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THE KEY BENEFITS OF APPLYING THE “FISHBOWL” MODEL IN MEDICAL EDUCATION

The article examines the methodological potential of the fishbowl model in the process of training specialists in the field of knowledge 22 "Healthcare". The author outline the leading methodological algorithms of its introduction in higher education. The expediency of applying the fishbowl model at institutions of higher medical education has been substantiated. The research may be of interest to teachers of medical universities, as well as specialists from other professional fields in the process of planning classroom activities and developing teaching materials.

Key words: *the fishbowl model, field of knowledge “22 Healthcare”, specialists of the second (Master's) level of higher education.*

У статті досліджено методологічний потенціал методу “Фішбоул” у процесі підготовки фахівців галузі знань 22 “Охорона здоров’я”. Окреслено провідні методологічні алгоритми досліджуваного підходу впровадження у вищій освіті. Обґрунтовано доцільність застосування методики “the fishbowl model” у закладах вищої медичної освіти. Дослідження може бути цікавим викладачам медичних вишів, а також фахівцям з інших професійних галузей у процесі планування навчальних занять та розробки навчально-методичних матеріалів.

Ключові слова: *методу “Фішбоул”, галузь знань 22 “Охорона здоров’я”, фахівці другого (магістерського) рівня вищої освіти.*

The quality of professional medical training is a topical issue for clinical and educational setting due to modernization and reform processes at the present stage of the society’s development [4; 6; 7]. The possible ways for updating and improving the learning content in higher medical education have already been highlighted in our previous works [1; 2; 3; 5]. The aim of this paper is to examine the methodological potential of the fishbowl model in the process of training specialists in the field of knowledge 22 “Healthcare”.

In the fishbowl model, students located inside the “fishbowl” (the contributors) actively discuss relevant classroom issues by asking questions and sharing their opinions. At the same time, students located outside the “fishbowl” (the listeners) listen carefully, take notes and reflect on the presented ideas. Afterwards, students outside the “fishbowl” provide their feedback. Students subsequently switch their roles of contributors and listeners. In such a manner, all participants are actively engaged in the classroom conversations.

For instance, in the English for Professional Purposes classroom, 1st-year dental students are asked to compare different types of fillings – each student chooses one type, describes its benefits and drawbacks by several criteria. Then students work in pairs and discuss their preferred choices, comparing and contrasting them (e.g., silver amalgam fillings vs. tooth-collared composite fillings). Next, we apply the fishbowl model. We choose 4 students who have had the most constructive conversations in pairs to form a “fishbowl” and further negotiate their ideas in front of fellow students. We use the following prompt starters: “What is your opinion? Why?”; “What are the advantages/disadvantages of...?”; “Which has the heaviest/ strongest evidence?”; “How

does the evidence for your argument compare to mine?”, and response starters: “Even though it seems that ...”; “That is a valid point, but...”; “I think the negatives of... outweigh the positives of ...” and the like. After the “fishbowl” group has some discussion and other students contributed their feedback, we scaffold students’ conversation skills by suggesting them several models of patients (e.g., a young well-to-do man who is allergic to metal amalgams), and students have to adjust their evaluations to these specific situations – some of their previous comparisons become irrelevant, while other strengths and weaknesses of the discussed options become pertinent [5].

The benefits of the fishbowl model include:

- a more student centered approach;
- a more interactive type of learning;
- students’ active engagement as opposed to passive listening in the traditional classroom;
- improved interpersonal relationships, collaborative study and communication skills;
- flexibility and students’ ability to learn at their own pace;
- reviewing the concepts in a stepwise manner, which leads to better memorizing of the material;
- the possibility of formative assessments and eliciting learning gaps.

At the same time, the fishbowl model can involve a range of potential challenges and limitations. First of all, it requires a high level of personal responsibility and motivation from students. In the fishbowl model, a proficiently developed content for pre-class activities is of primary importance and therefore is an essential task for educators. Furthermore, the teaching content must be constantly tested, adapted to learners’ needs (e.g., video length, etc.), updated and improved. In other words, teachers’ significant effort and increased preparation time are needed.

Thus, it is expedient to use the the fishbowl model in the process of teaching medical students. The undeniable benefits of using the fishbowl model consist in the fact that this methodology significantly extends the graduates’ possibilities in real communication, promotes higher order cognitive thinking, facilitates deeper understanding of concepts, stimulates interactive application of knowledge, and thus prepares them for the globalized world. At the same time, possible challenges in implementing this approach should be anticipated, carefully studied and mitigated. The present study may be of interest to teachers at medical universities, as well as to academic staff from other subject areas in planning training sessions and development of teaching materials.

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THEORETICAL ASPECTS OF COMPARING THE SEMIOTIC PROPERTIES OF LITERATURE AND CINEMA

У статті обґрунтовано вибір семіотичної парадигми як основи для зіставного аналізу літературного твору та кінофільму. Простежено найважливіші складові елементи та особливості знакових систем текстів літератури та кінематографу. З'ясовано властивості різних художніх систем, здійснено зіставлення складових стилістичних елементів, простежено особливості їхньої трансформації під час кіноадаптації. Матеріали дослідження можуть бути використані у процесі підготовки до навчальних семінарів з англійської мови та актуальних питань іноземної мови.

Ключові слова: *семіотика, знак, художній текст, кінотекст, кіноадаптація.*

The article substantiates the choice of semiotic paradigm as a basis for comparative analysis of a literary work and a film. The most important constituent elements and features of semiotic systems of texts in literature and cinema are outlined. The properties of different art systems are clarified, the components of stylistic elements are compared, the peculiarities of their transformation during film adaptation are traced. Research findings can be used in preparation for training seminars on English and foreign language issues.

Key words: *semiotics, sign, literary text, cinematic text, film adaptation.*

Texts of literature and cinema are complex symbolic formations that have their own peculiarities. They can use the semiotic systems of other texts, modeling their properties [1, p. 115]. The analysis of the properties of literary and cinematic texts suggests that they have many common features. S. Eisenstein drew attention to the greatest similarity of cinema with literature, analyzing the principle of cinematic editing [2, p. 135]. At the same time, there are some significant differences between the texts of cinema and literature. Semiotics, which deals with the study of art, focuses on the relationship of different levels in the symbolic structure of the text, which are between