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METHODOLOGICAL PRINCIPLES OF TEACHING THE DISCIPLINE "HUMAN ANATOMY" TO STUDENTS OF HIGHER MEDICAL INSTITUTIONS IN THE REALITIES OF TODAY

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Abstract. *This paper focuses on the peculiarities of teaching the fundamental discipline "Human Anatomy" to 1st year students in higher medical institutions. Attention is focused on the author's own experience of teaching the basic discipline "Human Anatomy" to medical students and, based on the analysis, the main ways to improve and enhance the presentation of the material, taking into account the psychological stability of students in today's conditions, are formed. Particular attention is paid to the importance of communicative culture in the university environment, in particular, communication between student and teacher (dialogue, feedback, etc.).*

Keywords: human anatomy, communicative culture, academic discipline, student centeredness, method.

Introduction. In medical schools, a special role is given to the study of fundamental and preventive medicine in the initial years of study, as basic medical and biological subjects create the basis for further mastering clinical disciplines.

It is known that high quality knowledge can only be ensured if there is a deep fundamental basis that creates the basis for consistent and comprehensive study and mastery of clinical disciplines. Therefore, education in a higher medical institution should be built as a single, holistic and continuous process that begins with the disciplines of the natural science block, which form the theoretical basis for the specialized training of professional knowledge and competences of future doctors.

It should be remembered that the teacher of any fundamental discipline that begins with first-year students is faced with not only the task of adapting yesterday's student to the university model of knowledge, but also of forming in-depth knowledge of the subject, teaching them to think critically, and linking the peculiarities of the anatomical structure to the needs of clinical practice.

The peculiarities of modern students (in the scientific and pedagogical literature it is commonly called the "digital generation") are brought up in an open information, conceptual and cultural environment. Scientists highlight such qualities as creativity, innovation, awareness (due to continuous participation in search activities), multitasking (the ability to solve several cognitive tasks simultaneously) in the portrait of the digital generation [1].

Most students do not understand why they should study when there is shelling and destruction, deaths, loss of family and friends around them, which leads to high psychological stress, anxiety and inability to fully learn, perceive, remember, analyze and reproduce new information. Most students realize that the future in such conditions becomes uncertain, unknown and illusory [2].

The academic stress experienced by students during higher education is imprinted in the conscious and unconscious mind for a long time, which leads to a negative impact on physical and mental health. Significant academic stressors also include: lack of systematic work and procrastination, complexity of academic material, lack of personal motivation to learn and inability to properly organize one's own time management, increased workload during the examination period, and ultimately competition with peers, unfriendly communication, self-doubt and fear of failure [3].

But at the same time, modern students are infantile, irresponsible, have problems with Internet addiction, avoid face-to-face communication, preferring to communicate on the Internet, messengers and other platforms. Currently, there is a dehumanization of the emotional and sensual sphere of the digital generation, as real communication requires a person to have a depth of experience and sincerity, unlike virtual communication, when information and communication technologies fill extremely important areas of human relations.

Moreover, only if the teacher has a proper communicative and pedagogical culture, a high-quality and full-fledged dialogue with students is possible, which involves the educational process. The communicative culture of a teacher of fundamental disciplines involves solving professional tasks that are completely in the plane of communication and are realized through communicative interaction. This, in turn, contributes to an increase in the level of requirements for communication culture as the main factor that ensures a high professional level of a teacher.

The above requires teachers to pay special attention to building scenarios of communication with students, creating a comfortable learning environment that will help reduce the "digital" inequality between teacher and student, and abolish barriers in the relationship between representatives of different generations. In addition, it should be borne in mind that modern students value equal cooperation, partnerships, open exchange of information, and decision-making based on discussions rather than obediently following instructions. In the educational process, teachers should work with students "in their language", i.e. not only provide students with the usual format of "e-learning", using interactive methods, IT technologies [4].

The purpose of the study is to analyze the own experience of teaching the basic discipline "Human Anatomy" to medical students and, based on the analysis, to formulate the main ways to improve and enhance the presentation of the material,

taking into account the psychological stability of students in today's conditions.

The main part. The subjects Human Anatomy and Medical Biology are among the fundamental disciplines of the natural science cycle, which are studied in the first year of higher medical education institutions of the IV accreditation level and create the basis for further study of clinical disciplines.

It is believed that the study of fundamental disciplines develops in medical students "the ability to analyze and synthesize, logical thinking, the sequence of linking different facts into a single whole, the relationship between structure and function" and at the same time fosters in them a strong-willed attitude to learning.

Anatomy teaching is student-centered, conducted in the form of lectures, multimedia and interactive lectures, practical classes and independent work. A large amount of independent work is done individually with subsequent review by the teacher during class. There are also hours for compulsory consultations and making up missed classes.

During the educational process, namely in practical classes, during classroom and extracurricular activities, the teacher interacts with students in order to master the latest scientific knowledge, acquire skills, which contributes to the comprehensive overall harmonious development of future doctors. The knowledge and skills that students develop in the learning process are in a complex relationship, complement each other and ensure the best possible course of any activity, including the future professional activity of medical students.

The effectiveness of specialist training depends on achieving optimal correlations between fundamental disciplines and professional training disciplines. In this regard, medical biology is one of the fundamental disciplines that provides general theoretical medical and biological training of healthcare professionals [6].

