IMPROVEMENT METHODS OF TEACHING FUTURE DOCTORS IN THE MEDICAL ESTABLISHMENTS

Kharkiv National Medical University

Department of Human Anatomy

Topchii S.V., Shelest B.O.

Recently, Ukraine has significantly changed the system of education, both medium and higher, thanks to political, economic, and economic changes around the world. Traditional learning is based on the study of subject literature and listening to lecture materials, but these methods are considerably inferior in many ways comparatively to the modern methods. In addition, this approach significantly decreases the complex use of the acquired knowledge in solving the problems that the future doctor will have in his career.

The *purpose* of this work was to analyze the current goals of higher medical education and to develop the reforming ways of the teaching young doctors. The *main tasks* of higher medical education are:

• development of professional culture and competence of future doctors,

• formation new approaches to informational and methodological support of higher medical education.

Taking this into the account we set up:

*1.The object of research* - theoretical and practical teaching future doctors.

*2.The subject* of the study is to improve the teaching methods of future doctors at the KhNMU

At this work we used such kind of the *research methods* as theoretical (analysis of medical, psychological and pedagogical literature including research, comparison, synthesis); empirical analysis of pedagogical experience of the third year students of the Kharkiv medical university (including own, pedagogical experiment, observation, questioning, testing, interviewing students).

Discussion of specific aspects or problems that have arisen in the course of the survey attracts the attention of the entire group of students and activates mental activity, contributes to the active participation of both, the teacher and the students, since everyone here can express his opinion and reinforce it with the material being read. Therefore, the method of *"brainstorming*" was suggested to be used in classes, It consists in generating as many variants of the solution of the problem as possible including the most incredible, and then from all the proposed variants, those that can be implemented are selected. To prove the effectiveness of this method the study was conducted on two groups of first year students of KhMU in Human Anatomy Department classes, controlled group of critics (40 students) and an experimental group of ideas` generators (40 students). For the last group criticism was banned. The results have shown that collective thinking in the conditions of prohibition the criticism creates 75% more valuable ideas than a simple summary of ideas received individually. The group could put up to 160 new ideas for one hour. As we can see, the brainstorming method proved to be very effective and helps to find out a solution to the problem by stimulating creative activity.

We suggested to use conducted study for intensification interactive teaching methods, among which the main place was taken by the *problematic and binary lectures*, which, according to research results, make a great impact on the formation professional competences of medical students.

Also, we suggested to use this method for *integration teaching*. Integration represents an association of disciplines in a holistic formation as a qualitatively new system of interdisciplinary interaction between subjects of the educational process We developed the theoretical positions of integration anatomy and pathophysiology in higher medical education institutions by formation the program of experimental lectures and seminars. On the background of integration these disciplines we suggested using integrated seminars for the third year students, justified the necessity of creating integrated lectures. From the point of view of the quality of professional education, formation of the necessary competences of university students should be considered in the concept of *integration* teaching the future physicians.

In addition, new initial programs along with the auditory studing included independent work of students which was taken out as one of the main one in the educational process for the teaching medical staff in the health care system. It included an increased role of independent student activity, individualization of teaching because the main task of the teacher is to increase the motivation of students to master the discipline due to systematic control over their classroom and independent work during the whole period of study.

The *practical value* *of the general research results* includes:

1. Developing and approvement advanced teaching methods in the prepearing future doctors in the KhMU;

2. Increasing the level of creation and selection practical exercises and tasks aimed at training creative specialists;

3. Developing professional culture and the competence of future physicians ;

4. Making the motivation of students for studying the subjects of the KhNMU far higher.