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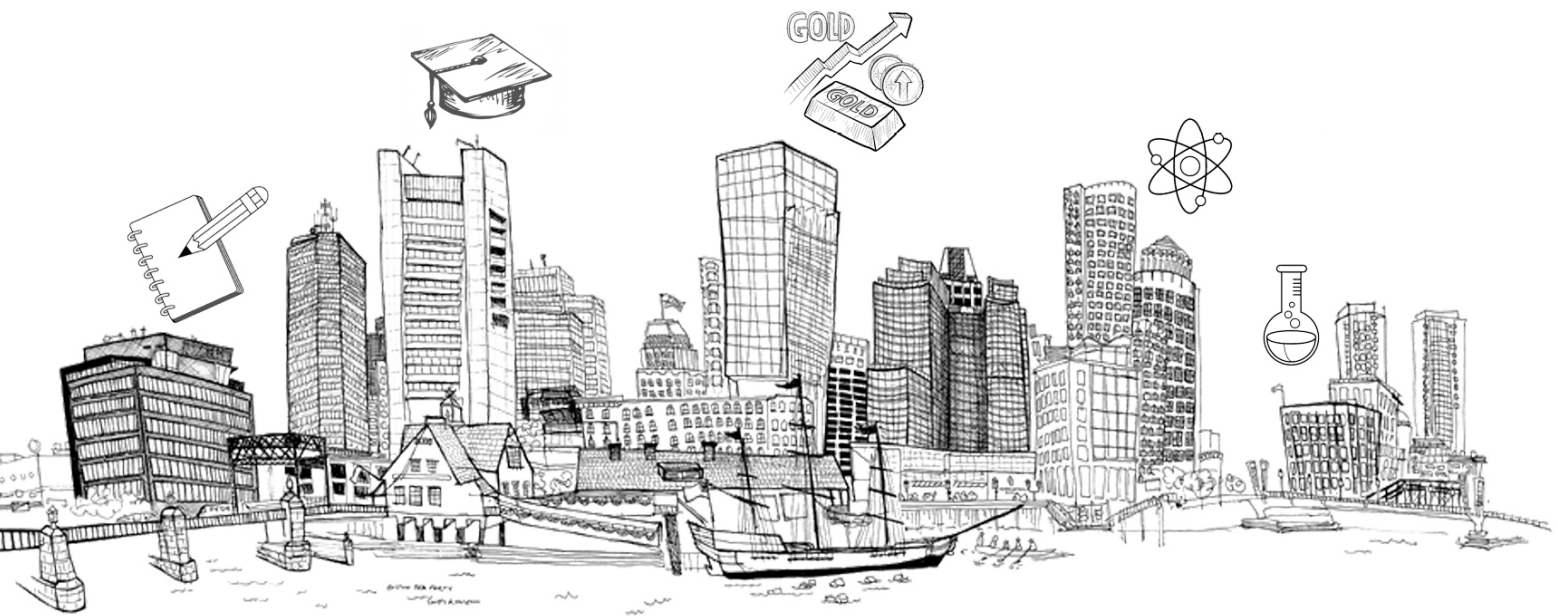
COLLECTION OF SCIENTIFIC PAPERS

WITH PROCEEDINGS OF THE INTERNATIONAL SCIENTIFIC AND PRACTICAL CONFERENCE

## SCIENTIFIC PRACTICE: MODERN AND CLASSICAL RESEARCH METHODS

FEBRUARY 26, 2021 • BOSTON, USA 

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### ABOUT THE ORGANIZATION OF INDEPENDENT WORK AND INTRODUCTION OF NEW METHODS AND TECHNOLOGIES AT DEPARTMENT OF PHARMACOLOGY AND MEDICAL FORMULATION WITH A COURSE OF NORMAL PHYSIOLOGY OF ZSMU

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Over the past period, the Department of Pharmacology and Medical Prescription has undergone a significant transformation - a course of normal physiology has been added. All this has led to some changes in the organization of the educational process at the department. The management of the department in the person of professor Belenichev I.F. pays close attention to the organization of independent work and forms of its control. Over the last decade, there has been an extremely intensive development of pharmacology. Tens of thousands of new highly effective drugs have been created, the mechanisms of action of known pharmacological drugs have been revised and re-studied. The progressive increase in the amount of information, including on pharmacology, poses serious challenges for the medical school to improve the pedagogical process. Pharmacology as a subject lays the foundations of

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pharmacotherapy in the clinical thinking of the doctor, so the knowledge and skills obtained in the development of this discipline, necessary for a specialist of any medical specialty. From the course of pharmacology the student must learn a large amount of diverse information about pharmacokinetics, pharmacodynamics, indications and contraindications for use, side effects of different groups of drugs, which are provided by standard and working programs, as well as the license exam KROK-1. To help solve these complex problems, along with classroom work, extracurricular independent work of students is important, which is considered as one of the forms of learning. In extracurricular independent work can be divided into two levels: mandatory (homework, essays, preparation for practical classes, development of crossword puzzles) and optional (participation in the scientific work of the department, participation in competitions). Independent work includes the following activities: self-study or writing essays on topics that are not covered in class. A thematic plan and a textbook for independent work have been developed for students, which is written in compliance with a number of principles: in each topic the goals of study are formulated, questions for self-preparation and prescription tasks on pharmacotherapy are presented. The department has a plan of independent work and a list of recommended reading. During the school week, the teacher will consult with students.

