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## METHODS IMPROVING OF PRACTICAL EXERCISES WITH INTERNATIONAL STUDENTS

*Abstract. Along with testing students at practical classes in surgical disciplines other types of work may be used: discussion of a surgical problem, assertion, persisting students' own opinion, discussions with the teacher, working out and practical skills acquisition; all these measures significantly improve the thematic material acquisition.*

*Key words: methods improving, teaching, international students.*

### Introduction.

The active reformation of education, including higher medical education, is still in progress in Ukraine [1, 2, 5]. Current development of medical education in Ukraine, stages of its reformation, issues related to improving the quality of education of medical graduates require new approaches to the educational process organization.

Introduction to the educational process of innovative and interactive technologies creates conditions for improving the quality of practical training of future professionals.

The scientific progress stipulated the search and introduction of new technologies into the educational system. In recent years, medical education undergoes a natural process of considerable modernization [2].

Currently, the main task of higher education is to preserve and provide the required quality of professional training of specialists and to seek for the mechanisms of its improvement [1, 5].

Practice shows that motivational activities of students during extracurricular training can not be the only key to successful mastering practical skills and skills that form the professional competence of the future expert. The necessary search and evaluation of modern innovative methods of training in educational reform healthcare industry to improve the quality of practical training of health professionals focused on the needs of modern medicine [7, 7, 5].

Thus, the necessary search and evaluation of innovative teaching methods in modern conditions of educational reform healthcare industry to improve the quality of practical training, which focused on the needs of modern medicine [1, 3, 4].

Reformation of higher education and advanced requirements for the training of future specialists led to changes in subject teaching [8, 9]. These facts are especially important in teaching surgical disciplines to international students.

### The main part.

It is absolutely obvious that textbooks and teaching manuals for foreign students, even the most modern ones, can not develop practical skills in surgery in future professionals. The central role in this process belongs to the teacher. Creating an optimal environment in which international students are able to perform therapeutic management of surgical patients, be present during various surgical interventions, dressings, surgical manipulations, is the main task of the teacher.

Feature of preparation is that to a new level in terms of credit-modular system of training necessary to carry out the formation of professional and competent professional with diverse functional duties.

For approved curricula the study of professionally oriented subjects submitted to a final state certification, set aside about 25% of class time. Of these, 17.8% is teaching lectures, 40.7% are independent extracurricular training of students and the rest of the time is for the workshops. In such a shortage Initial time ensure the necessary level of mastering practical skills of graduates has relevance.

The teacher motivates learning activities of students, encourages them to learn, organizes the learning process for it to have the maximum effect. And this organization should be held at the level of actions and capabilities of each individual student. One of the most common problems of learning and mastering surgical disciplines by foreign students is the problem of free communication between foreign students and patients, especially during the first years of study.

In this situation the teacher acts as an interpreter and that is the teacher who the atmosphere between the student and the patient depends on, as well as the students' interest in questioning and the patient's confidence, discussion of various surgical

problems, debates, alternative treatment methods, taking into account the opinion of each student, developing their clinical thinking.

Thus, the true concept of the terms «group» and «teacher» is revealed without distinguishing between the group of students who want to learn or who can be taught, and those who do not want to learn; in such situation the teacher aims to giving best knowledge to everyone.

Using the methods of individual approach to each student in teaching surgical disciplines enables to change one's attitude to learning object radically, turning it into a subject, that is to make each student a co-author of practical classes. In team work there appears an element of competition and mutual responsibility of students for their work in the classroom, for their knowledge in the subject, that's why the teacher is going to treat students with a greater respect.

In this regard one should improve thematic training rooms, provide them with modern equipment, completely supply classes with «theme» patients, and effectively use the material and technical base of the department, especially in the clinic. In such system of educational process organization a teacher has some real opportunity to conduct detailed discussions with students on the most important topic issues, which are held in the format of free debate, where all class attendees are actively involved.

Having proper motivation and perfect material and technical supply, even the student who is less trained at the beginning of the class, gets the necessary amount of essential information on the topic after its completion.

Learning achievements are significantly improved when it is possible to use the technology of remote visualization via videotransmission from operating room in the educational process.

When international students become interested in learning, we can eventually observe a significant reduction in groundless class missing.

Preparing practical class with foreign students, the teacher should carefully think over the structure of the class, outline the problem and its solution and identify the ways to solve it.

For students who study was performed unsatisfactorily individual work. They are actively involved in the preparation of independent, abstract work. Particularly productive this work was done during classes.

Conditions for independent work schedule drawn up in accordance supplied workshops, the presence of all relevant documentation and materials for the students individual work. The lecture material taught to students covered all issues of treatment and prevention.

The teachers should be primarily guided by the fact that in addition to providing students with a certain amount of practical skills, they have to teach students how to approach learning creatively, to distinguish between the important and the secondary, skillfully use the acquired knowledge. Thus, if there is a real desire to achieve a high quality of training specialists, especially foreign students, the forms of educational process should be constantly improved.

### Conclusion.

1. Nowadays the peculiarities of foreign students' training require a substantial improvement in the teaching of clinical surgical disciplines in higher educational establishments, particularly in fundamental surgical disciplines which are first to introduce clinics to a student and provide their first skills.

2. Introduction of new innovative technologies of educational process organization ensures proper specialists' training, which conforms to government standards.

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