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## **OPTIMIZATION OF PEDAGOGICAL TECHNIQUES IN WORKING WITH FOREIGN STUDENTS IN MEDICAL SCHOOLS**

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Modern education in the Russian Federation is characterized by a rise of the evaluation and monitoring studies and the use of their results in practice. A variety of assessment methods in different Russian regions contributes to the development of the all-Russian system for the evaluation of educational achievements and the quality of education in general as well as requires systematization and serious study of the content of education in universities [5]. Today key performance indicators of effective modern Russian education are the enrollment of foreign students in universities, conduction of international joint educational programs and presense of the academic mobility of students and teachers [4]. In this regard, there is a need for a review and a broader understanding of the goals, objectives and principles for the education of foreign students and finding new ways and means of training them as well as forms of pedagogical interaction between a teacher and a student.

Being one of the leading medical universities in the country, Voronezh State Medical University named after N. N. Burdenko supports the current trends in the field of education and actively works with foreign students. Students of the International Institute of Medical Education are involved in the educational, scientific and social life of the university. Most departments are attempting to develop a common concept in educating foreign students.

Analysis of teaching anatomy to foreign students, leading discipline of the first three semesters in the university, allows to highlight a number of features, the understanding of which can help in optimizing the didactic process and improving its effectiveness [2]. It is known that the didactic process as a joint activity of the teacher and the student includes the student's perception, understanding and studying of the material with its fixation (remembering). These steps correspond accordingly to the teacher's presentation of information, organization and optimization of its understanding by students, control of knowledge and its correction.

Specifics of teaching abroad in most countries results in a lower initial level of knowledge of the natural sciences by foreign students in comparison to domestic ones. For this reason, the education of foreign students is significantly impeded and the goal of the teacher, of course, is to find the optimal forms of work, methodological approaches that will facilitate the process of assimilation of knowledge.

1. Perception. It should immediately be noted that the first significant problem when working with foreign students is their lack of knowledge of the Russian language. Given that the majority of foreign students come from Arab countries with a fundamentally different language structure, these difficulties are particularly great for them. Therefore, the material should be presented with marked speech. When pronouncing anatomical terms it is necessary to alternate clearly Russian and Latin names. The use of modern gadgets loaded with translators simplifies the educational process and allows to overcome the language barrier in the explanation of a number of Russian terms that are difficult to understand for foreign students. The best is to restate a summary from a simplified to complete description of the material with the use of synonyms and examples. It is also reasonable to separate all of the information array into small parts.

2. Understanding. It is best achieved by presenting information with illustrative materials on each block. That material should be selected according to the complexity of studied blocks. As a general rule, the comparison of different types of visual material is effective. For example, when studying splanchnology, in particular topography of various organs, the use of wet anatomical preparations and 3D-models, performance of drawings and schemes as well as their comparison with the figures in academic atlases in different projections are effective methods to learn. In the study of the anatomy of the central nervous system the understanding is reached by the representation of anatomical structures in schematic form and by the use of macropreparations. Based on accumulated experience it is recommended to use training films in presenting lectures, workbooks for the students' independent work, stencils to fill in or draw studied organs [1]. The presentation of each piece of new material can be considered complete only when it is understood by most of the students in a group. Then, it is advisable to allow a short discussion on new information among students on their native language. As a rule, such discussion helps students with insufficient knowledge of the Russian language in the understanding of the material better. Increased attention to the studied material is also achieved by discussing the simplest case studies and clinical situations related to the studied topic. In addition, when assigning the homework for foreign students it is important to be specific by indicating the pages of a textbook, which they need to learn. Also, since the first class, it is necessary to require students to read text and lecture materials, since, as a rule,

they are limited to remembering the names of anatomical terms shown in the figures of atlases. As a result, students can not build a logical response in practical classes.

3. Control of knowledge. Experience shows that foreign students consider themselves to have a higher knowledge than domestic students do. That can lead to internal psychological conflicts up to a negative attitude towards the whole subject. In this case, it seems appropriate in the first few months of study to give an objective assessment of foreign students' knowledge in words and does not exhibit unsatisfactory marks in the academic journal, of course with the exception of those cases when the student does not qualify for classes systematically. To confirm the objectivity of knowledge assessment in each case it is effective to use tests to control the students' knowledge. Studying the anatomy by foreign students through the use of problematic tasks with the help of tests can greatly facilitate the education. The use of these assignments not only improves the quality of knowledge and skills of students, but also actively shapes social, moral and ethical values and creative abilities of students required for a development of harmonious personality. Analysis of the work with foreign students shows that the greatest effect of their independent work is achieved by maximum detailization and specification of tasks. This emphasizes the need to create a syllabus (teaching program that includes a subject description, goals and objectives, summary, theme and duration of each class, task for independent work, time for consultation, teacher's requirements, evaluation criteria and a list of basic and additional references [3]), containing a complete list of terms, theoretical and practical knowledge that students need to learn. In addition to the specifics of the presentation of training materials, when working with foreign students it is necessary to remember about other aspects of teaching. For most international students who takes into account the costs of training, a high degree of reliability of the teacher achieved by the demonstration of competence in taught subject and in various other fields of medicine; ability to skillfully and convincingly present the material; manifestation of goodwill; the presence of feedback are very important components of educational process. One should remember about more complex conditions and problems, especially at the beginning of training, for foreign students who find themselves in an unfamiliar cultural and ethnic environment. For this reason, dialogue between foreign students and teachers must be emotionally positive, providing reduction and eradication of the psychological, social and other barriers that impede learning. It is important to maintain social distance between international students and teachers. There is no doubt that the mentioned above features of teaching anatomy and communication of foreign students with teachers determine the need for the formation of study groups, comprising no more than 10–12 students who preferably speak common language.

Summarizing the data of other authors and own observations, we can highlight the following features of working with foreign students at the Department of the Normal Human Anatomy: 1 — the need for more detailed, step-by-step and remote presentation of the material on the anatomy with specially prepared illustrative data; 2 — greater use of computer technology for teaching students, control of their knowledge and presentation of studying materials; 3 — the demonstration by the teacher of the mastery of the material that goes beyond his subject matter and covers a vast range of topics, which shows the relationship of historical and epochal events, spiritual and moral values, accumulated by generations of ancestors, with modern culture and education.

Some of the issues raised above go beyond narrow professional issues of teaching, but we believe it is possible to emphasize the importance of non-formal approach when teaching foreign students.

### LITERATURE

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#### **Оптимизация педагогических приемов при работе с иностранными студентами в медицинском вузе**

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Современная высшая школа требует постоянного мониторингования системы качества образования, которое включает в себя не только показатели учебной деятельности вуза, наличие ряда научных достижений, но и международные отношения, заключающиеся в привлечении иностранных студентов в отечественные вузы. Повышение качества преподавания профессионально направленных дисциплин иностранным студентам способствует популяризации отечественной высшей медицинской школы. В данной статье рассмотрены вопросы оптимизации преподавания анатомии иностранным студентам в целях повышения качества образования.

**Ключевые слова:** высшее медицинское образование, работа с иностранными студентами, преподавание анатомии.