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**IMPORTANCE OF SITUATIONAL TASKS IN PREPARATION OF A  
WOULD-BE DOCTOR OF GENERAL PRACTICE****Klimanskyi R.P. / Кліманський Р.П.***s.m.s., as.prof. / к.м.н., доц.*

ORCID: 0000-0002-9118-7813

**Samoilenko O.V. / Самойленко О.В.***s.philol.s., as.prof. / к.філол.н., доц.*

ORCID:0000-0001-5040-874X

**Kasrashvili H.H / Касрашвілі Г. Г.***assistant teacher / асистент**Donetsk national medical university, Lyman, Pryvokzalna, 27, 84404**Донецький національний медичний університет,**Лиман, Привокзальна, 27, 84404*

**Abstract.** Nowadays the problem of preparation of a general practitioner is one of the most important in modern medical education. The article outlines the place of surgery in this process and describes some ways to make teaching surgery more effective. Therefore, the purpose of the study was to describe the methodology of dealing with situational tasks. The work analyses how to make up situational tasks, demands for choosing the material, stages of dealing with situational tasks, the demands for group discussions. The article proves that dealing with situational tasks doesn't only contribute to the professional formation of a doctor, but also develop soft skills and logic.

**Key words:** medical education, surgery, situational task, objectives, group discussion, assessment.

**Introduction.** Training a qualified general practitioner is the main task of medical health care, and therefore proper teaching of surgery in a range of other disciplines will create conditions for successful medical practice in the future, which must meet the following requirements: well-prepared professionals, optimal use of resources, minimizing risk to patients, medical technology and satisfaction of patients from contact with the medical community. The level of qualification of the specialist occupies the first place in this list, it is important to improve the quality of training of doctors in universities and academies, which is aimed at the implementation of credit-module system into the educational process.

The main direction in the preparation of the doctor, which will stimulate the student to improve learning, will be to change the assessment vector in the control of knowledge from existing volume indicators (assessment according to tests and exams), but to manage and control the quality of education during the school year, involving peculiar textbooks, manuals and guidelines.

Tasks of professional activity of the general practitioner define the basic requirements of volume of knowledge and practical skills for the graduate of medical educational establishments. Such tasks should be aimed at purposeful methodical sequence of actions on interrogation of the patient, performance of physical inspection, substantiation of the preliminary diagnosis, definition of algorithm of auxiliary methods of research with the analysis of the received results, giving a correct diagnosis, construction of treatment program and its implementation.



Situational tasks are relevant in the training of future doctors. Solving situational problems is one of the effective teaching methods. Its didactic value lies in the fact that it teaches to think correctly and logically, develops the ability to observe and analyze problems arising from a particular professional activity. This variety is recommended to be used when there is a need to develop students' independent and creative thinking, forming in them the belief that there are no ready-made ways to make standard decisions. On the contrary, each decision requires a comprehensive analysis of the situation and taking into account the various factors that affect it.

Of course, not every situation can be considered as a situational task. In addition to the material for analysis, such a situation must necessarily contain a problem that needs to be solved. Only in this case it is used as educational material to improve students' professional knowledge, skills and abilities in decision-making.

For methodologically correct usage of situational tasks the teacher should:

- choose a topic that can be studied by solving situational problems;
- clearly identify the objectives of the class;
- determine the level of preparation of students for this class and their abilities;
- identify problems that may be the subject of analysis;
- finally choose the problem that is the basis of the situational task, and describe it in detail, according to the didactic purpose and methodological design of the class;
- finally outline the form of the class;
- determine the place and methods of collecting material for the situational description;
- develop a plan for collecting information;
- classify and select the collected information;
- process the first version of the situational description;
- anticipate ways to discuss the situation in the group and individual subgroups and make a "calculation of time" for these actions;
- finally identify issues for problematic discussion and make a detailed plan for the lesson;
- prepare the technological map of the class, where to clearly define the situational task, problem or problems for discussion, ways of further independent work on the situational task, "calculation of time" with a detailed description of solving them, etc.

Implementation of the above didactic and methodological requirements for the class using the method of solving situational problems is possible only if the description corresponds to the content and methodology of this topic, formulated clearly and distinctly, and various facts, phenomena, examples given in accordance with the topic, reproduce the true course of processes and phenomena that take place in this activity. Thus, the description of the situation should not include any comments of the teacher, his emotional attitude to it, but should cover only the information that is essential for decision-making. This means that it covers only the side and intermediate guidelines that make students to find the right solution.

There is no doubt, that the content of situational tasks is diverse, which, in turn, involves different forms of training. However, it is possible to determine their general



methodology, which consists of the following stages.

The first is an introduction to the task, during which the teacher gives brief information about the topic of the class, its purpose, organization, presents a situational task with the help of words, film, example, drawing, etc. Sometimes the task can be described by specially invited people. This part can take from 15-20 minutes to one training hour, depending on the complexity of the situational task.

