

Pedagogical Technology in the Higher Medical Education of Ukraine

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Abstract: In the course of the higher medical education of the phrase "study method" it is expedient to understand as set of organizational methods of study to something or receptions of performance something whereas in didactics of preparation of future doctors of attitude "the study method" is interpreted as a way of the ordered mutual activity between the teacher and the student directed on the solution of concrete educational tasks including in the higher medical education of Ukraine. All this together convincingly testifies that "the study method", is rather difficult, high-quality and multidimensional pedagogical technology in which objective educational regularities, the principles, the purposes, the contents and forms find reflection. Communication of any pedagogical technology with other didactic categories is always shown by the interacting and interconnected characteristics as the principles, the purposes, the contents and forms of education define a concrete method, and they can't be realized without it at all, and without opportunities of practical realization.

Keywords: Pedagogical, Technology, Higher, Medical, Education

Introduction

Taking into account that the level of qualification of the doctor is in the first place in various gradational system of educational societies it's understood the necessity to improve the quality of the doctor in institutes of higher education, in which directed implementation of the credit-module system to the educational process. (The European higher education area, 1999; Magna Charta Universitatum, 1988; The European higher education area, 1999).

Preparation of doctor's of the general practice is the principal task of the medical institution of higher education, and therefore the proper teaching of surgery in the whole complex of other disciplines will create conditions for quality medical practice doctor in the future, especially for those professionals who plan to work as surgeons in around world of countries.

The doctors of the general medical practice tasks determinates basic requirements of scope of knowledge and practical skills for graduating of student of institute of higher education of IV level of accreditation: goal-directed methodic algorithm of questioning of the patient (getting anamnesis), physical examination, substantiation of provisional diagnosis, determinate algorithm of additional methods of investigations with analysis of received results, differential diagnosis, forming clinical diagnosis, substantiation of treatment program and its implementation.

To implement the system of planning, monitoring and evaluation of the education quality for a real degree of assimilation of foreign students with specific components of the program during the academic year of surgery training and discipline for module "Abdominal surgery and Proctology" in general based on the cumulative number of ranking points for the European Credit Transfer System (ECTS). This will improve the quality of learning discipline among the four-year of students, and develop common indicators for professionally-oriented exam after 6 year of study to get a general level of theoretical and practical knowledge and skills of physicians interns of surgery.

Method

Qualitative research method was used in this study. The research data were collected through the interview and observation form.

Results and Discussion

The Department of Surgery № 1 (in 2012 – 90 years founded) of the State Organization “Dnipropetrovs’k Medical Academy of Ministry Health of Ukraine” (in 2016 – 100 years founded) was conduct structured, multiple planning of the study process and the use of different forms of the staging control. Taking into account the Standard program of the discipline, curriculum, working program for the department was create the specific actions by teachers, of foreign students to achieve theoretical and practical knowledge, necessary resources and sequence of technological operations with the use of credit-modular system. (Sulyma V., et al., 2018). Thus, there were additionally created classes for training with medical mannequin and simulators to master the practical skills of foreign students in educational time and time for self-preparation on products firm “3B Scientific”.

In 2011 on Department of Surgery № 1 of the State Organization “Dnipropetrovs’k Medical Academy Ministry Health of Ukraine” was founded Ukraine's first training center “Endoscopic technologies in medicine”, bases on which of interns learn to use mini invasive operating technologies in surgery. This center was open thanks to involving special training and instruments of the company “Karl Storz-Endoscope” and “Ethicon Endosurgery” (subsection “Ethicon a Johnson and Johnson Company”).

Nosological principle of training that exists in most clinical departments, unfortunately, does not meet the practical work of a doctor, so we came to forming the curriculum by the syndrome principle: a practical training combines several pathological conditions, with oriental features, such as the module “Abdominal surgery and Proctology”, consists of two modules of content (substantial modules): “Urgent abdominal surgery” and “Proctology”.

Thus, the substantial module “Proctology” includes “Syndrome of an acute pain in perianal area”, “Syndrome of rectal prolepses” and “Diarrheic-inflammatory syndrome”, combining similar diseases or their complications in the form of so-called educational elements, where, for example, a practice training for “Syndrome acute pain in perianal region” contains “Acute hemorrhoids”, “Acute anal fissures”, “Acute paraproctitis” and “Inflammation of the epithelial coccygeal passage”. (Bereznytskyy Ya., et al., 2018).

This approach is appropriate to expediently use the time of practical training, examine patients according to pathological syndrome, mastering the skills in classes with medical simulators, and perform differential diagnosis with the definition of a rational treatment program. To support the learning process developed by the principles of credit-modular system using multimedia lectures, the textbook "Surgery" in 3 volumes (5 books + CD variant), in this time –process translated this books on English finished, methodological guide of development for students and of interns, methodological guide of development for teachers, hand book and individual plans for students, journal of the teacher. (Bereznytskyy Ya., et al., 2016; Molchanov R., et al., 2017; Sulyma V., et al., 2017; Bereznytskyy Ya., et al., 2017).

For the practical training used division’s computer class (10 computers) - for computer testing of students, two classes of medical mannequins and simulators (products firm “3B Scientific”) - for acquiring and mastering practical skills, supervision of patients in the surgical department, supervised and theoretical survey in training rooms.

Experience of using credit-modular system in teaching and measuring knowledge of surgery since 2005 suggests that this approach is effective. Received results underscore the increased objectivity in the control of knowledge on the part of teachers' interest and increasing of students interest to master a subject, that allowed to prepare a general practitioner in surgery and surgeons, and integrate in the future in practical public health in worldwide.

Conclusion

It is necessary the cooperation of the educational institution, clinical department and companies - manufacturers of medical and educational equipment, as in our case, working with “3B Scientific” and “Karl Storz-Endoscope”, “Ethicon Endosurgery” (subsection “Ethicon a Johnson and Johnson Company”). Use of medical simulators and training mannequins for acquiring practical skills and new technologies of operative interventions using modern endoscopic equipment, tools, and simulators allows imitating the real clinical situation during operative interventions and learning steps to resolve it. We recommend using the proposed technologies in the training of Medical Students and young Resident-Surgeons.

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