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**PECULIARITIES OF DISCUSSION-BASED LEARNING AND
TEACHING FOR MEDICAL STUDENTS**

The given paper is intended to be a practical guide to understanding and practicing discussion-based teaching. While there are no ready-made prescriptions or formulas that can guarantee an effective discussion, a careful and thorough study of the principles of discussion-based teaching can greatly increase students' chances of success. Based on direction of communication, the following paper highlights two types of conversation. Debate as a competitive, two-way conversation aims to win an argument or convince someone, such as the other participant or third party observers. Dialogue as a cooperative, twoway conversation focuses on exchanging information and building relationships with one another.

Key words: *discussion-based teaching, types of conversation, controversial topics for discussion*

Ця публікація має на меті стати практичним інструментом для розуміння та практичного застосування дискусійного методу навчання. Хоча не існує готових рецептів чи формул, які б гарантували ефективне проведення дискусії, ретельне та ґрунтовне опанування принципів дискусійного методу навчання може значно підвищити шанси студентів на успіх. Виходячи зі спрямованості комунікації, у цій публікації ми виокремлюємо два типи дискусії. Дебати як змагальна двостороння розмова має на меті перемогти в суперечці або переконати когось, наприклад, іншого учасника або сторонніх спостерігачів. Діалог - це

двостороння розмова, спрямована на обмін інформацією та побудову взаємовідносин між учасниками.

Ключові слова: *дискусійне навчання, типи бесід, суперечливі теми для обговорення*

Discussion-Based Learning and Teaching (DBLT) can be an effective pedagogical tool for student engagement and developing critical and creative thinking skills. Discussions challenge students to develop critical thinking skills, as they tend to weigh evidence, test propositions, and reach conclusions. It is important to lead meaningful, purposeful and fulfilling discussions, create an environment in which students feel comfortable engaging with their on ideas.

Discussion-Based Learning (also called the "Harkness Method") is a learning style that challenges students to be responsible for their own education and to be creative for their own answers. While the teacher works hard to create circumstances in which every student feels comfortable speaking (using "Socratic method"), the teacher rarely jumps in with explanations or to fill an awkward silence. The students take ownership for the conversation, and the course material flows from their thoughts and opinions.

However, DBLT can be unpredictable in process of teaching for various reasons. *The purposes of this paper* is to identify challenges, present key principles, and share several practical ideas that will help improve discussions in medical students.

Numerous researches have established that the learning environment (or course climate) impacts both motivation and learning [3]. Various factors can influence course climate, including faculty-student interaction, stereotyping, and student-student interaction. That is why *the principle of inclusive, hospitable learning environment* is number one in DBLT.

It is necessary to allow students to have appropriate time to prepare for engaging in discussion [1; 2]. If you have formulated a well-designed question,

be patient, and give students adequate time to process and consider how they will respond. Teachers can organize a discussion in many different ways: work in small groups, role-play, choose sides for a debate, or write and share a paragraph in response to the theme in question. *The principle of preparing for discussion* comes next that will help improve discussions in students' classroom.

For effective discussions, three foundational skills need to be practiced and developed not only by teachers but also by students: questioning, listening, and responding. Questioning for discussion encourages a deeper understanding of concepts and provides opportunities for students to make connections. Listening means much more than merely being quiet and allowing students to talk; it involves attempting to understand the speaker's point of view and assessing what is being expressed. Giving feedback to students is a very effective way for teachers to spark positive change within the classroom discussion. It helps all individual students to understand the subject they are studying and gives them clear guidance on how to improve their learning procedure. Providing feedback can help students improve confidence, selfawareness and enthusiasm.

The use of controversial questions during English lessons embodies basic conflicts of values and interests, often combined with contradictory statements about basic facts. They are usually complex and have no easy answers, evoke strong feelings and tend to create or exacerbate divisions among students, generating suspicion and mistrust.

Topics usually become controversial when learners have contradictory values and interests; when they strongly disagree with statements or actions; when the topic raises some sensitive issues; or when they provoke an emotional reaction. These topics may concern events in the past, the current state of affairs or a desired outcome in the future.

There are many controversial medical topics to discuss that encourage students to debate: rising prices for medical care; clinical failures and criminal liability; necessary rules for organ donation; benefits of alternative medicine;

health outcomes of poverty; legitimacy of abortion; pros and cons of homeopathy; compulsory vaccination.

Therefore, to overcome those challenges, DBLT teachers must be willing to invest time and effort in creating safe, inclusive learning environments that will promote and encourage student engagement and a sense of belonging.

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