

Педагогические науки / 2. Проблемы подготовки специалистов

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Organizational structure of practical lessons in medical universities at the preparatory stage

Objective: Substantiation the methods of organizing training lessons at the preparatory stage.

Annotation: The article considers the main methods of organizing a practical lesson in a medical school at the preparatory stage.

Key words: teaching methods, practical lesson, preparatory stage, medical university, level of mastering.

Carrying out of practical employments in medical high schools provides methodical preparation of the basic stages of employment. Each of these stages has its methodological functions, goals, methods and methods of providing them.

Consider the modern principles of methodical construction of the main stages of practical training. We will note that the department has the right of organizational construction of employment taking into account the maintenance and the educational purposes of discipline. The main criteria on the basis of which the methodical analysis of the organizational structure of the lesson is:

- main stages of the lesson;
- methodical functions and content of the lesson;
- goals of the stages of the lesson;
- methods of control and training;
- system of methodical support of employment;
- distribution of time support concept.

The main methodological functions of the preparatory stage of the lesson are:

- organizational measures;

- setting educational goals;
- creation of positive cognitive motivation;
- control of the level of theoretical and practical training on the topic of the lesson.

An important methodological step is the setting of educational goals of the lesson and their motivation. At the same time, an important methodological and methodological aspect is the requirement of a clear understanding of the educational objectives of students and ensuring a high level of perception, attention, memory and comprehension of educational material. Setting learning goals is associated with the need to create positive motivation and cognitive interest in the topic being studied.

The traditional methodological step is to control the initial level of theoretical and practical training of medical students on the topic of the lesson. The control plan for basic knowledge of biophysics may also include the control of previously developed skills in anatomy, physiology, histology, biochemistry, etc.

Methodical principles of planning educational goals at the levels of mastering include:

- initial level of acquaintance and formation of superficial general representations on a subject of employment;
- the level of full theoretical knowledge that provides the creation and solution of typical problems in medicine;
- formation of professional skills in medicine;
- level of creative thinking, which involves independent formulation of medical problems and ways to solve them.

For each stage it is necessary to determine the level of its assimilation and control. For example, control on the topic of "Diagnosis" can be formed taking into account the assessment of skills that have been formed within the propaedeutics of disciplines or the assessment of differential diagnosis, which were also formed earlier. Each issue of the topic plan, depending on its importance in the future professional activity of a medical professional, should be planned for control at the

first, second and third levels. The fourth level (creative thinking) at the preparatory stage may be unattainable or unlikely.

Consider the main methodological requirements governing the choice of methods of teaching and control in medical schools. The first methodological requirement, on the basis of which the choice of teaching and control methods is made, is that the methods are not chosen arbitrarily, but are determined by the level of mastering, which is set for the purpose. Each teaching method has its own learning potential.

The first level requires the use of methods of introductory plan in the formation of general, introductory ideas on the topic; the second level involves the use of methods that provide a strong mastery of theoretical knowledge of the topic; the third level involves the use of methods that ensure the formation of professional skills and abilities.

The methods of teaching the first level include: lecture method and independent work of medical students with textbooks, visual aids, curricula, etc. Methods of control include frontal express-survey or superficial, dynamic, without detailing the content of the survey, and program control based on first level tests.

Methods of teaching the second level of mastery include a lecture method and independent work of students with information sources at the reproductive level. Control methods should reflect the quality of theoretical knowledge acquisition through the use of individual oral interviews, solving typical second-level problems, writing theoretical works and control based on second-level tests.

Third-level teaching methods provide the formation of a system of professional skills and abilities that provide systematic repetition of certain professional actions according to a given algorithm. The method of control of practical skills at this level is an individual assessment of the accuracy and speed of skills and evaluation of their results. The method of skill formation is professional training of situational problems, supplemented by solving test tasks of the third level.

An important modern methodological requirement is the variety of control methods used in the preparatory stage. Pedagogical research shows that the

effectiveness of students' perception of the topic, activation of memory, attention, thinking increase in conditions when the methods of teaching and control are diverse. Monotony, monotony, consistency of forms and methods of teaching, lead to a significant reduction in psycho-physiological activity of the student.

The next requirement for building control at the preparatory stage is the need to combine different methods of individual and group control of the topic material. Simultaneous use of various methods of control of a new topic in combination with individual methods of control of previous topics allows to achieve high-quality memorization of the basic part of the material. An active combination of various methods involves discussing the material of the topic, reproducing the material of the topic in class and solving typical problems according to the submitted material on the topic. By combining various methods at the stage of control of theoretical knowledge, the teacher at the preparatory stage should demonstrate a new, original method of mastering complex material, show the method of solving new problems or plan a discussion of theoretical data not reflected in the textbook. In this case, there is reason to believe that students are forming significant achievements in the studied topics, a control system is created due to high activation of students, which allows to include mechanisms of long-term memory and on this basis to provide a qualitatively new level of learning.

Summarizing the above, we emphasize that the organization of the educational process at the preparatory stage of the practical lesson makes clear requirements for its methods, namely: compliance of control methods with the planned levels of mastering the main issues of the topic; maximum variety of control methods; combination of individual and group forms in control methods.

Literature:

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