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Methodology of Modern Training Surgery and Traumatology in Ukraine

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Abstract: The structured, multifactor planning of the educational process and implementation of various forms of staging control were conducted. Main objective of this passive method of training – lectures, is formation of an orientation basis for further assimilation by students of a training material, then when a source in this method of training is the word of the teacher that directly reflects its language of culture pedagogical professionalism. Besides, today lecture - as the passive method of study strengthened by such methods of presentation as an illustration (tables, schemes, presentations and so forth) and demonstration (slides, video movies). The organization of educational process according to Bologna Convention giving to us to reorient this form of a passive method of training of students, actually from the lecture - informative to individually - the differentiated personal form, where ideology of lections transition from the educational technology "to drive in of knowledge" to technology "the self-education organizations" medical students.active techniques in the course of training of students on clinical departments, in particularly are used by teachers on a practical training on such subject matters, as: "Emergency Abdominal Surgery and Proctology" (Module No.1) and “Traumatology”, where future doctors used creative situational tasks, enter dialogue with the teacher on occupations through system of questions as teacher to the student, and the student to the teacher that allows to turn the one who studies in "subject" of process of training.quality of preparation of students to practical occupation and their participation as in assimilation of a theoretical material, and acquisition of practical skills and abilities on concrete subject of a subject matter is estimated by the teacher also on the corresponding algorithm in a context of credit and modular system of study with the accepted standardized methods to exposure total converted balls for concrete result.

Keywords: Methodology, Modern, Training, Surgery and Traumatology

Introduction

Proper teaching of the disciplines “Traumatology” and "Surgery" in a range of other disciplines creates the conditions for quality medical practice in the future. The main results of quality training: the availability of trained professionals, optimal use of resources, risk minimization for patients with the use of medical technology and patient satisfaction with contact with the medical community. (Bologna, 1999; Universitatum, 1988).

When teaching medicine to foreign students, it is important to take into account ethno-social problems related to the adaptation of students in another national environment, as well as the language barrier in communication with patients, arising at the stage of practical training in modern conditions. In order to adequately master the required amount of knowledge and skills in teaching the disciplines to students, it is necessary to organize the structure of the practical stage of the lesson according to certain levels of training or levels of mastery and take into account the above. (Bereznytskyy Ya., et al., 2016).

Thus, in order to facilitate the education of students, clinical situational tasks should be introduced that are closest to real cases of medical practice. This will improve the quality of mastering the disciplines by students of 4 and 5 year and get the necessary general levels of theoretical knowledge, practical skills and abilities. (Surgery. Practical trainings. Manual for students. Ya.S. Bereznyts`kyy et all., 2007). During classes, students study the most common traumas and surgical diseases of the digestive tract and abdominal organs with the peculiarities of their clinical course on the basis of mastering the method of objective examination of the patient and the formation of a preliminary diagnosis, development of a diagnostic program, differential diagnosis, clinical diagnosis and treatment program.

A general practitioner's professional duties include taking into account clinical and statistical classifications. Conduct supervision of patients on the topic of the lesson according to survey methods, physical examination methods, appointment of additional research methods and their analysis, conduct differential diagnosis, formation of clinical diagnosis based on clinical and statistical classifications and justification of treatment tactics. This approach allows you to use the time of practical training. (Textbook "Surgery": Principles of Making the Preliminary Diagnosis. Sulyma et al., 2017).

To conduct the practical stage of the lesson, we offer students situational clinical tasks according to the studied topic, where the preliminary diagnosis is indicated, as well as the minimum amount of laboratory and / or instrumental research with data. During the examination we pay special attention to the full description of the patient's condition, the appointment of the necessary diagnostic and therapeutic methods, modern pharmacological agents and knowledge of modern guidelines and protocols for medical care. The experience of using a credit-module system in teaching and controlling knowledge of traumatology and of surgery in accordance with the levels of training shows that this approach is optimal and allows you to effectively form the necessary level of knowledge and skills of students for the next general practice.

