



МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
МІНІСТЕРСТВО ОХОРОНИ ЗДОРОВ'Я УКРАЇНИ
Харківський національний медичний університет

СУЧАСНІ КОНЦЕПЦІЇ ВИКЛАДАННЯ ПРИРОДНИЧИХ ДИСЦИПЛІН У МЕДИЧНИХ ОСВІТНІХ ЗАКЛАДАХ

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С91 Сучасні концепції викладання природничих дисциплін у медичних освітніх закладах: матеріали XVI Міжнар. наук.-метод. інтернет-конф., (Харків, 26–27 груд. 2024 р.) Харків : ХНМУ, 2025. 137 с.

У збірнику представлено матеріали біля 130 фахівців та молодих науковців закладів вищої освіти. Доповіді присвячено проблематиці викладання педагогічних, психологічних, медико-біологічних та природничих дисциплін у сучасних освітніх закладах. Наукове видання рекомендовано науково-педагогічним працівникам, які працюють у закладах вищої освіти, докторантам, аспірантам, магістрантам, здобувачам вищої освіти, а також широкому колу читачів, які цікавляться міжнародним досвідом реалізації інноваційних освітніх процесів.

Конференцію внесено до переліку проведення наукових конференцій з проблем вищої освіти і науки на 2024 рік під номером № 1261(с. 460).

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‘artificial intelligence’ is currently seen as a combination of science and technology that allows a computer to perform functions inherent in humans: language understanding, learning, analysis, logical thinking, decision-making, individualized drug selection, etc.

Currently, modern artificial intelligence technologies are used in various fields of medicine to diagnose and analyse examination results; individualise treatment methods; develop medicines and new vaccines to fight diseases; identify and create risk groups for severe and chronic diseases; medical research and gene editing (a system for making changes to DNA), telemedicine, forecasting epidemics and pandemics; the emergence of new infectious diseases; and the creation of artificial internal organs and prosthetics using ada.

It should be noted that today's medical students are involved in mastering the most modern innovative information technologies, including attempts to use ChatGPT with artificial intelligence in preparation for the theoretical component of the disciplines. On the one hand, the training of medical specialists using modern information technologies will become the basis for the training of competitive doctors who will be able to master any modern components of computer and information progress, including technologies with the implementation of artificial intelligence in medicine, and on the other hand, the problematic question arises: is it appropriate to use artificial intelligence in the educational space in the training of medical specialists? We plan to answer this debatable question in the following publications.

THE IMPACT OF THE CASE STUDY METHOD ON THE ENGLISH FOR SPECIFIC PURPOSES COMPETENCE OF MEDICAL UNIVERSITY STUDENTS

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Using the case study method for communicative teaching of English for Specific Purposes (ESP) is one of the effective interactive learning strategies in higher medical educational institutions. In the conditions of distance and blended education, the communicative approach using the case study method promotes interactive communication in a foreign language through topics of professional activity (Davis and Wilcock, 2003; Bonney, 2015; Roell, 2019; Hidayati, 2021; Šelmić, 2021; Chaari, 2024, and others).

The purpose of the work is to analyze the impact of the case study method on the acquisition of ESP competencies by medical university students.

The design of an information and educational environment in ESP disciplines involves the use of cases (communication situations built on a real professional situation of doctor-patient communication, patient interviewing, filling out a medical history, providing doctor's recommendations to the patient, as well as activities in

attending international conferences, reading articles in journals, abstracts in conference materials and other publications and transferring the information received to colleagues, etc.), which leads to the acquisition of ESP communicative competence in dialogue or discussion.

The case study strategy has a positive effect on the formation of competencies in English for specific purposes in medical university students. It increases the students' motivation in this type of organization to study a foreign language for professional communication. A problem situation requires the exertion of cognitive processes and may require a team approach. The crucial thing is that the case method in teaching contributes to the formation of skills of independent search activity and creative, social, and communicative skills. The result of this is an increase in interest in the subject in an innovative educational model. The methodology involves understanding a problem situation as a case from professional activity (for example, when discussing a topic related to skin diseases, a case in this area can be formulated as follows: "A colleague asks for advice about a patient with acute urticaria. What can you advise him regarding diagnosis, treatment of underlying diseases, taking minor medications, sensitivity to non-steroid anti-inflammatory drugs and additives?"), since this actualizes certain experience and knowledge, both in ESP and the professional field, that must be mastered when solving this problem, the case and instructions for working with it. The proposal of what questions the physician should ask the specialist in the field, as well as some special ways of using this material in the educational process supports the case study strategy. To achieve the effectiveness of implementing modern tasks in the education system, the importance of using the case method in the training of medical students is determined by the combination of educational, analytical, cognitive, and creative activities and the mobilization of a complex of knowledge to solve them.

It can be concluded that properly organized classes in a foreign language for professional communication contribute to increasing the professional level of students based on the formed language competence. In a situation with given conditions, it is modeled, and there is an instruction on conducting training – within the framework of qualifications and level of knowledge – but working out the skills necessary for professional communication. Using the case method in teaching a foreign language increases cognitive interest in the academic discipline and promotes the development of research, communicative, and creative skills. Integrating a foreign language into the professional training system expands the possibilities of foreign language communication and contributes to forming the professional culture of future doctors. Case study method supports a basis for modernizing professional training in higher medical education institutions and should be integrated into training courses.