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USING A PROBLEM-ORIENTED APPROACH TO TRAINING IN THE PROCESS OF CONDUCT OF PRACTICAL TRAINING

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Annotation: Teaching with active and interactive methods is widely introduced into the educational process. Foreign experience shows that at the current stage, integration occurs in the direction of ensuring the competent use of the achievements of pedagogic science in the process of real interaction with students.

A teacher of a medical educational institution should have theoretical knowledge and practical skills in the use of various technologies in the educational process. Some solutions to the problem are given in this article.

Key words: teaching, student, new technologies, competence, education, healthcare.

Enter. The successful development of the education system in our country is related to solving the following issues: improving the quality of training of specialists and their competitiveness; orienting the vocational education system to the needs of the regional labor market; creating a regional system of continuous professional education; more effective use of the potential of all levels of education in terms of training future specialists

According to the modern concept of education, professional education in the information society should continue throughout life. Learning new skills, changing narrow specialties and sometimes changing professions are becoming common, including in medicine. However, in addition to providing a certain core set of professional competencies, an important area of training is the ability to learn, which involves relying on a certain fundamental base provided by the medical sciences. development. Therefore, training should have a reasonable ratio of fundamental (knowledge) and competence components.

The purpose of the study. The use of a game approach in the process of considering the problems arising in the course of the professional education institutions, in particular, in the teaching of general professional subjects and specialized subjects, can be one of the ways to solve the problems.

Materials and research methods Application of a problem-oriented approach in teaching in the process of formation of professional competences in students during practical lessons.

Competence is usually understood as the graduate's ability to apply acquired knowledge, skills and personal qualities in professional settings. Competence also

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implies a high degree of independence in making decisions and performing the necessary actions.

The concept of competence consists of three main components: the first is knowledge, the second is the methodology of its application, mastering this methodology, and the third is practical skills. The ratio of these components is very important. It is clearly assumed that all three components of competence are equivalent. However, in the process of improving the education system, their ratio changes. He used to focus on knowledge. Currently, priority is given to the development of practical components. In addition, the extreme case of this approach is the possibility of developing competences without relying on direct knowledge.

Competence formation is rarely achieved only through lectures and theoretical courses. As a rule, competence is developed by combining all forms of training: when what is heard in lectures is later analyzed and applied in practice, when it is determined during independent work and checked during the process of monitoring progress.

In addition, in the following years, the main focus was on practical training. Thus, the competency-based approach is not about acquiring individual knowledge and skills of the student, but about mastering them as a whole. In this regard, the system of teaching methods is also determined.

One of the modern methods of competence development is a problem-oriented approach. Currently, this teaching method is used as the main method in a number of leading universities in Europe, although some elements of it are used almost everywhere.

The main feature of the problem-based approach to education is that the center of the educational program is not a separate subject, but a specific problem. There are four main components of this methodology:

- ✓ educational goals;
- ✓ information necessary for their implementation;
- ✓ information on the performance of certain procedures;
- ✓ practicing practical skills.

For example, when students study surgery in the health sector, their learning tasks will be related to certain phenomena that are specific to medical practice. The information they need to learn to meet the learning objectives includes information about medical resources, medical technology, the structure of the surgical department in health care and medical regulations.

They have to learn it during training with the teacher, in individual work and group discussions. Information on the implementation of certain procedures will be related to the planning and implementation of treatment, preventive activities.

Another important aspect of the practical training is that there is a live dialogue, a clash of conflicting ideas, and work to solve them according to the student's needs. That's why the practical teacher should clearly choose the ways of live communication with the audience, debates, proving his point of view, listening to the opinions of others, entering into discussions. At the end of the training, the teacher makes a general conclusion, notes the progress of the practical training, the activity or passivity of the

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participants, gives recommendations about conducting the next practical training, to think, to fill in the thoughts further. it would be appropriate to ask questions, put forward issues, give advice, publish a list of literature.

During the training, the teacher explains to the students how to conduct the treatment process, how to conduct research in medicine, how to use information technologies, etc.

Finally, students must practice all the actions necessary to make decisions and perform the necessary manipulations in clinical settings, training rooms, and simulation centers.

With this approach, learning tasks must meet several requirements. First of all, they should be taken from real medical practice. It is necessary to strictly follow the sequence of tasks, move from simple to complex tasks.

To keep students interested, assignments should be beyond their current knowledge and skills. The student can solve the task by combining the help of the teacher, fellow students and independent work with educational literature and Internet resources.

Our observations suggest that the higher the student's course and age, the less he or she needs the teacher's help to complete learning tasks, and the greater the share of independent learning in the learning process. Finally, an important goal of the problem-oriented approach is to increase the motivation of students, especially in the study of specialized subjects. Here, along with rating, one of the additional methods of stimulation can be the introduction of game-based learning elements that match the material being mastered.

The full application of the problem-based approach to education in medicine requires a significant restructuring of the educational process. However, the operation of its individual elements, in particular the analysis of practical problems and the extensive reliance on the use of information technology, are easily compatible with existing practice. According to traditional education, teaching is based on a combination of lectures, seminars and practical exercises. In modern education, as mentioned above, the share of the lecture form of presenting the material decreases due to the acquisition of students' information competence - different types and methods of working with educational material - and the increase in the share of independent educational activities.

To interest students, you should follow the following formula: "teacher knowledge - teacher feeling - student feeling - student knowledge". Therefore, the analysis of clinical situations in practical training should be accompanied by the analysis of possible risks if protocols (procedures, algorithms) are not followed.

Summary.

Thus, the use of a problem-oriented approach to education for the formation of competences in fundamental sciences in the teaching of medical sciences in medical education, the active use of information technologies and the significant increase in the role of practical and independent lessons are the content and methodical structure of teaching. parts need to be fixed.

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Arousing students' interest in knowledge by means of didactic games is effective if it is organized based on their interests.

Regular development and strengthening of interest in knowledge educates students' attitude towards learning and increases the level of mastery. The student's inquisitive activity develops in him the feeling of emotional upliftment and joy of success. Interest in learning not only positively affects the outcome of the process, but also affects the active development of mental processes such as thinking, perception, memory, and attention.

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