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# ОЛИМПИАДА КАК ФОРМА ПРОФОРИЕНТАЦИОННОЙ ДЕЯТЕЛЬНОСТИ В МЕДИЦИНСКОМ УНИВЕРСИТЕТЕ

## Аннотация

Статья посвящена вопросам интеграции технологий электронного обучения в процесс профориентации студентов первого курса ФГБОУ ВО «Кемеровский государственный медицинский университет». Предметом исследования является разочарование студентов в выборе будущей сферы деятельности, возникающее в результате отсутствия непрерывной профориентации на всех этапах образовательного процесса. Объектом изучения стали внеучебные мероприятия как элемент непрерывной профориентационной поддержки студентов, направленный на сохранение интереса и вовлеченности в образовательный процесс и, следовательно, в будущую профессиональную деятельность в сфере здравоохранения. Авторы подробно описывают этапы проведения олимпиады по латинскому языку для студентов медицинского вуза, которая нацелена на повышение мотивации к изучению дисциплины и формирование ее значимости для их будущей профессиональной деятельности и международного сотрудничества. Научная новизна иссле-

дования заключается в интеграции элементов смешанного обучения в профориентационную деятельность, что, несомненно, будет стимулировать познавательную активность студентов и совершенствовать их профессиональные и над-профессиональные навыки (hard and soft skills). Практическая значимость работы заключается в том, что описанная модель олимпиады по латинскому языку, проводимой для студентов медицинского вуза, может быть использована в рамках реализации профориентационных мероприятий со студентами любых специальностей.

**Ключевые слова:** электронное обучение, технологии электронного обучения, электронная образовательная среда, модель смешанного обучения, LMS Moodle, мотивация, профессиональное самоопределение, профориентационная работа, олимпиада, латинский язык.

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Авторы заявляют об отсутствии конфликта интересов.

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## PEDAGOGY

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# OLYMPIAD AS A FORM OF A CAREER GUIDANCE EVENT IN A MEDICAL UNIVERSITY

## Abstract

The article considers integration of e-learning technologies into the process of career guidance for the first-year students of Kemerovo State Medical University. The subject of the research is students' disappointment in the choice of their future profession which results from the lack of continuous career guidance at all stages of educational process. The object is conducting extra-curriculum events as a continuous students' professional orientation support to preserve their interest and involvement into educational process and consequently into their future career. The authors describe in details the stages and tasks of the Latin language Olympiad for medical students to provoke their interest and show the significance of the discipline for their future job activities and international collaboration. The scientific novelty of the research is in integration of

elements of blended learning in the vocational guidance activities that is certain to stimulate students' cognitive ability and upgrade their soft and hard skills. The practical significance of the work lies in the fact that the described model of the Latin Language Olympiad held for medical university students can be used as part of the implementation of career guidance activities with students of any specialties.

**Keywords:** e-learning, e-learning technologies, electronic learning environment, blended learning model, LMS Moodle, motivation, professional identity, career guidance activity, Olympiad, Latin language.

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None declared.

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## Introduction

Higher medical education requires of applicants high quality knowledge and confidence in their professional choice. Today, there is a significant lack of highly specialized personnel in the healthcare industry in Russia in general and in Kuzbass in particular. In accordance with the order of the Ministry of Health of Kuzbass dated 07/16/2021 No. 2240 «On amendments to the order of the Department of Public Health Protection of the Kemerovo Region dated 03/21/2019 No. 590 On approval of the list of positions of scarce specialties for public health institutions of the Kemerovo region» shortage of healthcare personnel is noted in 93 fields including: allergist-immunologist, virologist, gastroenterologist, cardiologist, psychiatrist, etc. To solve this urgent problem the number of medical universities students is increased yearly, universities are provided with extra money to train future medical personnel more, to improve the equipment and facilities, professional development of the staff. However, about 30% of medical universities graduates do not work in healthcare and one of the main reasons is that the majority of students choose specialties with excess supply. Thus, the current situation in the field of medical personnel training sets the task of improving the methods of career guidance work and close interaction of universities with the population, authorities and healthcare management. So, the role of career guidance work at all stages of continuing medical education is increasing as never before [11].

