

Стом-21-ИИ

**DEPARTMENT OF HEALTH ORGANIZATION
WITH PSYCHOLOGY AND PEDAGOGY**

MEDICAL FACULTY

**METHODOLOGICAL RECOMMENDATIONS FOR THE TEACHER
ON THE STUDY OF EDUCATIONAL PRACTICE**

""Psychology and Pedagogy""

the main professional educational program of higher education - a specialist's program in
the specialty **31.05.03 Dentistry**

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Psychology is a field of human knowledge that studies the most general aspects of the basic forms and ideas about personality in a wide area of modern scientific knowledge and traditions of medical psychology and psychology in general. This space creates unique conditions for merging together the currently available psychological approaches to the development and enrichment of the individual. Conflict-free communication offers 5 ways to resolve disputes and disagreements:

- avoidance - avoiding conflict leaves the problem unresolved, but saves time and personal resources;
- compromise - each party receives a part of the benefit;
- cooperation - joining forces for the sake of common interest;
- adaptation - concessions in which one side cannot defend its goals and is ready to adapt to the interests of a stronger opponent;
- competition - healthy competition for victory.

The choice of a specific method depends on the ultimate goal, interests, available opportunities and resources.

Methodological recommendations are designed to solve the following tasks: to acquaint with the structure and methodology of teaching the course "Skills of conflict-free communication", to present the topics of seminars, to provide information about educational literature. The control questions placed at the end will allow the student to self-check their knowledge and better prepare for the exam.

Methodological recommendations are intended for students of the medical faculty of SOGMA; they are created on the basis of the current Curriculum, taking into account all the requirements for the educational process on this topic.

Forms and methods of the educational process

The main forms of studying the course "Skills of conflict-free communication" are: seminars, independent work, preparation of essays, consultations and individual work of the teacher with students. An important heuristic form of in-depth study of the subject is the research work of students (SRWS).

The effectiveness of training increases the use of modern

technical means, technologies and methods of studying the subject. They are

increase the amount of information perceived by students and improve the efficiency of its use. Among the technical teaching aids, multimedia means should be singled out. Among the learning technologies are distance learning technologies, information technologies (electronic textbooks, electronic databases and libraries, the Internet, etc.). Among modern methods of studying the subject, practical and seminar classes in the form of discussions, business games, trainings, conferences, computer testing programs should be singled out. It is important to maintain a balance between traditional and modern methods of studying the subject.

Seminars are a form of active study by a student of educational material, which performs the function of consolidating and deepening knowledge. At the seminars, students develop the skills and abilities provided for by the course. The teacher conducting such a lesson chooses the forms of its conduct, brings up topical problems for discussion, organizes discussions on individual issues of the topic, conducts frontal, individual and selective surveys, etc.

For each of the seminars, the student must prepare independently in accordance with the plan proposed in the Methodological Instructions. When preparing, you should also use the lecture notes and literature specified in these Guidelines. If this literature is not enough, you should seek help from the teacher. It is very useful in the process of

preparing for classes to use periodical scientific literature, the press, radio, and television. Each of these sources of information has its own characteristics and contributes to the study of a particular topic of the course. The student should raise their own questions related to the topic of the seminar and try to answer them. This develops the skills of independent thinking, helps to develop their own position on certain problems of the course.

A significant role in the seminar is given to the report (speech). Its goal is a deeper study of a certain problem or issue by the student and presenting them orally in front of an audience. The difference between a report and a speech is that the former covers problems more broadly, while the latter reveals a specific issue. The main requirements for the report are richness and completeness, consistency and consistency of presentation, compliance with the content of the stated topic, the ability to convey the main idea to the audience, following the rules. In the process of preparing a report, it is necessary to pay special attention to the choice of a topic, the selection and study of material, the preparation of a plan and outline of the report, its preliminary reading in order to develop the appropriate skills and abilities of speaking in an audience.

An important place in the seminars belongs to the discussion. It requires good preliminary preparation of students, including the study of educational material, the formulation of questions, knowledge of the rules of its conduct, the ability to find the right solution to the problem based on the information obtained during the discussion, the ability to reach a compromise.

One of the active teaching methods in seminars is role-playing. The whole set of games can be divided into three groups: research, certification and didactic. The place of the game in a particular group is determined depending on its purpose. Research games involve the achievement of such a goal as obtaining new knowledge, for attestation games - this is an assessment of the knowledge and competence of game participants. Didactic games are an organizational form of learning in which there is a stable structure of relations "student-student", "student-group", "student-teacher". Such a game is characterized by a change in role interaction, relations of the "leadership" type to relations of the "collaboration on an equal footing" type. Therefore, the process of developing the self-awareness of the individual acts as the goal of the didactic game.

