



colloquium-journal

ISSN 2520-6990

Międzynarodowe czasopismo naukowe

Art
Philological sciences
Pedagogical sciences
Psychological sciences
№4(127) 2022
Część 3



ISSN 2520-6990

ISSN 2520-2480

Colloquium-journal №4 (127), 2022

Część 3

(Warszawa, Polska)

Redaktor naczelny - **Paweł Nowak**
Ewa Kowalczyk

Rada naukowa

- **Dorota Dobija** - profesor i rachunkowości i zarządzania na uniwersytecie Koźmińskiego
- **Jemielniak Dariusz** - profesor dyrektor centrum naukowo-badawczego w zakresie organizacji i miejsc pracy, kierownik katedry zarządzania Międzynarodowego w Ku.
- **Mateusz Jabłoński** - politechnika Krakowska im. Tadeusza Kościuszki.
- **Henryka Danuta Stryczewska** – profesor, dziekan wydziału elektrotechniki i informatyki Politechniki Lubelskiej.
- **Bulakh Iryna Valerievna** - profesor nadzwyczajny w katedrze projektowania środowiska architektonicznego, Kijowski narodowy Uniwersytet budownictwa i architektury.
- **Leontiev Rudolf Georgievich** - doktor nauk ekonomicznych, profesor wyższej komisji atestacyjnej, główny naukowiec federalnego centrum badawczego chabarowska, dalekowschodni oddział rosyjskiej akademii nauk
- **Serebrennikova Anna Valerievna** - doktor prawa, profesor wydziału prawa karnego i kryminologii uniwersytetu Moskiewskiego M.V. Lomonosova, Rosja
- **Skopa Vitaliy Aleksandrovich** - doktor nauk historycznych, kierownik katedry filozofii i kulturoznawstwa
- **Pogrebnaya Yana Vsevolodovna** - doktor filologii, profesor nadzwyczajny, stawropolski państwowy Instytut pedagogiczny
- **Fanil Timeryanowicz Kuzbekov** - kandydat nauk historycznych, doktor nauk filologicznych. profesor, wydział Dziennikarstwa, Bashgosuniversitet
- **Aliyev Zakir Hussein oglu** - doctor of agricultural sciences, associate professor, professor of RAE academician RAPVHN and MAEP
- **Kanivets Alexander Vasilievich** - kandydat nauk technicznych, docent wydziału dyscypliny inżynierii ogólnej wydziału inżynierii i technologii państwowej akademii rolniczej w Połtawie
- **Yavorska-Vitkovska Monika** - doktor edukacji, szkoła Kuyavsky-Pomorsk w bidgoszczu, dziekan nauk o filozofii i biologii; doktor edukacji, profesor
- **Chernyak Lev Pavlovich** - doktor nauk technicznych, profesor, katedra technologii chemicznej materiałów kompozytowych narodowy uniwersytet techniczny ukraiński „Politechnika w Kijowie”
- **Vorona-Slivinskaya Lyubov Grigoryevna** - doktor nauk ekonomicznych, profesor, St. Petersburg University of Management Technologia i ekonomia
- **Voskresenskaya Elena Vladimirovna** doktor prawa, kierownik Katedry Prawa Cywilnego i Ochrony Własności Intelektualnej w dziedzinie techniki, Politechnika im. Piotra Wielkiego w Sankt Petersburgu
- **Tengiz Magradze** - doktor filozofii w dziedzinie energetyki i elektrotechniki, Georgian Technical University, Tbilisi, Gruzja
- **Usta-Azizova Dilnoza Ahrarova** - kandydat nauk pedagogicznych, profesor nadzwyczajny, Tashkent Pediatric Medical Institute, Uzbekistan
- **Oktay Salamov** - doktor filozofii w dziedzinie fizyki, honorowy doktor-profesor Międzynarodowej Akademii Ekoenergii, docent Wydziału Ekologii Azerbejdżańskiego Uniwersytetu Architektury i Budownictwa
- **Karakulov Fedor Andreevich** – researcher of the Department of Hydraulic Engineering and Hydraulics, federal state budgetary scientific institution "all-Russian research Institute of hydraulic Engineering and Melioration named after A. N. Kostyakov", Russia.

