

OPTIMIZATION OF THE TROPICAL MEDICINE TRAINING FOR ENGLISH-MEDIUM STUDENTS

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**ОПТИМІЗАЦІЯ ВИКЛАДАННЯ ТРОПІЧНОЇ МЕДИЦИНИ СТУДЕНТАМ З
АНГЛОМОВНОЮ ФОРМОЮ НАВЧАННЯ**

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Experience of organisation of elective course of tropical medicine is described. Primary tasks of the course are: to study parasitic diseases peculiar to the hot climate; to study the most widespread infectious diseases acquiring specific forms within the tropics environment; to get acquainted with the principles of diagnostics and therapy of the diseases and urgent states of infectious and parasitic diseases; to get acquainted with modern antiepidemic measures. Different forms of teaching process are described: practical, seminar classes, students' conferences and their efficiency are discussed.

Key words: elective course, tropical medicine, students' conference.

Викладено досвід організації елективного курсу тропічної медицини. Первинні завданнями курсу є: вивчення паразитарних хвороб, що є типовими для тропічного клімату; вивчення найпоширеніших інфекційних хвороб, які набувають специфічних форм в тропічних умовах; ознайомлення із принципами діагностики та терапії хвороб і невідкладних станів інфекційних і паразитарних хвороб; ознайомлення з сучасними протиепідемічними заходами. Описані різні форми організації учбового процесу: практичні, семінарські заняття, студентські конференції та їх ефективність.

Ключові слова: елективний курс, тропічна медицина, студентська конференція.

"Neither the volume of knowledge, obtained off the shelf, nor abilities, mastered per sample can provide necessary development of personality creative possibilities"

(I.Ya. Lerner)

At present training of medical personnel for the countries of Asia, Africa and Latin America has been carried out by many medical establishments of higher education in Ukraine. Preparation of multiskilled specialists who are able to deserving business competition in the labour market must become the main conception of medical higher educational establishments. Tropical pathology questions represented foremost by infectious and parasitic diseases are of main concern in the educational process. Kharkiv National Medical University has gained more than thirty years' experience of teaching the course of tropical medicine. The elective course has been hold to the English-medium students for last eight years.

The purpose of the educational process is to provide a sufficient professional orientation of the future doctors in tropical medicine. Primary tasks of the course are: to study diseases characteristic for only the hot climate (trypanosomiasis, schistosomiasis, filariasis and others); to study the most widespread infectious diseases acquiring specific features within the tropics environment; to get acquainted the students with basic principles of therapy on the background of patients multiple invasion, vitamin and alimentary insufficiency; to diagnose and treat the urgent states in infectious and parasitic diseases; to get acquainted with the modern antiepidemic measures. The program of teaching tropical diseases is a part of fundamental and general clinical training. It is included in the infectious diseases course (1st-5th year of education) and students undergo special training at the department of infectious diseases (6th year of education).

The leading forms of teaching are practical and seminar classes as well as mini-lectures with the use of audio-visual presentations, which allows carrying out multisensory, multicomponent stimulation. The lessons are conducted with the use of visual aids (plaster casts, slide mounts, photos, slides, video data,

tables, schemes, algorithms); classic and non-typical clinical situational tasks; extracts from the case histories with the analysis of diseases variants.

One of the actual problems of modern didactics is the necessity of introduction of active forms of education, increasing of motivation and productivity of mastering of knowledge. We employ different forms of mastering of the material and ways of control: students summarize lectures at practical classes, practise in writing of the case history, prepare some visual materials, do clinical analyses, design the problem situations, imitation games, etc. The use of various methods of teaching force students not only to capture knowledge but also helps them to acquire abilities to apply it in their future practical work.

In addition, the modern methods of teaching pay special attention to the motivation of students for independent productive work, which allows to notably promote their cognitive activity, assists in perfection of the teaching process and forming of the personality of doctor in whole. In our view the students' conference, organized at the last lesson of the elective course under the direction of the associate professors and assistants of the department, appeared to be rather an effective form of studying and mastering of material. The basic role of the head of the conference is to develop the methods of how to prepare and organize the conference. Interns, postgraduate students and residents of the department take an active part in the work of the conference (they ask questions, discuss, take part in the disputes), which assists in their development of communicative competence in a foreign language.

Various forms of holding a conference are employed: clinical, scientific and practical or pathological. The aims of the conference are: to raise student's motivation and emotionality of the study process, to improve the process of creative co-operation of students and tutors, to acquire skills for analysing problem situations and practically apply theoretical knowledge by the students, to assist in forming of the clinical thought, practical skills, and also to gain experience of public speech.

Holding a conference includes three stages: preparatory, basic and reflection feedback. At the preparatory stage the theme of the conference is discussed, a list of questions is prepared, presentations are allocated, the chairman is chosen from a number of students, and time limit is fixed. The form of the delivery of the material by the students can be different: presentation, discussion, etc., but it has to be informative and compact. During the conference speech of the speakers and supplementary reports are heard, questions are set; errors and contradictions are revealed. The reflection stage starts with the analysis of the work performed and sizing up. Before the end of the conference every student has an opportunity to say a few words to express his opinion on the problem under discussion or concerning the procedure. The closing speech is made, by the head of the conference; winners are chosen in different nominations (informativity, content-richness, originality of the material presentation).