To implement these tasks, the department has developed and actively operates 4 online courses "Independent work of students", which include tasks on the main topics of the course "Pharmacology" for students 1, 2 and 3 medical faculties, as well as for students studying in English. Each topic of the section "Independent work" includes questions from the sections that are not included in the practical lesson, which consist of recipes, situational tasks and tests. Also implemented an approach that develops creative thinking in students - graphic tasks (filling diagrams and tables), a comparative assessment of the specific action of drugs of homologous series or structurally related drugs. Also at the end of each section, students write an essay on problematic issues of pharmacology: the benefits and risks of drugs, ways to create drugs, the mechanism of action of new drugs. The activity of students during the online course is controlled by the moderator of the department, and the quality of work - the teacher. Students are interested in the quality of independent work, because its sections are taken for an oral exam. The department restored the test of practical skills (recipe, assistance in acute drug poisoning), as well as the test of practical skills in the course of normal physiology. Unsatisfactory passing of the test entails non-admission to the exam. This year, in order to optimize and eliminate the formalization of the ISW, such a form of training as a report-discussion was conceived and conducted. This form is that the student is given the task to prepare and read a report on the current problem of modern pharmacology, which covers issues with ISW. Reviewers are also appointed from among the students. In TEAMS after classes the student makes a report, group students and anyone interested ask questions, and then reviewers evaluate this work. The teacher evaluates all active participants. Also at the department the involvement of students in the scientific work of the department is intensified - annually five or seven reports are presented at the autumn-spring student conferences. Also with the creation of the Coordinating Council for work with the SSS and young scientists in ZSMU, a plan of monthly scientific seminars in the areas is compared and students can make micro-reports at the interdepartmental level. As a result, skills in working with special literature, mastering the methods of experimental research, search, collection and analysis of information from various sources are instilled. Rational use of forms of independent work of students promotes

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formation at students of the skills necessary both at clinical departments, and in postgraduate education in internship. The process of conducting lectures in the form of direct is optimized communication process using an interactive whiteboard and a Smart system. The audience gets acquainted with the lecture material in advance; the lecturer highlights the main aspects of the lecture topic. Then there was an interactive communication and discussion of lecturers and students, exchange of knowledge and ideas about the material under consideration. This gave the inevitable realization of mutual understanding and development of creative thinking in 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 text version of the lecture for the week are posted on the website of the department. Feedback was created between the lecturer and the audience (Smart system, comments on the department page or communication via Wi-Fi at the lecture: questions, the audience's opinion on the quality of the lecture, which section requires more careful and thorough analysis). The plan and conduct of the lesson is carried out in accordance with the guidelines for the teacher. Methodical recommendations are approved by the CMC of medical and biological disciplines of ZSMU. The control over carrying out and performance of independent work of students was strengthened. The Teams system was introduced and actively used as a tool for training, control, as well as testing of missed classes, final classes and exams. Progressive methods of teaching and control (solving situational problems, business games, test written and computer control), short review reports on topical issues of modern medicine are actively introduced into the educational process, the available library funds are used more actively. The system of control of knowledge of students formed in high school is directed only on mastering by students of the necessary sum of knowledge and their reproduction, today do not satisfy neither the student, nor the teacher. This situation should be replaced by new forms of control and self-control, which would focus the student on the ability to independently acquire knowledge and apply them in practice. The department, together with the traditional approach to the control of students' knowledge, has developed an innovative one. Algorithms of innovative and creative approach have several stages. Preparatory. The teacher prepares the structure of the control: questions on the topic in accordance with the guidelines and additional questions in accordance with the guidelines on ISW, as well as issues 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 picture. Questions are formed taking into account the continuity of knowledge. For example, anatomy-physiology-pathophysiology and pathoanatomy-pharmacology. The teacher acquaints students with the questions in advance. Carrying out control. When conducting, students are given roles: examinee, consultants and examiners. 2-4 students who have demonstrated deep knowledge and interest in the subject are appointed as consultants and examiners. Then, using an interactive whiteboard, the question is asked. The examined student answers (enters the missing words, completes the scheme, writes the recipe), justifying his answer. Consultants, in case of complications, help. The student can contact each consultant once. Re-application reduces the score by 1 point. Examiners listen and record mistakes. After the answer and the work of the consultants, the examiners give a review of the answer and announce their remarks and conclusion. The teacher evaluates the work of all survey participants, commenting on their decision. Carrying out in this form of intermediate control has the following advantages: increase of



student's ability to comprehend information, increase of skills and abilities to assimilation of absolutely new information and increase of rates of creative abilities to its application, higher result of assimilation of information, increase of self-confidence, self-authority, increasing student interest in studying the discipline. The CMC meetings discussed the possibility of implementing a cumulative rating acceptable in our conditions, starting 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 school 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 results of exams on the course. The educational role of distance learning for students in the process of studying elective courses and independent work of students has been strengthened. For this purpose, presentations of lecture material, educational and methodical materials, as well as tests for online control are posted on the WEB page of the department. In order to increase the success and quality of classes attended and reduce admissions, work has been established with students and deans. Increased attention during the development of lecture material, for this purpose to introduce independent processing of the missed material with the writing of an abstract. The introduction of these technologies has made it possible to significantly increase the success of students, especially in quarantine and during KROK-1.

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