



УДК 37.091.3.043.2:617

## METHODS IMPROVING OF PRACTICAL EXERCISES WITH FOREIGN STUDENTS OF MEDICAL UNIVERSITY (SPECIALITY "NURSING" (EDUCATIONAL LEVEL - JUNIOR NURSE)).

Yurkiv O.I./Юрків О.І.

ORCID: /0000-0001-6824-7120

c.med.s., assoc.of prof./к.мед.н, доцент

Bukovinian State Medical University, Chernivtsi, Teatralna, 2

Буковинський державний медичний університет, Чернівці, вул. Театральна, 2

**Summary.** Along with testing students at practical classes in paediatric disciplines other types of work may be used: discussion of a clinical problem, assertion, persisting students' own opinion, discussions with the teacher, working out and practical skills acquisition; all these measures significantly improve the thematic material acquisition.

**Key words:** methods improving, teaching, foreign students, medical university.

### Introduction.

The active reformation of education, including higher medical education, is still in progress in Ukraine [1, 2, 5]. Current development of medical education in Ukraine, stages of its reformation, issues related to improving the quality of education of medical graduates require new approaches to the educational process organization. On the principles of ECTS (European Credit Transfer System) of educational process, developed new curricula for teaching "nursing in pediatrics".

Introduction to the educational process of innovative and interactive technologies creates conditions for improving the quality of practical training of future professionals.

The scientific progress stipulated the search and introduction of new technologies into the educational system. In recent years, medical education undergoes a natural process of considerable modernization [2].

Currently, the main task of higher education is to preserve and provide the required quality of professional training of specialists and search for mechanisms to improve it [1, 5].

Practice shows that motivational activities of students during extracurricular training can not be the only key to successful mastering practical skills and skills that form the professional competence of the future expert. The necessary search and evaluation of modern innovative methods of training in educational reform healthcare industry to improve the quality of practical training of health professionals focused on the needs of modern medicine [7,7,5].

Thus, the necessary search and evaluation of innovative teaching methods in modern conditions of educational reform healthcare industry to improve the quality of practical training, which focused on the needs of modern medicine [1,3,4].

Reformation of higher education and advanced requirements for the training of future specialists led to changes in subject teaching [8, 9]. These facts are especially important in teaching paediatric disciplines to foreign students.

This article provides examples for improving the practical training to students enrolled in the specialty "Nursing" (junior specialist). It is the use in practical classes



online learning model effectively improves the absorption of the thematic material. The main purpose is to promote the active potential of students by involving them in dialogue and frank conversation, discussion of pediatric problems, argumentation of opinion, analysis of their actions in dealing with situational clinical tasks when working in the profile department and at the bedside. During interactive learning, students learn to think critically, make informed decisions, communicate with each other.

### **The main part.**

It is absolutely obvious that textbooks and teaching manuals for foreign students, even the most modern ones, can not develop practical skills in therapeutic and pediatric discipline to future professionals. The central role in this process belongs to the teacher. Creating an optimal environment in which international students are able to perform treatment management of therapeutic patients and children, be present during various manipulations is the main task of the teacher.

Feature of preparation is that to a new level in terms of ECTS (European Credit Transfer System) of training necessary to carry out the formation of professional and competent professional with diverse functional duties. Additionally, the introduction of the ECTS system in the course of the so-called Bologna process is not yet entirely completed. It takes some time for the universities to adapt this new system and that can lead to inaccuracies and adjustments in the next years. In addition, you should keep in mind that this evaluation work hours for an average student. But no student average! We could spend a lot more time on the course, which is not so well acquainted with the problem, and perhaps much less for the course, which is of interest to us and is known.

For approved curricula the study of professionally oriented subjects submitted to a final state certification, set aside about 25% of class time. Of these, 17,8% is teaching lectures, 40,7% are independent extracurricular training of students and the rest of the time is for the workshops. In such a shortage Initial time ensure the necessary level of mastering practical skills of graduates has relevance.

The teacher motivates learning activities of students, encourages them to learn, organizes the learning process for it to have the maximum effect. And this organization should be held at the level of actions and capabilities of each individual student. One of the most common problems of learning and mastering therapy and pediatric disciplines by foreign students is the problem of free communication between foreign students and patients, especially during the first years of study.

In this situation the teacher acts as an interpreter and that is the teacher who the atmosphere between the student and the patient depends on, as well as the students' interest in questioning and the patient's confidence, discussion of various therapy and pediatric problems, debates, alternative treatment methods, taking into account the opinion of each student, developing their clinical thinking.

Thus, the true concept of the terms "group" and "teacher" is revealed without distinguishing between the group of students who want to learn or who can be taught, and those who do not want to learn; in such situation the teacher aims to giving best knowledge to everyone.

Using the methods of individual approach to each student in teaching therapy



and paediatric disciplines enables to change one's attitude to learning object radically, turning it into a subject, that is to make each student a co-author of practical classes. In team work there appears an element of competition and mutual responsibility of students for their work in the classroom, for their knowledge in the subject, that's why the teacher is going to teach students with a greater respect.

