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CURRENT RESEARCH

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AS TWO ASPECTS OF IMPROVEMENT
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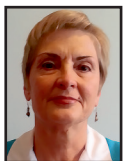
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EVALUATION OF UNSUPERVISED GRADUATING STUDENT WORK ON THE SUBJECT «PEDIATRICS, CHILDREN INFECTIONS»

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Abstract. The article presents the analysis of peculiarities of student training in specialties "General Medicine" and "Pediatrics" on the subject "Pediatrics, Children Infections" on the basis of an anonymous questionnaire results conducted among medical graduates. The role and importance of self-education in further professional career and reasonability to use different information resources for successful cognitive activity of students is indicated.

Key words: unsupervised training, pediatrics, undergraduate medical education.



Introduction. Under contemporary market conditions and global information educational system available, a high quality higher medical education is associated with training qualified specialists able to work effectively and professionally on specialty and be competitive at the labour market [1].

Success of training specialists depends on many factors, one of which is effective unsupervised work of students. After credit-module system was introduced into the system of higher education, a considerable part of educational material is suggested for students as independent training or do-it-yourself work. Therefore, the main task becomes a proper organization and motivation of active unsupervised student work [2].

In this respect introduction of innovation technologies of education, based on modern information platforms, promotes better and more effective mastering of knowledge, enables to solve new tasks, forms new outlook of students cultivating their skills of independent and creative search for a new information [4]. Formation of a creative active personality, non-standard and peculiar thinking, ability to evaluate situation quickly and make a proper decision are valuable qualities of future specialists helping them to adapt to the labour market.

Unsupervised student work is one of the organizational educational forms stipulated by the curriculum and fulfilled by a student independently while training after practical classes. Possible kinds of the student independent work are: preparing to practical classes guided by methodical instructions elaborated by teachers, reading additional literature, designing algorithms, structural-logical diagrams, writing reports, annotations and projects speaking at practical classes, be on duty at the clinical hospital outside the educational institution.

Individual student work is one of the forms of educational organization with the aim to advance, summarize and imprint theoretical knowledge obtained by students in the course of learning into their practical work. The curriculum of the subject "Pediatrics, Children Infections" suggests the following individual tasks: analysis of clinical cases, work with archive clinical materials, writing literary review on clinical cases having certain difficulties in differential diagnostics and/or treatment, making a speech at clinical and/or clinical-pathological-anatomical conferences.

Unsupervised student work promotes formation of intellectual and creative qualities essential for a future professional. It requires a continuous necessity to enrich knowledge, desire to self-education, promotes the development of self-control, discipline and good organizational qualities [3].

Objective and methods of the study. The objective of the study was to evaluate peculiarities of unsupervised fifth-year student training on specialties "General Medicine" and "Pediatrics" within the subject "Pediatrics, Children Infections".

A comparative evaluation of the efficacy of training 65 fifth-year students on specialties "General Medicine" and "Pediatrics" within the frame of the subject "Pediatrics, Children Infections" was conducted on the base of the Department of Pediatrics and Children Infectious Diseases, Higher State Educational Establishment of Ukraine «Bukovinian State Medical University». The students were divided into two groups depending on their specialty. The first group included 34 fifth-year students on specialty "General Medicine" (contract form of education – 58,8% of students), the second group included 31 fifth-year students on specialty «Pediatrics» (contract form of education – 53,3% students).

The students studied according to the credit-module system using the elements of distance learning. The subject "Pediatrics, Children Infections", taught for the 5th-year students, is divided into several structural modules: Neonatology, Pulmonology and Hematology, Children Infectious Diseases. The duration of the learning cycle for the 5th-year students was 18 days, 110 academic hours.

The students were inquired by means of an anonymous questionnaire including 10 questions dealing with the methods of teaching the subject "Pediatrics, Children Infections", students' attitude to education, forms and methods of unsupervised student training, application of new information resources.

The results obtained were statistically processed on a personal computer using a package of applied programs "Statistica 5.0".

