

Materials of Conferences

**DIAGNOSIS OF SUBJECT
COMPETENCES IN BIOLOGY
OF FOREIGN STUDENTS
FROM THE PREPARATORY FACULTY**

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A serious problem of preparation of foreign citizens for admission to Russian medical universities is the formation of subject competences in biology in Russian language. To obtain the objective information and to evaluate the level of competences formation of foreign students one should use an effective system of evaluation. A unique monitoring system has been developed at the preparatory faculty for training foreign citizens of Rostov state medical University and is successfully used here. It includes a variety of training activities, which perform the diagnostic function. Monitoring includes 3 levels. The **Ist** level is represented by current tests on the studied subjects of the biology course. The second monitoring level is referred to the extraclass activities and is voluntary for students. It is carried out through participation in interdepartmental conferences and the biological contests. Level III is the final exam which is held in a written form and includes different types of tasks. Monitoring of students' progress is carried out with the help of the rating system of knowledge assessment. The final rating is the sum of annual and test results with the maximum 180 points. Participating in conferences and contests on biology, the student can obtain additional (creative) points (up to 30 points). The final grade is given according to the following scale: less than 91 points (< 51%) – mark “2”; 91–126 points (51–70%) – “3”; 127–153 points (71–85%) mark “4”; 154 points (more than 86%) mark “5”.

The use of the described monitoring system enables us to diagnose the degree of biology subject competences formation of foreign students from the preparatory faculty after mastering their Russian language course and a biology course in the Russian language. The sufficient level of biology subject competences allows the graduates of the faculty to successfully master the curriculum of the first-year medical universities together with native Russian students.

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**ACTIVE METHOD OF TRAINING
IN REALIZING COMPETENCE
APPROACH IN PREPARING DOCTOR
OF GENERAL PRACTICE**

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Urgency: The basic principle of postgraduate training for doctors of general practice (GPD) is continuous professional development. For the successful future work a GPD must possess an optimal set of qualities – so called competences. Realization of competence approach in training GPD is assisting them in achieving their primary objective – become a qualified competitive specialist at a labour market. Transition towards competence approach in organizing educational process within training GPD is not possible without facilitation of active methods of education, and this aspect always remains an urgent problem.

Work objective: Department of GPD uses methods of interactive education for internship and postgraduate education. These methods imply methodics of “small groups”, “brain attack”, “set of signs” in an envelope, method of “blank sheet”, role-playing game. This objective of an active methodic should and must be used in process of one class.

The method of “brain attack” or “brainstorm” is efficient for classes with large number of students. We implement it in discussion of a disease etiology. This process provides for formation of competence “knowledge” Role-playing games are used at the stage of studying clinic, diagnostics of a surgical disease. Roles of a patient, doctor, head of department, narrow specialists, invited for consultation, are played. The problem of establishing a diagnosis is solved in process of role-playing game. The “Set of signs” in an envelope is applied in holding differential diagnostic of a disease. Students are provided with a set of signs, symptoms of various acute surgical disease groups, from which they must select symptoms of one disease that corresponds to thematic of class, outline the most significant and typical signs of the studied disease. For example, a lot of disease symptoms according to one author (Kocher) are present in case of acute appendicitis, penetration of ulcer stomach disease, etc., and this method helps students to carry out differential diagnostics. This method stimulates discussion within group and forms the competence “skill”. Method of “blank sheet” is useful in discussing treatment and prevention of chronic disease among patients with vascular pathology, for example, chronic

thrombophlebitis of surface veins or varicose trophic ulcers, etc. In this case every GPD must write a treatment protocol, characterize indications and contraindications, side effects of medications. Then treatment protocols are discussed in a group, recommendations on disease prevention are mastered. Method of “blank sheet” forms competence “skills”. The formed competences are subjective to an obligatory evaluation. For “boundary control” and “final control” of DPG knowledge in a certain section of the educational programme method of “small groups” is implemented. This approach is also useful in case of lack for thematic patients, discussion of rare nosological forms of a disease, defining diagnosis according to medical documents (history of disease, etc.) A special feature of active training forms is involvement of doctors into solving the set problems at the foundation of “group dynamics” methods.

Conclusion: Active methods of training and realizing competence approach in educating GPD will provide for making the most efficient decisions in process of carrying out their professional duties and achieving their primary objective – become a qualified and competitive specialist at labour market. In practice some of GPD department graduates have become organizers of hospitals, military surgeons.

References

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THE INTEGRATED PROGRAM IN THE RUSSIAN LANGUAGE AT GENERAL EDUCATION SCHOOL

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The article deals with the integrated educational programs that are being introduced into Kazakhstan general education schools, their characteristic being integration of school subjects, unity of students' learning and up-bringing, teaching them to apply their knowledge in problem solving; a Russian language textbook concept is described in the context of integrated education in which the Russian language is considered as a subject with a special status among others, as an important tool in forming students' personality, their intellectual, emotional and moral development; characterizes the methods of learning using the works by Olzhas Suleimenov at Russian lessons which contributes to the forma-

tion of students' creative attitude to the word and critical thinking.

Integrated educational programs

Integrated educational programs are being introduced into Kazakhstan general education schools [1]. These programs are characterized by integration of several subjects, unity of learning and up-bringing, teaching students to apply their knowledge in educational and professional problem solving. It reflects the integration of scientific knowledge that implies a shared vision on the problem from the point of view of the Humanities (or natural sciences), as phenomena, objects and processes in the world around are closely connected. The advantage of this program is that it is focused on active learning, and it fully meets the requirements of our century that is filled with information.

The teaching aims of Russian at school

The Russian language is not just a subject; it is a means of studying other subjects, experiencing the surrounding reality, a powerful weapon in self-development and socialization. Therefore, in teaching Russian we should not just give information about the language itself, but teach students to use it in different situations and teach them how to learn themselves. The integrated approach to teaching Russian allows overcoming the learning practice that reduces oral and written speech acquisition to the ability of making orthographic, punctuation and other types of word, sentence and text analysis.

The change in the objective – the integration of subjects – has led to changes in the content of the Russian Language subject and in the system of its realization in the textbook. In creating “Russian Language” textbook for 7th grade we gave priority to the principles promoting various types of oral activity acquisition – listening, reading, speaking, and writing. It is the language that helps people communicate, receive and store information, become familiar with the people's culture, history and belles-lettres. That is why at the Russian Language lessons it is important not only to give knowledge about the Russian language but to form the skills to use this knowledge in practice. In other words, at the Russian Language lessons it is necessary to talk not *about* the Russian language but *in* the Russian language.

“Russian Language” textbook for 7th grade includes the following topics: “Climate and Its Change”, “Customs and Traditions”, “Knowledge: The World and Foreign Language Learning”, “Do the landscape and climate influence on the national character?”, “Youth Culture: the Internet and Social Network”, “Problems of Social Security for the Homeless”, “Genetically Modified Foods”, “Victory Day”, “If I were the Ruler of the World...”. The contents of the textbook integrates information on the Russian and Kazakh literature, geography, history, cultural studies, ethnography, social studies, computer science, etc. based on which students study the Russian language, acquire functional