In this regard one should improve thematic training rooms, provide them with modern equipment, completely supply classes with "theme" patients, and effectively use the material and technical base of the department, especially in the clinic. In such system of educational process organization a teacher has some real opportunity to conduct detailed discussions with students on the most important topic issues, which are held in the format of free debate, where all class attendees are actively involved.

With the right motivation and the perfect logistics, even the student who trained less than at the beginning of class, gets the necessary amount of information required on the subject after its completion.

Learning achievements are significantly improved when it is possible to use the technology of remote visualization via videotransmission from procedure (manipulation) classroom in the educational process.

When foreign students become interested in learning, we can eventually observe a significant reduction in groundless class missing. Teacher training activities motivate students, encourage them to study, organize the learning process so that it had the maximum effect. And this organization must take place at the level of action and opportunities for each student.

There has been improvement of thematic training rooms, equipping them with modern equipment, more fully provide thematic sessions patients effectively use the material and technical base of the department, especially in the clinic.

Preparing practical class with foreign students, the teacher should carefully think over the structure of the class, outline the problem and its solution and identify the ways to solve it.

One of the urgent and effective innovation is the introduction of computer technology, distance learning, which greatly expands the range of training student brings novelty allows using photos and videos to create an information environment, serves an important factor of activation of cognitive knowledge of pediatric and internal disciplines.

For students who study was performed unsatisfactorily individual work. They are actively involved in the preparation of independent, abstract work. Particularly productive this work was done during classes.

Conditions for independent work schedule drawn up in accordance supplied workshops, the presence of all relevant documentation and materials for the students individual work. The lecture material taught to students covered all issues of treatment and prevention.

The teachers should be primarily guided by the fact that in addition to providing students with a certain amount of practical skills, they have to teach students how to approach learning creatively, to distinguish between the important and the secondary, skillfully use the acquired knowledge. Thus, if there is a real desire to achieve a high quality of training specialists, especially foreign students, the forms of educational



process should be constantly improved.

So, to motivate foreign students to change teaching technologies and develop them in clinical thinking. Enhancing teaching and learning activities will be achieved only with the introduction of innovative technologies in which the classes are becoming more affordable, interesting and complete.

### **Conclusion.**

1. Nowadays the peculiarities of foreign students' training require a substantial improvement in the teaching of clinical pediatric and therapy disciplines in higher educational establishments, particularly in fundamental clinical disciplines which are first to introduce clinics to a student and provide their first skills.

2. Introduction of new innovative technologies of educational process organization ensures proper specialists' training, which conforms to government standards.

3. Creating an optimal environment in which students are able to care and establishing contact with children to attend the various interventions in the intensive care unit, specialized in manipulating departments, diapering, feeding and cooking mixes infants - is the main task of the teacher pediatric discipline.

4. Creating an optimal environment in which students are able to care and establishing contact with patients to attend for various manipulations, procedures in relevant departments, feeding, bathing, transportation of specialized departments, various functional studies - is the main task of the teacher of internal medicine.

### **References:**

1. Будапештсько-Віденська декларація про створення Європейського простору вищої освіти – 12 березня 2010 р.

2. Ковальчук Л.Я. Впровадження новітніх методик і систем навчального процесу в Тернопільському державному медичному університеті імені І. Я. Горбачевського / Л. Я. Ковальчук // Мед. освіта. - 2009. - №2. – С. 10–14.

3. Ковальчук Л.Я. Новітні шляхи вдосконалення підготовки фахівців у Тернопільському державному медичному університеті імені І.Я. Горбачевського / Л. Я. Ковальчук // Мед. освіта. – 2010. – №2. – С. 27–30.

4. Сухарніков М. Ю. Концептуальні підстави розробки і впровадження національної рамки (академічних) кваліфікацій України / М. Ю. Сухарніков. – К.: Вища школа, 2012.– №3.– С.17.

5. Про затвердження Положення про національну систему рейтингового оцінювання діяльності вищих навчальних закладів: наказ Міністерства освіти і науки, молоді та спорту України № 1475 від 20.12.2011р.

6. Вершинська О.Б. Проблеми формування навчальної мотивації студентів ВНЗ / О. Вершинська // Мед. освіта. – 2011. – №3. – С. 9-12.

7. Думанський Ю.В. Освоєння студентами практичних навичок при кредитно-модульній організації навчального процесу: проблеми та пошук шляхів їх вирішення / Ю. Думанський, О. Талалаєнко, М.Первак // Мед. освіта. – 2011. – №3. – С. 79-81.

8. Новаченко Т.В. Використання активних та інтерактивних форм і методів навчання у вищій школі / Т.В. Новаченко // Міжнародний науковий форум:



соціологія, психологія, педагогіка, менеджмент. – Вип. 6: збірник наукових праць. – Київ: Вид-во НПУ імені М.П. Драгоманова, 2011. – С. 227-234.

9. Poikela P. Comparison of meaningful learning characteristics in simulated nursing practice after traditional versus computer-based simulation method: A qualitative videography study. / P.Poikela, H.Ruokamo, M.Teras // Nurse Education Today. – 2015. – Vol.35. – P. 373-382.