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PEDAGOGICAL PRINCIPLES IN TEACHING OF MEDICAL STUDENTS OF VARIOUS DISCIPLINES

Summary. *Training medical students of various specialties in terms of preparation for practical classes and students' self study is associated with certain difficulties. The attempts to fix this problem by the University were made through the determination of these methodological principles: such as motivation, organizing skills, specificity, self-improvement etc. The purpose of this was the necessity to integrate new pedagogical principles into the learning process. As a result undergraduate and postgraduate education programs are based on the following principles: 1) priority of self-study; 2) social activities; 3) individual approach; 4) systematic doctrine; 5) encouragement of individual creativity etc. Therefore integration of pedagogical principles into everyday teaching activities will contribute to the success of optimization and learning process.*

Keywords: medical students, students self study, education, teaching principles, motivation, system education, practical skills.

Анотація. *Навчання студентів-медиків різних спеціальностей в плані підготовки до практичних занять та самостійної роботи пов'язані з певними труднощами. Спробою вирішення цієї проблеми співробітниками університету було визначення наступних методичних принципів: мотивація, систематизація, конкретизація, самовдосконалення тощо. Метою цього стала потреба адаптувати педагогічні принципи у навчальний процес.*

Як додипломна так і післядипломна освіта базуються на основі таких принципів: 1) пріоритетності самостійного навчання; 2) суспільної діяльності; 3) індивідуального підходу; 4) системності вчення; 5) заохочення до індивідуальної творчості тощо. На нашу думку, впровадження наведених педагогічних принципів в повсякденну викладацьку діяльність буде сприяти оптимізації та успішності навчального процесу.

Ключові слова: студенти-медики, самостійна робота, освіта, педагогічні принципи, мотивація, системна освіта, практичні навички.

Аннотация. *Обучение студентов-медиков разных специальностей в плане подготовки к практическим занятиям и самостоятельной работы связаны с определенными трудностями. Попыткой решения этой проблемы сотрудниками университета было определение таких методических принципов как мотивация,*

систематизация, конкретизация, самосовершенствование и т.п. Целью этого стала необходимость адаптировать педагогические принципы в учебный процесс.

Ключевые слова: студенты-медики, самостоятельная работа, образование, педагогические принципы, мотивация, системное образование, практические навыки.

Introduction. The whole history of formation and development of human learning indicates that education should be a continuous and adaptable system. Therefore the aims of teaching science are focused on revelation of the theoretical and practical problems of training, upbringing and education of an adult throughout his life [1].

It is well known that some people achieve a lot at a young age; while for majority it takes years to gradually and carefully build up their knowledge, skills, experience and practical skills. Thus certified physician should have some knowledge, skills to be improved. Medical students seek knowledge and skills; the learning process is largely determined by temporary, domestic, professional, social factors that either limit or facilitate it; teaching process is organized in the form of joint activities at all stages. In this case the forefront information comes from several related disciplines.

The purpose of the article is to adapt the pedagogical principles in study process, which is the subject of training of medical students of various specialties. Since medical students are adults, the study should take into account their age, socio-psychological, national and other aspects.

The next step after introducing pedagogical principles into educational process is to figure out thoughts of medical students of various disciplines on this issue. The majority demonstrated their positive attitude towards the implementation of the principles in the educational process. Practical use of the above methodological approach further reflected positively in preparation for practical lessons [2] and students' self study.

Both undergraduate and postgraduate medical educations are based on the following principles:

1. The principle of priority of self-study is one of the most important ways to improve the efficiency of higher education. Acquiring the skills of independent planning and organization of its own educational process, ensuring a smooth transition to continuous postgraduate education is crucial. Individual training is a routine for medical students' work in progress on the task and with methodical guidance of teachers, but without their direct involvement. This type of training is not just for mastering the related disciplines, but also for the formation of independent work skills in general, as well as educational, scientific, and professional activities. Students' self study is directed out to take the responsibility to solve the problem, to find constructive solutions, to overcome the critical situation etc. In this case a teacher acts only as an organizer of cognitive activities, and students are engaged in knowledge [3].

At school there are different types of students' self study methods: preparation for lectures, practical (seminar) classes, module tests, practical tests, essays, term papers, writing histories, preparing for a licensing exam. Much of the time is spent on self study. This is based on the great didactic potential of this type of academic work.

Independent training contributes to the deepening and expansion of knowledge, formation of interest in cognitive activity, mastering techniques of learning process,

development of personal abilities. Successful implementation of individual work affects the motivation of mastering algorithms, methods, ways of work, a clear definition of reporting forms, workload, time of completion, clear evaluation criteria, advice providing, statements, etc. Independent work includes creative processes in learning personality.

There are three types of individual educational activity: a) reproductive – training work performed by the following features: problem solving, filling tables, charts, crossword puzzles and more. The purpose of this work is to consolidate the knowledge and skills; b) reconstructive is carried out through restructuring decisions, scheduling, abstracts, and annotation. At this level a student can run reports; c) creative and / or search is a level of self-study that requires analysis of the problem situation, and new information.

2. The principle of joint activity is the acquisition of theoretical knowledge and practical skills worked with classmates and teachers in the learning process. Communication is the key to applying this principle [4].

3. The principle of individual approach is based on specific needs, taking into account the social and psychological characteristics of the individual and the constraints imposed by the presence of his free time and financial resources. The basis of this evaluation is the principle of individual, social status and the nature of relationships in the team.

4. The principle of encouraging individual creativity includes elements of individual creativity. This degree of training can be applied to each class. For its implementation every medical student has to prepare the practical sessions on the topic or topics offered, independently write essays, make up crosswords or tests which are similar to those provided for the decision on the license exam.

Individual creativity process includes the following steps: to create a task is the first stage. Each student there has a general need in the detailed study of a given topic. With knowledge of methods and special laboratory studies, to assess their results, the foundations of organizational issues, to make up crossword, write essays, etc; b) solving a crossword puzzle or test task by other students in the group is the second stage. Probability of correct answer depends on whether the test includes crossword tasks and theoretical knowledge of students; c) discussion by other students who are invited to make their comments on crossword puzzles or test task is the third stage. Experienced teacher immediately recognizes whether crossword puzzles or tests are the result of hard work or just rough unsubscribing. Element business game in the creative process spontaneously begins to cause human interest to this type of training. The desire to be in the eyes of their fellow group or the best student of the course is a very important factor that stimulates learning; d) evaluation and correction of crossword puzzles or tests task by a teacher is the fourth stage. Even crossword errors or test tasks deserve a positive assessment, if the student's effort is notable in process of preparation. The purpose of the teacher at this stage is to encourage students to correct their tasks.

As the result, given introduction of pedagogical principles into everyday teaching activities will contribute to the success of optimization and learning process.

Conclusions

Using pedagogical principles both at undergraduate and postgraduate training of medical students of various disciplines will contribute to the quality of education.

Implementation of incentive methods in the educational process in preparation for the practical classes and students' self study permit relieve psychological stress in students and encourage them to self-development.

Elements of business game, preparation of essays, crosswords also contribute to the study of the proposed topic and significantly increase the level of mastering topics.

Humanization of education and self-improvement is a necessary condition that ensures obtaining the necessary knowledge and skills.

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