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FEATURES OF SENIOR STUDENTS STUDING USING THE METHOD OF PROBLEM-BASED LEARNING

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Introduction. The environment is becoming more mobile and changing, and global social, technological and informational changes, against the background of today's rapid development of society, require new approaches in training specialists at all levels and spheres of human activity. Especially difficult in this regard are the tasks of teaching in a higher medical school. In case of traditional learning process takes place primarily in a lesson or lecture and the problem-based learning (PBL) methodology is very different from it and usually takes more time and mobilize additional resources. Analysed work with 5th and 6th year students studying pediatrics we found that traditional methods of controlling knowledge and skills do not always allow to objectively determine whether the patient is sufficiently examined, decision-making autonomy and practical skills. Besides, efforts to build safe medicine practices are becoming increasingly relevant [1, 2].

Results. The PBL method involved working with students who studied this topic through experience solving a given problem. The PBL method did not focus on decision-making problems, but let developed of desirable skills and experience. Usually, among the members in the working groups, this process went through the stage of making the wrong decisions. This is not surprising, because the PBL process involved not only the acquisition of theoretical knowledge, but also enhanced group collaboration and communication. It allowed members to develop skills that could be used in future practice: both professional and communicative. Discussions in the group improved critical appraisal, stimulated the search for sources of information, and encouraged learning in a team environment. While working within the method, each student assumed a role in the group, which could be formal or vice versa unofficial, but always dynamic and changeable. The method focused on the student's thinking to build his own model of learning and included the following steps: definition of terms, clarification of the problem, brainstorming, structuring and formulation of working hypotheses, decision making. In addition, students involuntarily achieved learning goals

through independent study and synthesis of information. In short, there was a systematization of what students already knew from previous disciplines, learned new, involving a variety of ways and sources of access to new information that could lead to a solution. At the same time, the immediate solution of the issue via mobile devices during the session was excluded. The teacher's role in doing so was to promote learning by supporting, managing, and controlling the learning process, but without forced intervention and domination. While working with students, the teacher aimed to build students' confidence in solving the problem, while expanding their understanding.

Conclusions. Analyzing the process of working with undergraduate students, and in general the PBL method, we can conclude that the method based on a constructive decision and represents a change in the traditional philosophy of teaching and learning.

Literature

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IMPLEMENTATION OF MODERN EDUCATIONAL TECHNOLOGIES FOR MONITORING THE QUALITY OF EDUCATION IN KNMU

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Introduction. The expanding of education role and science in society, the internationalization of higher education are global trends that characterize the international component of the university [1]. The main goal of the Kharkiv National Medical University (KhNMU) is to train highly qualified specialists who meet modern labor market conditions in accordance with modern standards [2].

To achieve this goal, KhNMU constantly introduces modern educational technologies and develops new forms and means of providing educational services.

Main part. As part of preparing students for the Unified State Qualification Exam (USQE) and its new component IFOM at KNMU, the main tasks of

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