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## INTERACTIVE TEACHING METHODS IN THE PREPARATION OF MEDICAL

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### **Introduction**

The quality of medical care for patients directly depends on the level of training of medical specialists who possess modern methods of diagnosis and treatment of diseases, who are able to apply the latest achievements of medical science. A large amount of information obtained in the learning process requires the introduction of new learning technologies that allow not only to assimilate, but also to systematize the knowledge gained.

### **The aim**

Improving the knowledge and skills of students in order to improve the quality of medical care is one of the most important tasks of vocational education. At the same time, an important role in teaching is assigned to electronic educational resources, which currently should be an integral part of the implementation of educational programs [1–9].

More recently, the lecture was, perhaps, the only and main source of information. They appeared in medieval universities when there were few books and they were very expensive.

Now there are many sources of information and it is very irrational to waste time on dictation and writing. The advantages of electronic educational resources are obvious:

- Available to sick students;
- There is a possibility of repeated viewing.

### **Materials and methods**

It is known from psychology that information perceived visually is more meaningful and is better stored in memory. The best lecture and interesting information heard by students from a teacher in the classroom is absorbed only by 17%, visual – remains in long-term memory by 50–70%, and viewed again – up to 100%.

But, at the same time, there is a decrease in attendance due to the availability of the material. During the period of medical education reform, there is a need to move from information-communicating learning models to innovative, interactive ones that contribute to the active formation of readiness for professional activity.

Lectures should change – they should become a time of discussion and analysis of the material, not its presentation. Students should come to lectures already familiar with the problem and ready for discussion – they should have lecture texts available to them.

In contrast to the passive method of teaching, aimed only at conveying information, the interactive method of teaching gives the opportunity for dialogical communication, i.e. interactivity.

This method of teaching allows students to organize a dialogue with the teacher. Students' answers to situational tasks are checked by the teacher with an assessment of the result obtained and, if necessary, detailed comments. In addition, students can ask additional questions to the teacher.

### **Results**

The main methodological innovations are related to the use of interactive teaching methods:

1. training using computer networks and Internet resources.
2. the ability to interact or be in a dialogue mode with something (for example, a computer) or someone (a person).
3. principles of interaction, activity of trainees, reliance on group experience, mandatory feedback:
  - interaction of participants,
  - equality of their arguments,
  - accumulation of shared knowledge
  - possibility of mutual evaluation and control.

### **Conclusions**

Such training has a number of undoubted advantages in comparison with traditional forms of education: high availability of education, the ability to receive more information, the ability to master educational material in a convenient mode and at a convenient time, to improve the knowledge and competencies necessary for professional activity.

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