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**THE METHODS OF SPECIFIC SITUATIONS USED FOR THE
FORMATION OF THE COMMUNICATIVE COMPETENCE IN MEDICAL
STUDENTS WITH A DIFFERENT TYPE OF
A FUNCTIONAL ASYMMETRY**

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Abstract. The experimental data that were obtained using “the method of specific situations” showed the following regularity: medical students from three experimental groups (students with the left-side type of functional asymmetry, mixed type of functional asymmetry and socially changed type of functional asymmetry) mastered the material more successfully; medical students actively participated in the learning of practical and theoretical components of the lesson and it is based on the stiff character of the educational motivation.

Key words: communicative competence, functional asymmetry, the method of specific situations.

Introduction. Today, information technologies play one of the most important roles in the training of medical students. These are of special importance for the communication during which individual specific features of each student are revealed. Such a communication results in the establishment of the relations between the people.

Today, we observe the discrepancy between the need of the society and the quality of training given to the physicians. A contemporary state of the medicine requires a high level of the development of communicative competence, though for the time being the contemporary methods of the competence formation are unavailable [1, c. 57].

Objective. The objective was to delve into the effects of the used method of specific situations on the formation of the communicative competence in medical students that differ by the type of functional asymmetry.

Object and methods of the investigation. The investigation was carried out in voluntary consent of the second-year medical students of therapeutic and dental departments at the Kharkov National University of Medicine (KhNMU). The participants of these studies were 54 students and 21 students of them with the right-side type of functional asymmetry (RSTFA) were the reference group; the experimental group was represented by 12 students with the left-side type of functional asymmetry (LSTFA), 8 students had a mixed type of functional asymmetry (MXTFA) and 13 students had a socially changed type of functional asymmetry (SCTFA) [2, c. 65]. The communicative setting was defined using V.V. Boiko's methods [3, c. 10]. Parametric and nonparametric methods of mathematical statistics were used for the evaluation of obtained results ($P < 0,05$).

Methodical materials: situational tasks on physiology, histology and biochemistry that were presented on the site of the physiology department, including physiological business and role games and also methodical recommendations on the self-instruction of the students in the format of the "activity book" for physiology. To carry out the investigation we used the methods of specific situations (specific situational problems were to be solved during the four lessons). Afterwards, V.V. Boiko's methods developed for the "diagnostics of the communicative setting" were used.

Results and their description. During the first lesson a level of the preparedness of medical students for the lesson was estimated by way of checking an output level of the available knowledge. It was established that the students with the socially changed type of functional asymmetry had the lowest average point (2.7) and the average point of the students from other groups (LSTFA and MXTFA) was 3.2 and 2.7, respectively. According to V.V. Boiko's method (at the initial stage) the skills of interpersonal communication were estimated as 1.8 and 1.6 points for medical students with the LSTFA and MXTFA, accordingly and the lowest point 1.1

showed medical students with the SCTFA (a maximum number of the points for this method was equal to 3.0). Hereinafter, during the second and subsequent lessons the methods of specific situation were realized during this experiment as a “step-by-step” 20 minute lead-in activities.

It resulted in the fatigue mitigation and provided an enhancement of the educational motivation. The rest of the time was devoted at this lesson to the estimation of the efficiency as for the level of the settlement of practical curing situations, professionalism, discussion activities and the most important thing is a level of the mastering of knowledge and skills by the students.

As a result, a total point of the successiveness of each student has been defined; an average point was increased from 3.2 to 4.1 points for the students from the three groups (the first group with the LSTFA, the grade “5”), and it was increased from 2.8 to 3.9 for the students from the second group (with the MXTFA asymmetry, the grade ‘4’) and from 2.7 to 3.3 for the students from the third group (the SCTFA asymmetry).

The data obtained using V.V. Boiko’s methods showed that a positive dynamics was also observed for all three groups. In this case, these methods allowed us to establish that the indicator of “the open cruelty with regard to the people” (45 points) was reduced by 14 and 8% in the groups with the MXTFA and SCTFA, respectively. As for the indicator of the latent cruelty its value was also reduced for medical students of above groups.

Conclusions: The experimental data that were obtained using “the method of specific situations” showed the following regularity:

1. Medical students from three experimental groups mastered the material more successfully.
2. Medical students actively participated in the learning of practical and theoretical components of the lesson and it is based on the stiff character of the educational motivation.

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