

МІНІСТЕРСТВО ОХОРОНИ ЗДОРОВ'Я УКРАЇНИ  
ХАРКІВСЬКИЙ НАЦІОНАЛЬНИЙ МЕДИЧНИЙ  
УНІВЕРСИТЕТ



Збірник матеріалів  
Міжнародної конференції  
(м. Харків, 21 березня 2025 року)

Харків  
ХНМУ  
2025

УДК 37.013:61(082)  
А43

Затверджено Вченою радою ХНМУ.  
Протокол № 8 від 24.04.2025 р.

**Редакційна колегія:**

В. В. М'ясоєдов,  
Н. М. Савельєва,  
О. В. Кривошопка,  
Ю. О. Садовниченко,  
Л. В. Фоміна,  
І. В. Корнейко,  
І. В. Киричок,  
В. В. Брітякова,  
В. Ю. Джамєєв,  
Н. О. Нікуліна,  
П. Д. Перцев

А43 **Актуальні** питання педагогіки вищої медичної освіти: зб. матеріалів Міжнар. конф. (м. Харків, 21 берез. 2025 р.) / ред. кол.: В. В. М'ясоєдов, Н. М. Савельєва, О. В. Кривошопка та ін. Харків: ХНМУ, 2025. — 235 с.

У збірнику висвітлені питання сучасної педагогіки вищої медичної освіти, застосування кращих та інноваційних педагогічних підходів, технологій та методів, пошуку їх комбінацій для опанування теоретичних знань, практичних навичок і досягнення програмних результатів навчання, зважаючи на специфіку освітніх програм та навчального процесу здобувачів освіти медичних ЗВО.

УДК 37.013:61(082)

Тексти представлено в авторській редакції та мовою оригіналу. Редакційна колегія не несе відповідальності за зміст та авторський стиль праць, розміщених у збірнику.

© Харківський національний  
медичний університет, 2025  
© В. В. М'ясоєдов, Н. М. Савельєва,  
О. В. Кривошопка та ін., 2025

# ЗМІСТ

---

Оновлення курикулуму вищої медичної освіти в умовах турбулентності <i>М'ясоєдов В. В., Садовниченко Ю. О.</i> . . . . .	8
The influence of wall colour and classroom decor on the psychoemotional state and motivation to learn <i>Bielova I. O., Bohachova O. S.</i> . . . . .	10
The role of information and communication technologies in improving practical skills of medical students <i>Dikal M. V., Kopchuk T. G.</i> . . . . .	13
Variable models of blended learning for students of higher education institutions <i>Dikal M. V., Kopchuk T. G.</i> . . . . .	14
Relevance and specificity of teaching the subject 'Military Hygiene' as part of military medical training of foreign students <i>Gerasymenko O. I.</i> . . . . .	16
Current research and evidence in artificial intelligence in medical education: a review <i>Li Haiyan, Kalnytska V.</i> . . . . .	19
Social-emotional intelligence and the existential needs of medical students in the context of using artificial intelligence in learning foreign languages <i>Iukhno N. V., Gusak O. G.</i> . . . . .	22
Good clinical practice in the quality management system of teaching internal medicine: methodological aspects <i>Kapustnyk V. A., Shelest B. O., Kalmykov O. O., Babycheva O. O.</i> . . . . .	24
Application of a case method in the study of orthodontics <i>Kobtseva O. A.</i> . . . . .	26
Synergistic integration of artificial intelligence (AI) and traditional pedagogical approaches to enhance learning outcomes in Latin and medical terminology <i>Kolisnyk M.</i> . . . . .	28
Non-violent communication in teacher-student dialogue in the educational process <i>Korobchanska A. B., Kolisnik I. L., Lutenko M. A.</i> . . . . .	30
Medical terminology in English: challenges and ways to overcome them <i>Krasnoschok V. V.</i> . . . . .	32
Postgraduate education of healthcare specialists as a component of continuous professional education <i>Podpriadova A. A., Pomohaibo K. G., Sokol K. M.</i> . . . . .	35
Interactive methods in teaching internal medicine <i>Sadovenko O. L., Latogoose Yu. I., Brek V. V., Prokhorenko V. L.</i> . . . . .	37
The future of anatomy learning: virtual reality in medical education <i>Sharifi M., Dehtiarova O., Brechka N.</i> . . . . .	39
Особливості використання гейміфікації при вивченні психології в закладі вищої медичної освіти <i>Абасалієва О. М., Кравець Д. О.</i> . . . . .	41
Психологічна підтримка майбутніх лікарів з особливими освітніми потребами у процесі професійного становлення <i>Абасалієва О. М., Шейко А. О.</i> . . . . .	44
Медична освіта в Австрії сьогодні <i>Абашик В. О.</i> . . . . .	46
Використання штучного інтелекту у вивченні англійської мови студентами-медиками <i>Азат'ян В. І.</i> . . . . .	49

## ■ Non-violent communication in teacher-student dialogue in the educational process

**Korobchanska A. B., Kolisnik I. L., Lutenko M. A.**

*Kharkiv National Medical University, Kharkiv, Ukraine*

In conditions of martial law, the mental health of students deteriorates. Students experience stress, anxiety, and tension. In these conditions, it is important not only to help the student survive these negative states, but also to continue their studies and personal growth. The current main tasks of education are to educate a comprehensively developed, self-sufficient individual who is able to realize himself, find his place in life, strives for self-improvement throughout life, and has developed abilities for constructive communication. Students acquire the necessary competencies during their studies. Instead, there are important cross-curricular skills that are formed and improved at all levels of education, such as the ability to work in a team, learn to study, get along with others, and the ability to manage one's emotions. We see that these are the soft skills that employers are looking for today. Among the top 10 skills that will be needed in 2025 are endurance, stress resistance and flexibility [1]

Developing these skills is important for all professions. Nonviolent communication is a great help in their formation.

