



*International periodic scientific journal*

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*D.A.Tsenov Academy of Economics - Svishtov (Bulgaria)*

Indexed in  
INDEXCOPERNICUS  
(ICV: 82.07)

# SWorld Journal

**Issue №12  
Part 1  
March 2022**

*Published by:  
SWorld & D.A. Tsenov Academy of Economics, Svishtov, Bulgaria*

UDC 08  
LBC 94

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UDC 08  
LBC 94  
DOI: 10.30888/2663-5712.2022-12-01

**Published by:**  
SWorld &  
D.A. Tsenov Academy of Economics  
Svishtov, Bulgaria  
e-mail: [editor@sworldjournal.com](mailto:editor@sworldjournal.com)



УДК 378.147.091.33-027.22:616.1/4:614.253.4

## IMPROVEMENT OF PRACTICAL TRAINING IN MEDICAL STUDENTS LEARNING THE BASICS OF INTERNAL MEDICINE

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**Annotation:** *The article presents data on value, forms and methods of formation of practical skills in medical students. The above study of methods and tools, which are used in presenting the discipline "Basics of Internal Medicine" for students of medical and pediatric departments to form a full-fledged professional skills.*

**Keywords:** *practical skills, professional skills, the basics of internal medicine.*

### **Introduction.**

The professional orientation of the personality of students is expressed in a positive emotional attitude towards the profession, in the conviction of the social significance and necessity of their work, goals, motives, needs and readiness to engage in their chosen activity. The education of the professional orientation of medical students means the formation of moral and psychological readiness for the work of a doctor, manifested in the argumentation of the motives for choosing a profession, in awareness of the profession of a doctor, in the awareness of the responsibility and importance of medical work [1,2].

### **The main text.**

The problem of higher medical school is the lack of readiness of young specialists for practical activities with very good theoretical training [3]. A higher educational institution should produce a student not only with a certain amount of knowledge, but also with the ability to use this knowledge, and even in such a way as to achieve the best results. Therefore, the problem of developing and assimilating algorithms for productively solving professional problems and ways of mastering skills and professional culture is now becoming especially relevant. It is necessary to determine the criteria, levels, stages, stages of advancement to professionalism,



factors that promote and hinder professional growth, the flourishing of creative activity, and the development of professional skills. In the training of a practical doctor, great importance is attached, first of all, to the development and deepening of practical excellence, that is, the assimilation of a number of practical skills that are related to the needs of healthcare. At the same time, the search for new training technologies, which significantly accelerate the training of highly qualified specialists with a qualitatively new level of knowledge, comes to the fore. Qualitative development of practical skills significantly expands the horizons of the doctor. Mastering them to perfection contributes to the timely and competent provision of assistance to patients. Achieving the maximum effect from training is necessary so that students not only receive deep theoretical knowledge, but also significantly improve their practical skills [4-6]. Professional knowledge is the result of cognition of facts, phenomena of professional activity, their connections, properties and relationships. The totality, quality of the student's professional knowledge must correspond to his future specialty, functional duties. The success of a professional activity depends on skills. Skill is the perfect mastery of an action, an automated component of conscious activity. The more skills, the more successful and easier the work goes. A person who has perfect skills has the opportunity to focus on the main thing, to show creativity in his activity, to perform it with high quantitative and qualitative indicators. The student needs skills related to solving various issues of his future professional activity. Depending on the mechanisms of formation, practical skills mastered by medical students are divided into three groups:

1. Motor, manual and sensorimotor skills. Their functioning is provided by the motor sphere under the control of the sense organs. They play a leading role in the diagnostic and therapeutic activities of a doctor, because they largely provide "automatism".

2. Perceptual skills associated with professional perception: auditory, visual, tactile and olfactory. The formation of these skills underlies the development of a specific perceptual sphere. It is extremely important to teach the future doctor to professionally see, listen, and recognize smells. A highly effective specialist cannot be "blind" or "deaf" in the professional sense.

3. Intellectual skills that provide measurements, calculations, solving standard situational problems according to these algorithms.

The formation of practical skills does not occur instantly and can be conditionally represented by the passage of successive stages of formation. The initial stage of the formation of any skill is the awareness and memorization of the algorithm for performing certain practical actions, the assimilation of the methodology, instructions for performing the skill. The next stage is the repeated repetition of the same actions, which is practiced by students under the supervision of a teacher at each practical lesson. The third stage is the achievement of the stages of automated performance of a skill, at which the need for stage-by-stage control over the process of its implementation disappears. And the last stage is the consolidation of skills, repetition, constant use in examining a patient and solving situational problems [7-9]. An important role in the formation of skills to perform mental and manual actions is given to practical training. It combines knowledge with the solution



of practical problems, that is, the formation of skills. To achieve the goals and fill the content of each practical session, it is recommended to create workshops on accounting for intra- and interdisciplinary logical connections, maintaining continuity between practical and lecture sessions [10].

An important component of the preparation of students of higher medical educational institutions is the acquisition of practical skills in working with a patient - a student must be able to collect complaints, an anamnesis of the disease and life, conduct a physical examination, prescribe the necessary laboratory and instrumental studies and interpret their results, establish a preliminary clinical diagnosis, conduct a differential diagnosis, determine the algorithm of therapeutic measures and the principles of primary and secondary prevention, as well as diagnose emergency conditions and provide them with emergency medical care.

To achieve maximum optimization and improvement of student learning at the Department of Internal Medicine and Infectious Diseases, there is a well-established system of rules for conducting a practical lesson, which, in accordance with modern requirements, includes such elements as analysis of theoretical issues, knowledge control through oral questioning, tests and situational tasks. . Various aspects of etiology, pathogenesis, clinical manifestations, diagnosis, differential diagnosis, treatment and prevention of various nosologies are discussed. To ensure a deeper assimilation of the topic of the lesson, tables, video materials, photographs, dummies from thematic nosologies are used. But, taking into account the clinical orientation of students' training, a third of the time of the lesson is devoted to work at the patient's bedside under the supervision of a teacher, which makes it possible to accustom students to work in the clinic, teach them the features of communication with patients and makes it possible to use the acquired knowledge in practice. An important link in the training of future doctors is the mastery of practical skills and their development in the classroom. The control of practical skills allows you to objectively assess the level of mastery of the student's methods of clinical research and his ability to solve problems with assessing the patient's condition, prescribing treatment, as well as the ability to formulate preventive measures.

The teachers of the department constantly improve the material, technical and information support of the educational process, namely, on the website of the department, in addition to information about the department, there are materials for preparing for practical exercises, a bank of test tasks, for preparing for the licensed exam "Krok-2", a schedule for working out practical classes and consultations.

### **Conclusion and findings**

Thus, the student has the opportunity to prepare for each lesson in internal medicine, using all available educational and methodological resources. Practical work in the clinic at the bedside of the patient improves the consolidation of the studied theoretical material, improves the quality of training of future doctors and allows them to acquire the necessary clinical experience.

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**Анотація:** У статті наведено дані про значення, види та способи формування практичних навичок та умінь у студентів медиків. Наведено обґрунтування методів та засобів, що використовуються при викладі дисципліни «Основи внутрішньої медицини» студентам медичного та педіатричного факультетів для формування повноцінних професійних навичок та умінь.

**Ключові слова:** практичні навички, професійні вміння, основи внутрішньої медицини.

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