Results of the study. The analysis of the obtained data was indicative of the fact that the majority of graduating students master the skills of independent training to practical classes. Rational work with educational literature was marked by 67,6% of students from the 1st

group, and 80% of respondents from the 2nd group ($p > 0,05$). At the same time, 41,2% of students from the 1st group and 20% (one fifth) from the 2nd group ($p > 0,05$) were able to solve problematic clinical tasks респондентов II группы. It might be indicative of insufficient level of theoretical and practical knowledge of the students on specialty "Pediatrics" or their inability for practical professional work.

The ability to accept and systematize educational material, isolate key issues among the information obtained was positively marked by 70,6% and 66,7% ($p > 0,05$) of students from the 1st and 2nd groups respectively. At the same time, 53,3% of students from the 1st group and only one fourth part (23,5%, $p < 0,05$) of respondents from the 2nd group approved the necessity to perform self-control in the process of cognitive activity, which is indicative of a higher level of responsibility and necessity to consolidate knowledge obtained by the students on specialty "Pediatrics". A relative risk to organize self-control during independent training after classes by the students on specialty "Pediatrics" as compared to the group on specialty "General Medicine" was 1,8 (95%CI: 1,2-2,7) with odds ratio – 3,7 (95%CI: 2,0-6,9).

In spite of the fact that an average time for unsupervised independent training to practical classes on the subject "Pediatrics, Children Infections" among the cohort of the students from the 1st and 2nd group did not differ considerably and it was $3,3 \pm 0,1$ and $3,2 \pm 0,1$ ($p > 0,05$) hours respectively, only about a half of the students from the 1st group (47,1%) and practically two thirds of the students from the 2nd group (66,7%) answered that they had enough time for their independent training in pediatrics.

The use of printed educational literature appeared to be the most effective means of receiving information during training to practical classes as the participants of the survey stated. Thus, 55,8% and 80,0% ($p < 0,05$) of the students from the 1st and 2nd groups respectively prefer to use printed textbooks and manuals while preparing to pediatrics. At the same time, a number of students who use electron textbooks and internet resources increased: 41,2% and 40,0% ($p > 0,05$) of the respondents from the 1st and 2nd groups respectively. Every tenth participant of the survey uses possibilities of distance learning resources to improve independent cognitive activity. In addition 41,2% and 46,6% of the students from the 1st and 2nd groups stated that availability of visualized obtained information by means of video resources, diagrams, graphological structured schemes are necessary to improve the efficacy of independent training to practical classes on the subject "Pediatrics, Children Infections". According to the results of the survey the use of exclusively distance learning server MOODLE (*Modular Object-Oriented Dynamic Learning Environment*) briefly presenting the main educational material on pediatrics was indicated by 35,3% of the students from the 1st group and 20,0% ($p > 0,05$) from the 2nd group.

A detailed analysis of the survey conducted was indicative of the fact that two thirds of the students (60%) on the specialty "Pediatrics" and only one third of the students (29,4%, $p < 0,05$) on the specialty "General Medicine" emphasize that unsupervised independent work promotes the formation of self-reliance, self-sufficiency, initiative, discipline, accuracy and responsibility of a future doctor. At the same time 80% of the respondents from the 2nd group and only 55,8% ($p < 0,05$) of the students from the 1st group stated that learning within the lifespan is an important factor of a successful employment and one's own self-development. The values of demand risk concerning self-education among the students on the specialty "Pediatrics" as compared to the students on the specialty "General Medicine" was the following: relative risk – 1,9 (95%CI: 1,5 – 2,3) with odds ratio – 3,2 (95%CI: 1,7 – 6,1). The data obtained are indicative of the availability of a certain occupational choice of the students on the specialty "Pediatrics" and, unfortunately, the lack of motivation to education among the students on the specialty "General Medicine" due to uncertainty in their future profession.

The level of progress among the students involved in the survey was higher in the 1st group than that of the 2nd one. Thus, "good" and "excellent" grades were registered among 46,2% of the respondents from the 1st group and only 32,0% of those from the 2nd one. At the same time, "satisfactory" and "good" grades were registered among 41,7% and 60,0% of the students from the 1st and 2nd groups respectively. Low satisfactory progress was registered in both groups with the similar frequency 8,3% and 8,0% respectively. A low progress on the subject "Pediatrics, Children Infections" correlated mainly with contract form of education at the expense of physical or juridical persons

($r=0,5, p<0,05$), inability to solve problematic clinical situations ($r=-0,4, p<0,05$), the use of exclusively information resources in the MOODLE system ($r=-0,5, p<0,05$), low motivation to independent cognitive activity of students ($r=-0,6, p<0,05$), and the lack of essential continuous self-education as a guarantee of successful work of a future specialist.

