



No 10 (10) (2017)

P.1

The scientific heritage

(Budapest, Hungary)

The journal is registered and published in Hungary.

The journal publishes scientific studies, reports and reports about achievements in different scientific fields. Journal is published in English, Hungarian, Polish, Russian, Ukrainian, German and French.

Articles are accepted each month. Frequency: 12 issues per year.

Format - A4

ISSN 9215 — 0365

All articles are reviewed

Free access to the electronic version of journal

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соціалізації даної категорії хворих.

2. Анкетний метод обстеження дає можливість визначити якість життя як на індивідуальному рівні в інтересах конкретного хворого, так і на популяційному – для визначення ефективності нових стратегій у терапії різних захворювань.

3. Широка розповсюдженість серед хворих на ІХС з порушеннями ритму та провідності серця психопатологічних синдромів та вплив їх на частоту нападів порушень ритму серця свідчить про доцільність більш широкого застосування психотерапії та психотропних засобів у комплексному лікуванні аритмій.

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БУРХЛИВИЙ РОЗВИТОК ТА ПЕРСПЕКТИВНІ НАПРЯМКИ ВПРОВАДЖЕННЯ ОСНОВНИХ МЕТОДІВ ТА МОДЕЛЕЙ ДИСТАНЦІЙНОГО НАВЧАННЯ

THE DEVELOPMENT AND PERSPECTIVE DIRECTIONS OF IMPLEMENTATION OF MAIN METHODS AND MODELS OF DISTANCE LEARNING

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АНОТАЦІЯ

У статті представлені основні методи та моделі дистанційного навчання, їх переваги та недоліки які можуть не тільки забезпечити активне залучення студентів у навчальний процес, але й дозволяють керувати цим процесом на відміну від більшості традиційних навчальних середовищ. Інтеграція звуку, руху, образу і тексту створює нове надзвичайно багате за своїми можливостями навчальне середовище, з розвитком якого збільшиться і ступінь залучення студентів у процес навчання.

ABSTRACT

The paper presents the basic methods and models of distance learning, its strengths and weaknesses that may not only ensure active involvement of students in the learning process, but also allow teach to manage this process. Unlike most traditional learning environments the integration of sound, movement, image and text creates a new extremely rich in its capabilities learning environment, the development of which will increase the degree of involvement of students in the learning process.

Ключові слова: дистанційне навчання, комп'ютерні технології, ІКТ (інформаційно-комунікаційні технології), ВНЗ (вищі навчальні заклади), методи навчання, моделі навчання.

Keywords: distance learning, computer technologies, ICT (Information and Communication Technology), universities (higher education), teaching methods, learning model.

The rapid development of computer technologies increasingly penetrating our everyday life and all areas of activity gradually becomes also an integral part of professional teaching. Due to computer-achievement auditorium classes are filled with more informative and independent work of students, i.e., a creative and original way, which is reflected in the quality of education. Therefore, the work of teacher should include the involvement of computer tools in terms of learning process. The basis of such research laid the involvement of various electronic means.

Distance learning experts on strategic issues of education is known as the educational system of the 21st century. Today it made a huge bet. Actuality of distance learning is that the results of social progress are still concentrated in the area of technology the same as in information sphere. Stage of development at the moment can be characterized as telecommunications. This is the sphere of communication, information and knowledge. Assuming that professional knowledge get out of date very quickly, they must be continuous improved.

Distance learning today gives the possibility of creating a mass of continuous learning, general exchange of information, regardless of temporal and spatial zones. In addition, distance learning systems give equal opportunities to all people regardless of social status (students, military and civilian, unemployed, etc.) in all parts of the country and abroad to realize the human right to education and information. This system can most adequately and flexibly respond to the needs of society and ensure the realization of the constitutional right to education of every citizen worldwide. Based on the above factors, we can conclude that distance learning will enter the 21st century as the most effective system of training and as the one that continuously supports high qualification of specialists.

