



UNIwersYTET MEDYCZNY
W LUBLINIE

Lublin Medical University

Scientific and pedagogic internship

**CHALLENGES OF MODERNIZATION OF MEDICAL
EDUCATION IN UKRAINE AND EU COUNTRIES**

December 8–17, 2018

**Lublin, Republic of Poland
2018**

CURRENT PROBLEMS OF STUDY OF DISCIPLINES OF GENERAL SURGERY

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It is known that the increased role of information and information technology has led to the fact that modern society exists at a new information stage of development. There is a fundamentally new way of exchanging information and broadcasting it. In essence, a new human habitat is formed – an information society whose specificity is the transmission of information with the help of a moving image supplemented by sounds. Influence of the information society touches on the sphere of people's society, their learning and management processes. Under his influence, there is a change of thinking, in connection with which more and more often in the scientific literature there are such concepts as intuitive thinking [1, p. 9]. Man can not focus on information for a long time, it has a significantly reduced ability to analyze. The owner of intuitive thinking is difficult to analyze the situation, since any information is not delayed in his mind and quickly replaced by a new [2, p. 39]. Falls the level of success and decreases the coefficient of learning knowledge. People quickly forget what they have recently been taught and can not master the works of classical literature [3, p. 175; 4, p. 242].

In our work, we tried to analyze the influence of intuitive thinking on the ability of students to master practical material during their studies at a higher educational institution, as well as to determine its level in different groups of students. The material for the study was the results of an anonymous survey of 200 students (group C – 100) and interns (group I – 100 people).

Questionnaires were used for the questionnaire [5, p. 142; 6, p. 208], to determine the inclination to intuitive thinking. The treatment of the received data, their comparison with the published literature data of other researchers and two groups of own research allowed not only to assess its level, but also to determine the personality of the mental approach to the use of intuitive thinking by persons of different groups of research.

The data obtained from the students showed that the average rate of correct answers (14,36) was in 14% of the respondents, 53% did not reach it and 33% – surpassed this indicator. Interns showed a lower average rate of correct answers

(12.0). It reached 10.25% of the respondents, but the number of those who did not reach or exceeded the same by 44.87%. But if the criterion of evaluation is set in 15 faithful answers, then among the students who exaggerated it were persons (33%), and among interns – 17 people (17%). A qualitative analysis of concrete responses to the questionnaire questions showed that students are more inclined to receive information through an illustrative material demonstration than interns, but it is difficult for them to separate rational information from general terms, which takes a lot of time while working with special literature. This can be explained by the fact that they are in a state of accumulation of the amount of basic educational material in comparison with interns, which further consolidate the previously obtained level of knowledge. Despite the high level of commitment to using the latest Internet technologies for obtaining information (72% vs. 49% for interns), most students enjoy reading books (95% vs. 75% interns), whose content is better remembered (79% vs. 66%) and try to record for further use (93% vs. 75%). Students better understand the material they study with their teacher (80% vs. 64%) than those who need to get through the Internet. But it should be noted that the lack of experience forces students to pay more attention to thorough study of the object instead of generating a general idea of it (66% vs. 55%). A general analysis showed that modern students and interns are relatively free-oriented in the modern rhythm of life, successfully using modern sources of information.

The obtained data coincide with the data of previous studies. And publications [7, p. 2-3]. Thus, students experience a less intuitive way: it is due to the fact that teachers instruct them to study academic literature and analyze special information, and when they do not do so, the search for interactive teaching methods begins; this gives the young man the confidence in a quick easy solution to his complex task: why go to the library to take, and then read a monograph on the subject when it is enough to open a browser, find, download from the network the very first (which almost never meets the modern requirements) information, or I will tell the teacher: «Why prepare for a home, if you still explain everything to us». This is already the formation of a consumer approach to learning.

Conclusions. Modern medical education requires the formation of a qualitatively new approach to the educational process, which will be based on the formation and development of clinical thinking, taking into account the psychological characteristics of modern youth. An intuitive way of working with information adds dynamism to cognitive learning activities, which allows you, in the conditions of an increasing amount of educational material, to make it, sometimes even formally, to perform the necessary tasks. Intuitive behavior allows you to see the versatility, variety, ambiguity of approaches to analysis or the

solution of specific issues and tasks (this kind of thinking helps the audience to better understand and understand the wide variety of relationships between phenomena and events). However, one can not neglect the negative consequences of this process. The construction of the educational process in accordance with the needs of the curriculum should take into account its own tasks in the light of progressive changes in youth thinking. The obtained results coincide with the fact that the professional training of students who only master basic disciplines and interns who have completed the basic course of study gives similar, but at the same time different data of the same survey. It is impossible to determine definitively which group the level of intuitive thinking prevails. However, this fact indicates the irreversibility of changes in thinking, which should be taken into account in teaching activities.

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