The results of the anonymous questionnaire were indicative of the fact that practically in 95% of the 5th-years students on specialty "Pediatrics" the motivation to studies was desire to obtain new knowledge. At the same time, this motivation stipulated only 41,6% ($p<0,05$) of students on specialty "General medicine", and every tenth respondent (14,8%) stated that attending classes was simply their duty as students.

To students' opinion strict supervision from the teacher's side encouraged them to studies to 3,7% and 4,0% ($p>0,05$) of students from I and II groups respectively.

The analysis of the results obtained demonstrated that the majority of students preferred visualization of new material, which improved efficacy of mastering the information presented. Thus, illustrated lectures are preferred by 41,6% students of I group and 28,0% respondents of II group. At the same time, video slides are approved by two thirds (60%) of students from II group and only every third (37%, $p<0,05$) representative of I group. It should be noted that every tenth student from I group (9,2%) does not make notes of lectures, and every tenth representative of II group (12%) is not sure in the methods of presenting lecture material which is indicative of a low interest of these students.

The majority of 5th-year students on specialty "Pediatrics" (72%) prefer free discussion while presenting material during a practical class, when every participant is able to express his/her own opinion, and on the basis of certain amount of knowledge the participant reports in his/her own name. On the contrary, only one third of students on specialty "General medicine" (37,9%, $p<0,05$) want to participate in a free discussion, which is indicative of imperfect independent solution of a certain problematic situation. Although a group discussion is preferred by 52,1% respondents of I group. While choosing this method the teacher directs students' discussion. At the same time, the respondents of II group showed reliably higher chances of students' inclination

to independent solution of a problematic situation by means of a free discussion: relative risk – 1,9 (95%CI:1,4 – 2,7), with odds ratio – 4,4 (95%CI:2,4 – 7,9).

Conclusions.

1. Evaluation of the efficacy of unsupervised independent student training while learning the subject "Pediatrics, Children Infections" demonstrated that irrespective of a lower progress on the subject among the students on specialty "Pediatrics" they reveal much higher level of motivation to independent cognitive activity of this category of students, desire to obtain fundamental knowledge on the subject, wish to work independently.

2. In the 5th-year student of the specialty "Pediatrics" the chances of the need for self-control while training on pediatrics, compared with students of specialty "Medicine" increased 3.7 times, and the need for self-education - 3.2 times, which is associated with a professional motivation of this category of students.

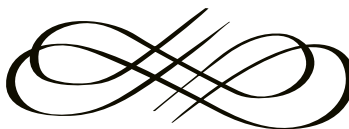
3. The majority of 5th-year students on specialty "Pediatrics" prefer free discussion while presenting material during a practical class, when every participant is able to express his/her own opinion, and on the basis of certain amount of knowledge the participant reports in his/her own name. The respondents of students on specialty "Pediatrics" showed reliably higher chances of students' inclination to independent solution of a problematic situation by means of a free discussion compared with students of specialty "Medicine": relative risk – 1,9 (95%CI:1,4 – 2,7), with odds ratio – 4,4 (95%CI:2,4 – 7,9).

4. Availability of visualization obtained information by means of video resources, diagrams, graphological structured schemes are necessary to improve the efficacy of independent training to practical classes on the subject "Pediatrics, Children Infections". According to the results of the survey the use of exclusively distance learning server MOODLE (*Modular Object-Oriented Dynamic Learning Environment*) briefly presenting the main educational material on pediatrics cannot cover the entire spectrum of modern information constantly updated and prevents the development of creative personality and clinical thinking of future specialists.



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PECULIARITIES OF THE CROSS-CULTURAL COMMUNICATION IN MEDICAL STUDENTS

ОСОБЛИВОСТІ ФОРМУВАННЯ КРОС-КУЛЬТУРНОЇ КОМУНІКАЦІЇ У СТУДЕНТІВ-МЕДИКІВ

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