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**EDUCATIONAL POTENTIAL OF THE CASE STUDY METHOD
IN TEACHING OBSTETRICS AND GYNECOLOGY
AT ZAPORIZHZHIA STATE MEDICAL AND PHARMACEUTICAL UNIVERSITY**

*Svitlana Onopchenko, PhD, Assistant;
Volodymyr Siusiuka, DSc, Professor, Head of the Department;
Mykhailo Kyrychenko, Assistant;
Oleksandr Kyryliuk, PhD, Associate Professor,
Natalija Kolokot, Assistant,
Department of Obstetrics and Gynecology,
Zaporizhzhia State Medical and Pharmaceutical University*

Анотація. Для ефективного оволодіння знаннями та розвитку умінь і навичок важливим є використання саме таких освітніх технологій, які сприяють загальному розвитку особистості, формуванню її медичної культури, розширенню індивідуального досвіду, розвитку інтуїції, творчості, а також інтегративного мислення. Один із популярних інтерактивних методів у сучасній системі навчання – кейс-стаді. Засвоєння нової інформації через практичні інструменти дозволяє здобувачам вищої освіти ефективно та швидко опанувати матеріал. Використання методу кейс-стаді має вагомий вплив на професійну підготовку студентів, формує інтерес і позитивну мотивацію до навчання та подальшу практичну діяльність.

Ключові слова: кейс-стаді, інтерактивні методи, онлайн-технології, дистанційне навчання.

Abstract. Effective acquisition of knowledge and the development of professional skills require the use of educational technologies that promote holistic personal development, the formation of medical culture, the expansion of individual experience, and the development of intuition, creativity, and integrative thinking. One of the most widely used interactive methods in contemporary education is the case study method. The assimilation of new information through practical tools enables higher education students to master learning material more efficiently and rapidly. The application of the case study method has a significant impact on students' professional training, fosters sustained interest and positive learning motivation, and enhances readiness for future practical activities.

Keywords: case study method; interactive teaching methods; online technologies; distance learning.

The contemporary development of the educational system necessitates the implementation of teaching methods that ensure the effective transfer of a substantial volume of knowledge and a high level of its comprehension and assimilation, especially in the context of current challenges. One of the priority strategic directions for the modernization of higher education is the use of advanced information technologies and technical teaching tools. In this regard, the primary focus of academic and teaching staff at the university and its clinical departments is placed on the integration of modern educational technologies into the learning process [9, pp. 327-328]. Key innovations in teaching methodology are associated with active, or interactive, learning approaches. Their essence lies in organizing the educational process based on interaction and dialogue, during which higher education students develop critical thinking skills, analyze anamnesis data and clinical situations, consider alternative approaches, make well-reasoned decisions, participate in professional discussions, and communicate effectively with peers or trainees [5, pp. 182-184].

For the effective acquisition of methodological knowledge and the development of professional competencies and skills, it is essential to apply educational technologies that promote overall personal development, the formation of medical culture, the expansion of individual experience, and the enhancement of intuitive, creative, and integrative thinking [6, pp. 124-126]. In this context, instructors actively employ a variety of interactive teaching methods and tools. One of the most widespread and effective methods is the case study approach, which involves mastering educational material through the analysis of practical situations. This approach enables higher education students to acquire new information more rapidly and efficiently, fosters critical thinking,

and enhances their ability to independently evaluate information and formulate substantiated conclusions. Among the leading interactive forms of learning, training sessions, business and role-playing games, group discussions, and brainstorming are also widely used. The case study method contributes to the development of methodological problem-solving skills, the integration of theoretical knowledge into real professional situations, and the formation of key competencies of future specialists [8, pp. 7-18].

The increasing demands on the quality of graduate training are determined not only by the level of knowledge acquisition but also by the ability to behave effectively in various, including crisis, situations, as well as by the consistency and effectiveness of professional actions. The case study method meets these requirements, as it promotes the development of analytical and strategic skills and the ability to work with information under conditions of uncertainty. At the same time, medical education has its specific characteristics, where face-to-face learning plays a leading role in shaping the professional competencies of future physicians [1, pp. 67-69]. At the same time, under modern conditions, distance learning has become an integral component of the higher education system, providing flexibility, multifactoriality, and practical orientation to the educational process. It is characterized by an increased role of students' independent work, the development of responsibility, discipline, and goal orientation, as well as by bringing learning closer to real professional activity [5, pp. 182-184].

The development of Zaporizhzhia State Medical and Pharmaceutical University in the context of the modern information society is characterized by the accumulation of a substantial volume of scientific and educational-methodological resources, including those available in electronic format. The university's strong material and technical base make it possible to implement contemporary educational projects: departments and structural units are equipped with the necessary equipment, instruments, and computer programs, while the unified information environment of the university is continuously being modernized [2, pp. 48-51; 3, pp. 32-34].

It should be noted that the case method also contributes to the development of creativity, ingenuity, and the ability to effectively solve professional problems. It fosters skills in situation analysis and diagnosis, stimulates active discussion, and encourages the search for compromise solutions [4, pp. 485-500]. Educational cases may be classified according to various aspects of their content and structure. The European Case Clearing House identifies several main groups of cases, including incident cases, exercise cases, example cases, decision cases, and comprehensive cases, which allows for their systematization according to didactic purpose and nature of application [7, pp. 919-920].

The distinction between the case study method and traditional teaching approaches lies in the close interaction between instructors and students, where each participant in the educational process acts as an equal subject of learning and develops professional skills and competencies necessary for future professional activity. The analysis of specific situations is particularly effective for students focused on the in-depth assimilation of practically significant material [6, pp. 124-126]. During the development of educational cases, the department staff followed a step-by-step methodology that included topic selection, formulation of didactic objectives, data collection, case writing, preparation of tasks, and integration of the case into the educational process.

The application of the case study method during practical classes in the discipline "Obstetrics and Gynecology" enables objective assessment of students' knowledge, practical skills, and professional competencies, while also fostering the development of clinical thinking and intellectual potential. Moreover, this approach enhances the effectiveness of instructors' pedagogical activities and contributes to their professional growth.

Thus, the use of the case study method in teaching the discipline "Obstetrics and Gynecology" at Zaporizhzhia State Medical and Pharmaceutical University has a significant positive impact on the quality of students' professional training, promotes sustained motivation for learning, and supports further practical professional activity. The department has developed a comprehensive database of educational cases fully aligned with the curriculum, including algorithms for emergency care in obstetrics and gynecology adapted to the "Krok-2" (Ukrainian Unified State Medical Licensing Examination) testing framework.

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