

PSYCHOLOGICAL SCIENCES

**EVOLUTIONARY ASPECTS OF "CLICK HOLE" IN MEDICINE
STUDENTS AND THEIR INTEGRATION IN HIGHER EDUCATION**

Barannik Serhiy Ivanovitch

doctor of medicine, professor

SI "Dnepropetrovsk Medical Academy of the Ministry of Health of Ukraine",

Yechalov Vasil Vitalievitch

Candidate of Medical Sciences, Associate Professor

SI "Dnepropetrovsk Medical Academy of the Ministry of Health of Ukraine",

Barannik Konstantin Serhiyovitch

Candidate of Medical Sciences,

SI "Dnepropetrovsk Medical Academy of the Ministry of Health of Ukraine",

Lyachenko Pavlo Victorovitch

Candidate of Medical Sciences,

SI "Dnepropetrovsk Medical Academy of the Ministry of Health of Ukraine"

Summary: The work is devoted development research «clip thinking» at medical students at various grade levels. The comparative analysis by results of poll of students and doctors-interns is carried out. It is noticed that «the clip thinking» influences reception of the information in the course of training. This circumstance should be considered at drawing up of curriculums and preparation for employment.

Key words: «clip thinking», medical students.

Introduction. It is known that the increasing role of information, information technology has led to the fact that modern society exists at a new stage of development - information. There is a fundamentally new way of communicating and broadcasting information called "screen culture." In fact, a new human habitat is formed - an information society whose specificity is the transmission of information with the help of a moving image supplemented by sounds. Influence of the information society touches on the sphere of people's society, their learning and management processes. Under his influence, there is a change of thinking, in connection with which more and more in the scientific literature there are such concepts as "man-screen", "clip thinking", "clip consciousness" [1, p. 9]. In connection with the informatization of education, which today is considered almost a panacea, there are risks of loss of creative cultural-generating ability of whole generations. If the older generation still retains other forms of perception of the information provided (comprehension, comparison, analysis, critique, etc.), then the younger generation and students in the first place are increasingly dynamic, mosaic, "clip" reception, processing and providing imagery information, first of all - educational. Man can not focus on information for a long time; it has a significantly reduced ability to analyze. The owner of the clip thinking is difficult to analyze the

situation, since any information is not delayed in his mind and quickly changes the new [2, p. 39]. Falls the level of success and reduces the coefficient of learning knowledge. People quickly forget what they have recently been taught and can not manipulate classical literature [3, p. 175; 4, p. 242]. The "Clip" way of working with information adds dynamism to cognitive educational activity, which allows, in conditions of increasing volume of educational material, to make it, sometimes at least formally, to perform the necessary tasks: often we fall into the situation when we remember something, but not completely sure about the accuracy of reproduction information. "Clip" behavior allows you to see the versatility, versatility, ambiguity of approaches to analysis, or the resolution of specific issues and tasks (such thinking helps audiences to better understand and understand the variety of relationships between phenomena and events). Clip thinking can be used as a protective reaction of an organism to information overload, promotes greater adaptation to the changing social reality and its knowledge; if we take into account all the information that people see and hear in a day, plus the "world dump" of the Internet, then there is nothing surprising in the fact that her thinking changes, adapts, adapts to new conditions [6, p. 207-215]. However, at the same time, "clip art" is a reaction to social dynamics and an informational boom that helps a person to self-preserve and adapt to the environment. Thus, we can say that with the help of "clip thinking", a person is saved from the flow of information that presses on it. In general, in modern science, clip thinking is mostly mentioned in the negative sense, in the context of the transformation of consciousness that is characterized by degradation. Many say about superficial, eclectic, stereotyped perception of information. The positive points are determined: firstly, it is a protective function that cuts off the enormous amount of information that is becoming more and more, which allows you to quickly obtain a result by manipulating certain data. In any case, the factors that triggered the formation of clip art are well-known, and this is an electronic publishing business and network media, the Internet, mobile devices, that is, technologies that are the driving force of progress, which is known to be irreversible. Clip culture becomes an integral part that characterizes the anthropological type of person of the information society. All this requires a separate thorough study [9]. Clip thinking "is a new form of **The aim of the study.** In our work, we tried to analyze the influence of "clip thinking" on the ability of medical students to master practical material during studying at a higher educational institution, as well as to determine its level in different groups of students.

