

presentation possible to include the text, graphics, photo, images, schemes, animations, video which are combined each other and logically organized. Lectors actively use in the multimedia presentations slides of color images of macro- and microspecimens that illustrate the modern possibilities of morphological diagnostics, schemes, diagrams and video, which correlate with histophysiological mechanisms of many structures and processes.

In the study classes of the department there are videosystems (videocamera-light microscope-TV-set), which help at time of interpret and study of histological specimens. Students can work with specimens and microscope individually too.

The practical orientation of students, using at the department the new modern techniques, the complex using of the different electron ways of study increase possibilities and results of study process, made it more content and interesting. The progress in studies of students is increased on about 10% started from use of server of distant study in our university.

DIFFERENTIAL DIAGNOSTIC OF HISTOLOGICAL SPECIMENS AS A PRACTICAL TOOL FOR TEACHING HISTOLOGY IN FOREIGN MEDICAL STUDENTS

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Chief place in the medical education system in Ukraine is devoted to formation of high-professional medical practitioners with absolute practical skills, that students obtain while studying in medical university. Among all disciplines, "Histology, cytology and embryology" subject plays a prime role in formation of wide structural and functional approach for understanding normal and pathological pathways in human organism.

Overall, to study and further diagnose specific tissue, one should start with examination of histological specimen – a fundamental skill for a histologist, oncologists and pathologists. Foreign medical students start to work with histological specimens from the very first practical class at the Department of Histology, Cytology and Embryology in second semester of their first year of studying. The main purpose of differential examination of histological specimens is to conduct interdisciplinary integration of medical knowledge in students as they need to understand which structures of a specific tissue they are seeing in the microscope which is provided by anatomy course, which physiological functions this cells carry in specific system of organs.

Despite productive collaboration of teacher and student during differential diagnosis of histological slides (in academic classes and during consultations), there is often a number of difficulties which students face. First of all, these problems are related to the fact that the student is not able to recognize and identify the cut of a particular tissue, organ, and therefore cannot diagnose and describe histological specimen. To solve these complications for students better understanding of what kind of tissue they see in the microscope, we recommend to use material from web-site with English curriculum materials "Moodle" and use histological protocols for each class, where students can draw specimens, label all structural components of the tissue. Moreover, tutors provide each class with digital atlases and slide-shows of tissues for a specific topic with English labeling and descriptions.

When a student works with a microscope individually there are a few recommendations which can help him during differential diagnosis. First, it is necessary to visually determine the method that was used for staining; the pinkish-purple color of the cut in most cases indicates the hematoxylin and eosin stains used. Basically, these dyes are used for epithelial, connective and muscular tissues, as well as for tubular and parenchymal organs. The brown or black color of the tissue is commonly evidence of impregnation with silver nitrate and is mainly used for the structures of peripheral and central nervous systems. Gray or purple-blue colors may indicate staining by iron hematoxylin.

Furthermore, the belonging of tissue to a certain organ can be determined by morphological peculiarities. For example, epithelial tissue is characterized by dense placement of cells in the form of one or more layers, strata, or trabeculae. Connective tissue is characterized by vivid cellular and post-cellular elements, well-developed intercellular substance. In addition, cartilages are distinguished by a significant proportion of chondrocytes in the composition of isogenic groups. Bone tissue can be differentiated by the presence of osteons; muscle - by the presence of myocytes and muscle fibers arranged specifically. The simplest diagnostic tool for the nervous tissue is due to the original structural features of the neuron.

An example for differentiating epithelial tissue may be the presence of a multilayered squamous keratinized epithelium, combined with connective tissue papillae, and absence of myocytes – then the cut is made from a certain area of the skin. The presence of a multilayered squamous non-keratinized epithelium indicates a cut from the cornea of a human eye, vagina, or from a certain area of the oral cavity. Further differential diagnostics of these organs is quite easy to conduct on the basis of their morphological features.

To conclude, differential diagnostics of histological slides in "Histology, cytology and embryology" discipline is the main component of educational process, which is actively used at all stages; it contributes the improvement of teaching, intensifies educational process and activates individual and independent work of medical students. The use of our proposed approaches for the differential diagnosis of histological slides may help to improve practical skills of foreign students during studying of the discipline and develop a better clinical thinking.

THE ROLE OF INNOVATIVE TECHNOLOGIES IN THE MODERN TEACHING PROCESS OF FOREIGN STUDENTS

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As is known, a tendency for comparable national systems of higher education is the most important trend in modern education at a background of modern globalization. In addition, the tendency of integration the concept of higher education into the European education system becomes the priority in recent years in Ukraine. This approach improves the quality of educational programs significantly. The successful realization of the stated goals promotes the improvement competitiveness of Ukrainian higher education institutions in the global space.

One of the ways to achieve the goals set is the teaching of foreigners and the verification of the quality of the received knowledge in their homeland. In addition, the teaching of foreigners is a definite indicator of the status of the institution.

Thus, creation and improvement of the modern conditions for teaching and adaptation of foreign students to educational institutions of Ukraine have become actual. An important point is also the creation of a flexible pedagogical system that quickly responds to the needs of foreign students. Should pay attention to the fact that the modern students are a generation that grows and is educated in conditions of high technological standards. It is known that one of the leading places in the formation of the new paradigm of the world is the Internet which forms the “dictate of the picture”, the consumption of visual information. This situation requires the reforms in the educational process of students, a radical change of the approach to teaching in the university, new forms of the presentation of educational material.

At the present stage, the task of higher education is to prepare not only a competent specialist in the field, but also a person who is well oriented in the information space. A modern specialist is a person who is fluent in information technology, always improves and develops own professional level.

Based on the above the use of multimedia technologies, in particular presentations, in the educational process in higher education becomes actual. On the other hand, the use of the presentation dictated by the rapid development of modern science. Teachers widely use the presentations in the