

**OUR EXPERIENCE IN TEACHING THE COURSE OF CLINICAL ANATOMY TO
INTERNATIONAL STUDENTS IN ENGLISH**

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Abstract: This paper presents the experience of teaching Clinical Anatomy to international students at Andijan State Medical Institute (ASMI). It demonstrates the specific features of the educational process as well as the challenges encountered in implementing this task. For the first time, a questionnaire was introduced to assess students' satisfaction with the quality of education.

Keywords: clinical anatomy, international students, questionnaire

Relevance

Over the past few years, teaching clinical anatomy to international students has remained highly relevant. This area is of particular importance for English-speaking students, as an increasing number of foreign citizens choose to obtain medical education in English. Attracting international students to medical universities is an important and promising direction of institutional development [1,4,5].

Currently, international students from both neighboring and far-abroad countries study at Andijan State Medical Institute (ASMI). When choosing a higher educational institution, the priority factors for them are the quality of the educational process and financial affordability. ASMI ensures the training of international students in accordance with international standards by implementing a competency-based approach aimed at developing professional knowledge and practical skills of future physicians.

At the organizational stage of establishing the educational process, key conditions included the availability of teachers proficient in English, as well as providing international students with the necessary educational literature [2,3,6]. With the growth in the number of students, it became necessary to increase the number of faculty members with adequate language proficiency and to develop original teaching and methodological materials in English.

At present, most department staff possess the appropriate certificates that allow them to work with English-speaking students. However, despite the wide range of English-language textbooks on human anatomy, selecting suitable teaching materials proved challenging, as foreign publications are primarily structured according to the topographical principle, whereas the department teaches anatomy according to the systemic principle.

Aim of the Study

To assess the quality of teaching the course of Anatomy and Clinical Anatomy to international students at the Department of Anatomy and Clinical Anatomy of ASMI.



Materials and Methods

A survey was conducted among 232 English-speaking students to evaluate the quality of education in the subjects of Anatomy and Clinical Anatomy. The questionnaire consisted of five questions and was specifically designed for these students by G.U. Samatova and Z.A. Kakhkharov.

The questions included:

- a. How do you assess the quality of teaching at the Department of Anatomy and Clinical Anatomy?
- b. How do you assess the level of English proficiency of the department's teachers?
- c. How well are the department assistants theoretically prepared in the specialty subject?
- d. Are there any problems with class delays or with the requirement to complete homework assignments?
- e. What are your suggestions for improving the quality of teaching Anatomy and Clinical Anatomy in English?

Results and Discussion

After careful data analysis, it was found that 210 respondents (90.5%) rated the quality of education as good, 15 participants (6.5%) as satisfactory, and 7 respondents (3.0%) were dissatisfied with the quality of teaching in Anatomy and Clinical Anatomy.

Regarding English proficiency, 68% rated the teachers' level as excellent, 22% as good, and 10% as satisfactory. Notably, in no case did students express concerns about teachers' incompetence in English.

According to the English-speaking students, in 95% of cases, the department assistants demonstrate strong knowledge of their subject, while in 5% of cases they rely on notes, posters, and other materials to convey specific information to students.

Concerning class punctuality, respondents reported that in 100% of cases the department assistants are responsible, demanding, and objective. There are no intentional class cancellations, no unjustified grade reductions, and there is a consistently high requirement for completing homework after each topic.

The main suggestions for improving the quality of education included the introduction of interactive games during practical classes (65%) and explaining lecture and practical material using multiple literary sources (35%).

The conducted study made it possible to evaluate the quality of teaching Anatomy and Clinical Anatomy to international students in English at Andijan State Medical Institute. The results indicate a high level of organization of the educational process and professional competence of the teaching staff. Most respondents positively assessed the quality of education, the English proficiency of teachers, and the theoretical and practical preparedness of the department assistants.



High levels of discipline, responsibility, and objectivity among teachers were also noted, contributing to sustained academic motivation among international students. The suggestions identified during the survey indicate the need for further improvement of the educational process, particularly through the implementation of interactive teaching methods and the use of multiple modern English-language sources in explaining theoretical and practical material. The implementation of these approaches will enhance learning effectiveness and increase student satisfaction.

Conclusion

Thus, the experience of teaching Anatomy and Clinical Anatomy to international students in English at ASMI can be considered successful and перспективным. The obtained results may be used for the further development of English-language educational programs in medical universities.

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