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PRACTICAL CLASSES WITH FOREIGN STUDENTS IN THE SURGICAL DEPARTMENT

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Abstract. Presenting methods of improving practical classes with foreign students. During the testing of students in practical classes on surgical disciplines, one can use the discussion of a clinical case, approval, preservation of students' own thoughts, discussion with the teacher, development and acquisition of practical skills; all these measures greatly improve the acquisition of material on this topic of classes.

Results of the study. Taking into account that textbooks, monographs and manuals for foreign students do not fully contribute to the advanced acquisition of practical surgical skills. Therefore, the leading role in this process belongs to the teacher. The main task of the teacher is to create an optimal environment in which international students can manage surgical patients, attend various surgical interventions, bandages, and surgical procedures.

Conclusion. Nowadays the peculiarities of foreign students' training require a substantial improvement in teaching clinical surgical disciplines in higher educational establishments, particularly in fundamental surgical disciplines which are first to introduce a medical institution for students and to make them work out the first skills. The application of new technologies and the organization of the educational process ensures proper training of specialists that meets state requirements.

Keywords: surgical disciplines, teaching, foreign students.

The topicality and the validity of the study.

The active reformation of education, including higher medical education, is still in progress in Ukraine [1, 2, 5, 10]. Current development of medical education in Ukraine, stages of its reformation, issues related to improving the quality of education of medical graduates require new approaches to the educational process organization. The scientific progress stipulated the search and introduction of new technologies into the educational system. In recent years, medical education undergoes a natural process of considerable modernization [2, 6, 7].

A major task of higher education is to preserve and ensure the quality of practical training of specialists training and improvement of mechanisms [1, 5, 8, 9].

The reforms of higher education and the requirements for the training of future physicians have led to changes in teaching methods [3, 4]. The aim. To improve practical classes with foreign students.

Results of the study and their discussion. It is obvious that textbooks and teaching manuals for foreign students, even the most modern ones, cannot develop practical skills in surgery in future professionals. The central role in this process belongs to the teacher. Creating an optimal environment in which international students are able to perform management of surgical patients, be present during various surgical interventions, dressings, surgical manipulations, is the main task of the teacher.

The teacher motivates learning activities of students, encourages them to learn, and organizes the learning process for it to have the maximum effect. This organization should be held at the level of actions and capabilities of each individual student. One of the most common problems of learning and mastering surgical disciplines by foreign students is the problem of free communication between foreign students and patients, especially during the first years of study. In such a situation the teacher acts

as an interpreter and that is the teacher who the atmosphere between the student and the patient depends on, as well as the students' interest in questioning and the patient's confidence, discussion of various surgical problems, debates, alternative treatment methods, taking into account the opinion of each student, developing their clinical thinking.

Thus, the true concept of the terms "group" and "teacher" is revealed without distinguishing between the group of students who want to learn or who can be taught, and those who do not want to learn; in such situations, the teacher aims to give proper knowledge to everyone.

Using the methods of individual approach to each student in teaching surgical disciplines enables to change one's attitude to learning object radically, turning it into a subject, which is to make each student a co-author of practical classes. In teamwork, there appears an element of competition and mutual responsibility of students for their work in the classroom, for their knowledge in the subject that is why the teacher is going to treat students with a greater respect.

In this regard, one should improve thematic training rooms, provide them with modern equipment, completely supply classes with "theme" patients, and effectively use the material and technical base of the department, especially in the clinic. In such system of educational process organization, a teacher has some real opportunity to conduct detailed discussions with students on the most important topic issues, which are held in the format of free debate, where all class attendees are actively involved.

Having proper motivation and perfect material and technical supply, even the student who is less trained at the beginning of the class, gets the necessary amount of essential information on the topic after its completion.

Learning achievements are significantly improved when it is possible to use the technology of remote

visualization via video transmission from operating room in the educational process.

When foreign students become interested in learning, we can eventually observe a significant reduction in groundless class missing.

