improving metabolic processes, normalizing blood circulation, and strengthening the immune system. Due to these properties, they represent a promising approach for the therapy of diseases such as diabetes, tuberculosis, oncology, arthritis, and osteochondrosis. A key advantage of this technology lies in the ability of microleptons from torsion radiation to record and transfer therapeutic properties between objects, making these installations unique and highly effective. However, research has identified potential risks associated with exceeding an electric current frequency of 50 kHz during oxygen ion synthesis. This may lead to the formation of ultraviolet and X-ray radiation, as well as harmful chemical compounds that pose health hazards. Therefore, strict control over the technical parameters of the equipment and compliance with established safety standards are essential. Beyond medical applications, ion-ozonator torsion installations positively impact the environment by enhancing plant growth and reducing the need for water and fertilizers. This opens up broad prospects for their use in agriculture, the agro-industrial complex, the food industry, and processing sectors. In conclusion, ion-ozonator torsion technologies represent an advanced and promising method that can make a significant contribution to healthcare, medicine, pharmaceuticals, and ecology. For their safe and effective implementation, further research, technological optimization, and strict operational control are necessary to fully unlock their potential while minimizing possible risks.

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FROM FORMULA TO CONCEPTS: PROBLEMS, WHICH WAITS FOR STUDENTS IN BIOCHEMISTRY

Introduction

In the Eastern countries, public universities provide opportunities for higher education. However, due to limited opportunities in public universities, universities some from qualified students Not will be able to receive education V state University. Hence, such students can choose for receipt higher education private universities, foreign universities and other alternative routes to higher or professional education [1].

Higher educational institutions of Belarus provide export of educational services to foreign students, while it is important to understand that such students face enormous difficulties in adapting to the educational process (language barrier, different system of knowledge assessment,

etc.). Therefore, the study of psychological and social the characteristics of foreign students allows for better adaptation of the educational process to the needs and methods of perceiving information [2, 3].

In order to improve the quality of educational services provided and modernize the training of foreign citizens, as well as to create the image of the university, it is important to conduct continuous monitoring of the quality of educational services [4–6].

Goal

The purpose of this study is to identify the difficulties faced by foreign students V in the process training V another country, an also how they overcome these difficulties using their own learning methods.

Material and methods of research

In our study, we randomly selected 50 students from the Faculty of Foreign Languages students Gomel state Medical University. They were asked to provide data through an online self-administered questionnaire using a Google form. Students were asked to answer the following questions on the questionnaire:

Gender (*Male, Female*);

Your Current Academic Year; Academic performance *(3–5, 6–7, 8–9)*;

Which country do you come from?

What type of school do you attend? *(Public school, Private School, International School);*

How are the science subjects (like chemistry, biology, and physics) taught in your school? (*Mostly theoretically, A mix of theory and practical, focused mainly on practicals*);

What are the main difficulties you have in studying biochemistry? (*memorizing terms, understanding concepts, applying knowledge*);

What format of educational materials do you consider the most effective for studying biochemistry? (*lectures, textbooks, practical exercises, online resources*);

Which specific topics or concepts in biochemistry are the most difficult for you to deal with? (*reactions and metabolism, protein structure, enzyme classes, respiratory chain, carbohydrate metabolism, lipid metabolism*);

Do you use additional resources to deepen your knowledge of biochemistry? (*video lectures, applications, study groups, help from friends, teacher's help*).

The results of the research and their discussion

Among these participants 66% women and 34% men. Among the students surveyed, 10% of students 1 course, 40% – 2 courses, 34% – 3 courses, 14% – 4 course (biological chemistry is studied in the second year at Gomel State Medical University). Most of the students are Sri Lankans (84%).

If consider That, How are taught objects V average school native countries, 82% of students noted that they studied the educational material by combining theory and practice, 16% of students studied the educational material using theoretical methods. At the same time, 44% of students went to public schools, 34% and 22% of students went to private schools and international schools, respectively.

When asked about the difficulties students face in learning biochemistry, most said it was memorizing terms (52%), followed by understanding concepts and applying knowledge (26% and 22% respectively).

When asked about the educational materials that are effective for studying biochemistry, the majority of students noted that practical classes are more effective (52%), the effectiveness of online resources is 24%, textbooks and lectures take up 14% and 10% respectively. WITH another sides, on question O additional resources that are used students, 50% students used video

lectures, 20% students – help friends, 12% – help teachers, 10% – assistance from students in study groups and 8% – various types of mobile applications.

The analysis of academic performance yielded the following result: the majority (54%) had an average score of 6–7, 38% had an average score of 8–9, and only 8% of students indicated that their academic performance was 3–5.

The following results were obtained from the analysis of complex questions in biochemistry: 44% of students consider reactions and metabolisms, enzyme classes and carbohydrate metabolism to be complex, 18% consider protein structures and lipid metabolism to be complex, and 12% consider the respiratory chain to be complex.

Conclusions

When we look at the results, we see that we have to use a combination theories and practices for memorization terms biochemistry, And like this way We can also develop understanding of concepts and apply knowledge. In addition, we see that students try to improve their knowledge by using video lectures so that they can experiment with them in practical exercises.

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