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SOME METHODOLOGICAL ASPECTS OF OPTIMIZATION OF PRE-GRADUATE TRAINING OF STUDENTS AT THE MEDICAL UNIVERSITY

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Background. In the analysis of the dynamics of changes in the potential of higher education in Ukraine over the years of independence Kazimir Levkivsky (2019) has emphasized that education should be considered as an important factor of economic growth, as a factor in increasing labor productivity in the context of globalization and scientific and technological progress at the regional and national levels.

Objective is to consider didactic principles and problems of organization of independent work of students (junior medical students) and to determine effective methods of its organization by means of information technologies of training on the basis of literary sources and own pedagogical experience.

Results. Our study of periodical literary sources and our accumulated pedagogical experience allows us to emphasize that in the foreground in modern approaches to teaching at a higher medical school should be the practical component of the acquired knowledge based on innovative methods. During the adaptive quarantine and war conditions, we conducted classes in histology at the Department of Histology and Embryology of the Bogomolets National Medical University, and also organized online Zoom conferences, studying the units of histology: cytology, general histology and special histology. We carry out knowledge of all educational blocks in the horizontal direction for 1st and 2nd year students. The training material clearly defined the tasks and included clinical cases, which became the basis of each lesson. The survey found that students actively supported this combined approach. During the three-hour lesson, students could work through 5-8 slides without excessive effort, demonstrated initiative in studying histological signs of tissues, identifying changes in various pathological conditions and recognizing their relationship with clinical manifestations

This approach can help primary students in mastering the fundamental knowledge of medicine and make their training thorough and interesting

An illustration of the methods of microscopy, ultramicroscopy, scanning, raster microscopy, histochemical and immunochemical methods and the examples of their use in medicine are provided. In this lesson the role of fundamental knowledge of the structure of organs and their tissues and cells is emphasized: ultrasonic echolocation, endoscopic methods of research, etc. The focus of this lesson is on the motivational actions of students in their interest in studying the subject and their involvement in the educational and research work of the scientific circle of the department. The future doctor studies the basics of histological technique and acquires the skills of microscopy, gets acquainted with information about priority research of Ukrainian scientists in the field of morphology. Use 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 thought. The method stimulates thinking, provokes interest and creative activity in the process of lectures and practical classes. The choice of problematic issues is agreed upon by the teacher and students in the structure of competence should be considered creative, which involves activities in the field of methodology and development of general principles of a certain competence, making fundamental decisions, managing a team of performers, responsibility for the actions of the team and high independence in decision-making. An important place is occupied by the problems of group cohesion and the emergence of psychological psychology in medical students of junior courses disadaptation, prompted us to look for ways to improve methods that would significantly facilitate the perception and assimilation of the material, intensify independent work, and create a favorable ground for it. Already in the initial years, students should be convinced that the discipline creates a theoretical basis for the formation of a future medical specialist, which will allow them to understand the mechanisms of action of drugs on various target cells, analyze the individual reactivity of the body, justify optimal diagnosis, link clinical symptoms and syndromes with the morphological substrate, etc. Our research also revealed a significant role for on-screen visual aids. Its effectiveness is due to its high demonstration properties: frontality, contrast, brightness, etc. Students perceive information from the screen emotionally, which helps to focus their attention on the objects of study, and this is important for intensifying the learning process. Histological specimens can be demonstrated at high and low magnifications in various combinations in comparative terms of norm and manifestations of pathological changes and at the same time encouraging all students to participate in the discussion process.

The experience of teaching histology in practical classes at a medical university, which involves the use of new pedagogical approaches in problem-oriented self-education, the formation of professional practical skills in future medical workers, their acquisition of the ability to interpret in detail the diagnostic criteria of histological

structures in normal conditions, as well as their changes in the process of adaptation, compensation and possible pathological changes.

Among the important methods of teaching we include the following: stimulation and encouragement to solve creative problems in the form of medical cases creating favorable conditions for dialogue; selection of appropriate software tools; situational tasks; search for the necessary medical value of scientific information; synthesis of creative medical problems and their solution by means of information technology.

Conclutions. In particular, the introduction of an active method of discussion, we apply the method of posing the problem and solving it by students. opportunity to compare and distinguish normal tissue. Each student has the opportunity to be coordinated and self-oriented, to be able to fully demonstrate initiative, independence, creative research research and to be more interactive while differentiating histological preparations in discussing and solving problematic scientific issues of medical importance. The method of research work of students within the framework of extra-curricular independent work should be widely used for students with a high level of creative potential.