The second is to study the situation and prepare a decision. At this stage, students study and analyze the situation; turn to the teacher for additional information; hold discussions on the content of the situation and possible ways to implement it; formulate the optimal solution using reference books, personal experience and professional knowledge.

Depending on the nature of the situation and its complexity, this work can be done either by the whole academic group over a short period of time (for example, 20 to 30 minutes) or in small subgroups. When a situation requires more time to study, its description is distributed to students in advance. Accordingly, the discussion can be held in small (three or four people) subgroups, where it is much more convenient to study, analyze the situation and work out solutions. This composition of the subgroup creates favorable conditions for the active participation of all the students in the discussion of situational tasks for the exchange of experience, knowledge and opinions, forms the skills and abilities of collective research of the problem being studied, and so on.

The third, most important stage is a group discussion. The final result of this class depends on the teacher's ability to manage the course of the discussion. Therefore, he must know the basic requirements for the discussion and be able to manage well without taking a direct part in it. In other words, it is the students who should discuss, not the teacher. The main advantage of the discussion is that it, allows you to identify different views on the situation being analyzed, and thus provides an objective analysis.

The teacher should not give his assessment of the expressed opinions in advance, but on the contrary - it is necessary to make all students express their opinions and use various methodological techniques. The teacher must closely monitor the course of the discussion, not to ignore contradictory, false opinions, try to provoke the correct reaction of students in any case. With the help of questions, the teacher can direct the discussion into the proper direction, encourage the discussion of those issues that are essential for making a comprehensive decision. He helps students understand their mistakes through well-formulated questions and instructions.

The nature and atmosphere of collective discussion of the problem create favorable conditions for the development of students' skills and abilities to concisely, clearly, succinctly and logically express their opinions, listen carefully to the opinions of their group-mates and argue for personal views. However, the teacher's recommendations should take the form of wishes without excessive instructions. The role of the mentor, who teaches the audience, also has a negative effect on the course of the discussion. The teacher should avoid this role because it inhibits students' activity.



The group discussion has three stages:

- determining the direction of actions throughout the discussion and its nature.

First, one or more problems are outlined, there is an exchange of views, the purpose and requirements for solving the problem are determined. Students have to identify and analyze problems, formulate a method on their own. The teacher only has to give them the help they need. His or her main role is to organize the discussion. If the discussion of situational tasks takes place in small subgroups, then at this stage the results of their work are reported;

- discussion of the decisions made, their evaluation taking into account the requirements that were defined in the first phase. Students can ask additional or clarifying questions to representatives of subgroups. The main function of the teacher is to create conditions for a comprehensive analysis of all the proposed options for solving the problem, finding most effective ways of making a decision. Therefore, the most important thing in this phase is the nature and atmosphere of the discussion, the creation of conditions for the participants to express their views, the encouragement of non-standard options for solving the problem. When there is such a need, the teacher should direct the course of the discussion in the proper way, give it purposefulness and content. But in any case, it should not suppress the atmosphere of cooperation, free expression of opinions by participants in the discussion and not to allow criticising and negative assessments of students' opinions;

- final formulation of the group decision. Based on previous considerations and discussions, students make a decision that satisfies the majority of participants and optimally solves the problem.

The final stage of solving situational problems involves summarizing the course and results of the whole lesson. When the results of the class are not summed up or it is not done in the proper way due to lack of time or for other reasons, it can be considered that both the didactic and educational goals have not been achieved. That is why at this stage the teacher should plan 15-20 minutes.

**Conclusion.** Situational tasks are an important part of the preparation of a would-be specialist in general medicine, but a teacher should not only concentrate on choosing the task itself, but on discussions of students, their way of thinking, ability to analyse the situation quickly and to work in cooperation with other students. So, dealing with situational tasks doesn't only contribute to the professional formation of a doctor, but also develop soft skills and logic.

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**Анотація.** *Задачі професійної діяльності лікаря загальної практики визначають основні вимоги обсягу знань та практичних навичок для випускника ЗВО: цілеспрямована методична послідовність дій з опитування хворого, виконання фізикального обстеження, обґрунтування попереднього діагнозу, визначення алгоритму допоміжних методів дослідження з аналізом отриманих результатів, проведення диференційної діагностики, формування клінічного діагнозу, побудови програми лікування та її здійснення.*

*Отже, статтю присвячено особливостям формування професійної компетенції лікаря загальної практики, а саме ролі хірургічної компоненти. Автори пропонують типи завдань, які можуть оптимізувати навчальний процес. Детально аналізуються ситуаційні завдання та вимоги до них.*

*Підкреслюється, що заключний етап розв'язання ситуаційних задач передбачає підсумування викладачем ходу і результатів усього заняття. Коли підсумки заняття не підведено або це зроблено неякісно через відсутність часу чи з інших причин, можна вважати, що не досягнуто як дидактичної, так і виховної мети. Саме тому на цей етап викладач повинен запланувати 15-20 хвилин.*

**Ключові слова:** *медична освіта, хірургія, ситуаційне завдання, мета, групове обговорення, оцінювання*