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SELECTION OF CONTENT AND STRUCTURE OF EDUCATIONAL MATERIAL IN HIGHER MEDICAL SHCOOL

Objective: Substantiation of the teacher's ability to select the content of educational material and the ability to structure it.

Annotation: The article considers the basic principles of structuring and selection of the content of educational information in medical universities.

Key words: information, educational material, content, structuring.

SELECTION OF CONTENT AND STRUCTURE OF EDUCATIONAL MATERIAL IN MEDICAL HIGHER EDUCATION INSTITUTIONS

Preparation and conducting of lectures and practical classes requires from the teacher the ability to select the content and the ability to structure it. The increase in the amount of university educational information, a sharp increase in its complexity and pace of learning makes it difficult to solve these problems. The scientific and information explosion that is happening today leads to information oversaturation of educational programs in medical universities due to the emergence of new disciplines, new sections in traditional disciplines, deepening the content of certain topics. A sharp increase in the volume, complexity and pace of learning information leads to psycho-information overload of students. Under these conditions, the problem of selecting the content of classes and equipping students with methods of processing large amounts of information is particularly relevant.

When selecting and structuring the content of the discipline, the teacher must be guided by the following principles:

- humanization,
- formation of creative potential of the person;
- integrativeness;

- modularity;
- variability;
- mobility;
- individualization; etc.

To implement these principles, a system of criteria has been developed:

- tasks should reflect in the content of educational material the formation of a comprehensively developed personality;
- the content must have a high scientific and practical significance;
- take into account the world experience of building the content of educational material;
- compliance of the content with the available educational-methodical and material base of the educational institution.

The main criterion for selecting the content of the discipline as a whole, a specific topic of lecture or lesson is its importance in the future professional activity of a medical specialist, another criterion is the importance of content for the study of the following topics, disciplines. It should be noted that the content and scope of disciplines, topics of lectures, classes should be different for specialists in medical, pharmaceutical, dental areas, taking into account the requirements of their future professional activities. At the departments of clinical and theoretical there are different criteria for selecting the content of the material: at the clinical departments there is a criterion of significance for future professional activity, at the theoretical departments there is a criterion of significance for the study of other disciplines. Purposeful selection of volumes and content of educational material of disciplines, lectures, classes should take into account the differentiation of the material according to the depth of study, levels of mastering. Therefore, a differentiated approach to learning the material requires a clear differentiation of methods, teaching aids and controls; and in-depth study requires educational material that is important in the future professional activity of a physician or is important for the study of the following disciplines. Focusing on the functions, tasks of the future professional activity of a medical specialist allows to determine the professional significance of the discipline and to

make adequate selection of its content, which avoids overloading curricula, saving study time and using it exclusively to form the most professionally important knowledge, skills.

No less important in methodological terms is the question of structuring the content. The main stages of the information processing process based on its structuring are: division of all information into blocks; selection of the main elements of each block of information; highlighting the logical connections between the main elements of information; detailing and determining the main characteristics of the main elements; selection of semantic and logical core of information and its fixation in memory by means of structural-logical scheme; the use of the created structural-logical scheme as a basis for detailed reproduction of the content. The main result of processing the received theoretical information is the constructed structural and logical scheme. It becomes the main element in memorizing the material, as well as the basis for its further reproduction and detailing, and it is this structural and logical scheme is stored in long-term memory. Mastering theoretical information involves memorizing the total mass of information, processing it and structuring the content in order to allocate, comprehend and fix in long-term memory through a structural-logical scheme, which can be detailed or supplemented if necessary. In this context, it is important for teachers, students, researchers and everyone who works with sources of information to have techniques for structuring content. According to the methodological requirements, the structural-logical scheme itself is a reflection of the main content elements of the topic and the logical connections between them. It should be informative enough to reflect the content core and logic of the topic, as simple as possible, accessible to read information and track the connections between the elements of the topic. When constructing a structural-logical scheme, it is possible to select individual blocks of information on the topic, reflecting the logical connections between the learning elements. Thus, according to its methodological purpose, the structural-logical scheme performs function of abbreviated, informative, graphic display of the content of the topic. In medical schools, the structural-logical scheme is traditionally a visual demonstration material used in lectures and practical classes, it

structures the content of the topic, highlighting the main, secondary, determining the logical connections between the main elements and their characteristics, providing students with universal techniques. rational processing of large amounts of information. The educational effectiveness of structuring is that students master the techniques of logical analysis of the topic, highlighting its content core, building a graphical logical structure with the optimal degree of its detail based on the activation of perception, attention, visual memory, logical and figurative thinking. All this is a condition for deep understanding and long-term preservation of the material in memory. Each person in the process of cognition develops their own methods of structuring theoretical material, and mastering the techniques of structuring is an urgent need for teaching and student practice.

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