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"CASE-STUDY" METHOD AS A COMPONENT OF TRAINING UNDER DISTANCE LEARNING CONDITIONS IN HIGHER MEDICAL EDUCATIONAL INSTITUTIONS

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The task of modern medical education is the formation of professional orientation and competence of medical students, the ability to summarize and synthesize information in order to create the ability to accurately diagnose and prescribe adequate treatment, which corresponds to the form of the system adopted in Europe.

To determine the level of professionalism and competence the most countries use the method of problem-based learning "Problem-based learning" (PBL) as a variant of another method - "Case based learning" (CBL), which has become widespread in many medical schools [1]. Problem-based learning (PBL) is a method of "active learning", which is a logical step to promote the synthesis and integration of fundamental knowledge into clinical thinking [2].

The essence of the "Case based learning" is the use of a methodological approach based on specific cases, which involves students to discuss specific scenarios that resemble or are usually real examples.

Achieving a balance between the existing traditional methods of training and the "Western" system can be done through the involvement of modern practice-oriented approaches and technologies [3]. One of these is the "case-study" method, which focuses on the formation of the ability to act in situations where there is no unambiguous answer to the question, but there are several answers that can compete for the degree of veracity [4]. One of the possible options for implementing the method of problem-based learning in these conditions may be the use of tests of the minimum allowable competence (Minimum Competency Test) and qualification tests (mastery tests) [5].

It should be appropriate to use structured (brief and accurate description of the situation with the necessary data) mini-cases, formulated in one or two paragraphs, with questions to be answered, with the gradual use of components such as "analysis", "assessment" , "Problem solving" and "decision making" [11]. The use of a hybrid model of combining the method of "case-study" and the traditional teaching system will optimize the process of student preparation, due to the fact that during the collective discussion of cases will lead not only to the active but also to the more successful use of previously acquired knowledge in fundamental disciplines [6, 7].

The method of cases can be effective not only in the study of clinical but also fundamental disciplines, as there may be several answers to the question, approaching the most optimal to a greater or lesser extent. One of the positive features of the "Case based learning" method is the fact that working with cases involves "designing" logic circuits to form a final solution. Criteria for the formation of the correct answer in the case can be: 1) the formation of the algorithm of the theoretical approach to the justification of the decision, 2) the justification of alternatives; 3) the possibility of using alternative solutions as factors justifying the correct decision; 4) forecasting possible problems and (or) undesirable consequences and 5) substantiation of the optimal solution.

These features of the cases provide an opportunity to use them in preparation for the qualifying examinations of various degrees. The essence of the application of the case method in preparation for these exams is that students are asked to comprehend the information presented in the described situational task, which can range from several sentences on one page (short European case) to many pages (long American case). The description of such a situation actualizes in students a certain set of already acquired knowledge from other fundamental disciplines (human physiology, biochemistry, anatomy and histology, etc.) [8]. Thus, the main result of the discussion of the case should be the identification of thematic semantic keywords, phrases or semantic groups that have a certain semantic load and perform the function of "algorithm for finding the correct answer."

Knowledge of pharmacology is an important component of students' competence for further formation of clinical thinking. The traditional system of teaching pharmacology is focused primarily on the teacher, with minimal interdisciplinary integration [9]. A comparative study of the use of "Case based learning" (CBL) and the traditional method "traditional teaching" (TTM) in pharmacology has shown greater effectiveness of "Case based learning" and will promote a better understanding of basic concepts of pharmacology, arousing interest in the subject [9, 10].

When studying pharmacology by the method of cases, the main reference point is the level of the student's theoretical training, in particular, in the field of basic pharmacology: 1) assessment of the possibility of using drugs based on ideas about their properties; 2) analysis of the effects that develop when using drugs, taking into account the dosage and their side effects (knowledge of the pharmacokinetic parameters of drugs - the volume of distribution, clearance, half-life); 4) analysis of the effects that develop with the joint use of drugs of different groups. In addition, the establishment of interdisciplinary links plays an important role in the generalization of knowledge in pharmacology, which allows us to focus on the mechanisms of side effects in the use of the drug [12, 13].

During the case discussion, a method of gradual substantiation of the certain drugs usage expediency can be presented. For example, the case suggests to determine the optimal bronchodilator drug for the bronchial asthma treatment in the presence of concomitant cardiovascular pathology (angina, atherosclerosis, etc.). In this case, the most reasonable should be a group discussion, during which students make an oral assessment of the situation and offer analysis of the case, their decisions, recommendations, helping to form meaningful keywords and algorithms for finding

the correct answer. Thus, the use of the case method for teaching pharmacology has a significant impact on the professionalization of students, creates interest and positive motivation for learning and further obtaining of practical skills.

Conclusion

Thus, the introduction of the case-study method in the practice of higher medical professional education should be a specific practical method of organizing the student's educational process, which aims to stimulate not only the motivational component of learning, but also the formation and improvement of self-control. The advantage of the case method is its ability to enhance learning, aimed primarily at creating an algorithm for finding the correct answer. It should be used not instead, but in conjunction with classical teaching methods, which will preserve and supplement the capabilities of traditional teaching methods.

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