

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

*Higher state educational establishment of Ukraine*

*Bukovinian State Medical University, Ukraine*

*\*LLC "Yappi Corporate", Ukraine*

## **EDUCATIONAL TASKS OF CLASSES IN MEDICAL UNIVERSITIES**

**Objective:** Substantiation the types of tasks used in classes in medical universities.

**Abstract:** The article considers the main methodological requirements for educational tasks in the preparation of future physicians.

**Key words:** educational tasks, methodical requirements, medical student, medical university, solution, condition.

The main methodological requirement for educational tasks is a differential approach to their compilation and use in view of the goals of medical training. The educational task is a task in certain conditions the purpose of activity and it should be reached by transformation of these conditions. The task includes known (initial conditions), goals (requirements) and unknown (search), which is formed in the question. The solution of the problem - is the solution of the given in its condition and creates conditions for mental development, is the driving force of development of clinical thinking of the future medical specialist. In the process of professional training tasks occupy a special place, and the main condition for quality training of a medical worker is the activity, systematic training in solving these problems. Using the tasks in the educational process, it is necessary to determine their cognitive capabilities, the degree of validity (compliance) with a certain level of training.

It is necessary to determine the basic methodological requirements for educational tasks. At the first level of medical training, the setting of certain tasks is

excluded, because this level involves the use of oriented, superficial knowledge, and the solution of the problem requires a system of theoretical knowledge at the reproductive level.

The tasks of the second level are set on the basis of a typical, standard situation and therefore they are also called standard (typical).

The condition of the problem specifies the necessary data for its solution; its solution involves the use of standard schemes, formulas and the solution of the problem is unambiguous. These tasks involve the use of theoretical knowledge in standard situations, do not go beyond the classical theoretical data, and allow us to assess the depth of theoretical knowledge of the student - physician. Tasks of this type for medical disciplines should be built on the basis of the clinical picture of the disease with all the necessary data. These tasks include diagnosis, determination of a treatment plan based on the clinical picture, a typical diagnosis using standard theoretical treatment regimens. The questions of these problems must be unambiguous and have a standard algorithm for solving them. These include the tasks of diagnosis, determination of tactics and treatment planning, standard preventive measures, calculation of doses and concentrations of substances according to known formulas and initial data. The solution of typical problems allows to form and fix stereotypes of professional decisions for classical typical situations. A special place in the system of professional training is occupied by the tasks of the third level, they create the conditions for the active development of variable skills of professional thinking of a modern specialist - a physician. They presuppose the presence in the condition of elements of atypicality, complication, non-standardity; provide maximum proximity to the real problems of medical practice. The quality of training of a medical worker is largely determined by the regularity, activity of training in solving atypical problems of the third level. The most effective, justified form is the formulation of problems on a real patient, situational analysis of medical history, comprehensive analysis of clinical and laboratory data, laboratory work with the form of setting a research problem.

Options for constructing atypical situational problems are extremely diverse and they may include tasks: to solve which requires the search for additional data; for the solution of which there is necessary selection of data; in the condition of which the atypical clinic, diagnostics, treatment is set; in the conditions of which complications arise at the stages of diagnosis, treatment, emergency care; problems for differential diagnosis in various variants of its formulation; tasks of diagnosis and treatment that arise against the background of comorbidities; variable problems that involve the analysis of different solutions and require optimal choice in this situation; tasks based on emergency situations that contain insufficient data to diagnose, complex differential diagnosis, time constraints and the need for emergency solutions; tasks for finding professional mistakes; tasks that require justification of the situation in search of the best option for its development.

We emphasize that the elements of atypicality, complications, which are the basis of the tasks of the third level, must be taken from real situations of medical practice, which allows to bring the educational process as close as possible to the real conditions of professional activity. The less idealization and simplification in educational tasks, the more significant they become in the professional context, the higher the level of their problems, efficiency in the development of professional skills and clinical thinking of future specialists - physicians.

The level of difficulty of educational tasks is determined by the complexity and number of unsolved professional problems included in the context of the content of the task. In real situations of diagnosis and treatment of diseases you need to be able to solve professional problems of different levels of complexity. Find out the analysis, conduct a clinical study, determine the scope and content of diagnostic studies, record the dynamics, make a differential diagnosis, develop and determine an individual treatment plan, provide preventive measures - all these are typical tasks from real situations of medical practice. In text educational tasks the anamnesis data, results of clinical, laboratory researches, dynamics of a course of a disease can be set in a condition, and the decision of these problems provides statement of the diagnosis and definition of treatment. Educational tasks with a problem statement, in which

none of these problems is removed by the condition, is formed in the version in which it is formed in the doctor's office. The technology of solving professional problems in problem statement requires the selection of a set of data that the student needs to solve. Thus all program of professional actions of inspection, diagnostics, treatment, emergency care is carried out by the student (the future doctor) independently.

Problems, the solution algorithm of which is not known, are solved by creative fourth level problems. The way to solve problems is to independently search for unknown, new data or ways of action. Problem situations of local character are created in problems of experimental or laboratory research, difficult clinical problems, at the decision of difficult theoretical problems at various levels of problem. Statement of the problem by the teacher and the solution by him or students with the help of the teacher - it is expedient for the presentation of lecture material, its theoretical discussion with students and the solution of problems at junior courses. The solution of problems by the teacher, which is solved by students independently, or the problems are formulated by students who are solved by them - are expedient at the decision of theoretical questions, carrying out of laboratory works, seminars, the decision of professional problems at training at profile chairs of senior students.

Summarizing the above, we note that the level of problem tasks is determined not only by the number of problems contained in its context, but also the level of their complexity and non-standard solutions.

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