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EXPERIENCE OF APPLICATION INTERACTIVE TEACHING METHODS IN THE DISCIPLINE «PEDIATRICS» IN MEDICAL STUDENTS OF 6TH YEAR

Interactive methods can increase the interest in the study discipline, provide students with theoretical questions, teach principles of diagnosis and treatment, have positive impact on academic achievement, to develop skills for effective cooperation, improve interpersonal skills, develop personal professional quality and develop the skills of effective communication of the doctor and the patient.

Keywords: *interactive methods, pediatrics, students.*

Abstract and Introduction. Currently, the concept of «interactive teaching methods» is filled with new content; the priority role in it is given: interaction; improvement of communication skills of the person; development and implementation of the social experience of people; educational and pedagogical cooperation between the participants of the educational process [4]. Interactive training means to communicate, to be in conversation mode, to have a dialogue. Interactive and active methods have much in common. But in contrast to the active methods, interactive focused on the broad engagement of students with the teacher and with each other, the dominance of activity of students in the learning process.

For interactive methods can be classified as follows: the discussion, heuristic conversation, «brainstorming», role-playing, business games, training, case-method, project method, group work with illustrative material, discussion of movies, etc. [3].

The problem is its relation to important scientific and practical tasks. Students of medical and medical-prophylactic faculty study discipline «Pediatrics» 6 course. Difficulties in training determined by the peculiarities of the discipline itself: a pediatrician must be in constant communication with the child and his parents. At the final stage of preparation of the student for professional work is necessary to form the right motivation, to

improve clinical reasoning skills of teamwork, interaction with the patient and his representatives, the ability to act in a conflict situation, compliance and correct interpretation of all legal and bioethical standards and norms in the provision of medical and emergency medical care.

Therefore, special attention is paid to the practical training of students, the ability to detect in children symptoms and syndromes, indicating the border and pathological conditions. Competence approach formed during supervision of healthy and sick children, counseling analyzes of patients, discussion of real clinical cases, post-mortem conferences. In order to implement these goals, as the ability to collect anamnesis, master the technique of examination, analysis skills obtained in the survey data of the patient, the skills set priorities in the appointment of the survey design, the formation of the skill processing of medical and biological data on the basis of modern computer technologies, using method of work on a practical training in groups, case-method, role-playing.

Case-study method or the method of specific situations - a method of active problem-situation analysis, based on learning by solving specific problems - situations (decision of cases). The method of specific situations (case-study method) refers to a non-player simulation active learning methods and is considered as a tool to apply the theoretical knowledge to solve practical problems [2]. Analysis of specific case studies (case-study) learning method designed to improve skills and gain experience in the following areas: identification, selection and problem solving; work with information - understanding of the values of the details described in the situation; analysis and synthesis of information and arguments; work with the assumptions and conclusions; evaluation of alternatives; making decisions; hearing and understanding of other people - teamwork skills.

It is actual to use the illustrative educational situations - cases, the purpose of which - at some practical examples to teach students the algorithm of making the correct decision in a given situation. Such cases are convenient for the development of skills of rendering first aid to the patient, the technique of child care. Case activates students to develop analytical and communication skills, leaving the trained one on one with the real situation. If in the children's hospital department patients with specific pathology, knowledge of which is required by the program, are currently not available it is convenient to refer to the «case-studies». You can use the method of «case-studies» in the organization of independent work of students, followed by a discussion in class features of the analysis of the clinical situation, different students.

Business (simulation, operational, educational, didactic) clinical game - a method of training of professional activities through its simulation close to the real conditions, with obligatory branched dynamic development solvable situation, task or problem in strict accordance subsequent events to

the nature of the decisions and action taken by playing in the early stages [5]. This form of training allows to create professional and communication skills. One of the type of game is «doctor – patient». This is the main clinical form of the game that simulates the professional doctor intellectual activity conditions aimed at detection and treatment of disease of the patient. This form is the simplest, it is the basis of all clinical games. Educational game «doctor – patient» organizationally and methodically extremely wide, mobile and can be used in the range of a single player t with teacher to the application of this technique in a lecture when the lecturer is playing with students of a faculty or even the entire course. Business clinical games allow students to feel the atmosphere of intellectual activity, very close to the practical work of professional doctors in the recognition of symptoms and syndromes; create playing dynamically changes the picture depending on the right and wrong actions and decisions; will form an optimal psychological climate of communication with patients and colleagues.

