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МЕДИЦИНСКОЕ И ФАРМАЦЕВТИЧЕСКОЕ ОБРАЗОВАНИЕ В УКРАИНЕ

UDC 378

USE OF INTERACTIVE TEACHING METHODS IN TEACHING HYGIENE AND OCCUPATIONAL SAFETY BY STUDENTS OF MEDICAL UNIVERSITIES

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This article deals with the main principles for the use of interactive methods in the study of Hygiene and Occupational health and safety in medical higher education institutions.

Keywords: interactive method, case method, emotional intellect, cooperative method, interactive game, project methods.

Modern world standards in the field of education require the training of highly qualified specialists capable of applying theoretical knowledge in the practical field. The pace of technological development requires changing approaches and engaging interactive learning methods. Their involvement can change the perception of the educational material, facilitate its assimilation, and help to understand how the

student will be able to use the received information in practice. This is especially important when training specialists in the medical field.

The purpose of this article is to reveal the peculiarities of using interactive teaching methods in teaching the disciplines of hygiene and occupational safety in the training of specialists in the medical field.

Active implementation of interactive learning in the educational process, which unlike traditional lectures and laboratory classes, has several methodological advantages. The methods that activate the learning process include: project method, role-playing method; case method, educational discussion, cooperative method, etc. [1, 2]. The use of case-based case analysis technologies enables the teacher not only to stimulate student's attention, but also to develop relevant professional competencies and clinical thinking.

Interactive learning stimulates the emotional state of the body, which promotes more active memory. It can also be facilitated by the fact that information is presented in a new, unusual form and does not coincide with already established patterns in the brain.

Interactive learning develops emotional intelligence. In the last decade, the concept of the existence of emotional intelligence has been put forward. It complements the type of intelligence commonly measured by tests to determine the rate of intellectual development. The concept's authors defined emotional intelligence as the ability to perceive, understand, express, and control their emotions. People who have advanced emotional intelligence can use their emotions to control their own consciousness and behavior and are better to empathise with others. This concept has been further developed in the works of Goleman D. (1999) [3] who expressed the view that there is not enough for success in modern organizations, technical skills, intelligence, in the ordinary sense. It is necessary to identify and develop personal qualities such as initiative, compassion, self-esteem and motivation. Both brain hemispheres are involved in interactive training. The left hemisphere of the brain is responsible for language, logical thinking, and perception of sequence and patterns. Activation of memorization through emotions can be used in practical classes through

working in small groups on the analysis of specific tasks, protecting the position before other classmates and participating in imitation and business games.

The interactive method of projects [4] in teaching hygiene involves such activity is multidisciplinary, involving the application of knowledge from different fields of science. Students solve the results through the presentation of their projects. It is appropriate to use this method when mastering a large amount of information, for example, when studying "Hygiene" as whole section. The method of educational games [4] is appropriate to involve students in the study of the topic: "Assessment of physical development and health of children and adolescents." The educational game itself makes it easy to remember material and creates a comfortable atmosphere in a classroom. This situational method is used in almost every hygiene class because it involves solving practical situations in the medical field.

Interactive methods should be used in the study of the discipline "Occupational health and safety". An example would be the case method [4], which is used to address specific occupational safety situations with student's involvement in joint analysis and discussion. This method is aimed at acquiring theoretical knowledge in practice. An example would be the topic "Fire safety". Through studying the specific actions in a fire accident and solving a specific situation in practice (actions in fire accidents, evacuations, fire extinguishing agents, etc.).

Another interactive method that can be used is the cooperative method or group work [4]. For example, when considering the topic "Accidents and their investigation" students working in groups learn to analyze, classify and document accidents. They study preventing actions of accidents during their working activity.

Internet resources and online access can be a valuable source of video information. The use of educational films, presentations and testing of various types promotes the rapid mastering of large-scale topics. The Internet is used to organize productive and cognitive activities. An element of interactivity and competition can be introduced in the fulfilment of other educational tasks related to both the manual and intellectual skills of a future doctor.

Modern research has found that although the left hemisphere processes information faster than the right, both hemispheres are involved in all of our actions. In interactive learning, the content of a situation or story should be directed to both the left and right hemispheres of the brain. The left hemisphere perceives the sequence of words and analyzes it, and the right creates visual images and recognizes patterns. This means that the left hemisphere ceases to dominate, and the student becomes more free and open to creativity.

Thus, the use of interactive training methods activates attention, promotes a more active transition of the received information into the secondary memory and increases the level of synchronization of the potentials of different brain structures. The main advantages of interactive forms of learning for students mastering of the disciplines "Hygiene" and "Occupational health and safety" are the possibilities of activating the cognitive and mental activity of students, involving students in the learning process as active participants, developing the skills of situation analysis, enhancing motivation to study the discipline and enhance process of obtaining positive results and creating a positive atmosphere in a classroom.

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