

**FEAUTURES OF INTRODUCTION OF FOREIGN MEDICINE STUDENTS
TO THE UNIVERSITY EDUCATION PROCESS**

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Annotation. The problem of providing complete higher education in the training of qualified specialists is currently an urgent task for medical universities in all developed countries of the world [3].

Key words: foreigner-students, specialists, training, educational process, adaptation;

As it is known, the educational process in universities, where medical specialists are trained, is very specific and is characterized, first of all, by its determination to obtain comprehensive knowledge to provide primary or specialized care to a person whose life depends on the correct and timely actions of a doctor. Therefore, we can say that ultimate success in achieving the goals is possible only if all the links in the chain of the well-known pedagogical triad of “knowledge - skills - skills” are realized [1]. The level of assimilation of new material greatly depends on the quality of pre-university training of a foreign student [3].

The presence of various materials at present, which a foreign student needs to master, indicates the need to create a communicative minimum from the main disciplines provided for by the curriculum of medical universities [2]. At the same time, one cannot but take into account the presence of a language barrier: no matter what language a foreign medical student learns, as a rule, this language is not his native language, which also causes adaptation difficulties to the educational process. Teachers in the learning process; his communicative abilities, psychological tact and professionalism will help him differentially use all the methodological methods in teaching students. To obtain education in a foreign language, the teacher needs to create an integrative methodological system for teaching language professional activities and communicative activities [1,4].

The peculiarity of the psychological component of the learning content lies in the development and improvement of speech mechanisms, in the formation of professionally significant communicative skills, skills and clinical thinking. It is advisable for the teacher to develop professionally significant skills among students, to conduct a dialogue (ask specific questions that would direct the answers of the interviewed patient to the framework set by the student himself; ask clarifying questions in which the student himself uses vocabulary familiar to him and familiar constructions). One of the important methodological components is the method of presentation of educational material, which allows students to correlate units of colloquial vocabulary with medical terminology and activate different forms of communication, which contributes to the formation of professional and communicative competence of the future doctor. The consistency of the content of the training and the methods of its delivery with the cognitive needs and interests of students counteracts the formation of a negative attitude of students [2,3,4].

Optimally selected material strengthens all components of motivation: needs, interests, emotions, motives themselves. The formation of a stable level of learning motivation requires the teacher to select the appropriate teaching materials that would be cognitive, communicative, professional values that are creative in nature, stimulate the mental activity of foreign students [4].

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