

THE INTERACTIVE USAGE OF METHODS TO ASSESS THE LEVEL OF ASSIMILATION OF THE MATERIAL STUDIED IN PATHOLOGICAL PHYSIOLOGY

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ABSTRACT

Traditional assessment methods cannot objectively assess professional competence and the knowledge, skills and abilities acquired in the learning process, which do not find their practical application, remain unclaimed. An important role in the professional training and assessment of the level of competence development of students in medical universities is played by the use of active teaching methods.

Keywords: *pathological physiology, passive and active methods, interactive methods, quality of students' training, competence.*

АННОТАЦИЯ

Традиционные методы оценивания не могут объективно оценить профессиональную компетентность, а полученные в процессе обучения знания, умения и навыки, не находящие своего практического применения, остаются невостребованными. Важную роль в профессиональной подготовке и оценке уровня развития компетентности студентов медицинских вузов играет использование активных методов обучения.

Ключевые слова: *патологическая физиология, пассивные и активные методы, интерактивные методы, качество подготовки студентов, компетентность.*

INTRODUCTION

In the system of formation of professional thinking in a future doctor, pathological physiology is defined as the "philosophy of medicine". In this context, the focus on pathophysiology in the training of a specialist in the modern healthcare industry is a strategically important task. Pathological physiology is the experimental and theoretical foundation of the entire healthcare system. The word "interactive" consists of two words: "inter", which in English means "together", "between"; "act" – "action". Thus, interactive methods are based on the relationship between the teacher and the student, as well as methods that create conditions for joint activities. Therefore, in the process of interactive learning, students should be ready for the

following actions: collaboration; activity from the perspective of perception, communication and sociality. [2,7].

Types of work in interactive learning: collaboration (in pairs, groups and a team); role-playing and business games, discussions; work with various sources of information (books, lectures, Internet, documents, museums); presentations; trainings; interviews; surveys, etc. [1,5].

DISCUSSION AND RESULTS

Interactive methods are classified according to different types: in terms of content, application, technological characteristics, etc. Teachers use interactive methods such as: brainstorming, cinquain, cluster, RAFT technology, etc.

Group work is the basis on which the active participation of all members of the group is built, without exception, while knowledge is acquired at a qualitatively new level. The educational process based on the use of interactive teaching methods is organized taking into account the involvement in the process of cognition of all students of the group without exception. Interactive methods are based on the principles of interaction, activity of trainees, reliance on group experience, mandatory feedback. [3,6].

1. Holding a "round table" is a method of teaching, one of the forms of public discussion of the problem and cognitive activity of students, which allows to consolidate the knowledge gained earlier, for example, at a lecture, to fill in the lack of information, to teach the culture of conversation. The main purpose of the round table is to develop students' professional ability to express thoughts, argue and defend their decision (opinion). The method can be used in practical and group classes when discussing the issue discussed at the lecture, which presents a certain difficulty for the majority of students to assimilate [8, 11]. A characteristic feature of conducting classes using this method is the combination of two forms of "educational" communication - conversation and group consultation. At the same time, the material is consolidated, and issues for independent work are additionally disclosed. When conducting the round table, it is necessary to take into account the following organizational issues and methodological techniques:

- the teacher should formulate together with the students the questions that are necessary for a comprehensive consideration of the problem (task);
- the teacher should distribute the questions into subgroups for targeted training;

- during the lesson, questions are covered in a certain sequence by specially trained students of each subgroup;

– after the students' speech, they are asked questions, then the students of the group express their opinions, justify their point of view, argue;

