USE OF MICRO-LEARNING TO ENHANCE THE PEDAGOGICAL QUALIFICATION OF TEACHERS IN MEDICAL INSTITUTIONS OF HIGHER EDUCATION

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Summary. The article considers the possibility of using micro-learning to improve the pedagogical qualifications of teachers in medical institutions of higher education. The example of a "micro-lecture" on the topic "Creating syllabuses for a discipline" shows what requirements there are for the preparation of lecture content, as well as the prospects for evaluating the effectiveness of teacher training on this issue.

Key words: Microlecture, professional pedagogical development, syllabus.

Introduction. Medical education is developing very quickly and the role of the teacher of future doctors is becoming more and more complex. In order to fulfill all the tasks that appear before the teacher, it is necessary not only to know the subject well but also to be able to transfer one's knowledge and skills to students, that is, to master the method of teaching the discipline. It is often assumed that a teacher is well prepared for this role without any formal training [1-3]. However, the teaching staff of medical universities to a greater extent do not have professional pedagogical education. Therefore, pedagogical development programs play a significant role not only for teachers starting to work in medical education but also for teachers who already have sufficient experience. The rapid development of medicine, changes in living conditions, and the emergence of the latest technologies require constant improvement of pedagogical skills. Traditionally, teacher training takes place in the form of synchronous courses or online trainings, which sometimes overwork some cadets. Class time almost always competes with clinical work, with research or with rest [4,5]. The conclusions of the latest studies on the issue of optimizing the
Educational process suggest the use of so-called micro-learning as a method of acquiring knowledge and skills in the form of small units, blocks that are easier to process. The advantages of microlearning are also the possibility of independent access to the necessary materials, that is, their use in accordance with one's individual needs by topic, place and time [5]. Microlearning is based on the findings of cognitive science about the limits of working memory. It is suggested that memory consolidation can be improved by using small, focused units of learning. Especially if the units are repeated continuously with intervals that allow time for reflection and thus exploit the distributed learning effect. In research [5], an experiment was conducted on the basis of one of the university clinics in Germany, where experienced lecturers were asked to create micro-learning modules for teacher training courses in their departments. Such a module, according to the conditions of the experiment, had to include a ten-minute educational video consisting of a maximum of six slides. To create targeted content, at the beginning of its creation, it is necessary to determine the purpose of training. The task of such "micro-lecture" is to encourage students to think, and to provide "lecturer-student" feedback. Therefore, it is necessary to create interactivity by adding questions with a short "true-false" answer, and the student must see the correctness of the answer immediately [5]. After mastering the material in small units, it is necessary to establish connections between them, and such work is the basis of critical clinical thinking. This is especially important for medical education, which is constantly changing with the development of medicine and healthcare delivery systems. Short-term seminars, as emphasized [1], are easy to conduct, but also very effective under conditions of limited time for teachers and students. In order to assess the impact of such training on the level of pedagogical qualification after completing micro lecture courses, researchers [1] suggested using three indicators (triangulation model): 1) participants' self-esteem; 2) assessment of students; 3) collegial assessment.

The purpose of the work was to show an example of a "micro-lecture" on the topic of "Creating syllabi for the discipline", which can be used in advanced training courses for teachers of medical higher education institutions.

Main part. One of the mandatory teaching and methodical documents of the department is the syllabus, which is defined as "the teacher's personalized program for teaching students in each subject, which is updated at the beginning of each academic year." [7]. "The course syllabus is a document that helps the teacher to effectively organize the work during the course, and the students to know exactly what to expect. It is prepared mainly for the student, and it explains the mutual responsibility of the teacher and the student" [8]. One of the micro-lectures on advanced training courses may be devoted to the algorithm for creating a syllabus for a discipline. If we take into account the recommendations for creating such a form of education, the content of the lecture can consist of 5-6 slides, and it should also last no more than 10 minutes. The first slide determines the expediency of compiling the syllabus, as well as the relevance and necessity of its use in the educational process. We believe that in the first lesson, it is necessary to familiarize students with this document, because it provides full information about the discipline they will study, evaluation criteria, etc., that is, it stipulates a kind of "rules
of the game" [8]. **On the second slide:** the structure of the syllabus is schematically shown, that is, a description of its mandatory components is provided. Zaporizhzhia State Medical and Pharmaceutical University has developed "Regulations on the development of a syllabus for an educational discipline" [9] according to which the structure of the document is unified for all departments and should contain the following sections: 1. General information about teachers; 2. Name of discipline and number of ECTS credits (number of lectures, practical and seminar classes, SRS); 3. Time and place of educational discipline; 4. Prerequisites and post-requisites of the academic discipline; 5. Characteristics of the academic discipline (5.1. The purpose of the academic discipline; 5.2. The purpose of studying the academic discipline; 5.3. The task of studying the discipline; 5.4. The content of the academic discipline); 6. Study plan of the academic discipline; 7. Student's independent work 8. List of main and additional literature, as well as information resources 9. Control and evaluation of study results; 10. Policy of academic discipline. **The third slide** is devoted to types of knowledge control in the discipline. According to the regulations of ZSMFU [10], there are several forms of control: current, and final. Current control includes assessment of oral response, testing, as well as solving situational problems and is carried out at each lesson.

**The fourth slide** is dedicated to the organization of the final control, as well as the methods of its implementation. Forms of final control of the discipline, according to the normative documents of ZSMFU [10] can be credit, differential credit or exam. Algorithms for carrying out control measures are general and mandatory for each department of the university. The disciplinary policy can be presented on the **fifth slide**. During the interaction between teachers and students, both sides of the educational process must adhere to the principles of academic integrity [11].

To establish lecturer-student feedback, teachers are asked to think about the following questions: **Who are my students, what do they need to know and be able to do after my course, and how can I assess the students' capabilities?**

The next stage for evaluating microlearning on this topic could be the triangulation method, where the teacher creates a syllabus for the discipline he is teaching (self-assessment), and then the students show that they understand how to work with this document (student assessment). Collegial assessment of the work is a mandatory component of the assessment of the level of pedagogical competence in this matter.

The following topics of "micro-lectures" can be "Organization of current control of the discipline", "Forms and methods of final control", "Using various sources of information for studying the discipline" and others.

**Conclusions:**

1. Pedagogical development programs are necessary for the teaching staff of medical universities;
2. Micro-learning can be the optimal method of conducting courses to improve pedagogical qualifications for medical higher education teachers;
3. In order to confirm the learning results, feedback from several sources is necessary, which can provide a practical basis for the development and improvement of pedagogical development programs.
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