

MODERN AND GLOBAL METHODS OF THE DEVELOPMENT OF SCIENTIFIC THOUGHT

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THE INFLUENCE OF THE MOTIVATIONAL AND EMOTIONAL COMPONENT OF THE EDUCATIONAL PROCESS ON THE EFFECTIVENESS OF TEACHING JUNIOR STUDENTS AT A MEDICAL UNIVERSITY

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Background. In recent years, the relevance the influence of the motivational and emotional component of the educational process performance has been growing. This position implies an increase in the responsibility of administrative and scientific-pedagogical personnel of higher educational institutions to create such learning conditions that would stimulate and support the personal development of students, increase their responsibility for the quality of their education, develop and strengthen interest in cognitive activity.

Objective is to analyze the techniques, methods and techniques of teaching that would contribute to the activation of the educational and cognitive activity of students in junior courses and the improvement of psychological and pedagogical relations.

Results. A review of the literature and our own pedagogical experience showed that that the success of the student's personal development in the conditions of group communication, largely depends on how much the individual can join the group, adapt to new conditions. A review of scientific research revealed another significant problem that is associated with an increase in the speed and volume of information flows faced by a medical student of junior courses and the issue of pedagogical and psychological rehabilitation in the conditions of intensive media and the information environment becomes especially relevant. Taking into account the problems of group cohesion identified in literary studies and the emergence of psychological maladjustment among medical students of junior courses, it prompted us to find ways to improve methods

that would greatly facilitate the perception and assimilation of the material, activate independent work, and create favorable ground for it.

To meet these requirements, we have identified the main stages of our activities:

1. organization of problem-oriented independent work during classroom classes and extracurricular period;
2. systematic, consistent, hard work of each student in the presence of a common goal and a clearly planned expected learning outcome in positive and interdependence of students;
3. creating comfortable learning conditions. In our research, it assumes the existence of a problem task, in the solution of which there is an exchange of knowledge, ideas, methods of activity, the exclusion of the dominating one thought over another, the combination of individual, pair, group, teamwork;
4. the way to achieve the goal is to reveal the system of evidence, compare points of view, different approaches.

Our pedagogical experience and literary data show that when studying the fundamental medical and biological sciences, it is useful to introduce the principle of problem-based learning related to theory and practice. Students already in their initial courses should have about be convinced that discipline creates a theoretical basis for the formation of a future medical specialist, which will allow to understand the mechanisms of action of drugs on different target cells, analyze the individual reactivity of the body, justify optimal diagnosis, link clinical symptoms and syndromes with morphological substrate. The educational aspect of the teacher requires a very delicate attitude to the abilities of students in acquiring diagnostic skills at various objects: drugs, slides, photographs, diagrams, electronic micrographs, etc.

It should be emphasized that in the process of our research, pedagogical efforts were aimed at the process of mental activity of the student in order to contribute not only to the assimilation of knowledge, but also to the education of independent, productive, creative thinking. Regardless of the level of students' abilities, teaching a fundamental medical and biological discipline requires the need to focus students' attention on the assimilation regularities of structural and functional connections, age, adaptive, regenerative capabilities of tissues and organs for the formation of long-term memory in them.

Conclusion.

In our opinion, the differential approach to the use of information and communication technologies allows us to expand the availability of education and improve the psychological and pedagogical conditions in the formation of students' personal traits.

The experience of the introduced problem-oriented classroom independent work of students, taking into an account their psychological and age characteristics, contributes to the effective adaptation to the education system, the improvement of the means of forming their clinical thinking, the personal formation of the development of communicative abilities.