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## USE OF VARIOUS FORMS OF PEDAGOGIC WORK IN MEDICAL STUDENTS TRAINING

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Medicine is connected with many sciences, and close communications are most clearly traced between medicine and pedagogics. One of the logical explanations of this fact is the similarity of the professional thinking of a doctor and a teacher. In the history of medicine, there are many examples when doctors became excellent educators. For example, the doctor of medicine, professor Maria Montessori has introduced her unorthodox method of upbringing of preschool age children. The famous surgeon Pirogov became a teacher for his followers and formulated ideas that were used in pedagogy. Dr. Benjamin Spock made a tremendous contribution to pedagogical science, namely in the field of parent-child relationships.

A practitioner often has to show his pedagogical skills in the sanitary-educational work with patients, in teaching patients and, of course, passing of his knowledge to less experienced colleagues.

In the system of training medical students, the use of pedagogical knowledge and skills is an integral part of medical education.

With the purpose of activating cognitive activity and achieving success in teaching medical students of the 6th year, I use both traditional and non-traditional forms of work. During classes, I implement following non-traditional forms of pedagogical work: interactive and project technologies, problem-searching methods of work, classes-conference, use of computers and multimedia technologies. These forms of work develop self-improvement, the ability to cope with non-standard tasks, to seek various approaches to their solution, train the flexibility of thinking, concentration of attention. For example, it is a well-known fact that the majority of students adopt 5% of the information they hear and 20% of the information they see from the first perception. While the use of audio and video information increases the memorability to 40-50%. Students work either individually or in pairs, or group work is offered. In addition to the traditional test tasks for teaching and controlling the obtained knowledge, I use a special didactic material: situational tasks, logical tasks, crossword containing information that the future doctor needs for patient's health education and for training patients with certain diseases. This material is designed for each topic, and the test and situational tasks are included in the final module control.

In conclusion, the use of non-traditional forms of pedagogical work in the process of training medical students enhances their motivation, interested in meaningful study of the material, adds confidence to future doctors. The introduction of these pedagogical elements does not overload students' memory with mechanical memorizing, but leads to a meaningful perception, critical analysis of the material and forms logical thinking, which is extremely topical for the future work of a doctor.

## ОПЫТ ПРОВЕДЕНИЯ ЦИКЛОВ НЕПРЕРЫВНОГО МЕДИЦИНСКОГО ОБРАЗОВАНИЯ НА КАФЕДРЕ ПЕДИАТРИИ И НЕОНАТОЛОГИИ ФАКУЛЬТЕТА ДОПОЛНИТЕЛЬНОГО ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ

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Качество оказания медицинской помощи населению страны и оптимальное использование ресурсов системы здравоохранения напрямую зависят от уровня подготовки медицинских специалистов, владеющих современными методами диагностики и лечения заболеваний, способных применять новейшие достижения медицинской науки, обеспечивать профилактическую направленность ведения пациента. В связи с этим в стратегии развития постдипломного образования должен быть сделан уклон на непрерывное профессиональное образование. Под термином «непрерывное профессиональное образование» подразумевается непрерывный процесс приобретения новых знаний и профессиональных навыков в процессе всей профессиональной жизни. Этот непрерывный процесс повышения квалификации специалистов направлен на улучшение результатов лечения пациентов и на повышение безопасности медицинской помощи. Согласно Федеральному закону №273-ФЗ от 29 декабря 2012 г. «Об образовании в Российской Федерации», непрерывное медицинское образование (НМО) является дополнительным профессиональным образованием, которое осуществляется