Google scholar    SlideShare



INDEX
INTERNATIONAL



COPERNICUS



НАУЧНАЯ ЭЛЕКТРОННАЯ
БИБЛИОТЕКА
LIBRARY.RU

«Colloquium-journal»

Wydawca «Interdruk» Poland, Warszawa

Annopol 4, 03-236

E-mail: info@colloquium-journal.org

<http://www.colloquium-journal.org/>

CONTENTS

ART

Gasimzadeh G. OTTOMAN PALACE CARPETS AND THE ROLE OF AZERBAIJANI ARTISTS IN THEIR DEVELOPMENT	4
Гасымзаде Г. ОТТОМАНСКИЕ ДВОРЦОВЫЕ КОВРЫ И РОЛЬ АЗЕРБАЙДЖАНСКИХ ХУДОЖНИКОВ И МАСТЕРОВ В ИХ РАЗВИТИИ	4
Кухмазова Ю.Ш. ДВЕ ХОРОВЫЕ МИНИАТЮРЫ ХАДИДЖИ ЗЕЙНАЛОВОЙ	7
Kukhmazova Yu.Sh. TWO CHORAL MINIATURES BY KHADIJA ZEYNALOVA	7
Мехмиев И.Ю. ЛИРИЧЕСКИЕ РАБОТЫ СКУЛЬПТОРА ХАЯТ АБДУЛЛАЕВОЙ	15
Mehdiyev I.Yu. LYRICAL WORKS CREATED BY SCULPTOR HAYAT ABDULLAYEVA	15
Садыгов С. Г. ОТРАЖЕНИЕ ИСТОРИЧЕСКОГО ЖАНРА В АЗЕРБАЙДЖАНСКОЙ СКУЛЬПТУРЕ XX ВЕКА	18
Sadigov S. G. REFLECTION OF THE HISTORICAL GENRE IN AZERBAIJANI SCULPTURE OF THE TWENTIETH CENTURY	18
Гамзаева У. ВЫРАЗИТЕЛЬНОСТЬ В ТВОРЧЕСТВЕ ИЗВЕСТНОГО АЗЕРБАЙДЖАНСКОГО ХУДОЖНИКА ИБРАГИМА САФИЕВА	21
Hamzayeva U. EXPRESSIVENESS IN THE ACTIVITY OF THE FAMOUS AZERBAIJANI ARTIST IBRAHIM SAFIYEV	21

PEDAGOGICAL SCIENCES

Melnychuk S., Batranovska S., Ostapchuk V. THE IMPORTANCE OF ACCENTUATION THE MEDICAL STUDENTS' ATTENTION ON THE HEALTH-PRESERVATION WHEN STUDYING PHARMACOLOGY	25
Honcharuk L.M., Pidubna A.A., Balaniuk I.V., Bedyk O.R., Hrodska V. Y. WAYS TO INCREASE THE EFFECTIVENESS OF MEDICAL STUDENT EDUCATION	27
Honcharuk L.M., Pidubna A.A., Balaniuk I.V., Dydyliuk Y.Y., Mamchyn I.P. PECULIARITIES OF THE ORGANIZATION OF PRACTICAL TRAINING OF FOREIGN MEDICAL STUDENTS	29
Каньовська Л.В., Ляхович О.Д. ПРОВЕДЕННЯ МАЙСТЕР-КЛАСІВ - ЯК ОДНА ІЗ ФОРМ ПРОФЕСІЙНОГО НАВЧАННЯ ЛІКАРІВ	30
Kaniovska L.V., Liakhovych O.D. CONDUCTING MASTER CLASSES AS ONE OF THE FORMS FOR PROFESSIONAL TRAINING OF DOCTORS	30