Career guidance is a system of measures aimed at identifying characteristics, interests and abilities of a person in order to assist him in making a reasonable choice of a future profession that best suits his individual capabilities [6, 8]. It is generally assumed that the target audience is senior classes' students as well as school, lyceum and college graduates. However, after entering a medical university, some students are disappointed in their professional choice already in junior courses. Therefore, career guidance work should be carried out with the first-year students as well. The aims are as follow: students need to make sure that their choice of specialty is correct; university staff should encourage students to stay in the specialty chosen and implement self-educational activities.

Each profession imposes certain requirements on a person, which follow from its content and specifics. The solution of the problem can be facilitated by vocational guidance work, which is an important aspect in professional self-determination, corresponding not only to the needs of young people, but also to the needs of society, as well as the capabilities and abilities of an individual. The content of this work is determined by the teaching staff, taking into account the specifics of professional activities, opportunities and willingness to implement new forms of work, as well as taking into account its creative potential [7].

Career guidance methods are generally divided into passive and active methods. Passive methods include:

Conducting workshops that require of students using both soft (general professional) and hard (professional) skills;

Organizing trips to potential places of future employment (city-forming enterprises, municipal institutions, etc.);

Inviting leading and innovative professionals to the university's thematic events, etc.

Active career guidance methods are numerous:

Conducting professional weeks of departments (specialties);

Participating in scientific and practical conferences, contents of scientific papers and reports;

Participating in job fairs, fairs of educational places, events to promote employment, etc. [1, 10].

The Department of the Latin Language and Medical Terminology of Kemerovo State Medical University conducts career guidance work with the first-year students in several directions. Among the passive methods of work, it is possible to note an introductory lecture on the importance of the Latin language for their future professional activity as it is an international medical language which is understandable all over the world; and the design of information stands where educational and cultural-historical materials are presented. The following methods are used as active methods:

Conducting scientific researches on the subject of the discipline studied;

Participating in meetings of the Students' scientific club of the department;

Presenting the results of scientific researches in the framework of the student conference «The Great heritage of Ancient Greece and Ancient Rome – the basis of European civilization»;

Participating in the Latin Language Olympiad.

Participation in the extracurricular activities expands the horizons for a student to build his future professional career independently [5, 9]; develops a wide range of skills and abilities that make up the professional competence of a future specialist (analysis of professional literature, collecting and processing information, development of practical recommendations, etc.), provides public speaking experience, develops the ability to answer questions, argue his point of view, present the results of his work [4]. The thematic focus of the events helps students to more fully assess the practical significance of a future profession for the society; to realize his possible professional future in general.

This article is devoted to integration of e-learning technologies into the process of vocational guidance. The subject of the research is students' disappointment in the choice of their future career which results from the lack of continuous career guidance at all stages of educational process. Thus, students lose their interest and involvement into following studies; they don't understand the significance of some disciplines studied and consider them to be useless and time-consuming and consequently pay them less attention.

We intend to describe the process of organizing and conducting the Latin language Olympiad as a form of a career guidance event. The Department of the Latin Language and Medical Terminology of Kemerovo State Medical University has been developing a project of conducting the Latin Language Olympiad with the help of e-learning technologies (LMS Moodle). The purpose of the project is to support the students' interest to the subject and to stimulate them to enhance self-education as well as to help the first-year students to realize fully the right choice of the future medical profession.

Modern educational design (specifically targeted planning of training courses) should be adjusted towards finding some teaching forms and methods that can encourage students to self-study alongside with university training. The target mentioned can be reached by applying e-learning technologies successfully used for forming linguistic competence of future specialists [2].

## Results and Discussion

The format of the Olympiad involves a combination of traditional in-class face-to-face communication with the usage of e-learning technologies (the tasks on the LMS Moodle platform are fulfilled through electronic devices and resources of the university or students' own mobile devices). With this blended learning model, the educator is in the centre of the educational process, and with the help of new methods and technologies, as well as attraction of a virtual environment he makes the educational process more accessible, more effective and interesting [3]. Thus, this blended form of the career guidance event is certain to stimulate students' cognitive activity and upgrade their soft and hard skills.

The Olympiad performs the following functions:

stimulating – forms and develops the concept of the Latin language knowledge as an integral part of any medical speciality;

communicative – develops soft skills (social, intellectual, volitional and leadership competences);

educational – develops translation skills; helps to assess students' knowledge of the discipline; contributes to cognitive interests and ingenuity development.

