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Editor

Komarytskyy M.L.

Ph.D. in Economics, Associate Professor

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e-mail: vancouver@sci-conf.com.ua

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**IMPLEMENTATION AND APPLYING OF GAME METHODS DURING
THE PREPARATION OF MEDICAL STUDENTS**

Lopushniak Lesia

assistant

Higher State Establishment of Ukraine
«Bukovinian State Medical University»

Chernivtsi, Ukraine

Sukhonosov Roman

Candidate of Medical Sciences, Senior Lecturer

Lebedieva Anastasiia

assistant

Karpyak Tamara

assistant

Kharkiv national medical university

Kharkiv, Ukraine

Annotation. At present higher educational medical institutions of Ukraine mostly continue to use conservative approaches and methods in students' education. The authoritarian style of communication between teachers and students dominates. Accordingly, in such circumstances, the implementation of the social order for preparation of a competent specialist is not always qualitative. The qualified medical specialist differs not in the way that he works, but that he works differently, doing the job better, optimizing and improving his activities. The main thing in the studies of such specialist is not a developing of certain volume of knowledge and skills, but an education of culture of professional thinking and intuition. Unfortunately, in the practice of special subjects' teaching common are the installations for mechanical exercises and memorization. However, the teacher cannot «inlaid» anything in consciousness of future specialist. The method must be built in that way to stimulate

students to the active intellectual actions, directed on learning of information. For a long time of using such formal system has made an impression that studying is necessarily hard work, which is counted on memorizing and total learning of educational material, often without it's understanding. Most teachers do the educational process difficult and refuse the forward-looking formula «teach by playing», which is the basis of the methodology of famous teachers-innovators. Active methods, which create suitable conditions for the increase of creative capacity of personality, allow to approach studies to the professional activity. That helps to develop cognitive interest to the discipline. Therefore, it is important to draw the special attention on that, to interest students in educational discipline, to teach them how to determine priorities in future professional activity, to find the ways of solution of non-standard professional situations and to solve the problems of any complexity.

Key words: method, preparation, medicine, competence, student.

For the detection of implementation necessity of playing studying methods during the preparation of future doctors in higher educational medical establishments of Ukraine, the analysis of scientific literature of this problem and practical questioning, conversations, observations, testing among students were conducted [1-5].

It is found that business games and dealing with concrete clinical situations become one of the most effective form during preparation of medical specialists. A game is known from the oldest times as a method of verification of knowledge and abilities to apply them in practice. Games give possibility to model typical professional situations during which the participants apply intensive thought, search collectively optimal decisions, using theoretical knowledge and their own practical experience. There is no unity in questions of essence and methods of construction of business games in literature. That is why there is not the conventional vision of the game's structure, although many structural elements are general in different approaches. As a rule, the authors use their own empirical experience and common sense during game building or borrowing its structural components from another authors. The basis of business game development is a formation of simulation and game model,

which must be organically superimposed on each other, that actually determines the structure of the business game. There are a lot of types and classifications of business games in our time in scientific literature, which can be confidently applied in professional preparation of specialists in higher educational medical institutions. Educational, research, administrative and attestation games are distinguished.

It should be noted that business games are used in the wide context of social activity, fixing possibilities not only during studies at theoretical and clinical departments but also as a method of assessment of the studied material. During the preparation of medical students business games can be classified by the time of holding, evaluation of activity, end-point, ultimate goal and by the method of holding. For development of business game, it is principle to determine the theme and the purpose. So, for example, the theme can represent: character of activity (by the type of activity and the specialization of future doctor); management scale; composition of specialists (instances); terms and circumstances of studies. By the determination of purpose for developer it is important to give an answer for a few of principle questions: 1. What is this business game conducted for? 2. For what category of students is it? 3. What exactly students have to learn during the game? 4. Which results is it needed to achieve? Success of the best learning of educational material during the game depends on the several factors: organizational, methodical, psychological, technical and others. From the wide spectrum of questions that have an influence on quality of the learned knowledge there are the followings: – correct choice of theme taking into account its actuality, debatable possibilities within the limits of purpose which is determined by a teacher; – choice of participants, their distribution on sub-groups, positions in accordance with the level of students' knowledge, microclimate in a student's group; – building of structurally logical scheme of the game, distinct development of tasks to every sub-group; – deep learning by the students of educational materials of the theme; – working off the different variants of tasks' solving by sub-groups; – registration of the proper documents; – preparation of the game plot taking into account spare, complicated situations; – classes on working out of stages of game (a teacher does not expose students all tasks); – processing by each

sub-group algorithms of actions, making corrections to the structural and logical scheme of the game; – conducting a business game with the solving of organizational and practical tasks; – analysis the game results, it's assessment.

Therefore, the use of playing methods of studies in professional preparation of future doctors in higher educational medical establishments of Ukraine creates conditions for the intelligent development and self-realization of personality, allows to model professional situations, estimate the actions of colleagues and own behavior, get into the real atmosphere of collective collaboration with the solving of a number of problems according to interests, necessities and requires. Combination of the clearly structured activity and coordination of actions of every game participant gives quite high and sustainable results. After taking into account the different variants of situations' development, students obtain professional thinking and ability to react in time and to provide assistance. Game teaching methods can be used in preparation of future physicians for solving of complicated complex problems, development of various competencies and improving of students' skills and abilities.

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