

державного ліцензійного іспиту «КРОК-1». Є велика ймовірність, що при більшому розмірі вибірки студентів, що навчались за методикою ПОН, їх загальний відсоток вірних відповідей за результатами «КРОК-1» також був би вірогідно кращий. Отримані попередні дані потребують подальшого поглибленого аналізу для визначення інших чинників, які могли б вплинути на результати навчання студентів, а також дослідження інших позитивних (або негативних) впливів ПОН на студентів, їх когнітивні, практичні, соціальні та інші навички.

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**DIFFERENT METHODS OF COGNITIVE EDUCATION, THAT ARE USED ON
DEPARTMENT OF BIOLOGICAL CHEMISTRY**

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Nowadays, methodology of cognitive education began to play a great role in the modern system of education. It even is more wide-spread than programming and problem teaching.

At the heart of this method is led some development of complexes of mental faculties and strategies, that are directed on adaptation to the novel situations. These mean, that cognitive education is dynamic system, based on the model of biopsychosocial organization of individual. One of the advantages of this system is usage of sensory perceptual channels of modality (especially, sensory-intuitive ways of new knowledge reception). In this case, intellectual mechanisms are used secondarily.

Cognitive-visual approach to the forming of knowledge, skills and abilities is one of the most effective methods of cognitive education. This approach allow to use potential abilities of visual thinking at maximum.

Central to cognitive-visual approach is wide and focused usage of cognitive clarity. For example: static graphical illustrations and tables (2D visualisation), dynamic animation (3D visualisation).

Teaching Staff of the Biological Chemistry Department of Zaporozhye State Medical University often used methods of 2D and 3D visualisation, both separately and together during practical classes. It should be noted that 3D visualisation usage much facilitated the perception of lecture material. Thus, clear demonstration of enzymes structures, classes and inhibition mechanisms, allowed to increase the quality of student answers at practical classes.

So, introduction of cognitive-visual approach in the education is rather simple and effective method to increase perception of education material.