The Olympiad is held in two formats: team competition and individual competition. All Olympiad tasks are presented as a course in LMS Moodle. So the students use any gadgets to fulfill the tasks.

The Olympiad includes 6 stages:

Introductory quiz «Some facts from the history of medicine»;

Part 1 «Anatomical terminology»;

Part 2 «Clinical terminology»;

Part 3 «Pharmaceutical terminology»;

Individual competition;

Summing up and awarding.

The first stage is held in the form of a quiz. The main goal is to activate general education knowledge about the history of medicine and the Latin language. So, some days before the Olympiad, students are given a list of topics and potential questions to prepare for the event.

The quiz includes several tasks. Students perform the proposed tasks as a team and submit their answers to the jury. Some examples of the tasks from the quiz are presented below.

As a warming-up students present their Team Profiles prepared beforehand. The key idea of the performance is «5 reasons to study Latin». The form of presentation is chosen by the students themselves, so they have the opportunity to demonstrate their creativity and speaking skills supported with any audio and/or visual aids. Getting ready to this task, students will find out why they should study Latin, how important it is for medicine and international medical community. They will come to know that this «dead» language can be used as a professional elite language of medicine.

Competition tasks include questions about the history and modern times of medicine and the Latin language. For example, in the task «Some facts about medicine» teams are shown photos of ancient healers. Students are to recall their names and describe their contribution to the development of medicine. Another task «Legend of medicine» includes some photos of health care professionals. The aim is to match the photos with the names of doctors and their achievements as quick as possible. Students have to show their knowledge of the material given as well as computer technology skills, decision-making quickness and teamwork skills. The task «Black box» assumes that students have to guess a medical item in the black box (e.g. 'It is a medical instrument for listening to the action of someone's heart or breathing, typically having a small disk-shaped resonator that is placed against the chest, and two tubes connected to earpieces' – a stethoscope). Some variants of tasks are shown in Fig. 1.

After scoring the first stage of the event, students are offered the tasks of Part 1 «Anatomical terminology». The part tests general knowledge of vocabulary and grammar of the topic. All the tasks in the section are interactive by nature. For instance, teams are to give names to the bones of the skeleton (Fig. 2).

Part 2 «Clinical terminology» checks the knowledge of clinical terminology, which includes the names of various subjects, processes, phenomena related to the prevention and diagnosis of diseases, with methods of examination and treatment of patients, etc. Students are to demonstrate their ability to understand the meaning of clinical terms and carry out two-way translation. In the example, it is necessary to match the Greek-Latin doublets (Fig. 3).

In Part 3 «Pharmaceutical terminology» students are offered to demonstrate the knowledge of grammar and vocabulary used

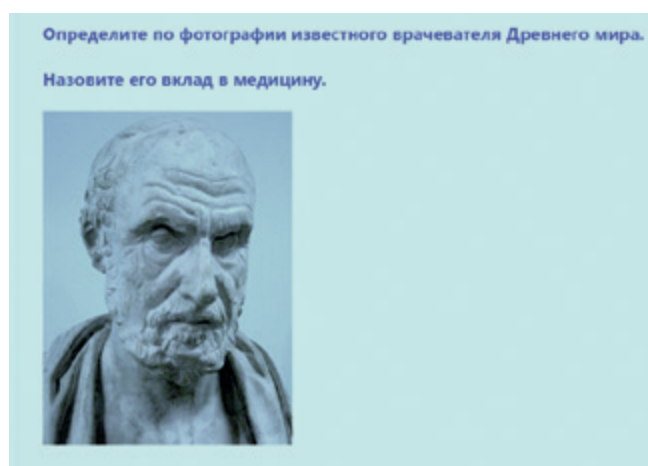
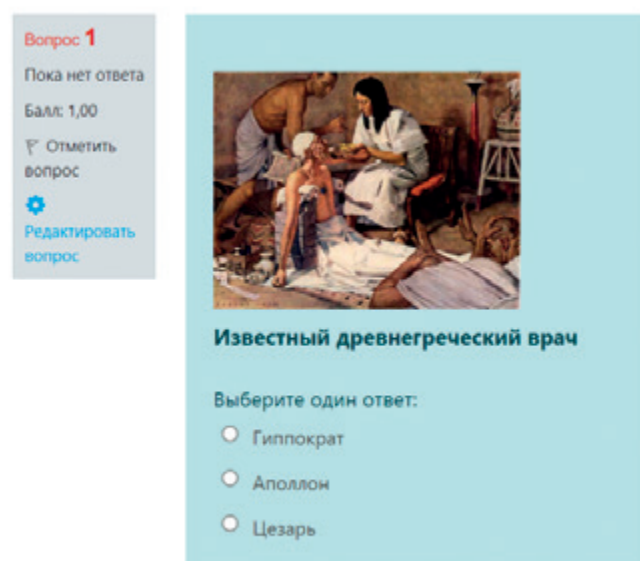


