

МІНІСТЕРСТВО ОСВІТИ ТА НАУКИ УКРАЇНИ  
СУМСЬКИЙ ДЕРЖАВНИЙ УНІВЕРСИТЕТ  
МЕДИЧНИЙ ІНСТИТУТ



**ПЕРСПЕКТИВИ РОЗВИТКУ МЕДИЧНОЇ НАУКИ І ОСВІТИ**

ЗБІРНИК ТЕЗ ДОПОВІДЕЙ  
ВСЕУКРАЇНСЬКОЇ НАУКОВО-МЕТОДИЧНОЇ КОНФЕРЕНЦІЇ,  
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**Результати.** Викладання навчальної дисципліни ЕНМД на кафедрі внутрішніх хвороб є професійно орієнтованим. Основний педагогічний акцент спрямовано на успішне засвоєння саме тих невідкладних станів, з якими найчастіше зустрічається лікар – стоматолог під час своєї професійної діяльності. Особливу увагу при підготовці до заняття студент повинен звернути на необхідний мінімум тих практичних навичок, якими йому необхідно оволодіти обов'язково, відповідно до переліку з освітньо-кваліфікаційної характеристики.

З цією метою на кафедрі внутрішніх хвороб стоматологічного факультету під час навчання використовуються інтерактивні методи: професійно-орієнтовані ділові ігри, бесіди, тренінги, проводиться детальне обговорення клінічних ситуацій та ускладнених ситуаційних задач, конкурси наукових робіт/доповідей. На кожному етапі практичних занять (початковий, основний та заключний) проводиться персоналізована оцінка роботи всіх студентів. На початковому етапі перевіряється виконання студентом самостійної роботи («Робочих зошитів») і оцінюється вихідний рівень знань. Основний етап практичного заняття передбачає роботу у клініці, опанування практичних навичок, а також розв'язання ситуаційних завдань. Контроль основного етапу заняття відбувається шляхом оцінювання виконання студентом практичних навичок, у тому числі на манекенах, а також вміння розв'язувати типові ситуаційні задачі змодельованого невідкладного стану. Заключний етап включає в себе розв'язання ускладнених ситуаційних завдань і контроль кінцевого рівня підготовки.

На кафедрі регулярно проводиться аналіз навчальної успішності та проводиться фінальне анкетування серед студентів як один з механізмів моніторингу якості і забезпечення підвищення ефективності навчання.

В процесі навчання на кафедрі найбільш вмотивованих студентів долучають до науково-дослідницької роботи в кафедральному гуртку, де студенти під керівництвом куратора на засіданнях гуртка опрацьовують реферати, презентації, а також беруть участь в клінічних конференціях на базі кафедри, пишуть наукові тези та статті.

**Висновок.** Для підвищення ефективності навчання студентів стоматологічного факультету з дисципліни ЕНМД доцільно застосовувати різноманітні навчальні підходи і методи, які мотивують студента, перш за все до самостійної роботи з вивчення та засвоєння предмета. Раціональними шляхами оптимізації навчального процесу в аудиторні години є використання професійно-орієнтованих ділових ігор, бесід, обговорення конкретних клінічних ситуацій та ситуаційних задач, конкурси робіт/доповідей. Обов'язкова мотиваційна складова – проведення персоналізованої оцінки роботи студентів на кожному етапі практичних занять.

#### **ACTUAL ISSUES OF FOREIGN STUDENTS TRAINING ON DISCIPLINE "CIVIL PROTECTION"**

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More than 500 foreign citizens have entered Bogomolets National Medical University according to the results of this year admission campaign, what increased total amount of foreign students up to 2500 persons. Among students of our University there are foreign citizens from different countries including Austria, Germany, Poland, Serbia, Sweden, Israel, Japan, Peru, USA, Canada, France, Italy, Georgia, Armenia, Turkey, Uzbekistan, India, Egypt, Yemen, China, Iran, Morocco. This year citizens from Tanzania, Ireland, Zambia were enlisted to students of Bogomolets National Medical University for the first time in the history. According to curriculum, studying of discipline "Civil protection" is foreseen for foreign students.

To determine primary level of students' knowledge concerning civil protection, we have conducted questionnaire and further statistical processing of obtained data. While teaching the subject, we have found out some difficulties in students' mastering process of so-called "organizational issues" as for providing immediate medical aid for population by the State Disaster Medical Service of Ukraine in case of Emergencies. After analysis of available materials we found out the fact that in all countries where foreign students of our University are from, there are Systems and Services, which are always ready to provide medical aid if there is such necessity. Such National Emergency Systems and Services have a lot off differences what could be due to national, natural and geographical features, social-economic factors and level of scientific and technical development. Survey of foreign citizens, who are studying discipline "Civil Protection" in our University, made it possible to find out that 5% of polled had not been familiarized with term "civil protection" prior they started studying discipline itself, 10% - don't know the System of civil protection in their own country, 70% - know something only about System and Services of civil protection in their own country, and only 15% are also familiar with Systems and Services of other countries. Specific obtained pattern of own National Systems, basing on parallel functioning of some services (the USA, Canada) or on basic hospital in each administrative district (scheme developed by UK Ministry of Health), created on the basis of Fire Service (France), organized as separate Civil Service (Ukraine, Russia, Uzbekistan) and those, which operating as self-organized services (Tanzania, Zambia) set challenge for teachers to compare organizational issues of emergency medical aid for population provided by the State Disaster Medical Service of Ukraine and similar Services in other countries in case of Emergencies.

