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THE EFFICIENCY OF THE APPLICATION OF INTERACTIVE LEARNING METHODS IN STUDYING THE CLINICAL PHARMACOLOGY OF ANTIBACTERIAL DRUGS

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INTRODUCTION

Interactive learning is based on the direct interaction of students with their own experience and the experience of their friends, since most interactive exercises refer to the experience of the student himself, and not only learning. New knowledge, skill is formed on the basis of such experience. Interactive learning is learning built on the interaction of all students, including the teacher. These methods are most consistent with a student-centered approach, since they involve co-learning (collective, collaborative learning), and both the student and the teacher are subjects of the educational process. The urgency of the problem of the use of antibacterial agents is due to the prevalence of pathologies caused by bacteria, microbes and significant economic losses due to the severe course of the disease, requiring hospitalization and a high mortality rate, especially in childhood. According to epidemiological data, infectious diseases occur in 82% of the population, even more often in young children. The main strategic direction in the effective treatment of patients, improving their quality of life, reducing mortality and prolonging the life of patients is the prevention of complications of various diseases caused by bacteria. Treatment of patients with antibiotics is the most promising approach to prevent complications of acute and progression of chronic infections and early death and disability of patients. Despite recent advances in the treatment of diseases caused by bacteria, antibiotic therapy continues to be an important problem in the modern world. According to epidemiological data, infectious diseases occur in 82% of the population, even more often in young children. The main strategic direction in the effective treatment of patients, improving their quality of life, reducing mortality and prolonging the life of patients is the prevention of complications of various diseases caused by bacteria. Treatment of patients with antibiotics is the most promising approach to prevent complications of acute and progression of chronic infections and early death and disability of patients. Despite recent advances in the treatment of diseases caused by bacteria, antibiotic therapy continues to be an important problem in the modern world. According to epidemiological data, infectious diseases occur in 82% of the population, even more often in young children. The main strategic direction in the effective treatment of patients, improving their quality of life, reducing mortality and prolonging the life of patients is the prevention of complications of various diseases caused by bacteria. Treatment of patients with antibiotics is the most promising approach to prevent complications of acute and progression of chronic infections and early death and disability of patients. Despite recent

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MATERIALS AND METHODS

Interactive technologies are used in the process of teaching students - business games and methods are used: "Cluster", "Pen in the middle of the table", "Weak link", "T scheme", "Gallery tour", "Fish skeleton", "Venn diagram" , "Solving crossword puzzles", methods of "SWOT - analysis" and "Assessment", etc., analysis of clinical cases, preparation and protection of a medical history, use of computer training programs, attendance at medical conferences, councils, participation in scientific and practical conferences, educational and research work of a student, preparation of written analytical works, preparation and defense of abstracts, design technology.

RESULTS

Determination of the effectiveness of implementation in the educationalthe process of modern interactive teaching methods in the study of clinical pharmacology of antibacterial agents.For the professional training of pediatric students studying in medical universities, a more in-depth study is needed.clinical pharmacology of antibacterial agents, tk. A huge number of childhood diseases are caused by bacteria.Applicationmodern interactive teaching methods in the educational process, the use of modern knowledge control methods that contribute to the acquisition of solid knowledge and skills by students, as well as motivating them for continuous self-education.

DISCUSSION

Interactive learning is a special form of organization of cognitive activity, a way of cognition, carried out in the form of joint activities of students. All participants interact with each other, exchange information, jointly solve problems, simulate situations, evaluate the actions of others and their own behavior, immerse themselves in a real atmosphere of business cooperation to resolve the problem.

The educational process is organized in such a way that almost all students are involved in the learning process, they have the opportunity to understand and reflect on what they know and think.

A feature of interactive methods is a high level of mutually directed activity of the subjects of interaction, emotional, spiritual unity of the participants. Interactive activities in the classroom focus on five core elements: positive interdependence, personal responsibility, facilitative interaction, teamwork skills, and group work. Compared to traditional forms of conducting classes, interaction between the teacher and the student is changing in interactive learning: the activity of the teacher gives way to the activity of the students, and the task of the teacher is to create conditions for their initiative.

During interactive learning, students learn to think critically, solve complex problems based on the analysis of circumstances and relevant information, weigh alternative opinions, make thoughtful decisions, participate in discussions, communicate with other people. To do this, pair and group work is organized in the classroom, research projects, role-playing games are used, work is underway with documents and various sources of information, and creative work is used. The student becomes a full participant in the educational process, his experience serves as the main source of educational knowledge. The teacher does not give ready-made knowledge, but encourages participants to search independently and performs the function of an assistant in their work. First of all, interactive forms of conducting classes: arouse students' interest; encourage active participation of everyone in the educational process; appeal to the feelings of each student; contribute to the effective assimilation of educational material; have a multifaceted impact on students; provide feedback (audience response); form students' opinions and attitudes; form life skills; promote behavior change. Learning with the use of interactive educational technologies implies a logic of the educational process that is different from the usual one: not from theory to practice, but from the formation of new experience to its theoretical understanding through application. promote behavior change. Learning with the use of interactive educational technologies implies a logic of the educational process that is different from the usual one: not from theory to practice, but from the formation of new experience to its theoretical understanding through application. promote behavior change. Learning with the use of interactive educational technologies implies a logic of the educational process that is different from the usual one: not from theory to practice, but from the formation of new experience to its theoretical understanding through application.

During the practical session, the aim of teaching is toteaching students to choose the necessary drugs, taking into account the etiology, pathogenesis, severity of the manifestation of the infectious process and the mechanism of their action; learn how to determine the route of administration of drugs, taking into account the severity of the manifestations of the disease; learn the dosing regimen of drugs depending on age, the state of the eliminating organs, the

severity of the infectious process; planning the duration of the course of therapy, the choice of criteria and terms for assessing the effectiveness and safety of the therapy. In this case, the student must know the group of drugs used for bacterial infections; the mechanism of action of the relevant drugs; indications and contraindications for prescribing drugs; drug dosing regimen; side effects of medicines; most significant drug interactions.

The achievements of modern medicine, the introduction of the principles of evidence-based medicine into wide clinical practice, a significant expansion of the arsenal of medicinal drugs and non-drug methods of treatment require the doctor to have a good knowledge of not only the typical clinical picture of the disease. The study of the main groups of drugs allows timely and effective treatment of infectious diseases, reducing their complications.

One of the main advantages of interactive teaching methods is the approximation of the learning process to the real practical activities of specialists. The use of such a learning strategy contributes to the development of ingenuity, the ability to solve problems, develops the ability to analyze problems, and increase the level of mastery of the problem being studied.

CONCLUSIONS

1. Interactive teaching methods contribute to the effective assimilation of educational material and activate the learning process, andanalysis of pharmacotherapy of thematic patients teaches students to control the effectiveness and safety of pharmacotherapy, taking into account side effects, contraindications and their correction, rational and / or irrational combination of drugs
2. Interactive teaching methods promoteindividual approach to the choice and prescription of drugs, taking into account the characteristics of the existing pathological process and the influence of a number of factors.

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