PSYCHOLOGICAL SCIENCES

Божко О., Кізь О. СЕКСИЗМ В УКРАЇНСЬКОМУ СУСПІЛЬСТВІ: УСВІДОМЛЕННЯ СОЦІАЛЬНО-ПСИХОЛОГІЧНИХ ВИТОКІВ ТА ШЛЯХИ ВИКОРИНЕННЯ	33
Bozhko O., Kiz O. SEXISM IN UKRAINIAN SOCIETY: AWARENESS OF SOCIO-PSYCHOLOGICAL ORIGINS AND WAYS OF ERADICATION	33

PHILOLOGICAL SCIENCES

Mehdikhanlı K. INVARIANT ORDER OF WORDS IN THE LANGUAGES OF THE WORLD	38
Мехдиханлы К. ИНВАРИАНТНЫЙ ПОРЯДОК СЛОВ НА ЯЗЫКАХ МИРА	38
Атакишиева К.А. ПРОБЛЕМЫ КЛАССИФИКАЦИИ ЦИКЛИЧЕСКИХ НАПЕВОВ В АЗЕРБАЙДЖАНСКОМ АШУГСКОМ ИСКУССТВЕ	41
Atakishiyeva K.A. PROBLEMS OF CLASSIFICATION OF CYCLIC MELODIES IN AZERBAIJANI ASHUG ART	41

of the clinical department. The class lasts four or five hours, depending on the topic and more than half of this time at the patient's bedside. At the beginning of the lesson according to the guidelines the teacher analyzes the theoretical part of the material, and then consolidates this material with practical skills. The Covid-19 pandemic has unfortunately made its adjustments to the educational process around the world. Innovative distance learning technologies used in medical higher education have become a key element in the organization of students' work during quarantine and have led to significant changes in the organization of the educational process. In particular, this applied to the departments of therapeutic profile. From the very beginning of distance learning, the Department of Internal Medicine and Infectious Diseases began to use a mixed form of studying the material. During the practical lesson, students are actively involved in the discussion of new material through oral answers and chats. During the practical classes, students also consolidate knowledge by solving clinical problems, tests based on the principle of choosing the correct answer, which students should mark in the chat. Then the student who gave the correct answer the fastest explains his choice aloud. The practical lesson also includes analysis of clinical tasks and tests in preparation for students to LI "Step-2". Due to the fact that during the quarantine period it is not possible to

show patients in the therapeutic departments of hospitals, videos are shown in practical classes. During the training, teachers also discuss theoretical material with students through presentations and analyze clinical cases using case packages.

The Moodle department page is clearly structured by individual disciplines (Gastroenterology, Rheumatology, Nephrology), which allows students to prepare well for a practical lesson that takes place online in real time.

The study of practical skills occupies a prominent place in the training of doctors in medical universities, contributes to the acquisition of professional experience, the formation of the student's professional qualities of personality and appropriate attitude to the profession. Forms of practical training differ depending on the epidemiological situation in the region.

References.

1. Klishch H.I. Features of the organization of practical training of students in medical universities of Austria // *Medychna osvita*. -2011. - №3. – P.23-30.
2. Hantimurova N.I. Features of the organization of professional and practical training of foreign students at the Ternopil National Medical University named after I. Gorbachevsky of the Ministry of Health of Ukraine // *Medychna osvita*. 2021. - №2. – P.68-73.

УДК : 614.253.1/2:005.963

**Каньовська Л.В.,
Ляхович О.Д.**

Буковинський державний медичний університет
[DOI: 10.24412/2520-6990-2022-4127-30-32](https://doi.org/10.24412/2520-6990-2022-4127-30-32)

ПРОВЕДЕННЯ МАЙСТЕР-КЛАСІВ - ЯК ОДНА ІЗ ФОРМ ПРОФЕСІЙНОГО НАВЧАННЯ ЛІКАРІВ

**Kaniovsk L.V.,
Liakhovich O.D.**

Bukovinian State Medical University

CONDUCTING MASTER CLASSES AS ONE OF THE FORMS FOR PROFESSIONAL TRAINING OF DOCTORS

Анотація.

