

ZBIÓR
ARTYKUŁÓW NAUKOWYCH

PEDAGOGIKA.
NOWOCZESNE BADANIA
PODSTAWOWE I STOSOWANE.

SOPOT (PL)

30.07.2016 - 31.07.2016

СБОРНИК
НАУЧНЫХ СТАТЕЙ

ПЕДАГОГИКА.
СОВРЕМЕННЫЕ
ФУНДАМЕНТАЛЬНЫЕ И
ПРИКЛАДНЫЕ ИССЛЕДОВАНИЯ.

СОПОТ (PL)

30.07.2016 - 31.07.2016

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.NOWOCZESNE BADANIA PODSTAWOWE I STOSOWANE." (30.07.2016 - 31.07.2016) - Warszawa: Wydawca: Sp. z o.o. «Diamond trading tour», 2016. - 148str.

ISBN: 978-83-65608-02-4

Wszelkie prawa zastrzeżone. Powielanie i kopiowanie materiałów bez zgody autora jest zakazane. Wszelkie prawa do materiałów konferencji należą do ich autorów. Pisownia oryginalna jest zachowana. Wszelkie prawa do materiałów w formie elektronicznej opublikowanych w zbiorach należą Sp. z o.o. «Diamond trading tour». Obowiązkowym jest odniesienie do zbioru.

nakład: 50 egz.

"Diamond trading tour" © Warszawa 2016

ISBN: 978-83-65608-02-4

WSPÓŁORGANIZATORZY:

Virtual Training Centre "Pedagog of the 21st Century"
Global Management Journal

KOMITET ORGANIZACYJNY:

W. Okulicz-Kozaryn (Przewodniczący), dr. hab, MBA, profesor, Akademia im. Jana Długosza w Częstochowie, Polska;

A. Murza, (Zastępca Przewodniczącego), MBA, Ukraina;

E. Агеев, д.т.н., профессор, Юго-Западный государственный университет, Россия;

A. Горюхов, к.т.н., доцент, Юго-Западный государственный университет, Россия;

A. Kasprzyk, dr, Państwowa Wyższa Szkoła Zawodowa im. prof. S.Tarnowskiego w Tarnobrzegu, Polska;

L. Nechaeva, PhD, Instytut PNPУ im. K.D. Ushinskogo, Ukraina;

М. Ордынская, профессор, Южный федеральный университет, Россия;

S. Seregina, independent trainer and consultant, Netherlands;

M. Stych, dr, Akademia im. Jana Długosza w Częstochowie, Polska;

A. Tsimayeu, PhD, associate Professor, Belarusian State Agricultural Academy, Belarus;

A. Malovychko, dr, EU Business University, Berlin, London, Paris, Poznań, EU.

KOMITET NAUKOWY:

W. Okulicz-Kozaryn (Przewodniczący), dr. hab, MBA, profesor, Akademia im. Jana Długosza w Częstochowie, Polska;

Jadwiga Glumińska-Pawlic, dr. hab, profesor, Uniwersytet Śląski, Polska;

В. Куц, д.т.н., профессор, Юго-Западный государственный университет, Россия;

J. Kaluža, dr. hab, profesor, Akademia im. Jana Długosza w Częstochowie, Polska;

Р.Латыпов, д.т.н., профессор, Московский государственный машиностроительный университет (МАМИ), Россия;

И. Лемешевский, д.э.н., профессор, Белорусский государственный университет, Беларусь;

J. Rotko, dr. hab, profesor, Instytut Nauk Prawnych PAN, Polska;

T. Szulc, dr. hab, profesor, Uniwersytet Łódzki, Polska;

Е. Чекунова, д.п.н., профессор, Южно-Российский институт-филиал Российской академии народного хозяйства и государственной службы при Президенте Российской Федерации, Россия.