Figure 1. Examples of tasks from the Quiz

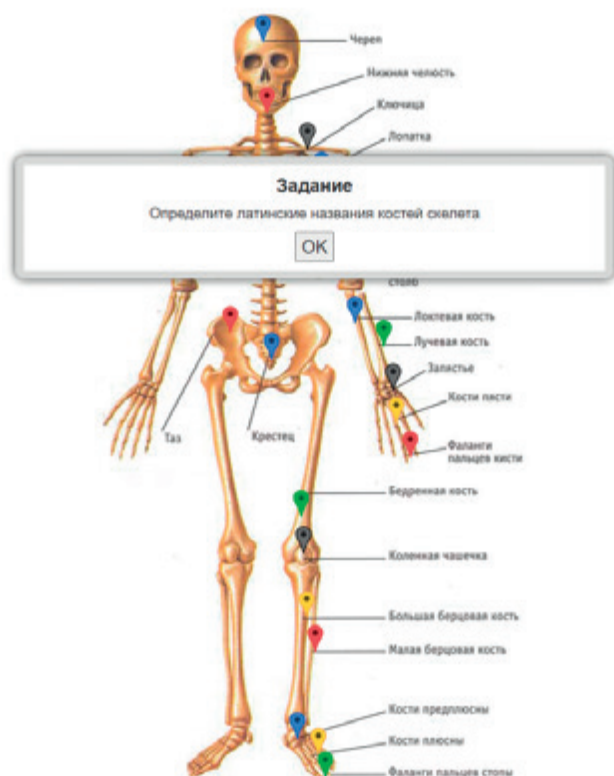


Figure 2. Example of the task from Part 1 «Anatomical terminology»

for writing names of medicines and prescriptions. In the example below, it is necessary to divide names of acids, oxides and salts into thematic groups (Fig. 4).

The final stage of the Olympiad is held as an individual competition. Each student takes a knowledge test on all parts mentioned above. As the individual test is held in LMS Moodle, it makes the assessment of the results fast, transparent and objective. After completing the tasks, participants have

the opportunity to see their results and compare them with the results of other students immediately. Some test examples are below (Fig. 5.)

The event ends with scoring and awarding of the teams and individual winners. The number of points scored by the teams based on the results of all stages (team competition) is summed up with the number of points of each team member (individual competition). Teams and students having the



highest scores become winners and get the first, second and third-place honors. As the Olympiad is traditionally held at the end of the language course, top students and teams can be awarded with a special bonus – final test on the discipline in advance.

Taking part in the Olympiad, students get an opportunity both to check their knowledge of the Latin language, anatomy, chemistry and other professional disciplines as well as to demonstrate their hard skills in profession and soft skills in communication. The skills are shown not in ordinary educational situation, as it