– after each question considered, the teacher summarizes the results and, if necessary, gives correct answers on the issue under discussion. The main part of the round table is discussion and debate. Discussion (from lat. discussion (research, consideration) is a type of dispute or dialogue in which a problem is considered, investigated, discussed in order to achieve a mutually acceptable, and if possible, a common opinion on its resolution. The main purpose of the discussion is to teach students, to develop one opinion. During the discussion, students complement each other or oppose each other. In the first case, it is a dialogue, and in the second - a dispute. As a rule, both of these elements are present in the discussion. Dialogue and dispute play a big role, since the fact of comparing different points of view (opinions) on one issue is of great importance. Debate – discussion and exchange of views on the proposed issue. During the lesson, students give examples, facts, argue, explain, prove, etc. The main difference between debates and discussions is that this form of a "round table" assumes an unambiguous answer to the question posed - "yes" or "no". To effectively conduct the lesson, the teacher must divide the group into supporters of a positive and supporters of a negative answer. The essence of the game is to convince a neutral third party that the arguments of one subgroup of students are more evidential (convincing) than the arguments of the other.

2. Brainstorming (from the English brainstorming - brainstorming) is an operational method of intensifying the process of group search for a solution to a problem. It is solved on the basis of stimulating creative activity, in which students are invited to express as many solutions as possible, including the most fantastic ones. The teacher selects the most successful ideas from the total number of ideas expressed, which can be used in practice. The purpose of the brainstorming method is to create new ideas, get a better idea or a better solution, as well as search for ways to solve the problem. The method is widely used in many organizations to find unconventional solutions to a wide variety of tasks, including in dead-end or problematic situations. The considered method is advisable to use in classes in the core disciplines in the magistracy [8]. Before the lesson, the teacher should explain to students the basic principles of the discussion to "give out" the maximum number of ideas, regardless of their quality.;

- briefly state your proposal (solution method), while criticism and evaluation of the proposed ideas should be completely excluded;

- to express all the ideas that come to mind, no matter how absurd they may seem;

- you can complement and develop other people's ideas, but not criticize them.

It is important here that the teacher has prepared questions in advance related to the research conducted by students during laboratory work, students, as a single brain, storm the problem posed, offering a lot of ideas.

3. Business (role-playing) game is a method of teaching, during which there is imitation, modeling, simplified reproduction of a real situation from professional activity in a playful way. In the business game, students' learning takes place in the process of joint activity. At the same time, everyone solves their own separate task in accordance with their role and responsibilities. Communication in a business game is not only the joint assimilation of knowledge in the field of the studied activity, but also communication imitating the communication of people in the process of work, i.e. this is the training of joint activities, skills and skills of cooperation. The specifics of the training opportunities of the business game are as follows—

- the maximum approximation of the educational process to the real practical activities of managers and specialists of the relevant industry;

– this is a specially organized activity for the translation of theoretical knowledge into practical use. The basis for the development of a business game is the creation of a game (simulation) model. It should reflect the selected fragment of real reality, which can be called an object of imitation, setting the subject context of the professional activity of a specialist in the educational process. As such an object, the most typical fragment of professional activity is selected, the implementation of which by specialists requires systematic application, a variety of skills and abilities. Thus, not any content of professional activity is suitable for game modeling, but only one that cannot be assimilated individually.

CONCLUSION

Through interactive methods, students master the following knowledge, qualifications, skills and abilities: the development of critical thinking, reflective abilities; analysis and evaluation of their ideas and actions; independent understanding, comprehensive analysis and the ability to select information; independent formation of new knowledge; participation in discussions, defending their opinions; decision-making and solving complex issues.

In the process of interactive learning, the student learns to formulate his opinion, correctly convey his thoughts, justify his opinion, conduct a discussion, listen to others, respect and consider other opinions and points of view. The "round table" in

the form of debates develops abilities and forms skills for conducting a dialogue, as well as: public speaking skills are developed; research skills are formed, since the arguments presented require proof and examples, for the search of which it is necessary to work with information sources; critical thinking is developed, which is necessary in the formation, definition, justification and analysis of the ideas and proposals discussed; skills of labor organization are formed. Positive effects obtained in the process of "Business game": logical thinking, criticality, the ability to find answers to questions, speech, the ability to communicate during the discussion are developed.

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