According to our opinion to improve understanding of the subject by foreign students in described above situation it should be advisable to plan appropriate classes' conducting on the characteristics of the most widespread world Systems and Services with mandatory noting by students of the most essential differences in comparative schemes and charts to the protocols, which should be preliminarily prepared by teachers.

#### **TRAINING OF UKRAINIAN STUDENTS FOR ENGLISH LANGUAGE SUBTEST OF "KROK 1" LICENSING EXAMINATION**

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Introduction. European integration is one of the main vectors of the medical education development in Ukraine. Its important aspect is the particular attention to the language training of medical students. In 2017, the interns passed tests in English for the first time. Since 2017 – 2018 academic year the English language subtest will be included to the

structure “Krok 1” for the students of such specialties as “Medicine”, “Stomatology”, and “Pharmacy”. The licensing examination, since 2018-2019, will evaluate medical students taking into account English language component. Although each basic subject contains no more than five English tasks, the Theoretical Departments can and should take part in the process of student training for new format of licensing examination.

**Materials and methods of the research.** The research was carried out on the materials of microbiology studied by second and third-year students of SE DSMA. To assess the students’ basic knowledge on the microbiology terminology these were used: the students’ written works implemented with the help of language translation program, observing of students during use of some English video materials and electronic source of information, methods of formal conversation and testing. The analysis of normative documentation on the educational process organization was aimed at to assess the role and amount of the English knowledge in new masters’ degree curriculums.

**Results.** The research revealed serious problems in using English terminology in microbiology, virology and immunology, which makes impossible to pass the tests without this English knowledge. The students were shown some English videos demonstrating clinical settings closed to the content of “Krok 1” tests. Only 15 – 20% of students were capable of explaining in own words the sense of what they saw and answering questions. By 50% of students were capable of recognizing in that videos some medical terminology (names of organs, medicines, pathologic processes). The numerals were recognized by up to 90% of students. But there shown the low level of the microbiology terminology apprehension. Of course, it is necessary to note that English pronunciation is particular, even if their written forms are similar to Russian/Latin. Such words as names of bacteria, nutrition media, staining methods, and serologic reaction are easier to recognize in the written form. It is necessary to note that up to 30% of microbiology terminologies used in English do not have analogs in the Russian and are translated with other phrases, and these words/phrases are key for solving a test task. Working with such tasks in Russian, it is necessary to draw their attention to the particular terminology and give them correct English analogs, as well as stimulate the interest to create own medical terminology list. Another difficulty is the fact that microbiological terminology is used incorrectly in the exam booklets. For example, in the booklet of 2017 “Krok 1” Stomatology, we can find “hard medium” instead of “solid medium”, “circular participation instead of “ring participation”. And such inaccuracies are not unique.

It is known that the reading of special literature can be of helpful to master the terminology. The curricula of practical training and seminars on basic subjects is very intensive and does not foresee the work on the English literature in the classrooms. Such tasks are more natural for independent work. The analysis of creative students’ works, synopsis, presentations or Students Scientific report showed the high use of the English sources of scientific information is not difficult for students. It can be explained the good skill in machine translations. But this skill which is important for the independent activity, is hardly useful during licensing exams when any electronic devices are strictly prohibited.

The students of the medical higher institutions of master level learn English during 1st and 2nd years. English training that involves professional English course, is of 270 hours for specialty “Medicine” and 180 hours for specialties “Stomatology” and “Pharmacy”. These hours of English course are matched the basic medical and biological subjects. The 3rd and 5th-year students can have elective foreign language course. Although the staff of Foreign Language Departments have own curricula aimed at studying English as a meaning of communication including professional area. They can provide the students medical English vocabulary in the broad sense of the word but hardly cover the special terminology of all nine subjects included in “Krok 1” tests. That is why the training of students for the English language subtest is the general task of all Theoretical Departments. The task can involve the compiling of the Russian-English bitext database, using English tables and other teaching tool-kits, publishing study guides like basic terminology glossary.

**Conclusions.** Linguistic skills foreseen by the medicine, dentistry and pharmacy stomatology students are becoming an object of verification at the level of the Testing Board of Ministry of Health of Ukraine. The students’ training for licensing examination, which includes English component, is the task for not only Linguistic Departments but the Medical biological ones as well. It is necessary to provide opportunity for students to learn English basic terminology developing the methodological support to the microbiology and other subjects included in “Krok 1” test. It would be useful to engage the specialists in microbiology, biochemistry, pharmacology and others to review test tasks translated from Russian into English to improve the quality of tests.