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METHODS OF TEACHING AND TRAINING FUTURE DOCTORS AT THE DEPARTMENT OF INTERNAL MEDICINE**МЕТОДИ ВИКЛАДАННЯ ТА НАВЧАННЯ МАЙБУТНІХ ЛІКАРІВ НА КАФЕДРІ ВНУТРІШНЬОЇ МЕДИЦИНИ****Honcharuk L./Гончарук Л.М.***PhD in Medical Sciences, Associate Professor/К.мед.н., доцент***Piddubna A./Піддубна А.А.***PhD in Medical Sciences, Associate Professor/К.мед.н., доцент***Kryhan A./Криган А.***4th year student of 10 group**Bukovinian State Medical University;***Khomych M./Хомич М.***4th year student of 10 group**Bukovinian State Medical University;*

Abstract. *The article highlights the main priorities of the development of modern medical education. The greatest attention is paid to the quality training of doctors through the use of the latest innovative technologies in the educational process. Methods of teaching and training of medical students are given. Traditional forms of organization of training of future doctors are described. The competence approach and features of practical training of students at the Department of Internal Medicine are described.*

Keywords: *educational process, training of doctors*

Introduction. Globalization and integration processes, as well as technologization and informatization, occurring in all areas of society's life, cause significant transformations in higher education. The rapid development of the latest technologies actualizes the need to modernize the domestic system of medical education, to rethink approaches to the training of competitive doctors in higher medical educational institutions who are able to quickly adapt to changes in the field of health care.

The main text. The competence approach is especially important in medical education. If in past decades the main emphasis was placed on the information component and practical skills (to a much lesser extent), very little attention was paid to the very important professional characteristic of a doctor — the formation of a conscious attitude, the development of "soft" skills, which are absolutely necessary both when working with patients, as well as in the teamwork of medical workers [1].

In the new standards of higher medical education in the field of knowledge "Health care", along with the general characteristics, the amount of ECTS credits required for obtaining the corresponding degree of higher education, a list of specialist competencies that must be formed as a result of obtaining the appropriate educational and professional level according to the National qualification framework and reflect the employer's (customer's) view of the potential employee's educational and professional training. In addition, the standards contain requirements regulating the professional activity of doctors, a list of regulatory documents for the training of future specialists, forms of their attestation, and requirements for the existence of a system of internal quality assurance of higher education. All of the above involves a



change in approaches to teaching and learning students, the formation of their competencies, which in turn involves the application of a new approach to the process of designing educational classes, justification and selection of educational tools for the formation of competencies and their evaluation criteria [2].

Methodological recommendations for the development of higher education standards include a list of specialist competencies:

- Integral competence – a generalized description of the qualification level, which expresses the main competence characteristics of the level in relation to training and/or professional activity;
- General competences – universal competences that do not depend on the subject area, but are important for the successful further professional and social activities of the acquirer in various fields and for his personal development;
- Special (professional, subject) competences – competences that depend on the subject area and are important for successful professional activity in a certain specialty.

Competencies are a dynamic combination of knowledge, understanding, skills, abilities and abilities. The development of competences is the goal of educational programs. Competencies are formed in various educational disciplines and are evaluated at various stages [3].

Teaching methods are the ordered activity of the teacher and students, which includes a system of components and is aimed at solving educational tasks in class. In higher medical education, teaching methods are used, the classification of which was proposed by O. M. Aleksyuk [4]: a) external form of teaching: - verbal teaching methods: lecture, conversation, story, explanation, discussion, work with a book; - visual methods: illustration, demonstration, observation; - practical methods: independent work, exercises, laboratory experience; b) the internal form of learning manifestation: - according to the nature of students' cognitive activity: reproductive, explanatory-illustrative, problem-based, partially research-based, research; - according to the nature of the logical way of thinking: inductive, deductive, traductive (analogies); - according to the principle of separation or unification of knowledge: analysis, synthesis, comparison, generalization, classification.

The main traditional forms of organization of training of medical students are:

- lectures;
- practical training;
- seminar classes;
- individual work.