Preparing practical class with foreign students, the teacher should carefully think over the structure of the class, outline the problem and its solution and identify the ways to solve it. The teachers should be primarily guided by the fact that in addition to providing students with a certain amount of practical skills, they have to teach students how to approach learning creatively, to distinguish between the important and the secondary, use the acquired knowledge skillfully. Thus, if there is a real desire to achieve a high quality of training specialists, especially foreign students, the forms of educational process should be constantly improved.

Conclusion.

1. Currently, the training of foreign students requires a significant improvement in the teaching of clinical surgical disciplines in higher education institutions, in particular, in surgical departments that for the first time introduce students to the clinic and provide them with the development of their skills.

2. Application of modern innovative technologies of the methodology of the educational process provides an opportunity for proper training of specialists.

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ОСОБЛИВОСТІ ВИКЛАДАННЯ ПРАКТИЧНИХ ЗАНЯТЬ ІНОЗЕМНИМ СТУДЕНТАМ В УМОВАХ ХІРУРГІЧНОГО ВІДДІЛЕННЯ

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Резюме. Представлено методи вдосконалення практичних занять з іноземними студентами. Під час тестування студентів на практичних заняттях з хірургічних дисциплін можна скористатися обговоренням клінічного випадку, затвердженням, збереженням власних думок студентів, обговоренням з викладачем, розробкою та відпрацюванням практичних навичок; всі ці заходи значно покращують знання матеріалу за темами занять.

Результати досліджень. Враховуючи, що підручники, монографії та навчальні посібники для іноземних студентів не повністю сприяють поглибленому вивченню практичних хірургічних навичок, провідна роль у цьому процесі належить педагогу. Головне завдання викладача полягає у створенні оптимального середовища, в якому іноземні студенти можуть опитувати хірургічних пацієнтів, відвідувати процедури накладання пов'язок та різноманітні хірургічні процедури.

Висновки. Сьогодні особливості підготовки іноземних студентів потребують суттєвого вдосконалення в процесі вивчення клінічних хірургічних дисциплін у вищих навчальних закладах, зокрема на фундаментальних хірургічних кафедрах, які вперше знайомлять їх з клінікою та здійснюють забезпечення відпрацювання перших навичок. Застосування нових

технологій та організація навчального процесу забезпечує належну підготовку майбутніх спеціалістів.

Ключові слова: хірургічні дисципліни, викладання, іноземні студенти.

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ПРАКТИЧЕСКИХ ЗАНЯТИЙ С
ИНОСТРАННЫМИ СТУДЕНТАМИ
В УСЛОВИЯХ ХИРУРГИЧЕСКОГО
ОТДЕЛЕНИЯ**

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Резюме. Представлены методы усовершенствования практических занятий с иностранными студентами. Во время тестирования студентов на практических занятиях по хирургическим дисциплинам можно воспользоваться обсуждением клинического

случая, утверждением, сохранением собственных мыслей студентов, обсуждением с преподавателем, разработкой и отработкой практических навыков; все эти меры значительно улучшают знание материала по данным темам занятий.

Результаты исследований. Учитывая, что учебники, монографии и учебные пособия для иностранных студентов полностью не способствуют углубленному изучению практических хирургических навыков, ведущая роль в этом процессе принадлежит педагогу. Главная задача преподавателя заключается в создании оптимальной среды, в которой иностранные студенты могут опрашивать хирургических пациентов, посещать процедуры наложения повязок и различные и хирургические процедуры.

Выводы:

1. В настоящее время особенности подготовки иностранных студентов требуют существенного усовершенствования в процессе изучения клинических хирургических дисциплин в высших учебных заведениях, в частности на фундаментальных хирургических кафедрах, которые впервые знакомят их с клиникой и осуществляют обеспечение отработки первых навыков.

2. Применение новых технологий и организация учебного процесса обеспечивает надлежащую подготовку будущих специалистов.

Ключевые слова: хирургические дисциплины, преподавание, иностранные студенты.

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