is also carried out in the form of a clinical discussion. Also significant assistance in solving this problem may be provided by bilingual guidelines, textbooks, training programs.

Also it is necessary to ensure the active work of every student at each practical lesson. To do this, we propose brief tests of the initial knowledge. Then the teacher manages the collective manual skills training with the active participation of each student.

The wide involvement of foreign students in the student's clinical research is very helpful. Many foreign students actively participate in conferences of young scientists held both in the intermediary language and in Russian. Student's research motivation increases in case of proposed publications of their study results in a medical journal.

A common problem for foreign students of early courses is the idea of their future specialization as an isolated part of medicine. In particular, second-year students ask to be taught how to operate exclusively, since they are going to become surgeons and they are not interested in other areas of medicine. In this case, a clinical example of a real patient should be given, the diagnosis and treatment of which have a pronounced multidisciplinary character. Thus, the student should form a holistic, balanced, philosophically justified worldview on the process of development of modern medicine. The so-called "pure technicism" in modern medicine should be critically assessed, where direct communication with the patient is replaced by an assessment of these high-tech examination methods.

When teaching propaedeutics of internal diseases, it is necessary to prepare foreign students psychologically and practically for developing countries medicine problems solving. It is useful to discuss with the foreign medical students the following issues: a) high prevalence and outbreaks of infectious diseases - malaria, Ebola, cholera, typhoid, HIV, etc., b) medical implications of military conflicts and natural disasters such as floods, droughts, earthquakes with a large number of victim, c) insufficient resource and logistical provision of regional health care, extremely intensive further work as a doctor, a large number of patients visiting a doctor, which can reach several hundred people a day.

It should also be noted that the school educational level of some students is not always sufficient. We have met some cases of very weak knowledge in the field of mathematics,

physics, chemistry and other basic subjects. The only way to help the students is to recommend them to study that subjects themselves according to the needs of medical education.

Necessary attention should be paid to some specific educational issues. Some students were brought up in conditions of strict socio-cultural and religious restrictions. When such foreign students begin to live independently in an environment of significantly less restrictions, then some of them demonstrate the significant decrease in their motivation to study. In our experience, a direct educational appeal to the student is not effective enough. To increase the effectiveness of educational impact, one should take into account the socio-cultural characteristics of oriental societies, where family relations are the strongest. If the student is informed that his family will be disappointed by his academic progress than student's educational motivation restores effectively.

Conclusion: language, psychological and socio-cultural problems are the main ones in clinical training teaching foreign students. Their prevention and timely solutions are necessary for the effectiveness of education.

Literature

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