Запровадження сучасних міжнародних стандартів та вимог до підвищення якості професійної підготовки лікарів вимагає посилення конкурентноспроможності та розширення можливостей на вітчизняному та міжнародному ринках праці. Слід зауважити, що поступове набуття компетентностей відбувається через навчання (як формальне, так і неформальне). Одна із форм яка застосовується успішно - це проведення майстер класів.

Abstract.

Implementing modern international standards and requirements for improving the quality of professional training expects strengthening competitiveness and expanding opportunities in the domestic and international labor markets. It should be noted that the gradual acquisition of competencies occurs through learning (both formal and informal). One of the forms that is used successfully is to hold master classes.

Ключові слова: *безперервний професійний розвиток, лікар, майстер-клас, навички, навчання.*

Keywords: *continuing professional development, doctor, master class, skills, training.*

Main part. Continuing professional development (CPD) of health professionals is an essential aspect of the quality assurance process. Constant updating of knowledge and skills, acquaintance with modern protocols and guidelines, and their application in practice are

the realities of the current doctor, both in the context of state requirements for the profession and the need for self-improvement and professional growth [9].

The continuing professional development for doctors was updated in Ukraine on July 14, 2021 (Resolution № 725). In particular, new approaches to the professional development of doctors were identified. According to this provision: continuing professional development of health care professionals is a constant process of training and improving the professional competencies of professionals after obtaining higher education in health care, and postgraduate education in the internship enables the specialist to maintain or improve the standards of professional activity in accordance with the needs of the industry and lasts throughout the professional activity [7].

Many factors influence the high quality of medical care, among which the realization of the possibility of postgraduate medical education is perhaps the highest priority. In this regard, an important direction in improving the process of postgraduate education of doctors is the gradual introduction of modern forms and teaching methods. In the context of increasing information flows, rapid updating of medical knowledge, and introduction into medical practice of high-tech diagnostic and treatment tools, the doctor constantly finds himself in a situation where he is in dire need of constant improvement in his professional development. Education is also encouraged by growing knowledge of patients and society in medicine, reforming the healthcare system, and changing the political environment [1, 4].

The main task of modern postgraduate education is the transition from the concept of acquiring knowledge, skills, and mastery of practical skills to the idea of education, which comprehensively develops the doctor as a person. In the current reality, it is necessary to use the most effective teaching methods in accordance with the discipline, which will give a positive result, and rely on the following components: theoretical course, stimulation training, and clinical training, professional schools, and master class [4, 13].

The use of modern technologies of interactive learning in continuing postgraduate education can ensure the formation of self-educational aspiration, self-improvement, and self-education in a doctor. For this purpose, traditional teaching methods (verbal, visual, and practical) are used. In addition, continuing postgraduate education can take several forms. One of them is problem-oriented education, which is a pedagogical strategy of postgraduate education [12, 15].

Today's optimal form of such interaction is a master class. Direct reproduction and mechanical repetition of professional achievements are almost hopeless since they don't give the desired effect [6]. Master class (from the English masterclass: master - the best in any field + class - classes, lesson) is a modern form of training to practice practical skills in various methods and technologies to improve the professional level and exchange best practices of participants, expand outlook and involve new areas of knowledge [2, 11].

According to the requirements of the Regulations on the system of continuing professional development of medical and pharmaceutical workers, approved by the Resolution of the Cabinet of Ministers of Ukraine dated July 14, 2021 No. 725, based on the Department

of Internal Medicine, Clinical Pharmacology and Occupational Diseases of the Bukovinian State Medical University, the implementation of various activities within the framework of interdisciplinary integration has begun.

