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СУЧАСНІ АСПЕКТИ МОДЕРНІЗАЦІЇ НАУКИ: СТАН, ПРОБЛЕМИ, ТЕНДЕНЦІЇ РОЗВИТКУ

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CLINICAL THINKING FORMATION of STUDENTS of MEDICAL UNIVERSITY WITH MODERN ASPECTS of INNOVATIVE METHODS

Clinical thinking formation is an element of the concrete professional thinking. Clinical thinking (CT) of the physician is a professional-systematic thinking, which provides realizing mental activity, for instance, analysis, comparison, synthesis and generalization, therapeutic and technology creative forecasting. By means of CT the decisions are being made, the control and process evaluation of the treatment procedure is being accomplished, the psycho-pedagogical collaboration between the physician and the patient. According to the specifics of medical practice, previously described mental operations receive professional-peculiar expression, such as theoretical- and practical-clinical comparison, conditioned with practical generalization – reflexive-evaluative control, adjudging.

Usage of methods of studying in healthcare higher education institutions provides memorization of 80% of spoken by students data and 90% of done by themselves activities [1].

The underlying aim in all educational programs in medicine is the competence formation of the future physician. The general-objective regularity is the employment of innovative methods for the development of professional, intellectual and behavioral skills [2; 3].

To form the CT among the students of Neurological Disorders Faculty the educational process consists of using bases of the professional intelligence, studying out case-reports, forming skills for neurological researches and diagnosing most common diseases the nervous system or cases of emergencies, explaining diagnoses and exploring innovative educational technologies.

The genesis of CT among the students of the Neurological Disorders Faculty is a system of conventional pedagogical and individual goals, providing the educational process on the researchable level,



stimulating the analytical self-organization of students for their professional activity, ensuring the phased development of CT among scholars, connecting established, unconventional and educational-experimental methods. Mentioned earlier components create a representation of the CT configuration.

The efficiency of education among the specialists depends on the right chosen material and the usage of the most correct study methods [4]. In the Neurological Disorders Faculty such innovative technologies as the situation analysis method (situational exercises and issues), the examination of case-reports and role-playing method.

The last practice is employed for learning from past mistakes without any harm to the patient, promoting the high-level data acquisition (more than 90%). Contemporary aspects of groundbreaking technologies are the key of successful development of the professional competence and CT, stimulation and activation of the cognitive skills of the scholars.

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