

ZBIÓR
ARTYKUŁÓW NAUKOWYCH

PEDAGOGIKA.
WSPÓŁCZESNE PROBLEMY I
PERSPEKTYWY ROZWOJU.

Kraków

29.04.2016 - 30.04.2016

#1

СБОРНИК
НАУЧНЫХ СТАТЕЙ

ПЕДАГОГИКА.
СОВРЕМЕННЫЕ ПРОБЛЕМЫ И
ПЕРСПЕКТИВЫ РАЗВИТИЯ

Kraków

29.04.2016 - 30.04.2016

#1

U.D.C. 37+082

B.B.C. 94

Z 40

Wydawca: Sp. z o.o. «Diamond trading tour»

Druk i oprawa: Sp. z o.o. «Diamond trading tour»

Adres wydawcy i redakcji: 00-728 Warszawa, ul. S. Kierbedzia, 4 lok.103

e-mail: info@conferenc.pl

Zbiór artykułów naukowych.

Z 40 Zbiór artykułów naukowych. Konferencji Międzynarodowej Naukowo-

Praktycznej " Pedagogika. Współczesne problemy i perspektywy rozwoju. "

(29.04.2016 - 30.04.2016) - Warszawa: Wydawca: Sp. z o.o. «Diamond trading tour»,
2016. - 92 str.

ISBN: 978-83-65207-80-7

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ISBN: 978-83-65207-80-7

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1. Іванчук І.В.	7
ІГРОВІ ТЕХНОЛОГІЇ У ПРОЦЕСІ ВИКЛАДАННЯ	
2. Davitashvili N.	9
ANXIETY AND ITS INFLUENCE ON LANGUAGE TEACHING/ LEARNING	
3. Glubochenko O.V., Bachuk-Ponych N.V.	14
DISCUSSION METHOD IN PRACTICE OF STUDENTS' SCIENTIFIC GROUP	
4. Павловіч Л. І.	17
РОЛЬОВА ГРА ЯК МОГУТНІЙ ФАКТОР ПСИХОЛОГІЧНОЇ АДАП- ТАЦІЇ СТУДЕНТА У НОВОМУ МОВНОМУ ПРОСТОРИ	
5. Сагірова Л.В.	21
ОСОБЕННОСТИ ОБУЧЕНИЯ УСТНОЙ РЕЧИ ИНОСТРАННЫХ СТУДЕНТОВ	
6. Сопіна Я.В., Сопін О.І.	25
ВНУТРІВУЗІВСЬКА ПІДГОТОВКА ВИКЛАДАЧІВ ДО ФОРМУВАН- НЯ ЕСТЕТИЧНОЇ КУЛЬТУРИ МАЙБУТНІХ УЧИТЕЛІВ МУЗИЧНО- ГО МИСТЕЦТВА	
7. Маслова О.В., Дрянных Ю.Ю., Титкова Е.В.	28
ФОРМИРОВАНИЕ ТРАЕКТОРИИ РАЗВИТИЯ ЯЗЫКОВЫХ СПОСОБНОСТЕЙ	
8. Нигматуллина Р.И.	32
РОЛЬ ИНФОРМАЦИОННО-КОМПЬЮТЕРНЫХ ТЕХНОЛОГИЙ В НАЧАЛЬНОЙ ШКОЛЕ	
9. Уразова С.В.	34
ЛІНГВІСТИЧНІ ОСОБЛИВОСТІ РЕАЛІЗАЦІЇ КОМУНІКАТИВНОЇ СТРАТЕГІЇ КООПЕРАЦІЇ НА ЗАНЯТТЯХ З АНГЛІЙСЬКОЇ МОВИ	
10. Яценко Л.Є.	40
РЕАЛІЗАЦІЯ КОМПЕТЕНТНІСНОГО ПІДХОДУ У ПІДГОТОВЦІ МАЙБУТНІХ ІНФОРМАЦІЙНИХ АНАЛІТИКІВ: ЗАСТОСУВАННЯ МОДИФІКАЦІЙНОГО ВАРІАНТУ МЕТОДУ КЕЙСІВ (CASE-STUDY)	
11. Орехова Л.И., Аллаберенов А.	44
ОБУЧЕНИЕ ИНОСТРАННЫХ СТУДЕНТОВ ФИЛОЛОГИЧЕСКОГО ПРОФИЛЯ: СИНТЕТИЧЕСКИЙ ПОДХОД	

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DISCUSSION METHOD IN PRACTICE OF STUDENTS' SCIENTIFIC GROUP

Abstract. *The article deals with one of the interactive imitation methods of learning – “discussion method” in the practical work of the students’ scientific group on propedeutics of internal medicine. The author points out the importance of discussion method is an effective way in the formation of critical thinking, initiative and independence of students, promotes the realization of students’ creative interpersonal relations and initiative, helps form communicative competence.*

Key words: discussion method, critical thinking, students’ scientific group.

Effectiveness of future physicians practice depends from basic knowledge and appropriate level of professional thinking. Critical thinking is a part of the professional thinking of medical students and characterized by the following properties [1]:

- Awareness;
- Independence;
- Reflexivity;
- Determination;
- Grounds;
- Self-organization;
- Accountability.

