

Helena Kadučáková

The Faculty of Health

The Catholic University in Ružomberok

Dean: doc. MUDr. Anton Lacko, CSc., m.prof.

USING OF EFFECTIVE METHODS OF EDUCATION IN NURSING**SUMMARY**

The university education of nurses and obstetric nurses is an educational process. Its aim is to activate the student, to develop his critical thinking, independent decision making, flexibility, responsibility and creativity. Pedagogue uses a lot of various approaches to achieve this aim. We can include there solving teaching problems, group teaching and the active teaching. He uses effective and creative methods in terms of them.

Key words: problem, question, task, problem-solving teaching, problem-solving group teaching, active teaching, mind maps.

INTRODUCTION

The school is not the only source of information and knowledge for students now. The student is under the influence of mass media and he is surrounded by quantity of information and a huge growth of knowledge in all fields of science. There is a disproportion, contradiction between the knowledge, rising needs of society and the abilities of student, and the educational institution, because they have to deal with the quantity of new information. This contradiction leads the teachers to look for and verify more useful, effective and creative methods and forms in educational process. These new methods and forms help student to search new sources of information, to understand the importance of using the relationships between subjects, and they make the student's orientation in problems easier.

The educational process doesn't mean only forming of new knowledge and skills, but there are some requirements on it. J. Kozlík divides these requirements in requirements of reality, global, social, final and critical requirements [1]. The fulfilling of these requirements makes the educational process more modern, effective, rational and optimal [2] and it develops student's critical thinking, independence, creativity, responsibility and the ability to apply the theoretical knowledge to practice.

METHOD

Analytical-synthetic.

CONTENT

The process of mastering of the subject's content is realized:

- on the level of facts – the logic memory dominates,
- on the level of relations – the logic thinking and the logic of practical activities dominate [3].

The mastering of the teaching is the potential motive power of active logical mind operations in student's consciousness. If the process of mastering the knowledge is based on the solving of problem situations, the student develops his independent thinking. We have to emphasize that it doesn't always fulfill didactic criteria. The most frequent is the change between the problem/question and the problem/task.

There is the difference between the question and problem. We use the question to ask about the concrete fact, law, relation, definition etc. The question often indicates the answer. There is only one, or there are just few components missing, which are needed to create the correct answer. The answer completes the question with the missing components. We can see the difference between the problem and task in the table.

	The task	The problem
Approach	Oriented to practice, strengthen and to control the knowledge	Oriented on a new part of requirement
Field	Factual knowledge defined in the subject	The relations between facts
Extent	The requirement is formulated synthetically	The complex of partial tasks with an obstacle, which needs a new way of solving
Difficulty	According to the extent of teaching	Higher (intellectual skills, active thinking, creativity)
Character	Mainly synthetic	Analytical-synthetic

CONCEPTIONS OF THE TEACHING**A. Problem solving teaching**

The solving of the problem is the process, in which one activity ties on the previous one and it shows the stages of the problem solving. These stages tie on each other.

There are some psychical and logical practices between the giving of the information and its changing into the form of knowledge in student's mind. The practices secure

the holding of the information and its changing into the knowledge. An important task of an effective management of teaching process is to provide long-term keeping of the information in the student's memory, and its gradual transformation into the knowledge which became an organic part of subjective student's consciousness [4, 5].

The solving of the problems needs some rules. The assumptions of the rules are terms, and they need multiple discrimination. The discrimination expects associations—chaining and they demand the join of stimulus and reaction.

According to WHO, the problem-solving teaching of nurses has three educational aims:

- to master the complex summary of knowledge, which refers to the problem,
- the development and application of abilities to solve the problem,
- to acquire skills of clinical thinking and argumentation [6].

B. Group teaching

The adequate solving of the problem is the group work. The elements of individualization and collectivization are united in group teaching. The group can stimulate activity and independence of students, confrontation of ideas, opinions and solutions. The teacher can secure the fluent course of teaching in traditional process of teaching. The group teaching is different, because the teacher can manage the teaching in didactic and methodic way, but he can also influence the internal processes of student's learning. We can intensify the performance of weak and also strong students and this is the most important effect, we can see. The responsibility for the work and results is spread on all members of the group. The style of group work is interesting for passive students too. The behavior of the strongest students is different in the group. They are anxious for the results and they "pull" weaker students, change their social attitudes, learn to tolerate and to esteem other people. They also learn respect, self-discipline, responsibility and the sense for duty. Students with theoretical thinking work together with more skilful students. Weaker, passive and phlegmatic students want to be more useful, because they are provoked to cooperate by the work in the group. The student is more independent in his behavior and self-confident in living in society and this can help him to use his abilities and talent in professional practice without conflicts and difficulties.

C. Problem-solving group teaching

Problem-solving group teaching is the combination of the problem-solving teaching and the group teaching. This conception means enrichment of the theory and practice of teaching, not only in operative managing of educational process, but also in positive motivation of student's work in the group and the problem solving. We must emphasize, that the problem-solving group teaching is not based on the negation of word-exemplified and practical teaching. It improves and develops it. In fact, it is synthesis of three basic elements of knowledge:

- 1) immediate looking,
- 2) abstract thinking,
- 3) practical verification of hypothetical sentences about phenomena and processes.