The foundations of nonviolent communication were developed by American psychologist Marshall Rosenberg. In his widely known book "The Language of Life: Nonviolent Communication (1999), he noted: "While studying the factors that influence our ability to empathize, I was struck by the importance of the role of language and how we use it. And I have found a certain approach to the words that a person hears and perceives in the process of communication. This approach allows us to speak sincerely, to pave the way to the heart of another person and to release our natural capacity for compassion. I call this approach «nonviolent communication.» I use the term "nonviolence" in the same sense as Mahatma Gandhi: it is a state of empathy inherent in man by nature, a state when the soul is free from the desire for violence" [2, p.81].

Marshall Rosenberg's method is based on empathy. This is a sensitive attitude and the ability to look at a situation through the eyes of another from the position of the heart and shows the way to find solutions that improve and enrich life.

The method of nonviolent communication focuses on three aspects of communication: empathy for oneself (deep and compassionate awareness of one's own experience); empathy for the other (perception of the other with deep understanding, empathy); true expression of oneself (authentic expression that can inspire others and encourage understanding and empathy).

Marshall Rosenberg formulated four components of nonviolent communication without aggression: observation without judgment and evaluation; your feelings and needs; the feelings and needs of others (assumptions); request / effective plan of action to maintain and / or improve the relationship.

Let's consider the main components of nonviolent communication at the teacher-student level.

Try to observe without judgment and remain objective. Be objective in communication, avoid labels, and do not give assessments.

Be open. Talk about your own feelings. Don't be afraid to talk about your feelings, thoughts, emotions. "I saw... I felt... I thought...". Report information that is interesting to everyone, tell about some fact emotionally, highlighting the personal beginning in it. In online learning, you can show a flower that has bloomed or talk about the first snow outside the window and point the camera at the window. Or ask the student to show what he has next to him. You can see a pet, a detail of the interior, etc.

Find out and try to understand the student's needs. Needs are the basis of our behavior. In conditions of martial law, online learning, they change. Shelling, blackouts, and Internet outages complicate the process of learning and interaction. Some students in conditions of online learning work, volunteer, even take care of a newborn child, etc. Treat the student's problems with understanding, support them. Record a video lecture, it will be convenient for such students.

Make your request heard. It is worth reducing the number of direct demands and switching to indirect ones. If you are trying to establish a non-violent relationship, you need to assume that the student's response to the request may be negative. For example, he may refuse to participate in a competition or conference for various reasons.

Provide choice. This is a fundamental principle of nonviolent communication.

Prevent impulsive reactions and aggression. If something in a student's actions angers or irritates you, first bring your emotional state back to normal, and then continue communication. It is important to be able to put yourself in the other party's shoes and understand their reaction, to be able to show tolerance and respect in relationships.

Be accessible, open, and communicative. A student may not formulate a question accurately or very well. Calmly clarify and rephrase it. In online learning, stay in touch, do not leave a request unanswered.

The range of application of the nonviolent communication model is quite wide. In all cases, such communication helps to understand the interlocutor and ask for important things without aggression. This allows you to extinguish conflicts in the bud. Nonviolent communication contributes not only to interaction with other people, but also to the internal balance of the person himself. When you are filled with positive emotions,

delicacy, understanding, empathy, your communication becomes more harmonious and tolerant. This method helps the teacher to create a comfortable educational environment focused on meeting the needs and interests of higher education students. And education students master the skills of nonviolent communication.

## References

1. The Future of Jobs Report 2020. Top 10 skills of 2025 URL : <https://www.weforum.org/publications/the-future-of-jobs-report-2020/in-full/infographics-e4e69e4de7/>
2. Розенберг М. Мова життя. Ненасильницьке спілкування. Харків: Ранок, 2020. 256 с.

## ■ Medical terminology in English: challenges and ways to overcome them

**Krasnoschok V. V.**

*Donetsk National Medical University, Kropyvnytskyi, Kirovohrad Region, Ukraine*

In the modern medical field, proficiency in English is a crucial component for professional development. English is the primary language for scientific research, international conferences, textbooks, and many professional examinations. However, medical English has specific features that make it distinct, including intricate terminology, Latin and Greek word roots, numerous abbreviations, and specialized phrases. These characteristics can present significant challenges for medical students and professionals striving to master the language. This article aims to explore the main difficulties in acquiring medical English terminology and propose effective strategies to overcome these challenges.

### **The Specifics of Medical Terminology and Difficulties in Its Mastery**

Medical English differs from general English due to its specialized vocabulary, much of which has roots in Latin and Greek. Among the challenges, the following stand out:

1. A vast and complex vocabulary that requires memorization. The field of medicine is filled with thousands of terms that must be learned to communicate effectively with colleagues and patients. Research has shown that the memorization of medical terminology is more effective when applied through active recall methods and spaced repetition.
2. Terms that sound similar but have distinct meanings. For example, “intoxication” refers to poisoning rather than the state of being intoxicated, and “lesion” (a general injury) is different from “laceration” (a specific tissue tear). Recognizing these