

Medical Teaching Methods and Their Importance in Education

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Abstract

For medical graduate students, a strong connection between study and practice is crucial. Graduates of the medical sciences should, of course, be familiar with the clinical procedures and patient interactions as well as the actual application of theoretical knowledge. Along with this, CME (continuing medical education) programs are being established and implemented globally in the field of medical education. In order to improve the quality of care given to patients, the community, or the profession, medical team members must maintain and develop their knowledge, skills, and professional performance. These activities are included in continuing medical education. The main objective of continuing medical education programs is to boost patient care standards through expert instruction.

Keywords: medical teaching, methods, education, problem-solving, continuing medical education.

Introduction

The significance that education and training play in a variety of scientific, cultural, social, political, and economic domains makes them of utmost importance in today's world in every nation. It will be important to focus on the transfer of knowledge to relevant skills if the foundation of education is to transfer knowledge and awareness, and if knowledge is also known as information. Learning happens as a result of education, and learning modifies one's behavior, attitude, and way of thinking. Given this effect, education merits significant consideration.

Teaching, self-improvement, self-esteem, and social development in relation to social sciences and the humanities should all be major objectives of medical education. It should also focus on preparing students to effectively assist their fellow citizens. Particularly for medical sciences, whose graduates prepare for the patient's bedside, education is a complex procedure. The primary objective of medical education is to equip and educate professionals with the knowledge, attitudes, and abilities required to uphold and advance the community.

Universities of Medical Sciences play a significant role in training skilled and specialized human resources for various sectors of society in addition to providing health services to the populace. This necessitates ongoing evaluation and correction of flaws in the promotion of medical education. In the age of information and communication, effective administration and management of educational programs can, on the one hand, keep students current and, on the other, produce trained doctors as a result of the medical education system's positive impact on community health.

Three categories of physicians are included in medical education. medical students, recent graduates, and licensed practitioners with their own clinics. The main objective of medical education is to produce competent, professional, and well-trained doctors who prioritize the care of their patients. Doctors are also committed to maintaining and expanding their experiences over the course of their lifelong career.

Medical education has many modern teaching techniques including face to face lecturing which is a master-based approach to simulation-based medical education.[6]. Given the significant advances in various educational methods, the use of modern methods in student education is essential. In modern educational methods, the goal is not just students' learning, but attention should be paid to dynamism, creativity, talents, and students' thinking.[7] Considering the importance of medical education and lifelong education for doctors, this study aimed at first defining the life-long training of physicians and then explaining the most important, popular and effective methods of medical education.

Continuing education in the medical community

Life-long education and throughout one's life is the basis of continuing medical education. Without achieving continuing medical education and continuing professional development, achieving goals such as lifelong education and excellence in medical education will not be possible. There are several definitions for this term in the educational literature: "All life-long learning activities aimed at improving knowledge, skills and the competence of individuals that are flexible, diverse and accessible at multiple locations and times." Nowadays, the definitions of continuing medical education as well as continuing professional development are associated with concepts such as learning throughout life or lifelong learning.

Life-long learning focuses on formal education (holding a course and assessment with a test and end-of-course certification), and informal education (training while working with expected educational outcomes). Considering the nature of continuing medical education and its continuous development, perhaps, it can be regarded as a kind of lifelong learning; on the other hand, lifelong learning, being effective for physicians, is continuous and endless. In this type of education, the community and physicians are learning collaboratively and continuously. Considering these concepts, continuing medical education and professional development are both considered lifelong learning. Life-long education is described by several techniques such as continuing education,

self-directed learning, self-learning approach, self-initiating learning, active learning, and field-dependent learning.

Continuing medical education refers to educational activities that are used by a member of the medical community to maintain, develop, or promote knowledge, skills, professional performance as well as communication in the delivery of services to patients in the community or profession. Continuing education of medical community refers to post-graduate activities that are developed to enhance the knowledge, professional skills, or promote the quality of the medical activities. Continuing medical education is defined as educational activities that help maintain, develop and enhance the professional knowledge, skills, and practices as well as the communications that a physician uses in serving patients, his community, and his careers. Continuing education is vital for all health care providers in order to expand knowledge and new techniques and provide new directional guidance.

Lecturing

Traditional methods of instruction include lecturing. When lecturing, the professor generally speaks uninterrupted throughout the class. Students read or copy the professor's notes; afterwards, they reflect on them but do not converse with him. In the end, there might be a few questions and answers between the students and the lecturer, but these are only meant to explain the topic and are not addressed.

Group discussion

It has been shown in numerous research that therapeutic methods used in groups have a positive effect on the amount of learning. The impact of this approach on students' deep learning is significant. The employment of the discussion technique in small groups, as opposed to the lecture method, generally offers some benefits, such as active and profound learning compared to lecturing, as well as increased student satisfaction; nevertheless, the existence of such benefits depends on a number of conditions.

Problem-solving

The approach taken to solving the issue raises the standard of ongoing training and learning as well as the student's internal drive. Problem-based learning is useful for training and monitoring medical professionals. The application of problem-solving methodologies has boosted the drive and interest of doctors in studying more deeply.

Conclusion

According to the findings, small-group discussion methods are more effective than traditional lecture methods in terms of student interest and satisfaction, level of learning, and encouragement for participation in discussions and dialogues. As a result, this issue is subject to changes either every

hour or every day due to the enormous advancements made in today's information systems. The demands of today's pupils are not being satisfied by educational approaches that are exclusively teacher-centered and dependent on instructors' existing expertise, so teachers need to adopt new teaching strategies.

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