

adequately assess them, be independent and actively engage students in the learning process and learn from them. All these are very important for reflective teacher, and there is a hope that these level courses will help our teachers in rebuilding their own methods of learning and teaching to reflect on effective, appropriate and relevant strategies which meet individual, age and psychological needs of their pupils.

Reflexive skills that are formed and developed during these courses provide self-regulation of activity and interaction, self-improvement and self-development of the teacher's personality.

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### **POLIETHNOCULTURAL COMPETENCE OF A PEDAGOGUE AND ITS INFLUENCE UPON FORMATION OF POLIETHNICAL CULTURE OF A PUPIL**

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Influence of poliethnocultural competence of a pedagogue upon formation of poliethnocultural culture of pupils is studied by this work as well as necessity to develop poliethnocultural competence of a teacher as a foundation of their professional position in solving the defined problem.

Humanistic orientation of human civilization development changes our ideas on objectives of education that broadcasts and unites values of general human and national cultures.

Modern situation on planet Earth that is described by continuous ethnical wars, shows us that the basic values are peace and consent. Transiting it to the growing generation is the most important problem of educational institutions.

Analysis of modern researches on this problem has led us to a conclusion that the foundation of preserving peace and consent in a multinational country, poliethnical world is poliethnical culture of the growing generation.

In regard to pedagogic phenomena we have suggested the following definition of poliethnical culture of a pupil: it is a system-logical education that includes knowledge, skills, value orientations and personal qualities that provide for interethnical

integration of person with preservation of its ethnocultural originality for efficient life in a multinational environment [1, p. 104].

From our point of view, process of forming poliethnical culture among pupils can be efficient in terms of systematic and targeted work of a pedagogue with a condition that their professional position will influence this process constructively.

Position of a pedagogue is a system of their intellectually-willpower and emotionally-evaluating attitude towards the world [2, p. 81]. According to different definitions that are, however, similar in their message, professional position is one's attitude towards professional activity, pedagogic work as the basic meaning of life, attitude towards children, based upon humanistic principles. An important characteristic of a pedagogue's professional position, according to modern researchers, is a new pedagogic thinking, thinking from the position of pupil as an object of educational process, directed towards their development, interests, and spiritual needs, it, from our point of view, provides for a successful formation of poliethnical culture of a pupil.

In this situation poliethnical culture of a teacher obtains a special significance, as the basic component of pedagogic competence. The foundation of a pedagogue's professional competence, including its poliethnical type, is knowledge. Especially significant becomes knowledge of a personal example, life experience of great men that found reflection in their masterpieces and ideas.

The content of poliethnical competence includes realization of new concept of history that rejects philosophy of war, the foundation of which lies in internationality of history and understanding of the following important fact: "when history registers only conflicts, in future history and minds of generations it is reflected by pain for trampled dignity and freedom. If such feelings are "cherished", constantly recalled and being reminded of, they formulate, fix, and are reproduced in new conflicts, debates, rejection of "aliens", "enemies", and provoke war again "[3, p. 209].

Knowledge of ethnology, ethnopolitics of our country – these are important components of sensual component in poliethnocultural competence of a pedagogue.

Motivation-technological and diagnostic-corrective component must, from our point of view, enrich the content, and together they form poliethnocultural competence of a pedagogue that reflects in:

– Realization of poliethnocultural features of pupils, constant conflict between ideals and reality.

– Ability to organize constructive interethnocultural understanding with pupils, form values, relations, and ways of behavior that support ethnical pluralism.

– Knowledge and consideration of psychological features of apprehension and personal behavior, defined by ethnocultural belonging of a person.

– Ability to create motivational environment that will form skills, required for an efficient

participation in social life for which ethnical diversity is typical.

– Prediction, prevention, and correction of behavior among pupils and skill to solve possible ethnical conflicts.

– Ability to establish poliethnocultural direction of educational process, integrate poliethnical content into all given subjects during the whole period of education.

– Change in school culture in such degree that is necessary to reflect cultures and cognitive styles of children who belong to different ethnical groups [4, p. 257].

The basis of a pedagogue's professional position is knowledge of general didactic principles as components of poliethnocultural competence. Principles of humanism, adaptability, consciousness, psychological comfort are especially important in process of forming poliethnical culture.

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#### THE PROBLEMS OF TEACHING BIOLOGY TO FOREIGN STUDENTS AT THE PREPARATORY FACULTY OF RSMU AND THEIR SOLUTIONS

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Many years experience of lecturers of the General biology and Anatomy Department of the preparatory faculty shows that foreign students have some typical problems, the main of them are the language barrier, the low level of basic knowledge, and the late arrival.

The first problem could be easily solved by the lecturers who possess the intermediate language. However, the practice shows that student groups are international, so it is difficult to communicate in one intermediate language. But, most importantly, the presentation of the educational material in the

intermediate language inhibits the formation of motivation to learn Russian, which will be an obstacle to their further education at the Institute.

The second problem also influences the complete and high-quality work of the lecturer, as in groups with different levels of basic training he has to adapt the training material, focusing on the "average" student.

The third problem can be solved by the training schedule adjustment aimed on unification of the subject material that increases the intensity of the training session, and, therefore, extends the load of the student and the lecturer.

In case of insufficient language competence of international students the use of various means of nonverbal communication (pictures, charts, models) that serve as visual support for mental activity is playing an important role. The substantial assistance in the mastering of the theoretical material have the created in the framework of the educational and methodical complex training manuals and methodical works approved by the Health Ministry.

Thus, the creation of the educational-methodical complex in accordance with modern requirements to the content of education, which would take into account the specifics of working with foreign students of pre-University training, serves as an effective tool for the organization of educational work at the Preparatory faculty and allows to eliminate the contradictions in the educational levels of students from different countries.

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#### ABOUT THE SUCCESSION OF TEACHING BIOLOGY TO THE FOREIGN STUDENTS OF THE PREPARATORY FACULTY AND THE MAIN FACULTIES OF THE ROSTOV STATE MEDICAL UNIVERSITY

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To optimize the teaching process and ensure the succession at the General biology and anatomy Department an educational-methodical complex (EMC) was created and is constantly being improved. The materials of this complex are composed in accordance with modern requirements to education, they are taking into account the specifics of work with foreign students of pre-University training, and they serve as effective tools in the organization of educational activity at the preparatory faculty. The complex includes a thematic plan indicating the amount of hours for the study