BEST FOREIGN EXPERIENCE TEACHING CLINICAL DISCIPLINES IN MEDICAL UNIVERSITIES

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Annotation
Only under the condition of the formation of critical thinking of students at a high level does their further professional activity grow, requiring from a university graduate independence, creativity, mastering the skills of business interaction and cooperation, as well as solving complex production problems. The student should be well prepared for further self-development, strive for a variety of ways to achieve goals, make independent decisions, have a sense of teamwork, be active and flexible.

Keywords: Teaching method, case study, problem-based learning, project method

In foreign universities, the most common teaching methods are the following [1,2].
 Analysis of specific situations (case-study) is an effective and common method of organizing active cognitive activity of students. The goals of the method are to develop analytical abilities for the study of life and production tasks; promote the correct use of information; to develop independence and initiative in decisions. Faced with a specific situation, the student must determine the essence of the problem and express his attitude towards it.
 There are the following types of situation: situation-illustration, situation-exercise, situation-assessment, situation-problem [4].
 An illustration situation explains any complex procedure or situation related to the main topic and given by the teacher. It stimulates independence in reasoning to a lesser extent. These are examples that explain the essence of what is being stated, although a question or agreement can be formulated about them, but then the situation-illustration will turn into a situation-assessment.

The exercise situation involves the application of previously adopted provisions to the solution of specific problems. Such situations can develop certain skills (skills) of students in the processing or discovery of data. They are mainly training in nature, helping to gain experience.

The assessment situation describes the situation, the way out of which is found. A critical analysis of the decisions made is carried out. A reasoned conclusion about the event is given. The position of listeners is outside observers.

The situation-problem is a combination of factors from real life. Participants are actors, as if actors, trying to find a solution or come to the conclusion that it is impossible.

Practice has shown that the method of case analysis encourages students to turn to scientific sources, strengthens the desire to acquire theoretical knowledge in order to obtain answers to the questions posed.

Seminar-discussion (group discussion) - the process of dialogic communication of participants, during which the formation of practical experience of participation in the joint discussion and resolution of theoretical and practical problems takes place. At the seminar-discussion, the student learns to accurately express his thoughts in reports and speeches, actively defend his point of view, argue with reason, and refute the erroneous position of a fellow student. In a situation of dialogue, the student gets the opportunity to build his own line of behavior, which implies a high level of intellectual and personal activity, involvement in the process of educational cognition.

A necessary condition for the development of a productive discussion is personal knowledge that students acquire in previous lectures and in the process of independent work. The success of the seminar-discussion largely depends on the ability of the teacher to organize it. The seminar-discussion may contain elements of "brainstorming" and a business game.

In the first case, participants strive to put forward as many ideas as possible without subjecting them to criticism; then the main ones are singled out, they are discussed and developed, the possibilities of their proof or refutation are evaluated. In the second, the seminar-discussion receives a kind of role-playing "instrumentation" that reflects the positions of the people participating in the discussion. You can enter, for example, the roles of the presenter, opponent, reviewer, logician, psychologist, expert, etc. - depending on what material is being discussed and what didactic goals the teacher sets before the seminar. If a student is appointed to the role of the leading seminar-discussion, he receives

all the powers to organize the discussion: he instructs one of the students to make a report on the topic of the seminar, manages the course of the discussion, monitors the argumentation of evidence or rebuttals, the accuracy of the use of concepts and terms, the correctness of the actions of the participants in the process of communication, etc.

The opponent or reviewer reproduces the opposition procedure adopted among researchers. He must not only state the position of the speaker, thereby demonstrating his understanding, not only find vulnerabilities or errors, but also offer his own solution. The logician identifies contradictions and logical errors in the reasoning of the speaker or opponent, clarifies the definitions of concepts, analyzes the course of evidence and refutation , the legitimacy of the hypothesis, etc.

The psychologist is responsible for organizing productive communication of students at the seminar-discussion, achieves consistency in joint actions, goodwill in relations, does not allow the discussion to turn into a conflict, monitors the rules of dialogue.

The expert evaluates the effectiveness of the entire discussion, the validity of the hypotheses and assumptions put forward, expresses an opinion on the contribution of one or another participant in finding a common solution, gives a description of how the participants in the discussion were trained, etc.

The teacher can introduce any role position into the discussion, if it is justified by the goals and content of the seminar. It is advisable to assign not one, but two paired roles (two logicians, two experts), so that more students get the relevant experience.

The project method is a set of consistent research, search, problematic methods. It assumes a certain set of educational and cognitive techniques that allow solving a particular problem in the course of independent actions of students with a mandatory presentation of these results [5].

Basic requirements for using the project method:

- The presence of a significant problem (task) that requires integrated knowledge, research creative search for its solution;
- Practical, theoretical, cognitive significance of the expected results;
- Independent (individual, pair, group) activities of students;
- Structuring the content of the project (indicating the phased results);
- The use of research methods that provide for a certain sequence of actions:

- Definition of the problem and the research tasks arising from it (using the methods of "brainstorming" and "round table" in the course of joint research);
- Putting forward a hypothesis;
- Discussion of research methods (statistical, experimental, observations, etc.);
- Discussion of ways to formalize the final results;
- Collection, systematization and analysis of the obtained data;
- Summing up, registration of results, their presentation;
- Conclusions, promotion of new research problems.

The choice of project topics can be different depending on the educational situation (practical application of knowledge, the formation of research skills, the natural integration of knowledge), on professional interests, interests and abilities of students (cognitive, creative, applied).

The project method allows solving the problems of the formation and development of intellectual skills, critical and creative thinking. It encourages interaction, tolerance for other people's opinions, discussion of value priorities and philosophizing. The method contributes to the acquisition of an individual position in the implementation of the proposed research projects, which allows the formation of an effective intellectual process in the development of a general group decision [4] .

The use of the organizational and pedagogical complex of pedagogical technologies in the process of professional training makes it possible to achieve not only high-quality and rapid assimilation of the academic discipline, but also a practical goal - to teach future teachers the organization of the pedagogical process [3,6,7].

Today, more and more teachers of higher education are turning to the ideas of the formation of critical thinking. This leads to the need to build a new pedagogical system. Most universities in our country adhere to the traditional form, built on the memorization and reproduction of material, the formation of special skills for applying acquired knowledge in similar situations.

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