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How to Increase a Student's Motivation and Focus His Efforts on High-Quality Training in a Credit-Modular System: by the example of teaching General Surgery

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Abstract

This article is devoted to the optimization of the educational process in the study of general surgery in a credit-modular system. The reform of higher education in accordance with international requirements, in particular with the principles of the Bologna Declaration, should always preserve the peculiarities of the national education system. This problem has a multifaceted nature. The main task of the clinical department, in particular the Department of General Surgery, is to form students' clinical thinking, a sufficient amount of theoretical knowledge and practical skills necessary for a modern doctor.

Keywords: Bologna Declaration, credit-modular system, general surgery

The process of global integration covers all spheres of life, including higher education [1]. Our country has set a course for itself to enter the scientific and educational international space, therefore, it is rapidly modernizing the education system in the context of modern requirements. This is necessary for joining the Bologna Process [2,3].

The education system, like culture, is a unique thing. It has deep roots in the material and spiritual spheres of the past and present. Therefore, in each country, the organization and implementation of the education system has its own special features. In this regard, when reforming higher education in accordance with the principles of the Bologna Declaration, the peculiarities of the national education system should always be preserved [4]. At the same time, a certain unification, standardization of the requirements, content and quality of education is needed. The latter is necessary to solve the problem of converting diplomas in order to improve the quality and authority of the European higher school in the global educational space [5].

The problem of training highly qualified specialists does not lose its relevance, especially during the period of major reforms in practical healthcare [6]. As it is known, the strategic goal of the credit-modular system, its leitmotif, is to improve the quality of student training in order to ensure its competitiveness in the labor market [7]. This approach to the new model of the educational process organization requires the teacher to master the system of methodological and pedagogical skills, which is especially important when studying clinical disciplines, in particular general surgery.

The question arises: how to interest the student, increase his motivation, focus his efforts on high-quality training? Every teacher of a higher educational medical institution faces such a problem. The clinical department is no exception. The lack of knowledge from fundamental disciplines affects students almost immediately. It is not surprising that at the same time there is a need to repeat the material studied at theoretical departments. But you need to learn a new topic. For many students, this is quite difficult due to the large amount of material and lack of time, and sometimes moral and volitional qualities.

It is important to take into account the fact that

students of the 3rd year (medical, medical and pedagogical directions) are just beginning to study clinical disciplines. Their acquaintance with the clinic of surgical diseases begins with general surgery. The theoretical knowledge, skills and practical skills acquired by them will serve as a basis for further study of such disciplines as faculty and hospital surgery. Everyone knows that a shaky foundation precludes the possibility of creating a strong superstructure. It is this circumstance that explains the importance for the student of the fundamental study of general surgery.

The use of educational materials prepared in well -known distance learning systems (for example, MOODLE) somewhat facilitates the situation, but does not solve the problem in general. Relatively easy and quick access to systematized and illustrated material thanks to modern technical capabilities discourages the student. At the same time, he stops working creatively, loses the ability to analyze the material provided to him. Some students practically do not self-study, hoping for the opportunity to write off the answer to a test question or solve a problem using a tablet or mobile phone.

The solution to this problem, in our opinion, is partly possible, provided some change in the tactics of training. The student should not blindly retell what he has read, but analyze and compare individual fragments of the material. The student should rethink the information received, and then try to make associative connections between blocks of information, working on solving a clinical problem. Of course, not every student, due to individual characteristics of intelligence or strong-willed qualities, is able to get an excellent mark. It is not worth striving for this. If at the end of the lesson at the clinical department, the student received an honestly earned "good", then the teacher, as one of the subjects of the learning process, can consider his task completed.

The realization of the tasks assigned to the student, namely the acquisition of theoretical knowledge, skills and practical skills, is possible only if there is close interaction between the teacher and the student. Unfortunately, students often have little motivation for the learning process. Given this irrevocable fact, it is natural to understand the increasing role of the teacher as an organizer and, to a certain extent, a catalyst of the educational process. However, the following contradiction may arise. On the one hand, it is the need to adhere to generally accepted methodological standards of teaching (a clear division of classes into stages – initial, main and final; the use of standard control methods – interviewing, testing, analysis of patients, solving clinical situational problems, etc.), and on the other – the need to increase students' interest in studying.