A master class is an effective form of transferring knowledge and skills, exchanging experience in training and education, the central part of which is the demonstration of original methods for mastering a particular content with the active role of all participants in the lesson. The master class differs from a regular seminar in that during a master class, a leading specialist talks and, more importantly, shows how to put into practice a new technology or method. The master class is the most effective form of professional training, improving the professional skills of students based on the development of promising experience in the field of healthcare [3, 10].

The purpose of the master class is to improve the professional competencies of physicians, family physicians, physicians of certain narrow specialties after their higher education and postgraduate education in internships. The modern specialist needs to maintain or improve the standards of professional activity according to the health care's needs and accelerate the transformation of prospective experience into practical exercises, enriching it with innovative methods, approaches, and technologies to solve the problem. In addition, this type of interaction should lead to creating a holistic system of the latest methods of professional training based on the study, testing of best practices, and its implementation using innovative technologies. The master class is held in the form of an integrated lecture-practical lesson, where theoretical material and practical work are closely combined [5, 14].

The structure, which is practiced at our department, is given on the example of the scheme of the master class "Management of patients with broncho-obstructive syndrome: analysis of clinical cases, analysis of treatment." *Introduction* (the problem is outlined, the relevance of the topic is substantiated, the purpose, tasks of the master class are specified). The topics of the meetings and the content of the students' work between the sessions are announced [8].

It is mandatory to pay *attention to modern methods of diagnosing* broncho-obstructive syndrome (BOS), including the following: development of international clinical guidelines: the Global Initiative for Chronic Obstructive Lung Disease (GOLD) and the Global Initiative for Asthma (GINA), use of various scales: COPD Assessment Test (CAT), Modified Medical Research Council Scale (mMRC), Asthma Control Questionnaire (ACQ), Asthma Control Test (ACT) and national guidelines, as well as modern diagnostic methods, including the need for objective diagnostic tests (e.g. measurement of nitric oxide exhalation fraction (FeNO test)), spirometry and peak flowmetry.

Presentation of experience by a trainer: modern classification approaches to the broncho-obstructive syndrome are briefly outlined, own achievements in diagnosis are described; the effectiveness of the activity is proved, which testifies the effectiveness of the applied approach, the problems and prospects in work are determined.

Presentation of the system algorithm for diagnosing BOS: describes a system of measures for data collection and analysis determines the basic techniques that the trainer will demonstrate to students. Particular attention is paid to the study of modern approaches in treating patients with chronic obstructive pulmonary disease, bronchial asthma. Students' attention is drawn to the correctness and observance of the technique of inhalation preparations.

Conducting a *"simulation game"*: the trainer demonstrates on the big screen individual cases dedicated to different patients with different variants of BOS and establishes the diagnosis according to modern classifications using the diagnostic algorithms that students have learned before. Students play two roles simultaneously: students of the experimental group and experts present at the open event, followed by an interactive discussion.

For the participation of students in the master class, points of continuing professional development of healthcare professionals are awarded and certificates of the established standard are issued. At the end of the training, the *survey* is conducted to determine the professional needs and opinions on the relevance of its topic, quality and effectiveness. The head of the department directly supervises the master class.

Conclusions and prospects for further research. The main advantages of the master class are a unique combination of a short theoretical part and individual work aimed at acquiring and consolidating practical knowledge and skills. The use of various methods and forms of education in continuing postgraduate education of physicians allows to activate the learning process, raise the level of training of students, direct all efforts to form in the student aspirations for self-learning and self-education. All this contributes to the harmonious, creative and professional development of the doctor.

