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*Zaporizhzhia State Medical University***ORGANIZATION OF EDUCATIONAL RESEARCHES OF STUDENTS AT THE DEPARTMENT OF NERVOUS DISEASES**

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*Запорізький державний медичний університет***ОРГАНІЗАЦІЯ НАВЧАЛЬНО-ДОСЛІДНОЇ РОБОТИ СТУДЕНТІВ НА КАФЕДРІ НЕРВОВИХ ХВОРОБ****The aim of the work** – to improve the professional training of students by forming the skills of independent educational and research work.**The main body.** Nowadays, study work of students takes an important place in the educational process. A lot of difficulties among the students appear during the process of enquiring the skills of independent work; in many cases they are connected with the issues of methodological nature. So, the teacher's task is to help students in choosing the topic, setting the goal and tasks of the study, and also to determine the scale, materials and methods of the research. Doing some kind of educational and research work under the guidance of the teacher expands students' scientific outlook and enables them to master the essential scientific concepts and understandings.**Conclusion.** In the process of writing research work students develop their skills to analyze, systematize, compare, generalize and classify scientific literature data and also obtained results of the conducted research.**Key words:** educational and research work; neurology.**Мета роботи** – вдосконалення професійного навчання студентів шляхом формування навичок самостійної навчально-дослідної роботи.**Основна частина.** Навчально-дослідна робота студентів сьогодні займає важливе місце в освітньому процесі. Багато складнощів у студентів виникають під час оволодіння навичками самостійної роботи, часто вони пов'язані з питаннями методологічного характеру. Тому завдання викладача – допомогти студентам у виборі теми, постановці мети і завдань дослідження, а також визначити масштаб, матеріал і методи дослідження. Виконання студентами навчально-дослідної роботи під керівництвом викладача розширює їхній науковий світогляд і дає можливість оволодіти суттєвими науковими поняттями та уявленнями.**Висновок.** При написанні навчально-дослідної роботи у студентів розвиваються навички аналізувати, систематизувати, порівнювати, узагальнювати і класифікувати наукові літературні дані, а також отримані результати проведеного дослідження.**Ключові слова:** навчально-дослідна робота студентів; неврологія.**Introduction.** In the concept of a modern educational model, a graduate of an institution of higher education must be informed, communicative; he must be able to acquire self-education and independently organize his or her own activities [1]. In the modern educational process, the teacher performs the function of a technologist who manages the process of obtaining knowledge, as well as the function of a researcher and educator [2]. In curriculums, attention is focused on the implementation of research and design methods that involve students into practical and educational activities [3]. The study occupies an important place in education; it is an opportunity to absorb not the amount of ready knowledge, but methods of mastering new knowledge in the conditions of rapid increase of information, the possibility of preservation and revealing in each student his individual abilities [4, 5].**The aim of the work** – to improve the professional training of students by forming the skills of independent study work.**The main body.** The beginning of any research is a creative idea, and the completion is the design of the research results in the form of printed text. In the process of working on the latter, the questions of a methodological nature often arise. For the most part, students, while writing a research text, are hoping for their own intuition and that knowledge they have gained so far. But, this knowledge is not enough, that is why students must use scientific facts and confirm their own hypotheses. Thus, the formation of skills of independent student research work is a constant process of improvement within the framework of professional training. Independent work can find its manifestation in the form of preparation of reports, abstracts, reviews; it is necessary to select materials from various literary sources for them.

Educational work is carried out in the following way:

1. setting the problem and the scale of a research;
2. development of tools and forms for data collection (questionnaires, tables, scales, schemes, etc.);
3. collection of information by the methods of questioning, surveying, observation, analysis of the received data;
4. presentation of the results in the form of a report, a review, an abstract, etc.

The use of the experimental method involves the following stages of the organization of educational activities:

1. Choosing a topic, the relevance and clinical significance of the studied subject are important. The outlined idea can be understood only after its consideration in a certain system of knowledge and study of the scientific literature as for the topic of research. That is, an idea can cause a whole series of interconnected processes that cover a single topic that should be considered, analyzed, studied sequentially; involving more deeply into the problem, looking at its various aspects.