12. Якубовская М. Г.	64
ПЕРСПЕКТИВНЫЕ НАПРАВЛЕНИЯ ИЗУЧЕНИЯ ОБРАЗОВАТЕЛЬНЫХ ИННОВАЦИОННЫХ ТЕХНОЛОГИЙ	
13. Романовська О.О.	70
СУТНІСТЬ ПОНЯТТЯ «ІМІДЖ ВИКЛАДАЧА ВИЩОЇ ШКОЛИ»	
14. Чемерис Г.Ю.	72
ПРОБЛЕМА РОЗРОБКИ ІНТЕРАКТИВНОЇ ДИТЯЧОЇ КНИЖКИ-ІГРАШКИ ДЛЯ ФОРМУВАННЯ ПІЗНАВАЛЬНОЇ ТА КОМУНІКАТИВНОЇ АКТИВНОСТІ ДИТИНИ	
15. Ольшевська Л.А.	79
ОРГАНІЗАЦІЙНО-ПЕДАГОГІЧНІ УМОВИ НАВЧАЛЬНО-ТВОРЧОЇ ДІЯЛЬНОСТІ УЧНІВ ПОЧАТКОВОЇ ШКОЛИ	
16. Glubochenko O.V.	84
BUSINESS GAMES AS AN ACTIVE TRAINING METHOD OF TEACHING INTERNAL MEDICINE IN SENIOR UNDERGRADUATE MEDICAL STUDENTS	
17. Мусійчук С.М., Пономаренко В.	88
РОЗВИТОК КУЛЬТУРИ МОВЛЕННЯ НА ЗАНЯТТЯХ З ФРАНЦУЗЬКОЇ МОВИ	
18. Мусійчук С.М., Нікітіна О.	91
КЛАСИКА І СУЧАСНІСТЬ ФРАНЦУЗЬКОЇ ПЕДАГОГІКИ	
19. Зуєнко Н.О., Нагорний Р.	94
ФОРМУВАННЯ ПРОФЕСІЙНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ ВЧИТЕЛІВ ІНОЗЕМНИХ МОВ	
20. Зуєнко Н.О., Пашук Д.	97
ФОРМУВАННЯ КОМУНІКАТИВНОЇ КОМПЕТЕНЦІЇ СТУДЕНТІВ ФІЛОЛОГІВ	
21. Зуєнко Н.О., Прохорчук О.	100
ВИКОРИСТАННЯ ІНТЕРАКТИВНИХ МЕТОДІВ НАВЧАННЯ У ПРОЦЕСІ ПРОФЕСІЙНОЇ ПІДГОТОВКИ МАЙБУТНІХ ФІЛОЛОГІВ	
22. Зуєнко Н.О., Слободяник І.	103
СТРУКТУРА КУЛЬТУРИ ДІЛОВОГО СПІЛКУВАННЯ МАЙБУТНІХ ІНЖЕНЕРІВ АГРАРНОГО ПРОФІЛЮ	
23. Зуєнко Н.О., Возняк Н.	106
ЩОДО ПИТАННЯ НАВЧАННЯ КОМУНІКАТИВНОЇ КОМПЕТЕНЦІЇ НА ЗАНЯТТЯХ З ІНОЗЕМНОЇ МОВИ	

BUSINESS GAMES AS AN ACTIVE TRAINING METHOD OF TEACHING INTERNAL MEDICINE IN SENIOR UNDERGRADUATE MEDICAL STUDENTS

Abstract. *The article deals with the place of business game in teaching of internal medicine in senior undergraduate medical students. The author point out the importance of the business game is an effective way in the formation of common professional competences of future medical personnel. Types of business games and their practical realization in students of higher medical education are described.*

Key words: training business game, internal medicine, clinical examination, competence.

Improving the quality of education implies the solution of priority tasks, including – providing the innovative nature of basic education, the implementation of competence-based approach, the interconnection of academic knowledge and practical skills [1].

The implementation of the competence-based approach should provide a fairly broad use in the educational process active and interactive forms of teaching. Business game is one of the most effective method of teaching, which allows through immersion in a particular clinical situation connect together theoretical knowledge and practical skills [2].

A business game is a model segment of future careers. The advantages of business games are: combine theory and practice and helping to create professional knowledge and practical skills.

This method is directed at optimizing professional thinking through learning algorithms, professional skills by means of programmed instruction. Business game forms a professional activity model, which is the highest form of didactic games in preparing a doctor. The meaning of educational imitation game is to raise a practical skill error-free differential diagnosis of clinically similar diseases, rapid and accurate diagnosis and optimal treatment of the patient as soon as possible [3]. The game is part of the attempt to teach medical students the organizational and conceptual basics of the medical practice of a general practitioner in a problem-based learning environment [4].

Business game has an effective method of formation of the professional competencies of medical students. The educational goal of the business game is to activate students' thinking, increase their independence, the ability to make decisions. At the same time the business game contributes to such goals of an educational nature as the development and improvement of creativity, ability to work as a team in a limited time.

Business game brings a new quality in educational process due to the following features:

A systemic content of educational material, represented in the imitation model. It's known that due to applying educational material in such form, perceived over 90% of the information.

Approximation of the situation of the educational process to the real conditions.

Provides personal student activity and the transition from the cognitive motivation to professional.

Summation of training and educational effect. The collaborative character of the game and learning activities leads to observe the rules of collective action.

Making by the teacher, who leading the game, the transition from the organization and regulation of a student's activity to self-organization and self-regulation actions and activities by the students.

The theoretical and practical skills of students are systematised in complete system in the process of the business game and students getting a holistic experience in implementing of future professional medical practice.

The main psychological and pedagogical principles of construction of the business game are:

- The principle of playing imitation content and forms of professional activity.
- The principle of simulation specific conditions.
- The principle of joint activities.
- The principle of dialogic communication.
- The principle of problematical content of the imitation model.
- The principle of duality.

The structure of the business game includes the following components: preparation for a business game, conduction and fulfilment of goals of the game, and imitation object, drafting a script and rules of the game, discussing the results of the game. The subject of the game is an element of the activities involved in the game, which replaces an element of real professional activity. Script of a game is a detailed its description, rules of a game – a reflection of specific professional processes and phenomena.