References

1. Androukh VS, Slobodyan MV. Zasady pisladiplomnoi medychnoi osvity likariv v aspekti Bolons'koho protsesu [The principles of postgraduate medical education of physicians of Ukraine in the aspect of the Bolon process]. *Praktykuiuchy likar*. 2013;1:89-93. [Ukrainian]
2. Haliuk NM. Maister-klas yak nova forma orhanizatsii navchal'noho protsesu [Master class as a new form of the educational process organization]. *Bukovinian Medical Herald*. 2015;19(1):247-249. doi: 10.24061/2413-0737.XIX.1.73.2015.57 [Ukrainian]
3. Haliuk NM. Maister-klas yak nova forma profesiinoy pidhotovky likariv [Master class as a new form of professional training doctors]. *Bukovinian Medical Herald*. 2013;17(2):212-214. doi: 10.24061/2413-0737.XVII.2.66.2013.105 [Ukrainian]
4. Kapustianska AA, Moisieieva NV, Vakhnenko AV, Romyantseva MO, Ostrovskaya GYu. Formy navchannia u suchasnykh vyschykh medychnykh shkolakh [Forms of training in contemporary high medical schools]. *World of Medicine and Biology*. 2017;3:198-201. doi: 10.26724/2079-8334-2017-3-61-198-201 [Ukrainian]

5. Kolesnyk TV, Smolianova OV. Vykorystannia maister-klasiv dlia formuvannia navychok vykonannia medychnykh manipuliatsii na kafedri propedevtyky vnutrishnoi medytsyny [Master classes using for medical manipulations skills development at the department of propaedeutics of internal medicine]. *Medical Education*. 2018;1:79-81. doi: 10.11603/me.2414-5998.2018.1.8406 [Ukrainian]
6. Loshytska OL. Maister-klas u systemi roboty z pedahohichnymy kadramy [Master class in the system of work with teachers]. Irpin; 2015. 40 p. [Ukrainian]
7. Marushko RV, Marushko KR. Analiz mizhnarodnoho dosvidu akredytatsii bezperervnoho profesiinoho rozvytku medychnykh pratsivnykiv [Assay of international experience in accreditation of continuing professional development of medical workers]. *Sovremennaya pediatriya*. 2018;1:20-28. doi: 10.15574/SP.2018.89.20 [Ukrainian]
8. Mukhlynina TV, Fadeenko OV. Metodicheskie rekomendatsii po provedeniyu master-klassa [Methodological recommendations for conducting a master class]. Sankt-Peterburg; 2016. 20 p. [Russian]
9. Khvisyuk OM, Marchenko VT, Tsodikova OA, Korzh OM, Bryntsova SS, Rozhnov OO, et al. Rol' binarnoy lektsii v rozvytku profesiinoy kompetentnosti likariv pervynnoho kontaktu [The role of dual lectures in the development of professional skills primary health care doctors]. *Problems of uninterrupted medical training and science*. 2016;3:6-10. [Ukrainian]
10. Allen D, Abourbih J, Maar M, Boesch L, Goertzen J, Cervin C. Does a one-day workshop improve clinical faculty's comfort and behaviour in practising and teaching evidencebased medicine? A Canadian mixed methods study. *BMJ Open*. 2017;7(7):e015174. doi: 10.1136/bmjopen-2016-015174
11. Belay HT, Ruairc BO, Guerandel A. Workshops: An important element in medical education. *BJPsych Advances*. 2019;25(1):7-13. doi: 10.1192/bja.2018.41
12. Han ER, Yeo S, Kim MJ, Lee YH, Park KH, Roh H. Medical education trends for future physicians in the era of advanced technology and artificial intelligence: an integrative review. *BMC Med Educ*. 2019;19:460. doi: 10.1186/s12909-019-1891-5
13. Ilic D, Maloney S. Methods of teaching medical trainees evidence-based medicine: a systematic review. *Med Educ*. 2014;48(2):124-135. doi: 10.1111/medu.12288
14. Koffel J, Reidt S. An interprofessional train-the-trainer evidence-based practice workshop: Design and evaluation. *J Interprof Care*. 2015;29(4):367-369. doi: 10.3109/13561820.2014.962127
15. Yost J, Ciliska D, Dobbins M. Evaluating the impact of an intensive education workshop on evidence-informed decision making knowledge, skills, and behaviours: A mixed methods study. *BMC Med Educ*. 2014;14:13. doi: 10.1186/1472-6920-14-13