An educational lecture (lat. "lectio" - reading) is a logically complete, scientifically based, consistent and systematized presentation of a certain scientific or scientific-methodical issue, topic or section of an educational subject, illustrated, if necessary, by visualization and demonstration of experiments. Modern types of lectures are: informative, problem lecture, visualization lecture, binary lecture, lecture-discussion, lecture with pre-planned errors, lecture-consilium or conference. Clinical lectures should contain new information for the doctor regarding nosologies and their treatment. In the process of lecturing, the teacher forms the diagnostic thinking of the doctor, teaches the methods of making a diagnosis and the sequence



of actions during treatment.

Practical class (Greek: "prakticos" - active) is a form of educational class in which the teacher organizes a detailed review of individual theoretical and practical provisions of the educational discipline, forming competences by performing educational tasks. Diagnostic methods are improved at practical classes, assimilation of methods of working with new materials using modern technologies is foreseen.

Seminar class (lat. seminariuv - nursery) - a type of educational classes, which involves students' independent study of individual topics of the academic discipline, with the aim of forming their corresponding competencies. Seminar classes are included in the study of disciplines of the social and humanitarian cycle.

Without independent work with textbooks, reference books, it is impossible to learn the material, because just listening to the professor's lectures does not allow you to familiarize yourself with all the issues of the academic discipline. On the other hand, the discussion of the material on the topic of the program at the practical classes, the intermediate control of the mastery of the material at the final classes, and as a final - the exam - give an opportunity to assess not only the mastery of the lecture material, but also how deeply certain sections of the subject have been studied independently. One component of the training is the independent curation of patients with the determination of the diagnosis, patient management tactics, examination plan and treatment appointment. The teacher should follow the direction of the student's clinical thinking, creating conditions for collective discussion, analysis of actions and construction of a patient management algorithm, which allows to cover several clinical situations during the practical session.

To improve the training of students at the department of internal medicine, clinical examinations of patients are introduced into the educational process with the participation of students who must report on the patient, note the features of the course of the disease, diagnosis, tactics of patient management or treatment. In addition, students are asked questions on the subject to reveal clinical thinking, an interactive discussion is held with the students to determine the best way to solve the specified problem. Modern aspects, recommendations or orders regarding this pathology are heard.

Nowadays, such technologies as "discussion", "brainstorming", solving situational and test problems are also used in the learning process. All types of classes with specialists are aimed at forming elements of professional competence in students.

Brainstorming is a class technique in which the group seeks to find a solution to a specific problem by accumulating all ideas spontaneously proposed by students. The "brainstorming" method is a two-stage procedure for solving a task: at the first stage, ideas are generated, and at the second stage, they are analyzed and developed [5].

Discussion is a learning method that is based on the exchange of opinions on a certain problem. The point of view expressed by a student in the discussion process can both reflect his own opinion and be based on the opinions of others. A successfully conducted discussion has a great educational and educational value, because it teaches a deeper understanding of the problem, the ability to defend one's



position and reckon with the opinions and point of view of other people. The art of leading a discussion helps in correctly defining the range of issues. The teacher supplements the student's answer with additional questions that help activate the thinking of all participants in the discussion [6].

In order to improve practical training, in accordance with the curriculum, along with studying at the patient's bedside, the possibilities of the university simulation center are actively used. Acquiring and improving practical skills takes place not only in clinical hospitals, but also in the simulation center, which allows you to practice practical skills and apply the acquired practical skills in specific clinical situations with the help of simulations with computer software. First, the correctness of this or that algorithm is discussed. The teacher's development of various possible scenarios for the development of nosology, approximation of the proposed situation to real conditions give a sense of responsibility and make one think about the need to practice practical skills. This stimulates students to think clinically, integrate theoretical, scientific knowledge and practical skills in internal medicine, and also develops the ability to make independent decisions.

Conclusion and findings The modern method of teaching in the system of continuous professional education of doctors is based on the presentation of the latest data in the field of theoretical clinical information and giving the doctor the opportunity to be present at the practical reception of patients of various profiles.

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Анотація. У статті висвітлено основні пріоритети розвитку сучасної медичної освіти. Найбільша увага приділяється якійс підготовці лікарів шляхом використання новітніх інноваційних технологій в освітньому процесі. Наведено методи викладання та навчання студентів медиків. Описано традиційні форми організації навчання майбутніх лікарів. Описаний компетентнісний підхід та особливості практичної підготовки студентів на кафедрі внутрішньої медицини.

Ключові слова: освітній процес, підготовка лікарів