Problem-solving group teaching is one of the modern elements in the process of teaching. It makes the team work and the multipurpose dimension of teaching deeper. The student has to cooperate with the other students and he has to find the way how to search for the information, which could solve the problem. He has to give away these information, analyze and evaluate them. In the last phase he has to elaborate a report.

The aim of the problem-solving group teaching is:

- to teach how to analyze the problem situation,
- to be conscious of the complex problem solving in nursing practice,
- to understand an interdependence of facts and to find connections in judgment of the health condition of the patient,
- to make the interpretation of the problem situation deeper and clearer,
- to solve the problems of patients more effective in terms of multidisciplinary cooperation,
- to work more effective in the group,
- active and creative way of teaching,
- application of theory into the practice.

The work in the group enables deepening of theoretical knowledge and acquisition of practical skills. This specific system makes a dynamic network of relations and the encouragement and development of systemic thinking is based on it.

D. Active teaching

Majority of teaching plans of vocational subjects are dependent on systematics of science. Textbooks are used as the basic mean of teaching in vocational subjects. They follow logical-systematic making of terms in their structure. The teacher's lecture is usually added to the textbooks as the main teaching method.

We have to secure the actual condition of science disciplines in the content of teaching in this modern, technical and industrial world. Abstract facts in teaching without their problem content are only a grasp of data. We can compare the abstract-data teaching and the active teaching in the table. Our sources are famous theoretical papers.

	The abstract-data teaching	Active teaching
1	2	3
Professional competence	Given with the discipline (the subject)	Multidisciplinary
Methodic competence	Lecture, the technique of questions, visual showing	Quantity of model activities, discussion forms, simulated games, scenario method, social forms

1	2	3
Personal competence	A model for adulthood	An ability of modelling
The centre of teaching	Objective understanding of reality, orientation on science	Constructive understanding of reality
The organization of teaching	Central question, entry, structure of the lesson, control and evaluation	Preparing a framework for the project, accompanying competence, time management
Transfer on the practice	Restricted	Essential

Some specialists call active teaching – “brain, heart and hands” teaching. It is a subject of many didactic discussions in our country and abroad. The practical activity in teaching is not new in the history of pedagogy. We can name works of J. A. Komensky [7] and J. H. Pestalozzi [8] as an example. They declared that we should work not only with the names of things, but also with things themselves.

The core of the active teaching is:

- 1) the teacher and the student are active in the teaching process,
- 2) the teaching is seen as a natural process through the interaction,
- 3) the practical and organizational skills are taught together,
- 4) the student learns intellectual, manual, creative, social, concrete working skills and skills of self organization.

We have to emphasize some advantages of the teaching oriented on activity for the conception of the work in the group:

- 1) the ability to address all types of students (abstract-data students too),
- 2) students get more information by the multi way perception,
- 3) positive learning experience,
- 4) the motivation rises,
- 5) connections between the partial information and the real structures are clearer.

Didactic methods

We can use mind maps, brainstorming, buzz groups and other methods in problem teaching.

Mind maps

This is the method of visual picture of student’s mental train of thought. It is the graphic capture and illustration of abstract facts, their connections, superiority and

subordination of terms. Maps help student to remember the terms of the teaching, to understand their relationships, to sort and classify them into the existed groups of knowledge and skills. Mind maps encourage the student to think about the theme or the problem in a free and open way. Maps can stimulate the thinking before the detailed study of the theme. It is mainly the strategy of getting the access to information, knowledge or the belief of the men.

Production of the map is flexible strategy:

- setting the key words, problem – task for the teacher,
- time for suggesting of terms and ideas – brainstorming, discussion,
- defining of the term,
- the placement of the terms into the map.

Instructions for making mind maps:

- 1) write the word/problem in the middle of the paper/board,
- 2) start to write words connected with the theme/topic,
- 3) draw an appropriate links between the ideas,
- 4) write all the ideas – do not evaluate, just write them,
- 5) do not concern with writing – spelling,
- 6) write until you have time,
- 7) make as many links as you can,
- 8) do not restrict the number of ideas, links.

When the students tried the mind maps in the group, they can continue and work individually. The teacher is active during the production of the map, because we don't want students to ask questions – they can bother other students. Advantages of the group work – opened information between all students. Advantages of the individual work – the work is quick, all students are joined into the process of thinking.

The students can evaluate the mind maps to each other after they finish the work. They can do it in pairs or in groups. When the students prepare the mind maps individually, we have to choose the good theme/topic. Students have to have enough information about it, the group doesn't help them in this case.

The purpose of mind maps:

- the main problem is defined clearly,
- the importance of the ideas is illustrated by their position on the map,
- the relationship between the ideas are graphically illustrated,
- the illustrated system enables easy orientation and repeating,
- the map is open, we can make changes and apply the ideas,

- the openness of the map leads to the next linking of ideas, everybody participates in the process of making the map – remembering and using of the information is easier.

CONCLUSION

Modern teaching methods join the theory with the practice and they lead students to independence, creativity, respect, self-discipline, responsibility and the sense for duty. They enable the join of individual work of one student with the group of students. They secure the join of the theory and the practice in individualized health care – in the hospital, ambulance at home – where the student meets with various problems.

At the end of this work we can state, that the person who learned to work independently is able to work alone, but the person, who learned to work in team, is able to understand, forgive and to enjoy the joint success. This is the final aim of the professional preparation of the nurse.

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