Work in small groups - a joint activity of students in the group under the guidance of the leader, aimed at solving the general problem by adding the results of the creative work of individual members of the team with the division of powers and responsibilities. Classes in small groups allow students to acquire the skills of cooperation and other important interpersonal skills. In addition, these activities help students learn how to resolve disagreements between them.

With the increasing number of participants in the group range of possibilities, experience and skills of its members may be expanded. It increases probability of appearance participants whose expertise will be useful for group assignments. However, small groups are more effective because the faster susceptible organizations work faster and give each student more opportunities to make the work contributed.

The purpose of the article was to show how using of interactive methods in training can effect on student motivation, development of communicational skills, increasing academic progress.

Materials and Methods. On a practical training on discipline «Pediatrics» in the department of pediatrics № 2 ONMedU in the study of current issues pediatric pulmonology and gastroenterology students of 6 courses was offered clinical games of relevant classes. As a base scenario, educational - methodical manual of clinical games has been used [1].

Considering that this manual is recommended for students of the 4th year, changes were made to the script, added tasks relating to issues of differential diagnosis and medical records. Students were offered roles respectively scripted in clinical games and are distributed by lot. On the role of arbitrator was appointed the most competent in the subject student, according to the results of the survey and tests, allowing the best way to

identify inaccuracies, erroneous opinion, to support science-based discussion, summarize. In the game for the convenience and better assimilation of the material were identified basic blocks: examination of the patient at home, in hospital, study and formulation of primary diagnosis, primary and secondary examination of the patient, the diagnostic search, the main purpose of therapy, further observation, recommendation. Clinical game was supplemented by a multimedia presentation with a demonstration of the survey results, charts and tables about classification and differential diagnosis, illustrations.

Results. The main problem was a psychological restraint and refusal to participate in the game. The reasons were mainly related to the student's character features (shyness, indecision) and persistent prejudice of the futility of such practices for the profession. Enforced to participate was sabotaged by these students (silence, refusing to answer, to engage in dialogue, to follow the script). For these students expectant management was chosen, which allowed them to get acquainted with the procedure of clinical game, to adapt to the scenario and participate in the discussion of results.

After a series of 4 games a survey of opinions of students was held. The vast majority considered such a presentation of the material interesting, informative and motivational. Also, students have noted better assimilation and memorization of the material and the opportunity to discuss the specific features of the condition and the nuances in the observation of the patient. It was observed an increase student's motivation in studying pediatrics, a higher level of training for each lesson, the desire to improve their competence by the scientific analysis of data, exploring the most recent data in scientific sources of information, the increase in average academic achievement.

Conclusion. Using interactive methods can increase the interest in the study discipline, provide students with the etiology, pathogenesis and clinical symptoms of diseases, teach principles of diagnosis and treatment, to teach the basic principles of prevention, learn how to assess the severity of the patient's condition, which has a positive impact on academic achievement, to develop skills for effective cooperation, improve interpersonal skills, develop personal professional quality, build and develop the skills of effective communication of the doctor and the patient.

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Татьяна Викторовна Стоева, Елена Васильевна Титкова, Светлана Вадимовна Прохорова, Наталья Леонидовна Весилык, Роман Марьянович Папинко, Максим Владимирович Федин. Опыт применения интерактивных методов в обучении студентов 6 курса по дисциплине «Педиатрия».

Интерактивные методы могут повысить интерес к изучению дисциплины, ознакомить студентов с теоретическими вопросами, научить принципы диагностики и лечения, оказывают положительное влияние на успеваемость, развивать навыки для эффективного сотрудничества, улучшить межличностные навыки, развивать личные профессиональные качества и развивать навыки, эффективного общения врача и пациента.

Ключевые слова: интерактивные методы, педиатрия, студенты

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Інтерактивні методи можуть підвищити інтерес до вивчення дисципліни, ознайомити студентів з теоретичними питаннями, навчити принципи діагностики та лікування, роблять позитивний вплив на успішність, розвивати навички для ефективної співпраці, поліпшити міжособистісні навички, розвивати особисті професійні якості і розвивати навички, ефективного спілкування лікаря і пацієнта.

Ключові слова: інтерактивні методи, педіатрія, студенти.

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