

CASE-BASED TEACHING OF MEDICAL STUDENTS

For successful foreign language teaching as means of professional education of medical students, it is necessary to use actively foreign language in real, natural situations. One of the most commonly used student-centered approaches to teaching is case-based learning (CBL) or the case method. Case-based teaching is an active learning strategy in which students read and discuss complex, real-life scenarios that call on their analytical thinking skills and decision-making. It is an active method of a problem-situation analysis based on the decision of concrete cases. The CBL purposes are to joint efforts of students` group in analyzing of a situation (e.g. case history), to develop the practical decision, to estimate the offered variants, and to choose the best one.

Case-based learning (CBL) has a strong history of successful implementation in medical, law, and business schools, and is increasingly used within undergraduate education (Herreid, 1994). Cases can include:

- written cases,
- video cases,
- interactive cases,
- simulations,
- games,
- field trips, etc. [1, p. 221-229].

Case-based learning (CBL) in Medicine is an established approach used across medical disciplines where students apply their knowledge to real-world scenarios, promoting higher levels of cognition. Medical students read about a patient presenting with specific symptoms. Students decide which questions are important to ask the patient in their medical history, how long they have experienced such symptoms, etc. The case unfolds and students use clinical reasoning, propose relevant tests, develop a differential diagnoses and a plan of treatment. (Sample case: The Case of the Crying Baby).

The case method involves guided inquiry and is grounded in constructivism whereby students form new meanings by interacting with their knowledge and the environment (Lee, 2012). [2, p. 5-14]

There are a number of benefits to using CBL in the classroom. In a review of the literature, Williams (2005) describes how CBL: utilizes collaborative learning, facilitates the integration of learning, develops students' intrinsic and extrinsic motivation to learn, encourages learner self-reflection and critical reflection, allows for scientific inquiry, integrates knowledge and practice, and supports the development of a variety of learning skills. [3, p. 577-581]

In a review of the effectiveness of CBL in medical education, Thistlethwaite et al. (2012), found several benefits:

- Medical students enjoyed the method and thought it enhanced their learning
- Teachers liked how CBL engaged students in learning
- CBL seemed to facilitate small group learning, but the authors could not distinguish between whether it was the case itself or the small group learning that occurred as facilitated by the case. [4, p. 421-444].

Thus, CBL activates foreign language activities as it "immerses" the students in situations where they need to tell, to ask, to prove, and to discuss. The attention of students is constantly focused on development of speech skills, and it is also required to react to other students' remarks. The process of searching of the case decision includes lexicon enrichment, automation of using of colloquial cliché, communicative skills development, and memory training.

References

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3. Williams B. *Case-based learning - a review of the literature: is there scope for this educational paradigm in prehospital education? Emergency Medicine, No. 22. 2005. P.577-581.*
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Навчання студентів-медиків, ґрунтоване на клінічному випадку

Анотація

Навчання, ґрунтоване на клінічному випадку це активна навчальна стратегія, при якій студенти-медики читають і обговорюють складні, життєві ситуації, використовують свої аналітичні, інтелектуальні навички і приймають рішення. Це активний метод аналізу ситуативної проблеми, ґрунтований на рішенні конкретних випадків.

***Ключові слова:** навчання на основі клінічного випадку, навчальна стратегія, студенти - медики*

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Summary

Case-based teaching is an active learning strategy in which students read and discuss complex, real-life scenarios that call on their analytical thinking skills and decision-making. It is an active method of a problem-situation analysis based on the decision of concrete cases.

***Keywords:** case-based teaching, learning strategy, medical students*