The purpose of studying the discipline "Human Anatomy" is: to form a holistic view of the general macroscopic and microscopic structure of the human body, shape, placement of organs in combining them into organ systems, the ability to interpret the sexual, age and individual characteristics of the human body, taking into account constitutional features; interpretation of the patterns of prenatal and early postnatal development of human organs, variations in organ variability, malformations and the impact of

The main modern directions of anatomy development are age anatomy, comparative anatomy, plastic anatomy, anthropology, ecological anatomy, etc.

The main methods of research in anatomy are visual examination, anthropometric studies, dissection, macroscopic and microscopic studies. Modern methods of research in anatomy: radiographic methods (radiography, fluoroscopy), computed tomography, magnetic resonance imaging (MRI), ultrasound (ultrasound), endoscopy, computed tomography.

«Human Anatomy» as an academic discipline is based on the basic knowledge of the biological component of the Natural Sciences educational field in the primary and secondary schools.

The discipline is closely integrated and related to the disciplines of the natural science cycle, in particular: biology, histology, normal physiology, pathological

anatomy, topographic anatomy and operative surgery, internal medicine, faculty surgery, hospital surgery, nervous diseases, eye diseases, ENT diseases, obstetrics and gynecology, therapy. further mastering of specialized theoretical and clinical disciplines by higher education students (physiology with bioethics; clinical anatomy and operative surgery; pathophysiology; path morphology; internal medicine; pediatrics; surgical disciplines; neurology).

The following teaching methods are used in the study of the discipline "Human Anatomy": According to the sources of knowledge, the following teaching methods are used: verbal - narration, explanation, lecture, instruction; visual - demonstration, illustration; practical - practical work, practical work and solving situational tasks. According to the level of independent mental activity, the following methods are used: problem-based, search, research. According to the nature of the logic of cognition, the following methods are used: analytical, synthetic, analytical-synthetic, inductive, deductive.

accordance with their skeletotomy, holotomy The use of interactive technologies of collective group learning (brainstorming, case-method); technologies of situational modeling (simulation or imitation); technologies of working out discussion issues (defining a position, defending it, debating) contributes to better learning of the educational material.

Anatomical specimens, models and 3D models of organs and systems are important elements of training, as they contribute to the knowledge of the structure of the human body they allow you to see the details of the natural structure of organs, create a three-dimensional view of the structure of organs and their relative position. [7].

In our opinion, when teaching Human Anatomy, it is worth combining classical and modern high-tech teaching methods: lectures, practical classes, work with video materials, interactive (discussion method, method of practical skills development, brainstorming method, method of specific situations); practical work; explanatory and illustrative (anatomical specimens, videos, training programs on PCs and touch panels, CT, MRI X-rays).

The analytical and synthetic method is two interconnected processes of imaginary or actual decomposition of the whole into its component parts and combining the individual parts into a single whole, an integral system, which is the human body. Analysis and synthesis are closely related in any scientific and scientific-practical research.

The method of analysis is the decomposition, dismemberment of something holistic into its constituent elements, properties, relations, aspects, subsystems for further in-depth consideration of each of them. In particular, the body is an integral system that is considered at different discrete levels. In anatomy, the structure of bone is studied first in general, and then to its smallest constituent units - osteon, osteocytes, osteoblasts and osteoclasts.

Synthesis, as opposed to analysis, makes it possible to combine individual parts or aspects of a living object into a single whole. It is the process of practical or mental reunification of the whole from the parts or combining different elements or aspects of an object into a single whole. In contrast to analysis, synthesis combines and syntopy,

parts, properties, and relations identified in the analysis into a single whole. For example, the study of morph histological structures of the layered structure of a hollow organ allows us to understand the essence of its function.

The inductive method of scientific knowledge is the study of the movement of knowledge from the individual to the partial or general; a type of indirect inference in which a partial or general judgment is derived from individual judgments- principles. This means that students reduce specific examples and observations to general patterns and formulate generalized rules on the basis of this and establish cause-and-effect relationships between individual bodies and systems. For example, knowledge of the morphological structure of an organ or tissue or morphological unit helps to understand its functions.

The deductive method of teaching human anatomy is based on deduction, a method of research in which individual statements are logically derived from general statements. The method is based on the principles of scientific knowledge and logical thinking and consists in the fact that the general structure of the body and organ systems is studied first.

The monotonous flow of lectures has long since ceased to be effective. Experts have found that the use of the information-receptive method alone is only 30% effective in helping students learn theoretical material. The rest either passes students by or is caught up in preparation for exams and tests. However, without reinforcement of the theory by practice, it turns out to be side information, unnecessary information. The reproductive method is a way of organizing learning activities that take place according to a specific instruction with the application (or reproduction) of previously acquired knowledge and a sequence of practical actions. The reproductive method makes it possible to transmit a large amount of educational information in a minimum amount of time, without great effort. However, it does not allow for the development of flexible thinking and search skills. The reproductive method is extremely relevant for the study of human anatomy, and is provided through the reproduction of knowledge.

Conclusions.

1. The fundamental disciplines included in the natural science block of the medical curriculum provide basic skills that form the basis for further mastering of specialized courses.
2. Only if the teacher has a proper communicative and pedagogical culture is a high-quality and full-fledged dialogue with students possible, which involves the educational process.
3. The use of interactive technologies of collective group learning (brainstorming, case-method); technologies of situational modeling (simulation or imitation); technologies of working out discussion issues (defining a position, defending it, debating) contributes to better learning of the educational material.
4. When studying the discipline, various teaching methods are used, in particular: narration, explanation, lecture, demonstration, illustration; practical work and solving situational tasks, and a number of methods, in particular: problematic,

search, research, analytical and synthetic, inductive, deductive and reproductive methods

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