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THE USE OF THE CASE METHOD IN THE TRAINING OF INTERNS

Development of the system of higher medical education on the basis of the competence approach provides for the introduction of new educational technologies and methods of training interns, which will be tools for the formation of these competencies. Today it is becoming increasingly clear that modern higher medical education is moving away from informative paradigms of learning focused on knowledge transfer, skills development and moves to the competence, based on the formation of abilities to master profession of a future doctor [1].

Important for determining modern teaching methods in higher education medical education is an innovation in learning technologies (updating teaching methods). Learning technology models the way of mastering specific educational material within relevant subject, topic. In many ways, it is close to separate method. Learning technology covers the content, forms and methods of learning. The term "method" comes from the Greek word "methodos", which means activity, way to move to the truth.

The case method belongs to non-game simulation interactive teaching methods, which allows to expand the boundaries of existing scientific and pedagogical paradigms, promotes the professional development of teachers and interns. The purpose of interactive learning – creating comfortable conditions in which each student will feel his success, intellectual ability. The advantages of the case method are that it allows to demonstrate academic theory in terms of real clinical cases, to interest interns in the study specific academic discipline, in the context of others objects and phenomena, promotes active learning and skills of collecting, processing and analyzing medical information [4,5].

Improving the assessment of the level of professional competencies of interns in quarantine required the introduction of simulation training in the educational process. Situational tasks should be developed on the basis of a database of verified clinical observations. They should allow to assess the level of practical training of those

who are certified in the specialty. Situational tasks that reflect a specific practical case should immerse the intern to the real clinical situation.

The case-study method, or method of specific situations, is a pedagogical technology based on modeling a situation or using a real situation to analyze a case, identify problems, find alternative methods of solving and make optimal solutions. The purpose of the case study method is to put students in a situation where they will need to make decisions. A case is an event that actually took place in a certain field of activity and is the basis for a discussion in an academic group under the guidance of a teacher. In most cases, when using the case, participants are given the opportunity to familiarize themselves with a list of circumstances based on real or imagined situations [2,3].

The essence of the case method is the independent activity of interns in a simulated situation, which allows you to combine theoretical training and practical skills, allows you to apply theoretical knowledge to solve practical problems. The components of the case method are discussion and debate. At the same time, interns work together to analyze the situation - a case that allows them to develop a practical solution, the completion of which is the evaluation of the proposed algorithms, choosing the best of them in the context of the task or problem.

Case technologies are interactive methods that allow: to identify different points of view, to develop skills to analyze and think critically. The goals of case technologies are: analysis of information (individually and in a group) search for key problems of the proposed task search for information needed to solve the problem search and evaluation of alternative ways to solve the problem of choosing the best solution and action plan. Case technologies in the educational process contribute to the formation of students' skills and abilities: communication, presentation of interaction and collective decision-making of independent information retrieval to solve the situational problem of expert analysis.

According to the type of tasks, cases are divided into case-case, case-exercise and case-situation. The case-exercise gives the intern the opportunity to apply the acquired skills in practice and is most often used where it is necessary to conduct a differential diagnosis of dental diseases. In the case situation, the question is most often asked: "Why did the situation develop so well and how can the situation be corrected?". Use atypical problems, which present the complications of the underlying disease, where a specific example is learning the algorithm of decision-making in a particular

situation. The case situation usually requires a lot of time to get acquainted, so in order to save time, it is desirable to prepare at home. These are classic cases that can be used in practical classes.

There are complex cases and mini-cases according to the volume and structure of information. Complex cases are quite voluminous, contain a lot of detailed information, primary data, sample documents, photos, and this information may be insufficient and poorly structured. The case may contain several solutions, from which it is proposed to choose the best, but in some cases, all the proposed solutions are not optimal, and the only way to successfully solve the case is to offer your solution. Mini-cases - practical situations that describe a problem in a concise form. The amount of information is sufficient for the intern, who has the necessary knowledge and skills, to make an informed decision.

According to the level of complexity, there are simple case tasks (minimum information; most often - with a decision-making scheme); complex (require interdisciplinary knowledge; contain very detailed information, but may be missing). Only a teacher due to his experience and professionalism can take into account all the intricacies of the teaching process, the peculiarities of the discipline, to put forward the most optimal in modern scientific and pedagogical requirements for the means and forms of education and all educational process

The function of the open-ended situational task (with the need to formulate conclusions and write a study protocol) is to analyze the anamnestic and clinical laboratory data, interpret the results of computer and radiological studies, write a study protocol with a conclusion. In essence, the content of the situational task is a reflection of the situation solved by the intern in daily practical work, using their professional knowledge and practical skills.

Situational tasks such as case studies, in addition to the analysis of anamnestic and clinical-laboratory data and interpretation of the results of additional research methods, also include requirements for determining the logistics of further actions of the intern within his professional competencies.

Case study allows you to assess the theoretical knowledge of the intern before solving practical problems and should be actively used in assessing the knowledge of future doctors.

The case method simulates the life-professional situation, the psychological-deontological aspect of the doctor's activity, promotes the development of analytical, research, communication skills, allows you to identify the problem you have to face in the next professional activity. Allows you to determine the degree and depth of mastering by the intern general cultural and professional competencies.

The case method consists of two phases. The first phase includes case planning, case creation, formulation of questions for analysis of the clinical situation in the case, development of methodological support for interns to analyze the case and prepare for discussion, methodological support for practical training on the application of the case method. The second phase is the teacher's direct activity in discussing the case in class (introductory speech, organization of discussion or presentation, providing business mood in the audience, assessing the individual contribution of students to the analysis of the situation, ensuring organization of work in small groups and mutual exchange of information, concluding remarks).

The teacher acts as a facilitator, asking questions, recording answers, supporting and directing the discussion, ie providing feedback from the intern / teacher. Thus, it combines problem-based and didactic learning, which contributes to the development of analytical thinking, the formation of cooperation skills and skills in different realities of life. In the process of discussion there is an actualization of theoretical knowledge of students from different disciplines, practical skills are developed

comprehension of information and diagnosis, skills of professional decision-making and organization of home care, identification of optimal ways of their implementation, assessment of possible consequences of decisions and acquire the ability to analyze communication within professional competence.

The final stage involves evaluating the work of interns according to criteria such as theoretical training, practical skills, clinical thinking, participation in the discussion, group interaction, competency approach to solving the problem, the ability to make the right decision in an atypical situation.

The case-study method provides mastering of theoretical positions of medicine and promotes mastering of practical skills, education of the creative approach to the analysis of clinical and laboratory and instrumental data, professional development of the intern.

The case method teaches the future doctor of analysis and synthesis when working with information, working in a professional group and a collegial approach to problem solving.

The method allows to objectively assess the knowledge, practical skills, professional skills of interns, develops the clinical thinking of each individual intern, based on his own intellectual potential.

Interactive methods are a means of enhancing educational influences. Interns learn to be democratic, to communicate with other people, to think critically, to solve tasks.

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