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VOLUME 2



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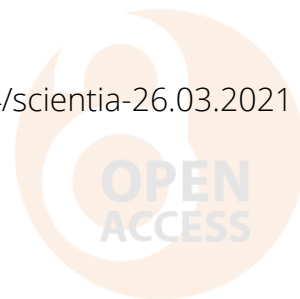
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Chicago, USA

**SECTORAL RESEARCH XXI:
CHARACTERISTICS AND FEATURES**
I International Scientific and Theoretical Conference

VOLUME 2

Chicago, 2021



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**NEW INFORMATION TECHNOLOGIES IN
TEACHING PHARMACOLOGY - FROM
DEVELOPMENT TO ASSESSMENT OF THE
RESULTS OF THEIR IMPLEMENTATION**

The academic year associated with quarantine and the transition to distance learning was marked by the introduction of new teaching technologies at the department, which were discussed and approved at meetings of the CMC of the departments of biomedical disciplines. Carrying out a test on practical skills (recipe, assistance in acute drug poisoning). Optimized the process of conducting a lecture in the form of a direct communication process using an interactive whiteboard and Smart system. The audience got acquainted with the lecture material in advance. The lecturer highlights the main aspects of the topic of the lecture. Then there was an interactive communication and discussion of the lecturer and students, the exchange of knowledge and ideas about the material being discussed. It gave the inevitable realization of mutual understanding and the development of creative thinking among students, the restoration of continuity between departments, as well as the identification of "subtle" moments in the knowledge of students in the discipline. The lecture material was presented in the form of interactive communication with the audience. Presentations and a text version of the lecture for a week were posted on the department's website. Feedback was developed between the lecturer and the audience (Smart system, comments on the department's page or communication via wi-fi at the lecture - questions, the audience's opinion about the quality of the lecture, which section requires a more attentive and thorough analysis). The plan and conduct of the lesson was carried out strictly according to the methodological recommendations for the teacher. Methodical recommendations were approved by the CMC of biomedical disciplines of ZSMU. Control over the conduct and implementation of students' independent work was strengthened. The Teams system was introduced and actively used as a tool for training, monitoring, as well as for practicing missed classes, final classes and exams. Progressive methods of teaching and control (solving situational problems, business games, test written and computer control), brief overview messages on topical issues of

modern medicine are actively being introduced into the educational process, and more actively using the available library funds. The system of students' knowledge control that has developed in universities, aimed only at the assimilation of the necessary amount of knowledge by students and their reproduction, today does not satisfy either the student or the teacher. This state should be replaced by new forms of control and self-control, which would orient the student towards the ability to independently acquire knowledge and apply it in practice. At the department, together with the traditional approach to the control of students' knowledge, an innovative one has been developed. Algorithms of innovative-creative approach have several stages. Preparatory. The teacher prepares the structure of the control: questions on the topic in accordance with the methodological recommendations and additional questions in accordance with the methodological recommendations for the CDS, as well as questions of increased complexity, based on sources from the list of additional literature. Questions can be formed not only in the form of text, but also in the form of a graph or a picture. The question is formed taking into account the continuity of knowledge. For example: anatomy-physiology-pathophysiology and pathological anatomy-pharmacology. The teacher introduces students to the questions in advance. Monitoring. When conducting, students are assigned roles: the examinee, consultants and examiners. 2-4 students who have demonstrated in-depth knowledge and interest in the subject are designated as Counselors and Examiners. Then, using the interactive whiteboard, a question is asked. The student being examined answers (writes in the missing words, completes the diagram, writes out a prescription), justifying his answer. Consultants, in case of difficulties, help. A student can contact each consultant 1 time. Repeated treatment lowers the grade by 1 point. Examiners listen and record errors. After the answer and the work of the consultants, the examiners give a review of the answers and announce their comments and verdict. The teacher evaluates the work of all survey participants, commenting on their decision. Carrying out intermediate control in this form has the following advantages: increasing the student's ability to comprehend information, increasing skills and abilities to assimilate completely new information and increase the creative ability to apply it. Higher results of assimilation of information, increased self-confidence, self-authority, increasing the student's interest in studying the discipline. At the meetings of the CMC, the possibility of introducing, acceptable in our conditions, cumulative rating was discussed, from the first year to graduation, as is done in some educational institutions of the European Union, as well as within the course during the academic year; pay special attention to the rating based on the results of intersessional control. This stage should have a more significant impact on the course of the educational process than the rating based on the exam results on the course. Strengthened the teaching role of distance learning for students in the process of studying elective courses and independent work of students. For this purpose, the presentation of the lecture material, educational and methodological materials, as well as tests for on-line control are placed on the department's WEB page. In order to improve the academic performance and quality of attended classes and reduce absenteeism, the work with the student asset and dean's offices has been debugged. Attention is increased when working out the lecture material, and for this purpose, to introduce an independent study of the missed material with writing an abstract.

The introduction of these technologies has made it possible to significantly improve student performance, especially in quarantine conditions. Thus, the qualitative performance at the I, II, III medical faculties increased within 10-15 %%. KROK-1 also showed encouraging results. Thus, the percentage of correct answers in pharmacology was 72.5-84.7 %%, depending on the faculty and streams. All this brought the department to 1-3 places according to the results of KROK-1 among the departments of a biomedical profile. The introduction of new technologies during lectures and practical classes in pharmacology made it possible not only to introduce mechanisms of continuity at a practical level, but to increase the knowledge of 3rd year students in normal physiology, which affected the results of KROK-1 in this discipline. We plan to optimize such technologies when introducing them into practical classes in pharmacology, introducing and mastering the mechanisms of continuity between biochemistry and pharmacology. The introduction of new teaching technologies made it possible to optimize and intensify the research work of students under conditions of quarantine. So, at the department a scientific seminar was held in the online conference mode.