

TEACHING OF CLINICAL DISCIPLINES IN MEDICAL HIGH SCHOOL AT THE PRESENT STAGE

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Steady growth of Scientific and Technical Progress, Pedagogical Science advances as a whole and Higher School in particular, make using of their achievements necessary in the process of teaching at Clinical Departments of Medical Higher Schools as well. According to our experience, optimal learning results are possible to be achieved when observing the following algorithm of teaching senior students.

1. Individual extracurricular self-development (studying special textbooks, scientific and didactic literature)
2. Self-development control, when the teacher pays attention to possible omissions, basic, most meaningful and most complicated questions of the studied problem. It is important that explanation words were proved with the demonstration of visual, simple and easy to memorize material. In the academic process at our Department of Childhood Surgical Pathology, topical video-films', available table and slide materials' demonstrations are used; modern computer multimedia and animation technologies of teaching provoke great interest. The given forms of distance teaching serve as an essential addition to "at-the-couch-of-patient-education", but never should substitute it.
3. Topical patients' medical supervision is made up in the form of a role game, when a student gets an opportunity to find out clinical stigmas of this or that disease on practice and to study the materials of a certain patient's laboratory and instrumental examination. For the correct interpretation of the data got we try to stimulate their being discussed among the students (discussions in micro-groups), that is obligatory to be finished with the teacher's discussion of the given clinicodiagnostic situation.

4. Medical duty experience of students with their department's teachers in emergency cases, students' development of necessary practical skills and competence are impossible to overstress, as they watch and take part not only in solving urgent tactical and practical tasks, but also often solve ethic, deontological and moral problems with assistance lecturers and lecturers of their department, involuntarily adopting the best personal features of their teachers.

The denoted above principles of the teamwork of a teacher and students are the most important components of training of Medical Higher Schools' senior students, as such a model is able to reproduce the experience of future doctors' professional and personal development.

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THE TRANSFORMING POTENTIAL OF GLOBAL LEARNING ENVIRONMENTS: A CASE FOR GLOBAL SEMINAR PROJECTS

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Globalization has forced education to explore new practices designed to help educational systems meet the demands of a fast changing world economy, increasingly globalized culture, and rapidly growing interdependency of human societies. Striving to build and maintain a global system of educational institutions, educational researchers and administrators worldwide have started developing and implementing in practice a concept of "global education." Scholars view this concept separately from globalization, as a construct that aims to extend students' awareness of the world in which they live by opening them to the diverse heritage of human thought, action, and creativity (Sterling, 2001). The interdisciplinary field of "global education" emerged from various areas of academic discourse, such as international relations, cultural studies, environmental studies, and economics (Kirkwood, 2001; Lamy 1987),