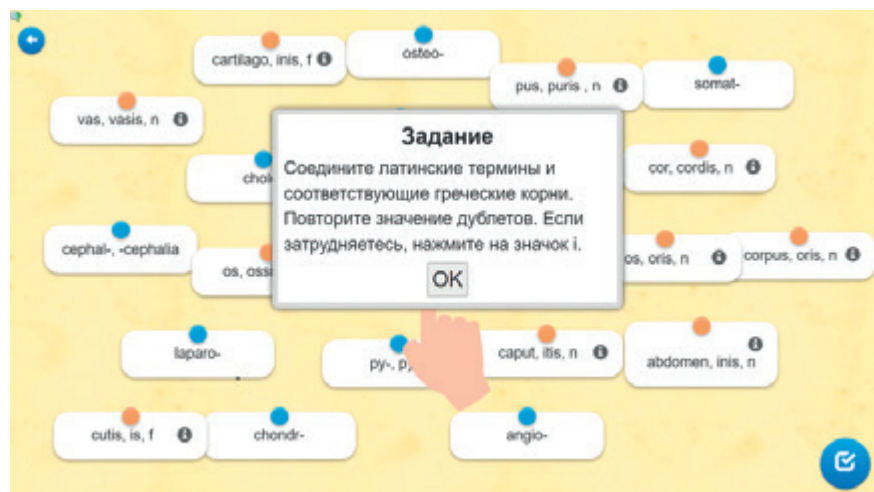
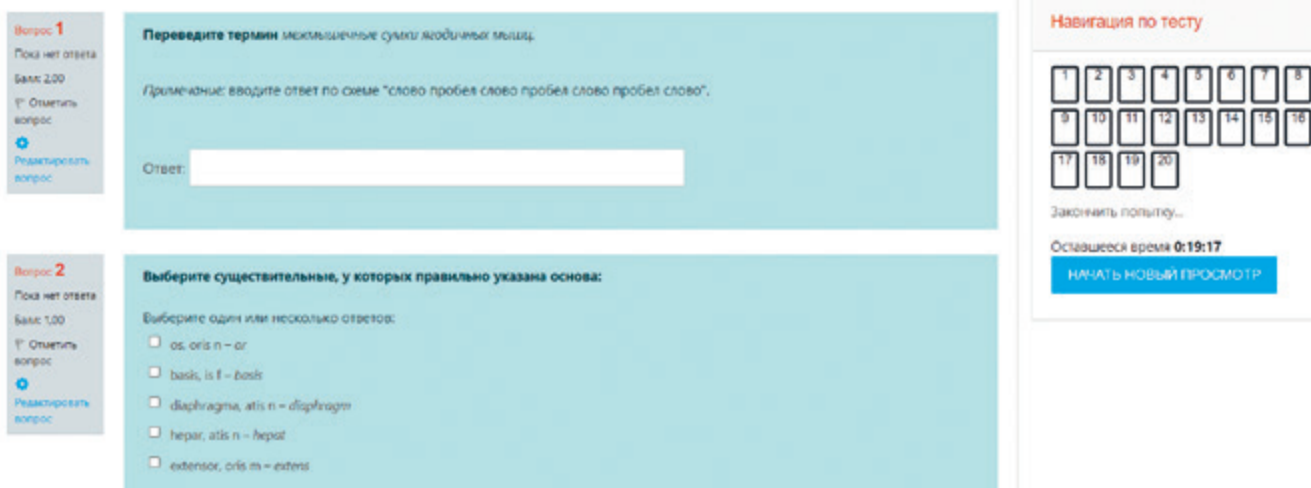


Figure 3. Example of the task from Part 2 «Clinical terminology»

Figure 4. Example of the task from Part 3 «Pharmaceutical terminology»



Figure 5. Example of the task from Individual test



happens at lectures, seminars, etc., but in a competitive environment, where every student is focused on his personal success. Besides, the Olympiad allows testing the willingness and readiness to make an independent choice, demonstrate problem-solving abilities connected with students' future career, as well as to use modern computer technologies and quick decision-making.

## Conclusion

Thus, the model of the Latin language Olympiad in LMS Moodle developed by the authors as a form of a career guidance event includes 6 stages: Introductory quiz «Some facts from the history of medicine»; Part 1 «Anatomical terminology»; Part 2 «Clinical terminology»; Part 3 «Pharmaceutical terminology»; Individual competition; Summing up and awarding. It is held in

two formats: team competition and individual competition. This blended form of the career guidance event is certain to stimulate students' cognitive activity and upgrade their soft and hard skills. This model can be used as a form of vocational guidance activities with students of any specialties.

Summing up, we note that career guidance work helps to keep students to be continuously involved into a learning process, provides their connection with the future medical profession and helps adaptation and full understanding of future professional activities. Quizzes, Olympiads and other career guidance events allow future specialists to assert themselves in the choice of a profession and contribute to their further professional development. Intensive using of e-learning technologies in curricular and extra-curricular events motivates students to result-oriented activities and forms their educational vector aimed to continue studying at the university more effectively.

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