



УДК 378.146

THEORETICAL PREREQUISITES FOR THE DEVELOPMENT OF METHODS FOR APPLYING EDUCATIONAL TASKS IN THE PROCESS OF TRAINING WOULD-BE DOCTORS IN SURGERY**ТЕОРЕТИЧНІ ПЕРЕДУМОВИ РОЗРОБКИ МЕТОДИКИ ЗАСТОСУВАННЯ НАВЧАЛЬНИХ ЗАВДАНЬ У ПРОЦЕСІ ПРОФЕСІЙНОЇ ПІДГОТОВКИ МАЙБУТНІХ ЛІКАРІВ З ХІРУРГІЇ****Klimanskyi R.P. / Кліманський Р.П.***s.m.s., as.prof. / к.м.н., доц.*

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Abstract. Nowadays the problem of preparation of a surgeon is one of the most important in modern medical education. The article outlines the place of surgery in this process and describes some ways to make teaching surgery more effective. Therefore, the purpose of the study was to describe the methodology of dealing with cognitive activities. The work analyses how to organize cognitive activities, demands for choosing the material, stages of dealing with such tasks. The article proves that dealing with cognitive activities doesn't only contribute to the professional formation of a doctor, but also develop soft skills, logical and creative thinking, the ability to study and obtain new knowledge.

Key words: medical education, surgery, cognitive process, cognitive activity, objectives, educational task, assessment

Introduction.

First of all, building a model requires defining the theoretical foundations that will coordinate the modeling process, as well as become its necessary components.

Such theoretical foundations in the context of our study are the peculiarities of mental cognitive processes in students, the requirements for the organization and implementation of the educational process into higher education, the characteristics and conditions of application of educational tasks.

Main part.

Mental cognitive processes (sensation, perception, memory, imagination, thinking and speech) play an important role in the activities, learning and education of students. Assimilation of knowledge, development of opinions, practical actions are based on the work of mental processes, especially thinking. The effectiveness of the specialist is determined not only by the properties of his or her personality, but also by the level of functioning of cognitive processes. Therefore, the formation of the personality of the specialist involves the activation and improvement of mental cognitive processes in accordance with the requirements of the specialty and professional activity in general.



Student age is the age of sufficiently high development of cognitive processes. Students, as a rule, have developed a fairly stable attention, the ability to listen and observe the demonstrated objects and phenomena, the ability to follow the logic of the development of thought (lecturer) of the teacher.

The young students have a well-developed verbal and logical memory, which the lecturer often focuses on. The student is inclined to reflection, reasoning, students find solutions to scientific problems both in the process of listening to lectures and in the process of performing independent work.

Thus, cognitive activity in the training of highly qualified specialists should consist of internally interrelated actions, a logical sequence that leads to the establishment of a qualitatively new relationship between individual factors.

The first stage of cognitive activity is perception (discovery of new knowledge). As a method of activating the cognitive activity of students at this stage it is recommendable to use the creation of problem situations. Solving problem situations can be done in different ways: by independent research (pre-given tasks and consultations on this issue) or by informing the teacher of the information needed to solve this problem. But in both cases, the search for the unknown in such situations coincide with the process of learning new knowledge. The role of the teacher is to manage the process of finding answers to questions.

Here is one of the general laws of the process of assimilation - the intellectual activity of the individual. If the teacher shows students how to solve a number of problems on a particular topic, he or she teaches future professionals how to find and solve problems, i.e. prepares for research.

Another way to enhance cognitive activity is to prepare reports on specific issues. Students are given a lesson plan in advance and at their own request they choose individual questions and work at them, choose literature, prepare reports for 9-10 minutes. After consulting with the teacher, these messages are made during the lesson. This method of requires some effort on the part of the teacher. The lesson begins with the teacher himself, who brings the students to the questions chosen for the students, then summarizes their messages and draws a conclusion or leads to it, and the conclusion is made by the students themselves. The methods of activating cognitive activity also include the use of technical means of learning.

The second stage of cognitive activity is the acquisition of knowledge. It takes the form of internal mental processes, which are "hidden", i.e. the course of which can not be directly observed, and therefore the assimilation can be judged only on three grounds: understanding, skills, memory. The level of knowledge acquisition is determined by the method of control. Thus, students' cognitive activity is stimulated by: problems in learning, independent search for answers to questions, active participation in mutual evaluation of the performed work, correlation of the results of their own activities with the sample, the influence of the teacher.

The organization and implementation of the educational process in a professional school is the second theoretical prerequisite for the development of teaching methods, which is implemented in accordance with existing laws, principles using the necessary didactic tools.



The concept of regularity in pedagogics has the character of the application of the law in specific circumstances. The law is an objective, essential and necessary phenomenon that is repeated. One of the main laws of pedagogics is the accordance of teaching and education with the level of productive forces, industrial relations, scientific and technological, social, cultural and spiritual progress of the society. This law is applied at all the times and epochs and confirms that the state of education reflects the level of development of society.

