

INTENSIFICATION OF EDUCATIONAL AND COGNITIVE ACTIVITIES OF INTERNS IN THE PROCESS OF TRAINING

Markovska Olena

Candidate of Medical Sciences, Department Assistant

Tovazhnyanska Olena

Doctor of Medical Sciences, Full Professor, Head of Department

Markovskiy Volodymyr

Doctor of Medical Sciences, Full Professor

Shapkin Anton

Candidate of Medical Sciences, Associate Professor

Kharkiv National Medical University

Ensuring the effective socio-economic development of any society and the high level of medical care necessitates the professional training of specialists in a fundamentally new formation. An important stage of preparation in medical business is postgraduate training - internship. The main task of the interns' professional training is the activation of their educational and cognitive activities, the development of clinical thinking, the motivation for the need to master practical skills.

Keywords: educational and cognitive activities, interns, specialty "neurology", interactive teaching methods, problem-based training, case-study method, interdisciplinary seminar.

Success in implementing the reforms that the healthcare system have now embraced can be achieved only if there are a sufficient number of highly qualified personnel, which requires new approaches to training a doctor at the postgraduate stage [1, 10, 11]. The main objectives of postgraduate education of doctors is to improve the quality of training, the widespread introduction of methods of enhancing educational and cognitive activity, independent work, distance education and the training of interns with the requirements of continuous professional development throughout their professional lives [2, 6].

New approaches to the organization of training provide for significant adjustments to traditional relations in the system of "teacher-intern". In the modern educational process, the intern is not an ordinary consumer of information, but a creative seeker of knowledge and skills. In this case, the teacher's task is not only to transfer information in a ready-made form, but to encourage the intern to independent cognitive activity, to form his skills of independence in mastering knowledge [3, 8].

In order to enhance learning, the teacher must implement a multifactorial comprehensive approach to all types of cognitive activities based on the use of various teaching methods and techniques, the use of educational resources and organization of time, as well as positive motivation for the intern. In this situation, the teacher is the leader who organizes the educational activities of the entire audience, motivates and encourages each intern to develop creative abilities and independent cognitive activity, the ability to work in a team, with patients, and to identify a creative approach to solving problems [12, 13, 7].

In the educational process, it is necessary to create conditions providing motivation for learning, conscious activity of the intern, transformation and construction of the content of the material, reflection of the experience gained in solving practical problems. This will allow you to build your own active system of knowledge, the formation of experience and the choice of intern activity, since a high level of professional training is expressed in medical skills and practical skills, which is important in working with patients. In this case, the analytical and synthetic activity is fully implemented, generalization is carried out, the use of knowledge in practical activities is ensured [5, 9, 4].

We conducted a study on the basis of the Kharkiv National Medical University in order to verify the effectiveness of methods and means of enhancing the educational and cognitive activity of interns in the process of their professional training. Doctors-interns of 2 years of study in the specialty "Neurology" (total number - 20 people) were involved in the study.

Theoretical preparation of interns was carried out during lectures, seminars and independent work on the study of individual topics. During the lectures, we widely used the methods of "informational communication": audio-visual presentations, videos, graphics, integrated circuits of pathogenesis and topical diagnosis of various levels of damage to the nervous system, video and multimedia presentations demonstrating studies of the neurological status of patients with various pathologies.

The assimilation of theoretical material at seminars and workshops was carried out using interactive techniques: simulation business games,

various types of discussions, training seminars, case method (active problem-situational analysis) - the solution of specific tasks-situations. We have developed a package of case studies for interns on relevant topics of general and special neurology, as well as applied situational tasks of computer control, solving a block of tasks in neurology using the "ELEX" program.

Also during the experiment, such a form of training as an interdisciplinary seminar was used. An interdisciplinary seminar as an interactive teaching method provides the conditions for deepening and consolidating knowledge by interns, makes it possible to activate them for independent study of scientific and methodological literature, forms self-education skills, provides mastery of the methods of analysis of facts, phenomena, problems that are considered; contributes to the formation of skills for the implementation of various types of future professional activities; Encourages a collective creative discussion of the most complex issues, helps develop future specialists' skills in applying optimally acquired knowledge in practice.

The plan of the standard program also provides for practical medical activity for the assimilation of professional techniques and research methods of sensitivity, motor function and coordination of movements, autonomic nervous system, cranial nerves, pathological reflexes, and functions of higher nervous activity; establishing a topical diagnosis with subsequent clinical diagnosis, prescribing treatment and prevention of neurological pathology at the prehospital stage of patient management.

First of all, we attach importance to mastering the skills of neurological examination of patients, methods for examining the reflex sphere, shell symptoms, coordination tests, methods of examining all types of sensitivity, determining the emergency condition and providing the patient with adequate emergency measures and sending him to the hospital. Test control of the current topic, work with patients is preceded by practical mastery of the skills to identify individual symptoms, the study of the reflex sphere on mannequins in an interdepartmental gym.

The introduction of modern teaching methods on the "Neurology" cycle for interns has significantly improved the assimilation of special skills and abilities and the acquisition of theoretical and practical knowledge in the diagnosis, treatment, prevention, and the provision of adequate assistance in emergency situations in people with pathology of the nervous system.

The effectiveness of these activities was noted during the final exam. So, the percentage of "excellent" answers on emergency neurology has significantly increased - up to 50% against 27% with traditional approaches to training.

The technique of the correct performance by interns of special methods for examining neurological patients has doubled.

The majority (83%) of interns-doctors correctly determined the tactics of conducting neurological patients at the outpatient stage, as well as indications of their referral to a specialist.

The exam results prove the effectiveness of the selected methods and means of enhancing the educational and cognitive activity of interns, contribute to the achievement of the goal - the formation of a competency system, a system of knowledge, skills and abilities, readiness for professional activity, clinical thinking, responsibility and creative activity.

Thus, the introduction of the latest technologies for managing the educational and cognitive activities of the intern-doctor provides for the following:

- widespread use of forms and methods of active learning, contributes to the intensification of educational, cognitive, intellectual and practical activities of the intern;
- implementation of a personality-oriented approach to learning based on the interests, inclinations and abilities of a person;
- modeling the professional activities of the future doctor.

Innovative, interactive, problematic methods increase the efficiency and effectiveness of training when they are used at the stages of the educational process, and various means of approaches to diagnosis and treatment, emergency care and rehabilitation of patients, solution of problematic case situations provide a more effective preparation for the doctor's practical activities in the field neurology.

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