Material and methods. The material for the study was the results of an anonymous survey of 300 students of the 3rd year students of the medical faculty and intern doctors who passed the study cycle in the DZ "Dnipropetrovsk Medical Academy of the Ministry of Health of Ukraine" during the 2016/17 academic year (group A-100, interns B - 100 people), and Group B (100 students of the third year students) in the 2018/19 school year. Questionnaires were used for questioning [5, p. 142; 6, p. 208], which contained a diverse plan of 30 questions with two variants of the answer, one of which was correct in relation to determining the propensity to "clip thinking". The treatment of the received data, their comparison with the published literature data of other researchers and two groups of own research allowed not only to assess its level,

but also to identify the personality of the mental approach to the use of this type of thinking by persons of different groups of research.

Research results. The data obtained from group A students showed that the average rate of correct answers (14,36) was in 14% of the respondents, 53% did not reach it and 33% - surpassed this indicator. Interns of group B showed a lower average rate of correct answers (12.0). It reached 10.25% of the respondents, but the number of those who did not reach or exceeded the same - by 44.87%. But if the criterion of assessment is set in 15 faithful answers, then among group A students who were exaggerated by them (33%), and among the interns of group B - 17 persons (17%). As for the students of group B, the average rate of correct answers in them was 14.1 and reached 17% of the respondents. 37% of the respondents in this group did not reach it, but 46% - surpassed this protagonist. If we compare with the evaluation criterion in 15 faithful responses, among the students of group B, which exceeded it by 36%, which is also greater than in groups A and B. This may indicate positive tendencies towards the evolutionary rate of ability to "clip thinking" in the following age groups of students. A qualitative analysis of specific responses to the questionnaire has shown that students are more inclined to receive information through a graphic material demonstration compared to interns, but it is difficult for them to separate rational information from general terms, which takes a lot of time while working with special literature. This can be explained by the fact that they are in a state of accumulation of the amount of basic educational material in comparison with intern doctors, which more confirm the previously obtained level of knowledge. Despite the ample commitment to using the latest computer technology to receive information (72% vs. 49% of interns), most students enjoy reading books (95% vs. 75% of interns), whose content they are better remembered (79 % versus 66%) and try to record for further use (93% versus 75%). Students better understand material that they study with teachers (80% vs. 64%) than those who need to get through the Internet. But it should be noted that the lack of experience makes students pay more attention to thorough study of the site instead of forming a general idea of it (66% vs. 55%). A general analysis has shown that modern students and interns are sufficiently free to orient themselves in the modern rhythm of life, successfully using modern sources of information.

The qualitative comparative analysis conducted among the students of groups A and B, which is divided into 2 years of study at the 3rd year, showed the following data. Students in group B had greater resistance to possible third-party obstacles to mastering certain educational information. At the same time, they used educational information equally and did not require special conditions for obtaining it. In reaching the goal, they more successfully focused on solving the problems of extreme care and making the right decision. However, the minimum amount of information was used. To obtain the necessary information, we thoroughly analyzed the receipt of it from electronic media, the Internet. It was considered that it would be possible to develop successfully without an information system similar to our computers, but for this it is necessary to have a sufficient level of professional training. Like group A students, they preferred to read professional literature, but emphasized the benefits of visual information (video films, computer training programs). They are attracted by a

stable situation, and they are still trying to make the necessary entries in lecture notes, unlike information on the Internet. To form a general idea of a phenomenon or object, they consider the availability of ways to quickly obtain information.

