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Organizational structure of practical classes in medical universities at the final stage

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

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

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

The main methodological function of the final stage is the control and correction of the level of professional skills and abilities that are the main purpose of the lesson. Among the methods of control corresponding to the objectives of the final stage, it is necessary to highlight the methods of control of practical skills. The degree of mastery of skills is determined on the basis of individual control of practical actions of the student according to the criteria of accuracy, speed. Skills are assessed by the results of the student's professional actions (for example, the results of clinical trials, the results of laboratory diagnostic measurements, the results of manipulations and procedures, etc.).

Also at the final stage it is necessary to allocate methods of control of professional skills with use of situational atypical tasks on a subject of employment in various options of their statement.

This stage involves theoretical, practical and organizational generalization and summarizing. It is planned to evaluate the success of students according to the criteria: level of knowledge, skills and abilities.

The final stage, as well as other stages, requires the use of methodological materials that meet its objectives and content. Development and production of

materials of methodical maintenance is carried out on the basis of the differential methodical analysis. Preparation of materials should be carried out in accordance with what level of achievement is planned for the purposes: level of knowledge, level of skills, level of skills. Methods of control, materials of control are not chosen arbitrarily, but are determined by the planned level of mastering, the purposes expressed in tests of success. Test standardized tasks are used as diagnostic tools for assessing a certain level of academic achievement and consist of test tasks based on theoretical questions, problems with specified formats for finding answers.

The general advantages of test control are its standardization, uniformity, the ability to control all students, the ability to control both elective and all material.

The use of success tests at the final stage for the final control requires a complex procedure of their standardization in order to determine their reliability, validity, accuracy, objectivity. Standardization of tests, quality of test material is determined taking into account the main criteria: the degree of reproduction of test results in repeated measurements, the degree of stability of measurement results, the degree of compliance with the level of student achievement in cognitive activity, the degree of measurement error. and analysis of test measurement results. In accordance with the modern requirements of the final control, the number of test tasks should correspond to the material of the educational literature and be determined at the appropriate levels.

First-level tests provide control at the level of reading, at the level of general ideas on the theoretical content of the topic. These are tests with a single sample answer from several offered. Successful solving of tests of this level is possible on the basis of basic knowledge. The test with a single selective answer is formed within the open theoretical material of the topic, and the test with the same construction of the answer, but reflected in the problem material, refers to a higher level of complexity. The group of first-level tests with a selective single answer is dominated by tests with a "yes" or "no" answer. The more suggested answers in the sample test, the less likely you are to guess.

Tests of the second level of mastering allow to estimate accuracy, depth, completeness of theoretical knowledge of students, quality of memorization and their

reproduction at a certain level. The programming of answer options for tests of this level is built to find out to what extent the student understands, remembers, independently and in detail reproduces the theoretical material. Therefore, multiple-choice tests are provided, which require the selection of a group of correct answers from a set of given (for example, 5 answers are correct from 9 total given). Tests of this type for the whole set of correct answers provide the student with a good understanding and memorization of theoretical material. In accordance with the level of professional training of medical students, it is possible to use tests for substitution or with the answer, which is formed independently. In test tasks of this type it is planned to list, name, enter, mark elements of educational information.

Tests of this format are most effective with the use of structural and logical schemes, graphic images, drawings. In them, the medical student is asked to draw in color and name the numbered elements of the histological or anatomical drawing; build a graph reflecting the results of physiological, biophysical, biochemical research; to fill in the blank structural and logical scheme of the theoretical material.

The second level includes test tasks that involve determining the correct sequence of actions (for example, select and display the scheme of emergency medical care, preventive measures, sanitary examination, etc.).

Another type of second-level test tasks are tests to find the relationship between the elements of two functional series. For example, a list of diseases and a recommended drug; diseases - diagnostic signs; drugs - their dosage; medical and biological objects - their physical, biological, chemical properties; medical instruments - their purpose.

The main requirement for the tests of the third level is the development and diagnosis of the level of mental processes of the medical student, the ability to carry out comparative analysis of different groups according to different criteria, to differentiate within similar characteristics. These tests specify the total number of symptoms, from which it is necessary to select several groups corresponding to a particular disease, making a group comparison and differentiation. For example, to identify symptoms, signs, elements characteristic of certain diseases, conditions,

forms, stages. The wider the range of given criteria and features, the more complex the test becomes.

Summarizing the possibility of developing and applying performance tests at the final stage of practical training, it should be emphasized that compliance with certain criteria requires a clear focus on the learning objectives planned at the levels of mastery.

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