2. Students are faced with a number of problems/issues, the discussion of which leads to the next step – the formulation of a common problem based on individual ones. To solve the identified problems helps the discussion of the relevance and novelty of the study.

3. With the help of a teacher students formulate the hypothesis of a research, which later serves as a guide for finding the necessary information. For example, the hypothesis may correspond to one or more problematic issues that were discussed earlier. As a rule, hypotheses are formulated in the form of certain relations between two or more phenomena.

When the problem is identified, the subject and object of the study are outlined, the hypothesis is formulated, one can begin to write an entry for the future study.

This process requires:

- 1) outlining the relevance of the problem and its significance;
- 2) analyzing the variants of the solution of this problem in scientific literature;
- 3) noting the positive features of diagnostic methods proposed by the authors, treatment and prevention of diseases of the nervous system described by the predecessors, to determine what the proposed method differs favorably from other methods and methods of diagnosis, treatment and prevention of such diseases;
- 4) analyzing the disadvantages of known ways and methods of diagnosis and treatment or the complexity of their use;
- 5) determining the purpose of the research on the basis of the analysis of literary data;

6) formulating tasks for achieving the goal.

4. In order to determine the most effective methods of collecting and processing data for the identified problem, the elements of the training methodology in collaboration should be used. In this case, work is carried out in small groups (3–4 people). Students and teachers should identify research methods (study the primary sources, analyze archival material, study the methods of studying a neurological patient using modern scales, find the informative value of paraclinical diagnostic methods, etc.), coordinate them in time.

5. At the stage of data collection, students conduct independent studies or work in small groups. At the same time, they determine the methods of data processing (for example, statistical data is checked using electronic spreadsheets, defining of dependencies, construction of diagrams, etc.). They also define the way of drawing up the results (a scientific article or abstracts for publication in a journal, presentation of work at a student scientific-practical conference or Internet conference; a video film).

6. Collected materials may also be presented to other students of the group in the form agreed upon at the preliminary stage of the study (in the form of a report, a review, etc.).

7. If the presented data satisfy both: a group and a teacher, then it is time to proceed to the next stage of the study: the hypothesis of the outlined problem that is represented to the entire group; among them are selected only those which have sufficient evidence base.

8. From the totality of the collected data on the basis of the established connections, hypotheses that were put forward earlier, which became statements, make a generalization. All of them must be fixed. If students' thoughts are diverging in one issue, one should not insist on one version, even if it is supported by the majority, including the teacher. Everyone has the right to his own argumentative point of view.

When writing the main part of the work, you need to take the following steps:

- 1) describing the proposed solution or subject of consideration;
- 2) determining the features and novelty of the proposed solution (way or method).
- 3) determining which scales, technical equipment, outfit were used to achieve the goal;
- 4) giving a description of the used method or research methodology.

9. Students make a conclusion about the possibilities of using the received data with the defining of the following parameters:

1) reasoning of the results of the study, thanks to which it is possible to formulate conclusions;

2) conclusions should correspond to the research tasks that were set before the students, and to testify about their accomplishment and achievement of the goal;

3) advantages of the proposed solution of a specific task using these or other ways and methods of research should be established;

4) it should be given recommendations as for implementation of the method and its practical value.

In order to present their own research, students should use the skills of language proficiency in a scientific style.

Working with the literature includes the following methods:

1. stacking of a bibliography, that is, the list of literature used by the author for writing research work;

2. referencing – a brief summary of the general content of one or more works on a general topic;

3. note-taking – a detailed presentation of the main principles and main ideas of work;

4. annotation – a brief, very brief summary of the general content of literary sources;

5. citation – the verbal record of the author's statements, as well as the reference in the text of the actual and statistical data contained in literary sources.

Thus, educational work under the guidance of a teacher allows students:

- mastering essential scientific concepts and ideas;

- identifying the problem situations on their own, finding the ways to solve them;

- describing accurately, grouping and analyzing the facts and phenomena using generally accepted technology;

- developing the skills of selecting facts on their essential features;

- finding evidence and refute certain statements.

Conclusion. In the process of writing research work students develop the ability to analyze, systematize, compare, generalize and classify, prove and refute certain hypotheses, use literary data and obtained results of the study.

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