An interesting method of active learning in the process of conducting seminars is case technology. It is an "immersion in the situation" when each student must "live" this case, as it were, pass it through his life experience. Informally, having creatively played out the case-situation "on oneself", the student will be able to logically and reasonably substantiate his strategy of behavior in the proposed circumstances. The teacher synthesizes the most valuable, significant, original, creative in the answers of his students, encourages the most active students, encourages them to further creative activity.

An important extracurricular form of student work is independent work.

In the process of independent work, the student deepens and comprehends the knowledge gained, analyzes and generalizes the educational material. This form of work is used to prepare for seminars, work out questions and topics presented by the program for self-study, prepare reports, oral communications, abstracts, etc. One of the main methods of independent work is work with literature, during which the student draws up a report and briefly sets out the essence of the problems being studied, gives definitions to certain categories and concepts, reflects the essence of various positions, makes his own comments, etc. Independent work is an important component of the student's future professional activity. In addition to the usual independent work, there is such a form as controlled independent work. Its peculiarity is that it is conducted under the supervision of a teacher who defines tasks, gives recommendations for its implementation, and checks the results.

An important form of work on the assimilation of the course is the abstract. With the help of this form of studying the educational material, the student learns to analyze, systematize the educational material and present the acquired knowledge in writing. The work on writing an essay begins with the student's understanding of the topic and drawing up a plan for the future essay, as well as determining the area of the material being studied, which will be enough to cover the topic. The second stage of work on the abstract is the work with the literature, which consists in the selection and development of the literature, with which you can most fully reveal all the issues of the chosen topic. In parallel with the elaboration of literature, the stage of comprehension and systematization of the acquired knowledge by the student takes place, after which they are presented in writing. The student's attention should be

drawn to the fact that this form of presentation of the material does not always immediately acquire complete and perfect forms. It is often necessary to make preliminary sketches in order to later get a finished and complete version with their help.

Abstract structure:

- Title page
- Plan (consisting of introduction, questions of the main part, conclusion, list of references, as well as pages from which these sections of the abstract begin).
- Introduction, in which the author introduces the reader to the analyzed problems, sets the goals that he is going to achieve; defines the tasks to be solved, and also indicates methods for their solution.
- The main part, which is the actual presentation and disclosure of the issues of the topic, the solution of the tasks.
- Conclusion, in which the student draws conclusions, makes comparisons and generalizations, expresses his own judgments on certain issues considered in the work.
- The list of references used in writing the abstract is given at the end and placed in alphabetical order. Attention should be paid to the design of each of the publications in accordance with bibliographic requirements.

All pages of the abstract must be numbered, except for the title page, which is considered the first page. When using citations, footnotes are made: either directly in the text, or at the bottom of the page, or at the end of the abstract. You should also pay attention to the correctness of their design. The volume of the training abstract is 8–10 printed pages (30 lines per page and 60 characters per line) of text. The main requirements for the abstract: correct design, the chosen topic should be fully disclosed, at the same time it should not go beyond its scope, logical harmony and consistency of presentation, good style, there should be independence of the student's thinking.

Consultations are designed to assist the student in the process of studying the course: fill in certain gaps in the knowledge of students, clarify issues that caused them difficulty, solve problems related to the organization of the course, forms of knowledge control, etc. As a rule, consultations are held before control works, colloquia, tests, exams, but can be carried out by the teacher and in the process of studying the course as necessary and in agreement with the students. Students themselves can contact the teacher for advice, in agreement with him, or at the time allotted for this by the educational process.

Individual work is carried out by a teacher with students on an individual basis in order to deepen knowledge or to eliminate any gaps in them. In the process of individual work, the skills and abilities of students in the study of the subject are developed, their own ideas are developed on various problems of the course, competitive and scientific papers are written.

