

# PEDAGOGICAL SCIENCES

## ИНТЕРАКТИВНЫЙ МЕТОД КАК ПЕДАГОГИЧЕСКАЯ ИННОВАЦИЯ В ВЫСШЕМ МЕДИЦИНСКОМ ОБРАЗОВАНИИ

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## THE INTERACTIVE METHOD AS AN EDUCATIONAL INNOVATION IN HIGHER MEDICAL EDUCATION

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### АННОТАЦИЯ

Метод интерактивной технологии обучения – метод конкурентных групп, представлен в статье, способствует активному внедрению междисциплинарной интеграции в обучение, развивает у студентов умение самостоятельно создавать собственный подход к получению, анализу информации, формирование интегрированных выводов и собственного опыта, клинического мышления, умение отстаивать свою точку зрения в интеллектуальном пространстве.

### ABSTRACT

The method of interactive learning technology, the method of competitive groups, presented in the article promotes the active implementation of interdisciplinary integration in learning, develops students' ability to create their own approach to obtaining and analyzing information, the formation of integrated conclusions and their own experience, clinical thinking, ability to defend their point of view in the intellectual space.

**Ключевые слова:** интерактивные технологии обучения, метод конкурентных групп, интерактивное обучение студентов-медиков.

**Keywords:** interactive learning technology, method of competitive groups, interactive training of medical students.

Among the priority directions of the state policy on higher education development in the context of the European integration of Ukraine there arises the problem of continuous improvement of the quality of education, the modernization of its content and forms of educational process organization, and the introduction of educational innovations and information technologies[1]. Despite the diversity of learning technologies, the teacher remains in charge of the leading educational functions. The teacher-innovator is the carrier of specific innovations, their creator, and modifier. He has a wide range of opportunities and an unlimited field of activity because in real practice he is convinced of the effectiveness of existing technologies and teaching methods and can adjust them, conduct research work, develop new methods and technologies. The main condition for such activities is the educator's potential for innovation [2]. With the introduction of modern technologies into the educational process, the teacher increasingly acquires the functions of a counsellor, adviser, and mentor. The latter requires special psychological and pedagogical training, as the professional activity of a teacher involves not only special subject knowledge but also modern knowledge in the field of pedagogy and psychology, acmeology, teaching, and education technology. On this basis, the readiness for perception,

evaluation, and implementation of pedagogical innovations is formed.

One of the interactive technologies methods is the method of competitive groups which allows developing creative thinking, mutual learning and improvement, involving all students without exception in the process of discussion and argumentation of their own opinion, as well as developing respect for colleagues and alternative ideas and proposals (approaches) [3]. The method of competitive groups in the interactive training of medical students can be implemented through discussion, debate, or a panel discussion, creating a problem-based situation and solving it through a role-play. With the improvement of the material and technical base of the departments, and namely the installation of LCD panels in clinical halls, wireless Internet makes it possible to combine innovative teaching methods with information technologies. This improves the perception and comprehension of the issues under consideration and creates more comfortable conditions for the in-class work of students and teachers. Instead of the whiteboard and chalk, the teacher gets a powerful tool for presenting information in various forms (text, graphics, animation, sound, digital video, etc.). Through the example of a clinical problem situation which is crucial because of the high incidence rate of the Ukrainian population, the method

of competitive groups allows to develop and improve the interdisciplinary horizontal object integration which is so necessary for the preparation and involvement of a therapist as a specialist, as well as for understanding the processes of development of pathologies, mechanisms of mutual burden and effective complex treatment of those.

**Educational objectives:** to develop systematic integrated clinical thinking and professional clinical skills to solve a clinical problem in a flexible manner.

**Instructional objectives:** to develop the ability for interaction and cooperation, group work, deontological behavior, the sense of collaboration between experts in different specializations in order to get the highest treatment outcomes and shared responsibility for it.

The practical training is conducted by the method of competitive groups in an interdisciplinary context. Students are divided into two (three) groups: a therapeutic and a surgical one. Each group develops its own plan for solving one clinical problem. The student in each group defends or complements the collective group opinion. Such training can be conducted with or without modern information technology support. The teacher helps to build groups, provide a list of professional literature sources, professional methods, questions, and clinical problems of different levels of complexity, laboratory data, X-ray images, ultrasound examination data, ECG, computer spiograms, and microfilm presentations. During the main stage of the session, he follows the discussion noting the adequacy of the clinical problem solutions offered by the competing groups and evaluating the reactions of both groups to their colleagues' speeches. The teacher identifies the student leader who offers the most accurate (rational) solution to the problem and increases the overall group result. At the final stage, the instructor evaluates the result of each group's creative work and evaluates each student according to the developed assessment criteria (on a five-point system). An inter-group discussion is a key to creative thinking, a way of developing dialectical thinking as a component of creative thinking, the search for truth

based on the active participation of all listeners. The results of the introduction of interdisciplinary discussion through the method of competitive groups are the ability to independently create one's own approach to obtaining and analyzing information, forming integrated conclusions and gaining experience; the formation of clinical thinking; the ability to defend one's point of view in the intellectual space taking into account alternative ideas. It also allows to unite students around the solution of a specific clinical problem, to build constructive relationships in the group and develop the understanding of the need for cooperation, to stimulate mutual perfection and students' creative potential as well as to develop the awareness of the need for a constant creative search.

Thus, the use of innovative pedagogical techniques along with information technologies, and namely the method of competitive groups, in the interdisciplinary aspect leads to better learning by students, increases interest, broadens their mind and creativity, develops deep clinical thinking and develops a sense of the need for collective cooperation and responsibility, introduces horizontally-oriented interdisciplinary integration into the learning process, allows to form skills and abilities in a holistic manner and most importantly improves the quality of clinical training of a therapeutic physician.

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### МОТИВАЦИЯ ОБУЧЕНИЯ И ПРОФЕССИОНАЛЬНОГО РОСТА СТУДЕНТОВ ВЫСШИХ МЕДИЦИНСКИХ УЧРЕЖДЕНИЙ

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### MOTIVATION FOR LEARNING AND PROFESSIONAL GROWTH OF STUDENTS OF THE HIGHER MEDICAL ESTABLISHMENTS

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#### АННОТАЦИЯ

В статье представлен обзор литературы и собственные наблюдения по мотивации обучения и профессионального роста студентов-медиков. Основные характеристики и составляющие понятия мотивации к учебе, виды мотивов и профессиональной компетентности учителя, призванные формировать личность