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Research Article

FEATURES OF THE METHODS OF TEACHING ANATOMY TO MEDICAL STUDENTS

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ABSTRACT

In modern medical education, from the first year of study, a clinically oriented approach is clearly visible in the study of all preclinical disciplines.

KEYWORDS

Anatomy, teaching, student, teaching methods, practice-oriented approach, medical worldview.

INTRODUCTION

In a medical university, a special role is given to fundamental disciplines, since medical and biological subjects create the basis for clinical disciplines, so increasing the level of knowledge among entry-level students of higher education studying fundamental disciplines remains relevant. Today, a transition is being made to competency-based education, when, as a result of integrating the concepts of "knowledge-understanding-skills", the ability and readiness for professional activity, designated as competencies, are formed. The peculiarities of teaching human anatomy in modern conditions are determined, first of all, by the high requirements for the level of anatomical knowledge of future doctors, as the foundation of professional and ideological training.

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Improving the educational process and improving the quality of student training is a priority task of the Department of Human Anatomy. With the classical approach to teaching anatomy, when, while studying something, age and gender are taken into account, it is relevant to approach anatomy not as an educational subject, but as a science, constantly searching for and introducing new methodological principles for studying the subject. Teaching a subject to students of different faculties must take into account their specific characteristics. Thus, for students of the pediatric faculty it is very important to know the age-related characteristics of the organs and systems of the child's body. For students of the Faculty of Dentistry - features of the human dentofacial apparatus. The program of the discipline of human anatomy at the Faculty of Preventive Medicine determines the profile of specialist training taking into account the future profession, the task of which is to preserve the health of the population.

To optimize the learning process of students, methods of a practice-oriented approach are used, including conducting "introduction to the clinic" classes, providing the opportunity to study anatomy on preparations both in classroom lessons and during self-study hours, practicing recognition of structures on X-ray tomograms, analyzing situational problems and developing subject matter - imaginative thinking. The special position of human anatomy, as a fundamental discipline in the system of training doctors, is recognized by medical specialists of all levels and directions. At the beginning of the 19th century, the famous domestic anatomist G.O. Mukhin wrote: "A doctor who is not an anatomist is not only useless, but also harmful." The high importance of the discipline in the formation of a medical worldview requires constant improvement of its teaching methods and adaptation of the specialist training system to the requirements of practical medicine. Traditionally, the acquisition of anatomical knowledge was carried out in two directions: theoretical and practical. The study of ready-made anatomical preparations and mastering the technique of dissecting a dead body were considered the main things in the practical mastery of the subject. Back in the 18th century, the outstanding Russian educational scientist N.M. Maksimovich-Ambovik formulated the basic concept of classical teaching of anatomy: "Perhaps they will tell me that you can learn anatomy just as well from good anatomical drawings... To this, I answer, that without having previously seen dissected human bodies in nature, it is impossible to have any decent understanding and true information about them."

In the conditions of humanization of modern society, the attitude towards the use of biological materials in the educational process has changed, this inevitably led to a change in the methods of teaching morphological disciplines. Since no atlases and books, even beautifully designed ones, can fully convey the special structure of multi-layered, three-dimensional formations, which are the structures of the human body, the optimal modern method for studying the human structure is the use of computer programs and educational films in the educational process. They allow you to see the structure of organs and systems of the

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human body from different angles, layer by layer, in sections and in different functional phases. Unfortunately, insufficient computerization of training bases still limits the widespread use of this teaching method. The problem of ensuring visibility of teaching anatomy is solved in the following ways: multimedia support for lectures, thematic design of classrooms with tablets, tables, and radiographs; decorating the halls with educational stands; studying training materials, dummies and models in practical classes; demonstration of cadaveric material in the lecture hall.

The drugs allow not only to study the structure of organs, but also variant anatomy, and introduce students to anomalies and developmental defects. The exclusion from the educational process of the widespread use of dissection as a form of studying anatomy has limited the possibilities of developing manual skills in medical students when working with biological structures. To optimize this aspect of the practical direction in training future doctors, the department has developed a new form of work with students who have shown high results in theoretical training during the year. At the first stage, after studying the methodological materials on dissection, students have the opportunity to independently dissect a section of a neurovascular corpse for three months outside of class time, with the consulting assistance of experienced associate professors. After passing the practical work commission, at the second stage, students undergo an interview on the discipline program with examiners. The third stage is solving situational problems and answering questions on the basics of clinical anatomy. The exam system allows you to work with the best students of the medical academy and has not only practical, but also great educational significance for future doctors.

Anatomy of the 21st century is not the static anatomy of a dead body, it is the functional anatomy of a living organism. Since it is impossible to put a sign of complete equality between anatomical preparations and living organs, there was a need to change the methodology for presenting educational material. The lecture course began to focus on issues of functional anatomy, phylogenesis and ontogenesis of organs and systems, age-related changes in the structure of anatomical formations that can contribute to the development of pathological processes. Thanks to the mandatory design of multimedia presentations, lectures have become more informative and rich. Changes were also made to the plans and methods of conducting practical classes. There are separate classes on the functional and clinical anatomy of the skeletal and muscular systems, on the bone connection system, and on x-ray anatomy. To increase students' motivation in learning, solving situational problems in the classroom was introduced, the conditions of which are based on the practical material of the topics being studied.

Formation of clinical thinking among future doctors - a process

long, and it begins already in the first courses. When studying anatomy, a comprehensive understanding of the location of specific formations should appear in the minds of students, not only on anatomical preparations,

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but also on radiographs, tomograms and, finally, on a living person. Students should also know and be able to demonstrate on preparations pain points of nerves, places of pulsation of large arteries, and be able to construct projection lines of arteries and nerves.When studying arthrology, students learn to determine the degree of mobility of joints and the shape of various parts of the skeleton: the spinal column, pelvis, chest, foot. The main goal of this work is to teach students not to mechanically memorize textbook data, but to creatively approach the material they have covered, generalize it and learn to apply it to a specific situation. Based on the knowledge gained in lectures and practical classes, students work on specific organ issues of structure, topography, features of blood supply and lymphatic drainage, and draw diagrams of afferent and efferent innervation. The defense of the work takes place during practical classes.

Ensuring the requirements of the educational standard, the department has developed a methodologically clear system of monitoring both the theoretical training of students and the level of knowledge of practical skills. To control theoretical knowledge, traditional forms are used: oral questioning, interviews with students, and testing. The advantages of test control are that it allows, with minimal time spent, to objectively assess the knowledge of all students, develop speed of thinking, attention, and contribute to more regular and conscientious work. The negative aspects of this form of knowledge control include the limitation of the survey to questions and answers, the lack of dialogue between the teacher and students, in addition, testing does not contribute to the development in students of the ability to express their thoughts clearly, completely and consistently. In our opinion, the most appropriate test in junior courses is testing in the form of questions and answers, which corresponds to levels 1 and 2 of mastering the discipline.

Conclusion

In conclusion, we can say that the improvement of teaching methods today is achieved through the use of active learning methods, collective forms of cognitive activity, and information technology. In this regard, teaching anatomy at the modern level is impossible without high-quality and realistic visual material. Currently, there is no shortage of anatomical textbooks and atlases, which are a necessary component of the educational process, especially if the drawings are multi-colored. Despite the fact that the atlas is of high printing quality, it does not demonstrate the true structures of the human body. Students and young doctors do not recognize the structures of the human body on the monitors during endoscopic studies; they saw them in a form fixed in formaldehyde.

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