

SPECIFICS OF TEACHING SURGERY TO ENGLISH-SPEAKING STUDENTS

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Introduction. The number of students trained in English increases every year at leading universities of our country. It is an indicator of level of teaching structure of educational institution, ability of employers activity to participate in foreign conferences, to communicate with colleagues from other countries, to exchange experience that raises level and quality of teaching. Specificity of teaching in English demands new standard approach in teaching of the theory especially, in acquisition of practical skills by English-speaking students. Teaching surgery to students of medical university is the obligatory interconnected combination of educational and professional work.

Our experience shows that teaching English-speaking students on fundamental surgical procedures demands special attention. It is impossible to receive practical skills of survey of the patient, to understand semiology of surgical diseases without dialogue with the patient and detailed gathering of the anamnesis.

Aim: The aim of our study is to find the way to improve results of theaching surgery to English-speaking students.

Materials and methods. Students of 4th year of KhNMU were tested for knowledge level on topic of previous class with and without teachers assistance of practice with patient.

Results. Students which worked with teachers assistance showed higher level of reproduction of previous class topic. An important component of teaching are relations of students and the teacher, respect of each other, dialogue, a pedagogical step, creation of a situation of success to diffident students, the account of interests and requirements of students and well-founded requirements should be considered in the course of training. The collaboration of teacher and student in practical work with patients and on duty forms good relations between student and teacher and leads to better diligence of students. As a result we get higher level of knowledge of topic even after few weeks in students with good collaboration with teacher.

Conclusion: At work with English-speaking students it is necessary to assist them in practical part of work and to form strong collaboration between student and teacher.