The obtained data coincide with the data of previous studies and publications [7, p. 2-3]. Thus, the students find that the negative "clip" is brighter: this is due to the fact that teachers instruct them to study the primary sources, study literature, to summarize and analyze specific information. If they do not, search for interactive teaching and learning methods begins; secondly, with the global informatization of society over the past decade, the rate of exchange of information has incredibly accelerated, which instills a young man's confidence in a quick, simple solution to the difficult task for him: why go to the library to take, and then read a monograph on the subject when it is enough to open Google, find, download from the network the very first (which almost never meets the modern requirements) information, or openly tell the teacher: "Why prepare for a home, if you still explain everything to us." This is already the formation of a consumer approach to learning. The generation of "fast buttons" wants the training information to be provided to them in their familiar, clip-like form (classroom presentations, brief notes, reference drawings, drawings, etc.). These requirements are not sufficiently taken into account by the authors of new educational programs, modern textbooks. Man can not focus on information for a long time; it has a significantly reduced ability to analyze. The owner of the clip thinking is difficult to analyze the situation, because any information is not delayed in his mind and quickly changes the new one. Falls the level of success and reduces the coefficient of learning knowledge. People quickly forget what they have been taught recently and can not afford the works of classical literature.

Conclusions. Modern medical education requires the formation of a qualitatively new approach to the educational process, which will be based on the formation and development of clinical thinking, taking into account the psychological characteristics of modern youth. The "Clip" way of working with information adds dynamism to cognitive learning activities, which allows, in conditions of increasing volume of educational material, to make it, sometimes even formally, to perform the necessary tasks. "Clip" behavior allows you to see the versatility, versatility, ambiguity of approaches to analysis, or the resolution of specific issues and tasks (such thinking helps audiences to better understand and understand the variety of relationships between phenomena and events). However, one can not ignore the negative consequences of this process. The construction of the educational process in accordance with the needs of the curriculum should take into account its own tasks against the backdrop of progressive changes in youth thinking. The results should not be final, but they indicate positive trends in the evolutionary rate of ability to "clip thinking" in the next age groups of students. The obtained results coincide with the fact that the professional training of students who only master basic disciplines and Interns, who completed the basic course of study gives similar, but at the same time different data of the same survey. It is impossible to determine definitively which group the "clip thinking" level prevails. However, this fact indicates the irreversibility of changes in "new thinking", which should be taken into account in teaching activities. Modern education is incapable of forcing a person to create stable logical

chains and to systematize the obtained data qualitatively. Instead, every year, the number of people with video thinking in the walls of higher education institutions will increase. And this requires looking for ways to adapt the system of higher education to the present.

Literature:

1. Баранник С.І. Інтеграція «кліпового мислення» в сучасну вищу медичну освіту / С.І. Баранник, В.В. Єхалов, І.А. Романюта, П.В. Лященко // Південноукраїнський медичний науковий журнал. – 2018. – №19(19) лютий. – С. 8-12.
2. Гич Г. М. "Кліпове" мислення молоді: друг чи ворог навчання? / Г.М. Гич // Наукові праці. Педагогіка, 2016. Вип. 257. - т. 269. - С.38-42.
3. Єхалов В.В. «Кліпове мислення» та сучасна вища медична освіта / В.В. Єхалов, В.А. Седінкін, С.І. Баранник // Актуальні питання освіти і науки: збірник наукових статей, матеріали V міжнародної науково-практичної конференції 10-11 листопада 2017 р. / Національна академія Національної гвардії України – Харків: ХОГОКЗ, 2017. – 384 с. – С. 172-178.
4. Єхалов В.В. Клінічне та «кліпове» мислення у лікарів-інтернів / В.В. Єхалов, А.В. Самойленко, І.А. Романюта, С.І. Баранник // Український журнал медицини, біології та спорту. – 2018. – Том 3, №1(10). – С. 241-244.
5. Літвінова М.Б. Досвід діагностування кліпового мислення / М.Б. Літвінова // Педагогічні науки – Випуск LXXVI, Том 3. – 2017. – С. 140-145.
6. Нестерова Л.Ю. Развитие клипового мышления у студентов в системе высшего образования посредством опорных граф-схем / Л.Ю. Нестерова, С.В. Напалков // Вестник Нижегородского университета им. Н.И. Лобачевского. Серия: Социальные науки, 2016, № 4 (44) - С. 207 - 215.
7. Семеновских Т. В. Феномен «клипового мышления» в образовательной вузовской среде / Т.В. Семеновских // Интернет-журнал «Науковедение», 2014, вып. 5(24). - С. 1-10.