

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