Critical thinking operates on different levels: operational, substantive, reflexive, personal, communicative.

Critical thinking means no criticism or negativity judgments, but study and consideration of different approaches and solutions to any problems or questions. It is a way of obtaining knowledge, ability to analyze, evaluate, make conclusions, find and formulate arguments, own opinion on the issue of the study, to take independent decisions in different clinical situations.

Discipline «Propedeutics of internal medicine» first introduces students with clinic, provides the first true communication skills with patients and practical approach to the patient’s examination. In the course students must master the technique of questioning and physical examination of patients with pathology of internal organs; to be able to generalize the results of questioning and examination of patients and differentiate on the basis of their main symptoms and syndromes; interpret interconnection of patient complaints and conduct a preliminary assessment of the existing pathology. Therapeutic scientific group is an important factor in effective

professional training of learners in undergraduate education. The Department of Propedeutics of Internal Medicine in extracurricular time twice a month carried out meetings of therapeutic scientific group, where students can conduct research work, to participate in clinical rounds, more thoroughly learn diseases and additional methods examination of patients (ultrasound, Holter-monitoring, spirography, electrocardiography, X-ray, computed tomography, etc.).

The key to effective future medical practice is the ability to think critically. Future doctors must learn to identify the symptoms of internal diseases, understanding their pathogenesis, symptoms combine in syndromes, substantiate the diagnosis. Discussion method can help in this situation and we use this method in students' scientific group.

Discussion method is an effective way in the formation of critical thinking, initiative and independence of students, promotes the realization of students' creative interpersonal relations.

Method of discussion consists of three stages: the first – discussion questions are formulated, students study information material about the topic of discussion, to define their position on issues. The second one is actually debate. In the second stage an important function of the teacher is prompting students to debate, create friendly atmosphere for the student's group for more active participation in the process. The third stage is the summation and formulation of conclusions and educators analyzes the ability of students interact in collective debate.

For educators are necessary to support a culture of debate, a friendly and attentive companion to each other, tolerance for other points of view. The authoritarian position of the teacher will not promote dialogue.

Discussion method will be successful only with compliance of certain rules, such as:

- 1) the exact defining the problem of discussion;
- 2) the thorough understanding of the methods, techniques, and ways of solution;
- 3) the substantiation of own position;
- 4) the possibility of public expression of each participant in discussion.

In the discussion, students learn to consider the problem in all sides, ponder about its decision, provide reasoned and laconic answers, and formulate accurate conclusions.

Discussion method allows forming activity in the discussion of clinical situations, conscientious attitude to consider the problems, language culture, the possession of specific medical terminology, identify possible causes of conflict in the discussion and search for possible solutions of these problems. In the debate teachers should stimulate students to express different points of view on the same issue, make comparisons, generalizations and conclusions.

There are several types of discussion tasks including: guided discussion, in which the facilitator poses a discussion question to the group and learners offer responses or questions to each other's contributions as a means of broadening the discussion's scope; inquiry-based discussion, in which learners are guided through a series of questions to discover some relationship or principle; exploratory discussion, in which learners examine their personal opinions, suppositions or assumptions and then visualize alternatives to these assumptions; and debate in which students argue opposing sides of a controversial topic [2].

In medicine, two types of clinical teaching methods are currently often in use: Pimping and Socratic discourse. Pimping, in the field of medicine, refers to clinical practice teaching where persons in power ask questions (often irrelevant to the problem solution and/or unanswerable) of their junior colleagues with objectives ranging from knowledge

acquisition to embarrassment, humiliation, and/or establishment of pecking order within the pimping/pimped group [3, 4].

The Socratic method which is a 'more participatory, focused, structured, goal oriented, and polite form of pimping' is also in use. Questions (directed uncertainty) are stated, answers to them are proposed, objectives and objections to the answer are explored, and answers are revised to stand up to all known relevant objections [5]. Various Socratic – type questions are used according to their nature (clarification, probing assumptions – questions – reasons – evidence – implications and consequences, and revising viewpoints and perspectives) in a clear direction in the problem understanding and solving process [6].

Discussion method is one of the integral components of case-method. In the methodological aspect the case-method is a complex system, which, in addition of discussion method, integrated others simple methods, in particular – the method of description, systemic analysis, classification method, problem method, brainstorming, and more.

At meetings of students' scientific group actively uses the so-called case-discussion. In particular, before the discussion each student is given the opportunity to review the material of case, pre-formulated an algorithm for searching, conclusions and decisions of the clinical situation. Directly at the meeting of the group, these individual findings are discussed in the "small" groups. Then all the options discussed in general debate, and teacher formulates the most effective solution together with learners.

When students a working with teaching-cases, they not only read the information, but learn to analysis and formulation of their own position. While working in small groups, students learning to hear each others, to interact with discussion participants, clearly formulate their opinions, defend their position, find bugs (their own and other participants), to make decisions considering possible consequences and obstacles.

So, the using of discussion method ensures an individual, practically oriented approach to every student as well as the effective activity of the whole group for the solution to a certain situational task.

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