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EUROPEAN STUDIES. LEARNING AND TEACHING: IN THE WORLD OF TECHNOLOGIES

Kharkiv, Ukraine – Cluj-Napoca, Romania
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To the 80th Anniversary of the
University Being Named after H. S. Skovoroda

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APPLICATION OF *PBL* IN HIGHER EDUCATION INSTITUTIONS OF MEDICAL AND PHARMACEUTICAL PROFILE

Abstract. At the present stage, society requires specialists who are creative, analytically minded, capable of problem-solving, self-development, and teamwork. Problem-based learning (PBL) in higher education fosters these qualities.

Purpose. Our goal is to demonstrate that the problem-based learning (PBL) method is universal and can be effectively applied in training future specialists across various fields where analytical thinking, research skills.

Results. We propose using problem-based tasks of various types, including tasks with variable content. To facilitate dialogue in a distance learning environment, we suggest using interactive boards. **Example of a problem-based task with variable content for physical therapists:** a 35-year-old patient consults a physical therapist following an injury to the right knee joint sustained during a football game three weeks ago. The orthopedic diagnosis is a grade II ligament sprain of the knee joint. At the time of consultation: pain when bending the knee beyond 90°, slight swelling, reduced range of motion, and quadriceps weakness; the patient walks without crutches but with a stiff gait. **Tasks:** Formulate short-term and long-term goals of physical therapy. Suggest a set of exercises appropriate for this stage of rehabilitation. Identify which physical factors (heat, cold, electrotherapy, etc.) can be applied. Determine how the rehabilitation program will change in case of: (a) increased pain syndrome; (b) occurrence of knee joint locking; (c) the patient's return to active sports. Format your response to the assignment as a https://padlet.com/. Add theoretical information in a text file with your answer and include idiomatic materials that support your opinion.

Conclusions. A problem-based task has no single correct solution – students create individualized rehabilitation plans that foster clinical reasoning, analytical thinking, and adaptability. Thus, problem-based learning is an educational method in which real-life complex tasks are used as a tool for learning. This approach encourages students to apply critical thinking and problem-solving skills within a specific time frame, promoting practical experience and active knowledge acquisition. The use of interactive boards for presenting completed project assignments enables students to learn how to justify their point of view during possible dialogues with colleagues.