Ostafiychuk D.I., Biriukova T.V., Biriukova A.V.*

Higher state educational establishement of Ukraine

Bukovinian State Medical University, Ukraine

**LLC "Yappi Corporate", Ukraine*

Organizational structure of classes in medical universities at the main stage

Objective: Substantiation of methods of organization of educational lessons at the main stage.

Abstract: The article considers the main methods of organizing practical classes in medical school at the main stage.

Key words: skills, abilities, methods, practical lesson, main stage, medical university.

The main stage of practical training plays a significant role in the professional development of a medical worker, because at this stage a system of professional skills and abilities is formed. Of particular importance is the systematic, properly organized work that defines the functions, content, methods, goals and means. The main methodological function of the stage is to determine the formation of a system of professional skills and abilities according to the topic of the lesson. Disclosing the content of educational work at the main stage it is necessary to indicate the list of practical tasks, the implementation of which forms the relevant skills and abilities (for example, to master skills, methods, diagnostic methods, conduct clinical examinations, diagnostics, determine treatment plan, provide necessary medical care).

In the process of training a medical worker, a wide range of professional skills is formed, which are determined by the requirements of future professional activity.

The first group of skills - motor, sensorimotor, manual - which take into account the activity of the hands, control of the senses (for example, sensorimotor skills of a surgeon, obstetrician-gynecologist, dentist, buyer, bandaging, massage techniques).

The second group - perceptual - the basis of which is the process of sensory perception .When teaching a physicians, it is necessary to professionally develop they ability to see subtly, tactilely feel (for example, examination and visual determination of skin condition, differentiation of sounds produced by the lungs, heart, their differentiation in normal and pathology).

The third group - instrumental - computational, which will ensure the use of devices for professional calculations and measurements (e.g., calculation of drug doses, microscopy, oxyhemometry, radiological measurements).

At the medical stage at the basic stage it is necessary to form a clear sequence of actions that theoretically sets the program of awareness, memorization. The supplement is a practical training with repeated repetition of certain actions, manipulations, procedures, measurements. In this way we form conditioned-reflex connections, which become the physiological basis of skills. Conscious step-by-step control over the procedure of performing the skill, ease and speed of mastering the skill provide a high level of abilities of the student to the medical profession. If in the process of training the constant repetition of the formed skill, its use in professional situations is provided, we will functionally provide preservation of skill in an effective condition.

The main criteria for assessing professional skills are quality, accuracy according to a given algorithm, speed and a high degree of automation, constant reinforcement of existing skills, ease and efficiency of performance in difficult conditions.

Skills are knowledge and skills in action, are an indicator of the level of training of a medical specialist, determine the ability to use knowledge and skills in solving atypical problems. The range of professional skills of a modern medical worker is wide and specific and includes the ability to examine patients, the ability to diagnose, the ability to determine a treatment plan, the ability to identify preventive measures, to provide emergency medical care. All this is done by a system of professional knowledge, skills, skills development.

Skills formation method - systematic training in solving professional problems, which is based on a system of theoretical knowledge and a system of practical skills. Success in the formation of professional skills is determined by the quality of training and the quality of the given material on which it is based. Ideal options for quality, professional training are consideration of the problems of a real patient, analysis of medical history, modeling of real medical situations, analysis of laboratory data, solving various laboratory and experimental problems, educational observations. The level of training of a medical specialist is limited not only by theoretical knowledge and practical skills (such a specialist is not competitive), but the dominant is the ability to think, the ability to act, make decisions in complex, atypical situations.

The quality of training of a medical worker at a high level requires the solution of modern professional problems in a wide variety of their atypicalities, the operation of knowledge and skills in solving complex problems of diagnosis, treatment. That is why the conditions for the formation of skills, their technologies, methods, tools require special attention, methodologically accurate implementation in the pedagogical process. The specifics of solving problems of medical activity is that in most cases the process of clinical thinking is accompanied by extensive use of skills: diagnostic, therapeutic, care, assistance and together they most accurately characterize the level of readiness of the specialist for professional activity.

Thus, in the process of training a medical worker, a wide and special range of professional skills and abilities is formed, which is due to the real requirements of future professional activity. This puts forward its requirements for their pedagogical support by the teacher: providing the student with professional algorithms, instructions and demonstration of the procedure; implementation of an individual approach to each student with the opportunity to repeat the action repeatedly, to achieve the stage of automated execution; diagnostics of the degree of automation and quality of the formed skill; constant extensive use of acquired skills in various professional situations.

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