Requirements for the organization of the educational process in higher education are determined by didactic principles, which are based on didactic laws and patterns.

Regularities of the pedagogical process, as confirmed by didactics, are stable manifestations of this law, but narrower, more local and more specific than the general effect of the law.

Some regularities related to the pedagogical process are:

- the pedagogical process is determined by the needs of society in educated and comprehensively developed professionals who are trained by education. Thus, the social orientation of education and upbringing, the implementation of the educational order of the state is the main pattern of pedagogical process;
- the pedagogical process is integral and natural, and learning is its leading part. Its educational, developmental and upbringing functions act as a natural systemic integrity;
- the pedagogical process depends on the individual and age capabilities of school-students and students;
- the pedagogical process naturally depends on the material conditions of its organization and functioning (staffing, material and methodological base, computers, financing, etc.).

The effectiveness of the pedagogical process depends both on taking into account these patterns, and on the implementation of its basic principles.

The principles of the pedagogical process are the basic, fundamental rules, attitudes, requirements of pedagogical science, which are based on its laws, the implementation of which contributes to the effectiveness of pedagogical activities. The principles of the pedagogical process are classified in different ways, in particular:

- ✓ by its target component: humanistic orientation; ensuring the unity of the tasks of teaching, education and development; professional orientation;
- ✓ by its content component: scientific; accessibility and intelligibility; systematic and systematic learning;
- ✓ by its operational component: activity, consciousness and independence of learning; clarity of teaching;
- ✓ by the evaluation and performance component: the strength of knowledge acquisition and the formation of skills and abilities;
- ✓ according to the results of education: democratization; incentives for self-education.

All these groups are subject to the principles of taking into account individual characteristics; optimization of the pedagogical process.



The main elements of the pedagogical process, the understanding of which creates an opportunity to understand the meaning of didactic principles - form, method, technique, means.

The main types of educational activities, which are distinguished by types of educational activities are lectures, seminars, practical, laboratory classes, independent work of students.

According to the regulations on the organization of the educational process in the Free Economic Zone, independent work of students is the main means of mastering educational material, an important part of the training process. This is a special form of educational activity aimed at forming the independence of students and their assimilation of a set of knowledge, skills and abilities.

Teaching methods determine the method of knowledge transfer and the development of students' skills and abilities. This is the way the teacher acts in relation to the student under the guidance of the teacher. The method of teaching is considered to be the way by which the teacher organizes, directs, manages the work of students to master the basics of science. In the pedagogical literature, along with the term "method" there is the term "reception", i.e. a detail of the method. "Learning tool" is what is taught: books, dictionaries, visual aids, technical aids.

When choosing teaching methods it is necessary to take into account the following factors:

1. The possibility of specific methods in the implementation of specific goals and objectives of the lesson.
2. Correspondence of methods to the specifics of the subject, content and selected forms of education.
3. Using the most intensive teaching methods that save students' time.
4. Educational approach: helping to form a personal broad spectrum of views of the individual, rather than imposing the "right".
5. Andragonic approach: systematic use of adult learning features.
6. Developmental approach: the formation of the ability to think, think and use knowledge, not just know.
7. Wide involvement in the educational process of the students' own experience.
8. Combination of active group teaching methods.

If we consider teaching methods as a logical way of educational work, the following methods are distinguished:

- analytical (breakdown of the whole into parts);
- synthetic (combination of parts and analysis of the whole);
- inductive (logical transition from general to specific);
- method of analogies (conclusion based on preferences of single events);
- method of obtaining consequent data (obtaining new knowledge on the basis of previously acquired).

Conclusion.

Only implementation of different methods into educational process can boost the development of a modern specialist, who will be able to assimilate new knowledge and skills every day, as modern science is constantly developing, and postindustrial society needs specialists who can study quickly and effectively.



Література:

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***Анотація.** Задачі професійної діяльності лікаря загальної практики визначають основні вимоги обсягу знань та практичних навичок для випускника ЗВО: цілеспрямована методична послідовність дій з опитування хворого, виконання фізикального обстеження, обґрунтування попереднього діагнозу, визначення алгоритму допоміжних методів дослідження з аналізом отриманих результатів, проведення диференційної діагностики, формування клінічного діагнозу, побудови програми лікування та її здійснення. Отже, статтю присвячено особливостям формування професійної компетенції лікаря загальної практики, а саме ролі хірургічної компоненти. Автори пропонують типи завдань, які можуть оптимізувати навчальний процес. Детально аналізуються пізнавальна діяльність та вимоги до неї. Підкреслюється, що побудова моделі навчання вимагає спочатку визначити теоретичні основи, які скоординують процес моделювання, а також стануть її необхідними складовими. Такими теоретичними основами у контексті нашого дослідження є особливості протікання психічних пізнавальних процесів, вимоги до організації та здійснення навчального процесу у вишій школі, характеристика та умови застосування навчальних завдань.*

***Ключові слова:** медична освіта, хірургія, пізнавальна діяльність, мета, навчальне завдання, оцінювання.*