

METHODS FOR TEACHING SUBJECTS AND IMAGE OF THE TEACHER OF HIGH MEDICAL EDUCATIONAL INSTITUTIONS

A.D. Boichenko

Doctor of Medical Sciences

Associate Professor of the Department of Pediatrics No. 1 and Neonatology

Kharkiv National Medical University

Kharkiv, Ukraine

Requirements for the teacher of a medical university are in constant development, which is embodied in expanding his professional functions, assimilation of new types of activities that are directly related to new approaches to the labor market by employers and the rapid development of medicine in the world. A teacher of a medical university is a person who is ready to work under the new conditions under any circumstances, seeks to adapt to educational innovations.

The “School of a Young Teacher” operates at the University to give young specialists a possibility for professional development at the proper level. In practical classes young teachers have the opportunity to get acquainted with new ways of improving the content and forms of learning activities, to improve their pedagogical skills and speech craft. After all, not every young education worker can adequately present himself and become interesting in the educational process, although they have focused on creating a high-quality teacher's image. The specifics of teaching at a medical university are expressed in the interaction of many factors, but the primary role belongs to the interaction of the teacher and students.

The organization of forms and methods of teaching depends on the teacher, the student's interest in one or another subject, the desire to improve. The teacher sets the appropriate tasks and evaluates the first scientific achievements of the students. However, the acquisition of knowledge and practical skills is a constant and hard work of students, their active conscious activity. An important vector for the development of

modern pedagogical education, and especially at medical universities, is its orientation towards the development and implementation of new methods in teaching.

The teacher of the higher medical school tries to use modern multimedia teaching methods that are more effective than traditional teaching methods in practical classes and lectures so that the student could better perceive new material in order to improve the efficiency of his memorization,. That is, simultaneously apply traditional and innovative forms of training. Traditional forms of learning give students the opportunity to develop their memory, analytical activity, as well as to convict different forms of learning: case studies, brainstorming, et cetera.

University teachers, during independent work, try to explain to students how to properly master the issues raised for independent study, using the principle of individualization, drawing on existing experience, developing the educational needs of awareness of such learning.

Seminar, one of the main types of practical exercises, plays an important role at the medical university, which is a means of development of the culture of scientific thinking, deepening the study of the subject, mastering the methods of scientific knowledge, providing students with the ability to master the skills and abilities and to use the theoretical knowledge in the relevant field of medicine.

Teachers of clinical departments constantly use models and stimulants for explanation. Teachers of the medical university use a business game method to control practical skills. The teacher plays the role of an expert. Teachers are actively using videos showing cases with similar diagnosis and presenting modern treatment methods that are already used by practicing doctors. This kind of training simultaneously involving each student to work is positive. The teacher manages the work of each student indirectly, through the tasks he directs the activities of the group. Cooperative learning opens the opportunity for students to work with their mates, enables them to realize the natural aspiration of each person to communicate, and helps students achieve higher learning outcomes and skills. Such a model is easily and effectively combined with traditional forms and methods. However, it should be noted that in the process of learning it is impossible to use only one method, therefore university teachers use different methods, and, often, there is also the union of several methods or their complementarity. In particular, it is a problem

method, the purpose of which is to acquire new knowledge through the use of a specific problem at the initial stage. Heuristic method is based on a step-by-step solution of the task. This process is carried out by means of independent fixation of facts and allocation of links between them. Recently, a case study method has become popular among teachers and students. This is a learning method based on the consideration of specific practical examples. “Case” is something like an instrument that allows you to apply theoretical knowledge to solving practical problems. Linking theory with practice, this method effectively develops the ability to reasonably make decisions in a limited time.

University teachers use different methods to help students master material better, taking into account various peculiarities of perceiving information. There is a large number of different techniques, ways to enhance the perception of students: the disclosure of the practical significance of the topic of classes, specification of the objectives of the class, the disclosure of the relationship of new educational material with the previous topic, interesting, logical presentation of the topic by the teacher, setting questions to check the attention of students and awareness of understanding, of the studied material, clear statement of problems, formation of cognitive tasks, to

The general image of the teacher can be determined by three main blocks: individual-personal, which characterizes the teacher as a person; professional, which characterizes his professional activity; social, which characterizes the communicative.

Teachers make every effort to develop communication skills, ability to speak, persuade, and properly conduct discussions. In the process of lectures or practical classes, teachers try to establish an atmosphere of trust and respect between the participants in the educational process and the principles of cooperation, which is reflected in the system “student – teacher”.

Thus, conducting trainings within the framework of the “School of Young Teacher” contributes to the effective preparation of future scholars. Modern teaching methods are aimed not only at the transfer and perception of knowledge, skills and abilities, but are also reflected in the functions of the educational process: educational, pedagogical and ideological.

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