Therefore, a teacher who is not indifferent to the final result of the educational process has the right to some improvisation. For example, pay more attention to substitution tests, sequence of actions; conduct a survey not at the beginning of the lesson, but in the process of checking test tasks and solving clinical problems, ranging from simple one-way and ending with more complex ones. To better master practical skills, such as applying bandages and transport tires, using certain methods of temporary stopping bleeding, determining blood type and Rh factor, dislocation reduction, analysis of the results of laboratory and instrumental research methods, it is useful to use game elements.

It is desirable that each practical lesson is accompanied by work with a thematic patient. Constant training is needed so that during the interview and objective examination of the patient, the student does not have difficulties. The student should not be afraid of the patient. Under this condition, the student will eventually learn to establish a reliable diagnosis, which will allow him to choose the optimal therapeutic tactics and count on a successful solution to the problem.

Thus, completing the study of general surgery, the student should be able to:

- demonstrate mastery of the moral and deontological, legal principles of a medical specialist and the principles of professional subordination;
- use the basic provisions of asepsis, antiseptics, anesthesia;
- possess the skills of organizing the regime and caring for surgical patients;
- perform the necessary medical manipulations provided for in the general surgery curriculum;
- conduct a survey and an objective study of surgical patients, analyze their results and independently draw conclusions;
- analyze the results of laboratory and instrumental research methods.

Taking into account the above and striving to meet the requirements of the time, the main task of the clinical department, in particular the Department of General Surgery, is to form students' clinical thinking, a sufficient amount of theoretical knowledge and practical skills necessary for a modern doctor.

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TALABANING MOTIVATSIYASINI QANDAY OSHIRISH VA UNING SA'Y-HARAKATLARINI KREDIT-MODUL TIZIMIDA YUQORI SIFATLI O'QITISHGA YO'NALTIRISH: UMUMIY JARROHLIKNI O'RGATISH MISOLIDA

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Toshkent tibbiyot akademiyasi

Abstrakt

Ushbu maqola umumiy jarrohlikni kredit-modul tizimida o'rganishda o'quv jarayonini optimallashtirishga bag'ishlangan. Oliy ta'limni xalqaro talablar, xususan, Boloniya deklaratsiyasi tamoyillari asosida isloh qilish milliy ta'lim tizimining o'ziga xos xususiyatlarini hamisha saqlab qolishi kerak. Bu muammo ko'p qirrali xususiyatga ega. Klinik kafedraning, xususan, umumiy xirurgiya kafedrasining asosiy vazifasi talabalarning klinik tafakkurini, zamonaviy shifokor uchun zarur bo'lgan yetarlicha nazariy bilim va amaliy ko'nikmalarni shakllantirishdan iborat.

Kalit so'zlar: Boloniya deklaratsiyasi, kredit-modul tizimi, umumiy jarrohlik

КАК ПОВЫСИТЬ МОТИВАЦИЮ СТУДЕНТА И НАПРАВИТЬ ЕГО УСИЛИЯ НА КАЧЕСТВЕННОЕ ОБУЧЕНИЕ В КРЕДИТНО-МОДУЛЬНОЙ СИСТЕМЕ: НА ПРИМЕРЕ ПРЕПОДАВАНИЯ ОБЩЕЙ ХИРУРГИИ

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Абстракт

Данная статья посвящена оптимизации учебного процесса при изучении общей хирургии в кредитно-модульной системе. Реформа высшего образования в соответствии с международными требованиями, в частности с принципами Болонской декларации, всегда должна сохранять особенности национальной системы образования. Эта проблема имеет многогранный характер. Основной задачей клинической кафедры, в частности кафедры общей хирургии, является формирование у студентов клинического мышления, достаточного объема теоретических знаний и практических навыков, необходимых современному врачу.

Ключевые слова: Болонская декларация, кредитно-модульная система, общая хирургия.