The use of business games in teaching of senior undergraduate students at medical universities has particular relevance. At this stage of learning students have general full information about clinical picture of the disease, know diagnostic possibilities of additional research methods, principles of treatment, can conduct a differential diagnosis.

The business game is based on a combination of role-playing imitation of a doctor's professional activity with elements of brainstorming in small working groups and solve problematic clinical situation.

In the study of internal medicine can uses several variants of the business game:

1) Clinical analysis of the patient, whom students are examined in hospital.
2) Members of the group imitate the "doctor" and "patient" and to solve specific clinical situation.

3) A web-based collaborative game for teaching optimal design of a medical practice, so called serious game [4].

The first version uses independent inquiry of the real patient and examine of the patient (inspection, palpation, percussion and auscultation) and next discussion in the group. The teacher plays the role of leader of the business game. During the discussion, the teacher adds more information from the medical history. By students allocate the main symptoms of the disease. Then the main syndromes are formulated using all the information derived from the data of the subjective and objective examination of the patient. A significant step is to formulate a preliminary and then a final diagnosis. Students in small groups

does differentiation of nosology which accompanied by similar symptoms and, if necessary, updating the plan of additional investigation for clarifying the main and concomitant diseases. Students collectively discuss the regimen, diet, principles of drug therapy, to forecast the expected effect of the treatment, does prognosis, formulate specify preventive actions to avoid recurrence of the disease.

In the second variant of the business game students join into small groups of 3-4 people and choose their roles within the group. The teacher should formulate a «patient» and «doctor» which clinical situation will be decided. Proceeding from the fact that the diagnosis and treatment of disease is a collective work, in business game can involve «doctor-laboratory-assistant», «radiologist», «physical therapists», «specialist of rehabilitation» and others. The theoretical basis is very important in a business game. It will be implemented at a preparatory stage when students repeat certain information about disease. It should be noted that without adequate theoretical training, feasibility of the business game is lost. At the end of the imitation game participants should formulate the clinical diagnosis, do differentiate between others same diseases and offer treatment of «patient».

Organization of business games in the senior undergraduate students puts serious demands to the teacher. A very important task of the teacher is to make this game interesting and informative for students. The following tasks are set before him: to select clinical material (including details of additional methods of research – X-ray, electrocardiogram, ultrasound, spirogram, computed tomography, et al.), creating a scenario of a business game; to prepare the students for the professionally-directed dialogs. For making up a scenario of the business game, it is essential to determine the goal, tasks, and the object of a business game, its structure, plot and membership of teams, the level of their knowledge and practical skills.

In the third variant of game use computer simulator, which presents virtual case studies and adopts an open, nonlinear problem-oriented problem-solving approach situated in a virtual hospital [5]. Another type is interactive, 3D, third-person view prototype focusing on the training of doctor-patient interactions, considered to provide valuable experiences of patient interactions and routines of a hospital ward to junior doctors [6]. Now so many variants of serious game integrated in many curricular courses of medical study at the Universities Medical Schools.

Business game is an efficient and active method of teaching medicine, a means of intensification of the educational process. The use of business games in teaching promotes the accumulation of the professional competencies of senior students in medical universities, allowing them to more easily adaptable to a real professional activity in the future.

References:

1. Sagandzhieva N.A. Podhod k otsenke kommunikativnoy kompetentsii v interaktivnoy igre // Mezhdunarodnyiy nauchnyiy zhurnal «Innovatsionnaya nauka». – 2015. – № 8. – S. 142-147.
2. Konopleva E.L. Delovaya igra kak forma realizatsii kompetentnostnogo podhoda v prepodavanii istorii meditsiny / E.L. Konopleva, V.M. Ostapenko // Obrazovanie i kadryi. – 2015 – №1.- S. 51-52.
3. Sabatovska, I. S. Active teaching-learning methods in preparing internship doctors / I. S. Sabatovska, M. Seleznov // Topical issues of new drugs development: Abstracts

of International Scientific And Practical Conference Of Young Scientists And Student (April 23, 2015). – Kh.: Publishing Office NUPh, 2015. – P. 632.

4. eMedOffice: A web-based collaborative serious game for teaching optimal design of a medical practice /Andreas Hannig, Nicole Kuth, Monika Özman, [et al.] // BMC Medical Education 2012, 12:104 <http://www.biomedcentral.com/1472-6920/12/104>.
5. E-learning in a Web-based virtual hospital: a useful tool for undergraduate education in urology/ M. Horstmann, M. Renninger, J. Hennenlotter [et al.]// Blended Education for Health. – 2009. – 22(2). – P.269.
6. Sliney A., Murphy D. JDoc: a serious game for medical learning. First International Conference on Advances in Computer-Human Interaction 2008, 39:131–136. doi:10.1109/ACHI.2008.50