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MODERN RESEARCH IN SCIENCE AND EDUCATION



**PROCEEDINGS OF X INTERNATIONAL
SCIENTIFIC AND PRACTICAL CONFERENCE
MAY 29-31, 2024**

**CHICAGO
2024**

MODERN RESEARCH IN SCIENCE AND EDUCATION

Proceedings of X International Scientific and Practical Conference

Chicago, USA

29-31 May 2024

Chicago, USA

2024

UDC 001.1

The 10th International scientific and practical conference “Modern research in science and education” (May 29-31, 2024) BoScience Publisher, Chicago, USA. 2024. 1146 p.

ISBN 978-1-73981-123-5

The recommended citation for this publication is:

Ivanov I. Analysis of the phaunistic composition of Ukraine // Modern research in science and education. Proceedings of the 10th International scientific and practical conference. BoScience Publisher. Chicago, USA. 2024. Pp. 21-27. URL: <https://sci-conf.com.ua/x-mizhnarodna-naukovo-praktichna-konferentsiya-modern-research-in-science-and-education-29-31-05-2024-chikago-ssha-arhiv/>.

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ВИХОВАТЕЛЯ ЗАКЛАДУ ДОШКІЛЬНОЇ ОСВІТИ

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DISCIPLINES AND THE BASIS OF ITS SOLUTION AT THE
DEPARTMENTS OF THE NATIONAL PIROGOV MEMORIAL
UNIVERSITY, VINNITSYA**

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Abstract: In the work, the authors consider the difficulties of mastering fundamental disciplines by students and provide ways to solve these problems. It is emphasized that testing is not the main method of monitoring the student's acquired knowledge. Verbal communication and practical training are extremely important for a future doctor.

Keywords: pedagogy, psychology, human anatomy, microbiology

Studying at a higher education institution is very different from school: students often have the idea of ease of study, carelessness, false confidence is formed. For successful assimilation of an educational and professional program, students need a sufficient basic level of general intellectual development, erudition, possession of a certain logical thinking, breadth of cognitive interests. At a reduced level, compensation occurs due to the activation of working memory, the solution of verbal

and logical tasks, or an increase in motivation and work capacity, thoroughness. Human anatomy is a complex discipline that is difficult for first-year students to master: they do not have the readiness to learn independently, to monitor and objectively evaluate themselves, to master the peculiarities of cognitive activity, and to properly allocate their working time. A significant number of first-year students at the first stages of their studies experience difficulties related to the lack of independent study skills, they do not know how to take notes on lectures, work with textbooks, find and acquire knowledge from primary sources, analyze a large amount of information, express their thoughts clearly and clearly. The initial stage of education is characterized by a high intensity of the influence of adverse psychosocial factors, which allows us to characterize this period as difficult, and first-year students as a risk group for reducing the level of personal adaptation potential.

Teachers of the department of fundamental training have to teach students to learn in the first and subsequent courses, and therefore a block system is applied in these departments, which allows for a certain significant time to focus the attention of the student not only on the general positions of the discipline, but also to detail the content of the lesson. The biggest difficulty lies in the independent selection of meaningful material to be learned. The peculiarity of the subject of human anatomy is due to the high requirements for the level of anatomical knowledge of future doctors, as the foundation of professional and worldview training. Anatomical knowledge is in demand at all departments during all years of study, and even more so in medical practice. This approach also exists for the study of microbiology and virology. It is difficult to count on the continuity and repeatability of knowledge, and therefore conditions of study and control are created in which every student would have a sufficient level of basic knowledge.

The subject of human anatomy is characterized by high informativeness, which is reflected in the large number of hours of study time devoted to its study. The information provided to students at the department of anatomy is distinguished by its specificity: for the first time in his life, the future doctor in the section halls of the department meets anthropobiological material - a human corpse and its fragments,

individual organs, learns to work with anatomical preparations, distinguish and show individual parts on them and formation, preparation, etc. The student must master a large number of nomenclature terms, including Latin. At a high level, there is a need for a visual demonstration of anatomical formations, knowledge of their topographical and functional relationships, age and gender variability of organs and systems, which requires the student to exert attention, working memory, spatial thinking, and the concept of the basis for studying clinical disciplines. Each separate section of anatomy, and often individual topics of one section, are not similar to others, have their own characteristics, which when moving to a new section forces the student to rebuild the usual educational schemes, to change typical approaches to studying new topics.

Accordingly, according to the observation of many teachers of fundamental departments, the success rate of students decreases at the initial stages of studying new sections. The problem arises because the student is not adapted to work with many sources. Teaching human anatomy, microbiology and virology requires the student to exercise memory and spatial, often abstract thinking. During the class, the teacher must achieve maximum clarity and visualization of data, therefore, the teacher complements the work with the drug, biological material by showing mock-ups, multimedia demonstration of images of drugs, diagrams, drawings or a thematic video series. The sequence of studying the structure of the human body according to the systematic principle is historically justified, because it allows the study of the subject from simple to complex. However, here too, there are differences in the presentation of educational material. In some foreign countries, the study of a certain system or organ, then their pathological anatomy, diseases and treatment, including antibacterial drugs, is used. In the educational process, it is necessary to combine the presentation of theoretical material with clinical aspects, examples, to diversify it and facilitate assimilation. Therefore, in our opinion, the presentation of each topic should be supplemented by the development of a methodical guide and include a description of possible pathology and developmental defects.

The use of tests in the educational process has reliably entered the world

pedagogical practice. Our ideas about the purpose and pedagogical possibilities of tests, their forms and formats of questions are constantly evolving. However, the intensive use of this form of current and modular control gradually began to displace the most important part of the lesson - students' practical work with drugs, the ability to communicate, express their opinion, connect organs and systems into a single entity - the human body. As a result, a student who does well in solving test problems cannot always explain and justify his answer.

His knowledge is fragmented, based on standard simulators-models of situations that are repeatedly repeated, and practical training is lacking. Without a doubt, testing, more than other methods of measuring knowledge used in modern pedagogy, meets quality standards and criteria for determining the level of theoretical training. But testing in education is not only a control of students' knowledge, it is only a form of consolidation, clarification, comprehension and systematization of the material and requires further verbal presentation of the material by the student.

Quick and high-quality adaptation of first-year students is a necessary condition for their further and successful studies. Thus, the problem of adapting students to learning conditions is an important task of higher education. Adaptation of students to educational activities is a 240 process by which a person, on the one hand, satisfies personal requirements and cognitive needs regarding the conditions and expected results of learning, and, on the other hand, meets the requirements that the structure, content and conditions of educational activity.

In the process of learning, students must adapt not only to the conditions of educational activity, but also to the constant change of educational stereotypes, organization of the educational process. First- and second-year students need special attention here, since the organizational model of education they are used to is significantly different from higher education. The first months of study, especially the first certifications, and then tests and exams reveal many students who, for various reasons, have learning difficulties and psychological breakdowns, so they need pedagogical and psychological help. The specified problem can be solved only under the conditions of organizing a system of activities for the formation of learning

methods, skills and abilities in the system of higher education. In order to develop tactics and strategies that ensure the optimal adaptation of students of primary courses to study in a medical higher education institution, to improve the methodology of teaching disciplines, it is important to apply them taking into account the special vulnerability of the intellectual and psychological potential of students, in particular, those who study in extraordinary conditions.