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## ROLE OF NEW INFORMATION TECHNOLOGIES IN TRAINING OF SECOND-YEAR MEDICAL STUDENTS ON DISCIPLINE “PATIENTS’ CARE (PRACTICE)”

**Summary.** *The article is devoted to an analysis of the role of new information technologies in the learning 2<sup>nd</sup>-year students of medical higher school on discipline “Patients’ Care (Practice)”. The priority tasks of training of medical specialists at the conditions of reforming the system of higher education are using information communication technologies by apps e-learning, telemedicine, simulation training to increase efficacy of transfer of knowledge.*

**Keywords:** e-learning, practice, medical specialist, higher education.

**Introduction.** At the conditions of integrating the educational sector of Ukraine in the global educational community, the priority task of educational process is a formation the features of autonomy and abilities to self-learning, self-control and self-improvement in the students [3]. The principal peculiarities of contemporary education are: maximum structuring, information support, continuous self-monitoring, timely correction and communication in a single information-educational environment [1]. To implement the main provisions of the new educational paradigm the usage of innovative information technology (e-learning) is relevant today. Of the existing e-learning platforms most popular are LMS and LCMS. Their advantages are well known: flexibility, modularity, parallelism, capacity, processability, internationality [2]. Providing the students with a wide range of information communication tools in the training, the last ones contribute to the motivation of cognitive activity, facilitate learning and create conditions for healthy competition. Along with this

training of medical students skills of professional activity today requires from the teacher not only knowledge of medical informatics, possession of e-learning tools in the workplace, but also use modern interactive teaching methods to ensure effective transfer of knowledge [4]. Thus, the innovative strategy of development of global society is an integration of the main elements of the “knowledge triangle” (education, research, innovation).

One of the first steps in the formation and professional growth of future doctor is to master practical skills the discipline “Care of patients (practice).” Since this stage opens the door for medical students to the clinic, it is a field of direct touch the interests of all members of the treatment process. Successful overcoming of this step is a powerful factor for self-fulfilment, self-esteem and choice of vector of personality development. However, the likely obstacles faced by students at this stage of learning, can be a problems of cognitive asymmetry, the information and technological singularity [5]. Successful resolution of last ones is possible only if the close cooperation of all participants in the educational process will be provided.

**Basic material.** Training medical students on the discipline “Patients’ care (practice)” regulated current normative documents (“Law of Ukraine about Higher Education” from 01 July 2014 and the order of MES of Ukraine “On Approval of the Regulation about distance learning” №466 from 04.25.2013). According to the requirements of the Bologna education system, structure of studying the discipline Patients’ care (practice)” includes 1 module of 150 hours (5 credits ECTS), divided into 3 semantic modules. The ratio of hours for practical training and hours for independent individual work of students is 1:4. Subjects of practical training contain basic questions of organization and implementation of elements of care of patients in therapeutic, surgical and pediatric wards. Some attention is devoted to mastering the functional responsibilities of medical personal in the system of interaction: doctor – nurse – junior nurse. The importance attached to mastering the students skills on planning care of patients with various pathological conditions and monitoring the implementation of measures in the treatment process. During the training process the means of standardized test control of initial level of knowledge and estimation of individual situation tasks are actively used.

Since 2010 in HSEI of Ukraine “Bukovinian State Medical University” the server of distance learning based on environment MOODLE (LMS platform) was commissioned. According to the approved Regulations on an e-Learning on the server of distance learning in the Bukovinian State Medical University from May 2010 the e-learning courses in the discipline “Patients’ Care (Practice)” for 2<sup>nd</sup>-year students the specialities “General Medicine”, “Pediatrics” and “Dentistry” are operating. E-learning course is a complex of teaching materials and educational services designed to organize individual and group learning using information and communication technologies. Structure of E-learning course includes the sections of general information and topics according to Working Curriculum on discipline. Each thematic section contains guidelines for the students to organize independent work in preparation for the practical classes, structured abstracts, visual materials (multimedia presentations, educational animations, videos of demonstrations the practical skills), tests for self-control on real time mode (online). The educational materials of e-learning course are presented for foreign students in English separately.

The feature is the ability to use e-learning course for the interactive dialogue teacher and student, which improves the efficiency of cooperation of all participants in the edu-

cational process. The teacher has an opportunity to create e-learning courses independently, organize training, send messages to students, distribute, collect and check the tasks, to carry out the accounting of marks in electronic journals, customize various course resources and others. Interactive course of training allows the subjects of education to study in accordance with their pace, personal characteristics and educational needs, learn always and everywhere, regardless of their location, to plan their time in the study of the subject, receive the bulk of investigated material by using of information technology [2]. The five-year experience of using of e-learning in teaching the discipline "Patients' Care (Practice)" for 2<sup>nd</sup>-year students reveals restructuring of the curve of academic progress upward the period of knowledge survival and increasing of qualitative indicators of performance from 72% to 80%.

**Conclusions.** Using of new information technologies in the preparation of the second-year students of higher medical schools in the discipline "Patients' Care (Practice)" improves knowledge transfer efficiency. However, for implementation all capacities it needs a strong personal motivation of the subject of education to studying, abilities to learn independently without prompt by the teacher. Perspective means to improve educational motivation and effective knowledge transfer are the introduction of information and communication technologies in telemedicine and the simulation training that will amplify the vector for a personality-oriented learning.

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