

MODERN EDUCATION USING THE LATEST TECHNOLOGIES

Proceedings of the II International Scientific and Practical Conference

Lisbon, Portugal
January 17 – 20, 2023

SOME METHODOLOGICAL ASPECTS OF THE FORMATION OF PROFESSIONAL COMPETENCE AMONG STUDENTS IN THE INITIAL COURSES OF A MEDICAL UNIVERSITY

Khlamanova Lydia

PhD, Associate Professor of Histology
and Embryology Department,
Bogomolets National Medical University, Kyiv, Ukraine

Demydchuk Anastasiya

PhD, Associate Professor of Histology
and Embryology Department,
Bogomolets National Medical University, Kyiv, Ukraine

Yaremenko Lily

Doctor of Medical Sciences,
Professor of Histology and Embryology,
Bogomolets National Medical University, Kyiv, Ukraine

Kozak Ganna

PhD, Associate Professor of Histology
and Embryology Department,
Bogomolets National Medical University, Kyiv, Ukraine

Background. At the present stage of modernization of higher education of Ukraine is to ensure the quality of training of specialists at the level of international standards. Modern global trends in the modernization of educational activities in the languages of globalization of social, economic, political and educational spaces are changing priorities in the training of specialists and, above all, in the field of medicine. The pace of information development and the challenges of time require from educational institutions high-quality training of professionals who are able to quickly respond to the vicissitudes of time, to be able to generate new ideas. an important key aspect should be the qualitative assimilation of the information material presented on the basis of in-depth scientific and motivational generalization with a focus on the formation of professional competence and development of a creative personality, which is necessary in the conditions of market relations.

Objective is consisted in summarizing the experience of introducing innovative technologies and interactive methods of teaching histology in classes and distance training of students of the medical university.

Results. Literary data and own pedagogical experience make it possible to determine the Student's educational activity at a lecture on fundamental disciplines involves the formation of clear logical ideas, the ability to identify key points in solving

problem problems. It should be emphasized that the presentation of the audio lecture presentation of fundamental medical and biological knowledge in the process of distance is not able to carry out the required level of feedback of the teacher and the student. Therefore, distance learning is of great importance in the combination of listening to the teacher's speech and, if students have notes of the lecture material, encourages the teacher to search for various methods of visibility and activate the independent activities of students in acquiring practical skills.

Considerable place in the independent work of students is the use of Internet technologies to effectively search for information. The availability of a large number of electronic articles, reference books, electronic educational and methodological developments, which are presented on the websites of universities, certainly extend the creative potential of students, provided that they are able to work creatively with the obtained information. In addition to knowledge of search methods, students must master methods of analysis, synthesis and processing of information. Many scientific papers are devoted to the role of interactive teaching methods because the educational process takes place in the conditions of constant active interaction of all students. This is co-teaching, co-training where the student and teacher complement each other. The teacher acts as the organizer of the training. Organizing online learning involves modeling real-world situations, using game elements and discussions, collaboratively solving problems based on an analysis of the circumstances and the relevant situation. During group learning, students learn to think constructively, make informed decisions, develop the ability to persuade and debate.

Using the method of problematic presentation of the material, the teacher poses a problem, formulates a cognitive task on the basis of different sources and means, shows a way to solve the task, as well as a way to achieve the goal - the disclosure of a system of evidence, comparison of points of view, different approaches. In this process, students also become accomplices in the scientific search, perceive, realize and memorize ready information, but also follow the logic of evidence, following the movement of the teacher's thoughts.

The method stimulates thinking, provokes interest and creative activity of students in the process of lectures and practical classes. We have developed practical classes with presentations of colour histological slides, which are the closest possible digital images of fabric samples in an accessible file format, which can be seen in the Web search engine in the form that is as close as possible to the microscope. In these classes, we try to combine the study of histology and histopathology, acquainting students with microscopic samples of tissues and organs and giving them the opportunity to compare and distinguish normal tissue from abnormal tissue in various pathological conditions. The training material clearly defined the tasks and included clinical cases. The survey found that students actively supported this combined approach. The effectiveness of this teaching method meant that during the three-hour classes, students could process 3-5 slide. The students demonstrated initiative in the study of histological signs of tissues, determining changes in various pathological conditions and recognizing their relationship with clinical manifestations. The approach we have developed can help reduce possible adverse.

We must note, that the main task of fundamental discipline - histology is not to study pathological changes in organs, but first of all to understand the functional characteristics of normal structures, that allow the student to diagnose their possible changes. At the present stage, it is important to justify the role of the traditional educational method for the diagnosis of histological preparations in the formation of practical skills and the development of students' clinical thinking primary courses and it is imperative to introduce innovative methods to optimize vocation training. The studying of cytology, embryology, general and special histology by medical students of 1 and 2 courses was carried out. At each stage, on the basis of the research method, we gradually students for the formation of drawings. The diagnostic analysis of histological drugs in the form of a multimedia presentation are organized through ZOOM-conference including two steps. During the conversation, the teacher directs the activities of students to consolidate the introduced into the educational process data of scientific fundamental research through interactive communication, multimedia interpretation by students of previous fundamental knowledge and their acquired skills to compare and distinguish and skills, to rely on existing conceptual frameworks of knowledge, to interpret histological structures under normal conditions and under conditions of pathological changess. The teacher shows students for pattern recognition, electrograms and multimedia presentations of those micrographs that were presented to theory and practical skills. At the first (ZOOM-2), the teacher and monitors have the acquisition and consolidation of practical skills in diagnostic analysis of histoological specimen. 1) The teacher shows students for pattern recognition, electrograms and multimedia presentations of those micrographs that were presented to students for the formation of drawings. 2) Each student presents his drawings in albums and gives their characteristics. 3) The teacher and students analyze the activity of each student. 4) Conclusions are made by the teacher and determines the assessment (the number of points, taking into stage, the student learns to "read" the micropreparation and form its "visual image" normally and acquires the ability to diagnose possible changes in the abnormal structures. Using problem situationsⁱ and elements of elements of discussions, collaboratively solving problems based on an analysis of the circumstances and the relevant situation. During group learning, students learn to think constructively, make informed decisions, develop the ability to persuade and debat.

Experience has shown that problematic and integrated teaching methods are most effective together with the principle of specialization of vocational guidance of the educational material at all stages of the educational process. This approach enhances cognitive activity and assimilation of material, especially fundamental knowledge and activates independent work, creates a favorable ground for her and significantly accelerates the formation of positive motivation for the student, both to study and to master the practical skills and further self-professional development.

Using the method of problematic presentation of the material, the teacher poses a problem, formulates a cognitive task on the basis of different sources and means, shows a way to solve the task, as well as a way to achieve the goal - the disclosure of a system of evidence, comparison of points of view, different approaches. In this process,

students also become accomplices in the scientific search, perceive, realize and memorize ready information, but also follow the logic of evidence, following the movement of the teacher's thoughts. Problem-based teaching provides productive thinking that is progressively directed and controlled by the teacher or students themselves, based on program work (including computer) and tutorials. The method stimulates thinking, provokes interest and creative activity in the process of lectures and practical

Conclutionis. Thus, students receive the ability to interpret the morphofunctional properties of structures normally, as well as in conditions of changes in the functional state or in the process of adaptation, compensation and possible pathological changes. In our opinion, a detailed image of a histological drug in the form of a figure is an important means of independent work of students in acquiring professional skills of a doctor, ensures its further adaptation to the implementation of subtle manipulation actions, and a visual image of the normal histological structure contributes to the development of long-term memory necessary in the diagnosis of pathological changes.