Forms of knowledge control

Forms of knowledge control are designed to identify the level of knowledge and skills acquired by students, their generalization and consolidation, as well as the ability to express them in various forms (oral and written, in the form of testing, etc.). There are the following forms of students' knowledge control: current and final. The current ones include oral and written surveys, tests and thematic testing. These forms can be used by the teacher both in lectures and in seminars. At the same time, the grades received by students play an important role in the overall assessment of their knowledge. The final forms of knowledge control include colloquia, interviews and exams. Colloquia and interviews are organized by the teacher, as needed, and after studying certain sections of the course. To prepare for a colloquium or an interview, students work through the relevant sections of the course, prepare the questions that caused difficulties and are of interest to students. At the colloquium, students show the level of their knowledge, together with the teacher, they consider issues that have caused difficulties. The interview takes place in a more open form, is characterized by greater student activity, and includes elements of discussion. In the process of conducting interviews and, especially, colloquia, the teacher can also give grades. The exam is the identification of the level of knowledge of the student for the entire course. It can be done orally or in writing. The format is determined by the instructor. The system for monitoring and evaluating knowledge at the university is based on the requirements of the State Educational Standard for this discipline, the criteria for assessing students' knowledge and

competencies on a 10-point scale, the Regulations on tests and exams, as well as intra-university normative and instructive documents for monitoring and evaluating knowledge.

Sample questions offered to students in seminars:

1. Psychological requirements for the personality of a doctor.
2. Psychological features that reduce the communicative competence of a doctor.
3. The concept of communication skills, communication process.
4. Verbal and non-verbal means of communication to achieve effective interaction with patients.
5. General principles of effective communication.
6. Conflicts and ways to resolve them.
7. Barriers preventing effective communication between a doctor and a patient.
8. Pedagogical communication in the work of a doctor.
9. Introduction to the medical interview.
10. Medical interview: concept, basic principles, structure.
11. Questioning the patient.

RECOMMENDED READING

1. Ananiev V. A. Fundamentals of health psychology. Book 1. Conceptual foundations of health psychology. - St. Petersburg: Speech, 2006. - 384 p.
2. Ananiev V. A. Workshop on health psychology. Methodological guide for primary specific and non-specific prevention. - St. Petersburg. Speech, 2007. - 320 p.
3. Krysko V.G. Psychology and Pedagogy: A Course of Lectures / V.G. Krysko. - 3rd ed. M.: Omega-L., 2005.- 336 p.- (Library of Higher School).
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5. Polat E.S. Typology of telecommunication projects. Science and School - No. 4, 1997
6. Rean A.A., Kolominsky Ya.L. Social pedagogical psychology. - St. Petersburg: CJSC "Publishing house" Peter "", 1999
7. Stolyarenko L.D. Fundamentals of psychology: Practicum. Ed.7 Rostov-on-Don.: Phoenix, 2006 - 704p.
8. Sidorov P.I., Parnyakov A.V. Clinical psychology: textbook. - 3rd ed., revised. and additional - M.: GEOTAR-Media, 2008. - 880 p.: ill.
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10. Rubinshtein S.L. Fundamentals of general psychology.: in 2v-T.1-M 1989
11. Belogurova V.A. Scientific organization of the educational process (Educational literature for students, graduate students and teachers of professional educational institutions). - M.: GEOTAR - Media, 2006.-448 p.
12. Bim-Bad B. M. Pedagogical encyclopedic dictionary. - M.: Great Russian Encyclopedia, 2008. - 528 p.
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14. New pedagogical and information technologies in the education system, ed. E.S. Polat - M., 2000
15. Pedagogy in medicine: Textbook for students of higher medical education / N.V. Kudryavaya, E.M. Ukolova, N.B. Smirnova, E.A. Voloshina, K.V. Zorin; ed. N.V. Curly. - M.: Publishing Center "Academy", 2006.-320s.
16. Pedagogy and psychology of higher education: Textbook .- Rostov n / D: Phoenix, 2002. -544 p. Managing editor M.V. Bulanova-Toporkova.
17. Belikova M. F. Empathy as one of the characteristics of the doctor's communicative competence / M. F. Belikova // Tyumen Medical Journal. - 2008. - No. 2. - S. 31-32.
18. Sakharova L. G. Features of the formation of a communicative culture among students of a medical university / L. G. Sakharova, T. B. Agalakova // Vyatsky Medical Bulletin. - 2011.-№1. - pp. 55-60
19. Noskova M. V. Development of the communicative culture of the future doctor through independent work. Psychological and pedagogical aspects / M. V. Noskova, E. P. Shikhova // Alma mater. - 2014. - No. 12. - pp. 66-70
20. Sarapulova A. V. Communication skills of students of a medical university: experience of observation at the department of polyclinic therapy / A. V. Sarapulova, O. V. Teplyakova // Medical education and professional development. - 2016. - No. 1. - pp. 60-67