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ACTIVATION OF SELF-STUDY OF MEDICAL PROFILE STUDENTS WITHIN THE COMPETENCE-BASED APPROACH IN TEACHING OF THEORETICAL AND CLINICAL DISCIPLINES

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АКТИВІЗАЦІЯ САМОНАВЧАННЯ СТУДЕНТІВ МЕДИЧНОГО ПРОФІЛЮ В МЕЖАХ КОМПЕТЕНТНІСНОГО ПІДХОДУ У ВИКЛАДАННІ ТЕОРЕТИЧНИХ ТА КЛІНІЧНИХ ДИСЦИПЛІН

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In this article, the aspects of self-study in traditional and innovative educational system were discussed. Special attention was paid to the implementation of competency-based approach to teaching by innovative pedagogic system. The main groups of competencies of medical student as future high quality specialist was defined. Activation of self-study could be possible only with active participation of competent teacher, which implemented ideas of innovative pedagogy. Professional competency related with social, political (readiness to solve problems), information(finding relevant sources), communicative and cultural (willingness and ability to live and work in a multicultural society). Organization of medical students' mobility exchanging programs could fulfilled the purpose of self-education in medical university.

У цій статті обговорено аспекти самонавчання у традиційній та інноваційній освітніх системах. Особливу увагу приділено впровадженню компетентнісного підходу у викладанні за інноваційною педагогічною системою. Визначено основні групи компетентності медичного студента як майбутнього висококваліфікованого спеціаліста. Активізація самонавчання може бути можливою виключно за активної участі компетентного викладача, який впроваджує ідеї інноваційної педагогіки. Професійна компетентність пов'язана з соціальною, політичною (готовністю вирішувати проблеми), інформаційною (знаходження релевантних джерел), комунікативною та культурною (бажання та здатність жити й працювати у багатокультурному суспільстві). Організація мобільних програм обміну для медичних студентів може виконати завдання самоосвіти у медичному університеті.

Introduction. In recent years, there have been significant changes in the public consciousness, which necessitated rethinking of the major trends of education. After analyzing the domestic and international experience in organizing training activities, it can be concluded that at the present stage, there are two main areas of the educational system — the traditional and the innovative.

Basic part. In traditional education, the goal is the transfer of knowledge and experience for their use in major life activities. Innovative education takes into account the changes in social demands of the individual and the role of personality in the development of society. The main goal of modern innovative education can be as follows:

– The development of the abilities required for the person and society;

– Preservation and development of creative potential;

– The inclusion of the individual in a holistic social activity;

– Providing opportunities for self-realization of the individual.

One of the key features of innovative education is to implement competency-based approach, which involves the development of the student specific competencies. Universally accepted definition of competency in modern science does not exist, but many scientists emphasize that "competency" is a complex concept that includes both knowledge and skills, and abilities. Scholars have identified the value-semantic, cognitive, motivational and other components of competency [1].

Teaching microbiology and infectious diseases is no exception. The concept of "competency" and "competence" are a key to many different aspects of learning, ranging from preparing syllabuses to the development of specific training tasks.

Scientists distinguish from 3 to 37 competencies that match certain activities. For example, the classification of I. Zymnyaya includes ten types, which are divided into three main groups [2].

The first block comprises the competencies related to the person as a subject of activity and communication. This includes the competencies of health preservation, value-sense orientation and integration, competencies related to human interaction and social sphere, competencies related to activity, competencies of civisms and self-improvement.

The second group includes competencies of social interaction with the community and competencies in various forms of communication. The third group includes the competency of cognitive activity, competency of activity and competency of information technology.

There are other classifications. For instance, V. Kolesov distinguishes the following groups of competencies: personal and interpersonal communication, general knowledge and knowledge professional competencies and also competencies of general activity and activity-professional nature.

In this issue, we consider the above-mentioned competencies in the implementation of the integration of microbiology, infectious diseases and other subjects of medical profile.

Let's start with the social and political competency, which is expressed in readiness to solve problems. Students of senior courses, masters and post-graduate students constantly have to solve the problems of academic nature. This includes the preparation of reports, compiling a bibliography, processing applications for grants, scholarships, internships, etc. In addition, graduates and senior students solve professional problems. This is performed through laboratory works, doing research work, practical training.

Next basic competency is information competency. It is associated with psychological readiness and ability to work with information: to find it in a variety of sources, assess the degree of reliability, process, and use purposes, and save. Let us consider social and cultural competency, which is associated with "willingness and ability to live in a multicultural society".

Next competency is readiness for lifelong learning. It is natural that the modern world is constantly changing. Therefore, once acquired knowledge is not enough to meet the requirements of modern society. For students studying, for example, a science like medicine, this competency, in our opinion, is particularly relevant, as new discoveries made and the technology improved every day. Of course, the developing of readiness for lifelong learning is the task of teachers of all disciplines, the university in general.

By professional competencies many authors mean "…professional knowledge and skills demanded by the modern labor market, which graduates should master to meet the requirements of potential jobs in their chosen profession".

A. Pisarenko defines professional competency as "… a set of personality traits of a specialist, allowing him to freely navigate in the rapidly changing society, in the medium of his professional activities, using his capabilities to adapt to the needs of society" [3].

Consequently, the contemporary university has a topical task — to prepare professionals with lively movement of thought, creativity and independent thinking. Obviously, the solution to this problem is possible only with active student self-study: to develop the professional competency of future professionals it is required to take into account the complex nature of this concept, to use active forms and methods of training, and pay attention to the organization of student self-study and educational work.

Thus, the issue of self-dependence and self-study, as a subject of study throughout the history of pedagogical science, is very important and relevant today.

The analysis of works of the mentioned authors shows that when performing self-study the three groups of techniques are used: motivational, educational and stimulating ones.

The first group includes goal setting training classes, showing the practical relevance of educational activities and the results of labor.

The second group includes a reminder, specification, formulation of leading questions.

The third group includes the belief, approval, encouragement.

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Conclusion. Application of three groups of techniques in theoretical and practical classes allows building collaboration between learners and teacher, to

create conditions conducive to emotional recovery in the classroom, training of will and strengthening of conscious discipline. Skillful combination of these techniques provides qualitative learning, creates a healthy psychological climate, there is the willingness and desire to work on an assignment based on empathy and participation of a teacher in the process of training, where the learners' success is perceived by a teacher as his own one.

Summarized, we note again that a carefully organized student self-study allows not only conducting classroom training in an interesting manner, thoroughly comprehending the content of the proposed questions but also to generate students' strong interest in the subject, developing aspiration and ability to acquire knowledge independently. In other words, the competent organization of student self-study is one of the main ways to implement a competence-based approach in education.

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