Efficiency of the conference, as a form of the subject studying, is in the following: students independently work with monographs or periodical medical literature, which forms the ability to acquire new knowledge with the purpose of further self-education and successful practical activity; all the students of the group take active part in the preparation for the conference; this develops ability to work in a team and the sense of responsibility. Creative approach and competitiveness in the course of the preparation of the material assists in making the study more profound. Realization of artistically-aesthetic taste and teaching the art of creation of multimedia presentations bring to a more emotional perception of the material and, as a result, to the best mastering and memorizing of it. Holding of subsequent discussion develops communicative skills: the ability to hearken to the colleagues, formulate and deliver the ideas, conduct disputes and prove the point of view. Participating in the conference provides the experience of live performance, and gives chance to teach students the oratorical art. Working out the totals of the conference allows forming in students the skills of adequate self-estimation and helps to make comparison with other students. Presentation of the material in the form of placards, tables, multimedia presentations allows using them in future as visual aids at the department.

Usage of electronic audio-visual presentations, in its turn, promotes information value, evidence and efficiency of the exposition of the material. Giving the material as presentation can teach to put ideas in order, to distinguish the main, to systematize and to analyse the material, to give it in the concentrated and compact form, and to estimate the knowledge of the student, and bring out the defects. Probability of erroneous interpretation of ideas of student is eliminated. Moreover, listeners get rid of the traditional mechanical writing down of the information, and this creates pre-conditions for the deeper understanding and mastering of the material. Employment of compendia as thematic electronic presentations gives the possibility to organize further independent work of students.

Thus, holding conferences assists in stimulation of cognitive activity of the students, enables the students to show their creativity, and gives experience of delivering speeches in public, participating in disputes, forming clinical thought. Experience of independent work, acquired by the students during preparation and participation in the conferences stimulates intellectual activity, provides readiness of future specialists to

search for new decisions of problems. The offered method of active teaching induces students to the purposeful capture of knowledge and gaining abilities, necessary for a doctor in his future work as a professional.

FEATURES OF FORMING ENGLISH-SPEAKING STUDENTS' OUTLOOK ON UKRAINIAN MEDICAL ESTABLISHMENTS ON THE STAGE OF REFORMATION

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Actual in modern medicine is a question of teaching and graduates of specialists of general practice. A family doctor is a specialist which systematic, constantly looks after all family of any age members. A doctor which realized the protracted looking after the state of the patients health and advises in the case of necessity. A family doctor organizes both inspections and stationary treatment, and also engaged in the prophylaxis of illnesses' origin for the patients. He is well trained fundamental medical sciences: to the normal and pathological anatomy, physiology, and also clinical disciplines - therapy, pediatrics, immunology, including bases surgical and some other specials knowledges.

In connection with the large influx of foreign students sharply the question of features of teaching of foreigners costs taking into account forming of family doctors outlook. For upgrading preparation of foreign specialists in an establishment inculcated and the new forms of teaching of foreign students are perfected, namely teaching with the use of.

Last years development of medical education in Ukraine the special actuality is acquired by problems related to teaching of foreign students, especially English-speaking. The search of optimum variants of decision of this problem is connect, foremost, with the necessity of in-plant training teachers of the Ukrainian medical establishments by the English language-mediator.

For preparation of the English-speaking students it is necessary to take into account circumstance that organization and methods of providing of medicare in different countries differentiate considerably. Besides family medicine in some countries is well developed.

On forming outlook are rendered by influence and questions of adaptation of foreign students in the conditions of another nationality environment. On the initial stage of teaching, when a foreign student accustoms in new makro- and to the mikroworld, there are serious social and psychological problems adaptations which in most cases influence on the subsequent vital functions of personality. At the large majority of foreign students a low level of being informed is about the ethnic, political and social systems of Ukraine. They are not quite acquainted with the norms of moral, consuetudes, traditions and culture of the Ukrainian people, with the features of the system of higher education of Ukraine. The collision of personality with a new socio-political, cultural and educational environment quite often enters them in psychological shock, what needs to be taken into account in the process of teaching.

Middle age of foreign students which come on the department of pathological physiology makes 22,5 years. On the whole it already socially mature personalities, formed under influence of terms of life and that environment which they were educated in, and also passing small adaptation to the terms of life in Ukraine. Accordingly they have the formed vital position, having a special purpose setting, system of values and valued orientations, which practically doesn't coincide (or partly coincide) with the system of values, folded in our society. It is set that difficultly and heavily there is a process of social adaptation for students with English of teaching, taking into account that English is not even second the mother tongue, as for the students of Ukraine. And, that the amount of such category of students is constantly increased as compared to the Russian-speaking form of teaching of foreign students, these problems increase far.

All indicated difficulties, sure, complicate the process of preparation of highly skilled specialists – family doctors. A number of objective difficulties must decide at state level. Side by side with this there are