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*Yakubyshyna L. V., Dovhalyuk A. I., Kulbitska V. V., Zykova N. P.,
Shuturma O. Ya., Tupol L. D., Hrymalyuk O. I.*

MODERN METHODS OF ORGANIZING THE EDUCATIONAL PROCESS AND THEIR OPTIMIZATION AT THE DEPARTMENT OF HISTOLOGY AND EMBRYOLOGY OF THE IVAN HORBACHEVSKY TERNOPIL NATIONAL MEDICAL UNIVERSITY MINISTRY OF HEALTH OF UKRAINE

**Ivan Horbachevsky Ternopil National Medical University Ministry of Health of Ukraine
(Ternopil, Ukraine)**

Introduction.

One of the initial strategic tasks of higher education in Ukraine at the current stage is to ensure the quality of training of specialists at the level of international requirements. Reforming medical higher education arises in its adaptation to European standards. The process of European integration requires new approaches to the organization of the educational process in higher educational institutions and takes place in the introduction of the credit-modular education system [1, 2]. In order to become a qualified doctor in any specialty, high-quality training of students in higher education is necessary. High-quality training of a student determines the professional qualification of a doctor, and the quality of providing medical care to patients and conducting preventive work among the population depends on this. The key to this is the search for new effective forms of education. Successful training of a highly qualified doctor is possible when students acquire sufficient theoretical training and some practical skills, abilities defined in general and professional competences and program learning outcomes, which is very achievable in the future medical work. With the transition to the credit-modular system of education and in connection with the reduction of classroom training, the role of independent work of students is fulfilled [3]. An increase in the number of extracurricular hours stimulates teachers to look for new forms of presentation of educational material, develop new teaching methods, as well as ways of managing students' independent cognitive activity, which is the basis of modern educational technologies [4]. In this extremely important sense, the independent work of the student is assigned, which allows the student of higher education to learn independently to master the provision of knowledge, abilities, skills, allows to creatively work them out, develops logical thinking, promotes self-improvement and self-discovery, and in the future to raise his professional level.

Aim of the study.

To consider the organization of the educational process at the Department of Histology and Embryology of the Ivan Horbachevsky Ternopil National Medical University and its reorientation in the conditions of martial law in the country, the use of new learning technologies, educational and methodological support for independent educational activities of students in

the conditions of extra-auditory, classroom and distance learning.

Main part.

Orientation of the educational process in higher educational institutions towards the final goals - the development of general and professional competencies and program learning outcomes is one of the main factors in ensuring the training of high-quality specialists. To achieve this goal, it is necessary to use the most optimal and effective forms and methods in the educational process. The quality of education at the department depends on many factors. One of the important links of quality mastery of educational material is its independent extracurricular preparation. After all, independent work forms a student's self-organization and self-control, purposefulness, contributes to the formation of personality traits of a modern highly qualified specialist. Its effectiveness depends on the planning and organization of students' independent extracurricular work, which is determined by the methodically correct organization of this work. For high-quality assimilation of the material on one's own, sufficient methodical support of the student is necessary, with a justification of the motivation for independent study of it, as well as appropriate material and technical support of the department.

The team of the Department of Histology and Embryology has developed qualitatively new methodological recommendations for independent work for students of higher education at the medical and dentistry faculties. Tests and situational problems, a set of tests from the "Krok-1" database are prepared for each practical lesson for students. Testing students and solving situational problems is carried out at each practical session.

In addition, in order to improve the preparation of students for practical classes in the classroom, the teachers of the department developed the "Practical Album on Histology, Cytology and Embryology", in which the topics of practical classes are structured in accordance with the educational work program. For each topic, the names of histological slides, which are studied under the light microscope in a practical class, are given with the designation of specific structures. In parallel with the place for sketching the slide, the album describes the algorithm for studying its main structures, which greatly facilitates its assimilation. In the histology album, in addition to micropreparations,

tables, diagrams, drawings and electronic photomicrographs are provided for each topic of the lesson on a separate page, which must be filled in during preparation for the topic of the lesson. Such tasks help the student to systematize the studied theoretical material while preparing for class. Using textbooks, presentations and materials for lectures, methodological instructions and materials for practical classes, educational videos on the microscopic structure of organs created by the teachers of the department allow you to intensify the preparation of students for classes and the educational process as a whole. All the above-listed educational and methodological materials for students are available on the university website.

The student's practical work in the class begins with the demonstration and explanation by the teacher of micropreparations from a light-optical microscope through a video system on a TV screen, which significantly optimizes the educational process. During independent classroom work, great attention is paid to students' acquisition of practical skills in using a microscope and identification of a microslides under the light microscope by its morphological features, which takes place under the supervision of the teacher. During the class, students study and sketch with colored pencils the studied histological slides in a histology album.

The level of assimilation of theoretical material by students in each class is controlled by the test control of the "Moodle" system. In order to assess the quality

of learning the material in the practical session, ongoing control is also carried out by means of an individual oral survey, written test control, solving situational problems of clinical direction, tasks of the "KROK-1" system. Such a combination of test control with an oral survey provides effective management of the educational process, makes it possible to assess the level of knowledge of students in class quickly and objectively. Evaluation of the identification of unlabeled histological slides and interpretation of the peculiarities of their structure is carried out in the summary classes. The results of mastering practical skills are entered in the student's matriculation book. In the current academic year, for the effective preparation of students for the final classes on the diagnosis of histological slides, the department staff prepared a manual in which the main histological structures by which the slide is identified are described in a concise form.

Conclusions.

1. The main task of the teachers of the Department of Histology and Embryology is to master and actively implement various new technologies and information resources to optimize and intensify the educational process.

2. Constantly improve the forms and methods of independent work of students based on the latest modern technologies as well as material and methodical support of the educational process.

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