Method

Qualitative research method was used in this study. The research data were collected through the interview form. Both the staff of the department and external part-time workers took part in this work. The analysis of the results was carried out at the level of the leadership of the department - head and associate professors. To answer the questions posed about the essence and significance of interactive and information technologies of teaching in traumatology and surgery, one of the department employees turned to data from the Internet and showed theoretical knowledge of the problem under discussion. (Dzyak et al., 2011).

The staffs of the Departments of Traumatology and Surgery #1 were asked to outline the essence and significance of interactive and innovative teaching technologies in surgery, to outline the problems and their vision of their solutions, and also to summarize their own experience in this area of activity. In order to prevent the presence of written responses deviating from the designated topic, the following definitions were presented to employees.

Interactive learning technologies include: specific techniques and methods that involve modeling life situations, using game methods, solving issues based on an analysis of circumstances and situations, allowing students to actively interact with each other with the participation of a teacher who plays the role of an assistant, regulating and evaluating the flows of analytical and creative information of students.

Information technologies of teaching - a learning process organized using various means and methods of data processing, representing the purposeful creation, transfer, storage and display of information products (data, knowledge, ideas) in accordance with the patterns of cognitive activities of students (should not be confused with the term "information technology in teaching", which means the created technical learning environment based on various information technologies).

Results and Discussion

He shares the opinion of these authors that interaction teaching methods involve co-education (collective, collaborative learning), and both the student and the teacher are subjects of the educational process. The teacher often acts only as an organizer of the learning process, a group leader, the creator of conditions for the initiative (the employee made an important addition - controlled) of students.

Learning with the use of interactive educational technologies presupposes a logic of the educational process different from the usual one: not from theory to practice, but from the formation of new experience to its theoretical understanding through application. In the opinion of an employee of the department, this determines the intensification of the process of understanding, assimilating and creatively applying knowledge in solving practical problems, if we are talking about teaching a traumatological and surgical specialty.

During training with the use of interactive technologies, "productive approaches to mastering information are formed, the fear of making a wrong assumption disappears (since an error does not entail a negative assessment) and a trusting relationship with the teacher is established", it also "gives an emotional impetus to the subsequent search activity of the participants, encourages them to take concrete actions "in the learning process, allows" to see a problem situation, ways out of it; justify their positions, their values in life; develops such traits as the ability to listen to a different point of view, the ability to cooperate, to enter into partnership, while showing tolerance and benevolence towards their opponents. Information technologies of teaching are referred by the employee not entirely legitimately to interactive teaching methods, since they are defined as "learning based on the interaction of the student with the learning environment, the learning environment, which serves as an area of mastered experience".

The main part of the department's staff sees the essence of the learning process using information technologies differently. Information technologies of teaching, which have already been used in the educational process of the Department of Traumatology and Department of Surgery, include thematic crosswords, which allow to determine the depth of theoretical knowledge and imagery of thinking, and the use of an electronic textbook, in particular: an electronic textbook "Traumatology" and "Abdominal Surgery and Proctology". (Sulyma et al, 2018).

Some of the staff indicated that not only practical exercises, but also lectures can be conducted in an interactive form. At the same time, it was emphasized that there is more than one form of interactive lectures, since they include lecture-conversation, lecture-discussion, lecture-visualization, problem lecture, lecture for two, lecture-consultation, since they carry the elements of a training game.

It is noteworthy that one of the employees, who indicated the lectures in an interactive form, was not involved in the lecture course, is an external part-time worker; meanwhile, he has knowledge that is not limited to the requirements for conducting a practical lesson. Interesting are his judgments about combining lectures and information technologies of teaching, in particular: attracting leading experts on topical issues of traumatology and surgery using remote computer technologies and the Internet, as well as demonstrating interesting thematic patients with an analysis of clinical situations in an interactive mode, with the audience. It should be noted that non-traditional and interactive also include a lecture with planned errors (lecture-provocation), a lecture "press conference" and a lecture-dialogue.

Conclusion

The use of clinical situational tasks for practical training of students promotes better mastering of the studied material, study of modern methods of diagnosis and treatment of traumas and of acute surgical pathology, as well as standards (protocols) of medical care for patients with traumas and urgent surgical pathology and brings students closer to real clinical conditions.

Recommendations

We recommend using the proposed technologies in the training of Medical Students and young Resident-Surgeons on disciplines Surgery and Traumatology.

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