Analysis and synthesis of the literature suggests that today there is different interpretation of the essence of distance education, which reflects the diversity of approaches to its interpretation. In many cases, the term "distance education" is used alongside or instead of the term "distance learning", etc. Thus, the basis for the determination that distance learning is a combination of modern technology for the delivery of information online through the use of ICT (information and communication technology) from those who teach (teachers, prominent figures in certain fields of science, specialists) to learners (students). It is used in preparation in both universities, and business schools. The main principles of distance learning is interact in

the process, providing students with the possibility of independent development of the test material, and consulting support in research, and allows one to learn at a distance, by disputes of experts from several countries.

An important factor in the typology of integrated distance learning is a set of methods and techniques used in learning and teaching processes. By choosing the quality of criterion means of communication with teachers, these methods can be classified as follows:

1) Methods of teaching used as interaction of student with educational resources with minimal involvement of teacher and others (self-study). For the development of these techniques typical multimedia approach is used by creating educational resources using various tools: printed, audio and video materials. It is especially important for universities that teaching materials are delivered by means of computer networks. This above all:

- Interactive database;
- Electronic magazines;
- Computer training program (electronic books).

Interactive databases systematize data files that can be accessed via telecommunications. Using these resources, developers of courses, for example, can maintain local databases for both students and teachers. Another solution is to provide access to external databases. The number of databases available through computer networks is growing rapidly. Video tutorial is software that can be used on a remote computer via computer network. Communications with the remote computer can be carried out by, for example, dial-up connection or Telnet services On the Internet.

2) Individual methods of teaching and learning, which are characterized by the relationship of one student with one teacher or one student with another student (training "one to another"). These methods are implemented in distance education mainly through technologies such as phones, voice mail, e-mail. Development teletutoring (system 'tutors'), mediated by computer networks, is an important component of educational process in electronic universities.

3) The methods are based on the idea of students learning material from teacher or an expert, in which those who study do not play an active role in communication (training "one to many"). These methods are characterized as traditional educational system, receiving new development based on modern information technology. For example, lectures were recorded on audio or videotape and used not only in the classroom in high school, but also on radio and television, complemented by a modern remote

education process so-called "e-lectures" (electronic lectures), i.e. lecture material that spreads on computer networks by means of bulletin boards (BB). E-lectures may be the matching of articles or extracts from them, teaching materials, preparing students who are studying for future discussions. Based on the technology of electronic boards a method of electronic educational workshops that give a few speeches authority ("first speakers") also developed.

4) Methods, which have active interaction between all participants in the educational process (teaching "many"). The value of these methods and intensity of use increases significantly with the development of educational telecommunications. Some said the interactivity between the learners, and not only between teachers and students is an important source of knowledge. The development of these methods is associated with conferences collective discussions and conferences. Technology audio, and video conferences audio graphic allow developing such methods in distance education. Special role in the educational process of distance education is played by computer conferencing, allowing all participants to exchange written messages of discussion, in both synchronous and asynchronous mode, which has a great didactic value. Computer-mediated communication allows greater use of such methods of learning in terms debating, simulation, role playing, group discussion, brainstorming, Delphi, nominal group techniques, forums, project group.

The authors examine the following model, which is based on current open network and distance learning:

- The first model is the type of non-residency training. Education is oriented on school or high school (exam) requirements and is designed for students who for some reason cannot attend full-time schools.

- The second model is based on university study. This is a whole system of learning for non-resident students and those at a distance, by correspondence (open form) or remotely, i.e. on the basis of new information technologies, including computer telecommunications. These programs are used to obtain various certificates of education.

- The third model is training, based on the collaboration of several institutions. It provides joint training programs of common correspondence distance learning schools for several of leading subjects (both in one or many countries). Such cooperation in the preparation of distance learning programs allows them to make it better and less expensive. The long-term goal of the program is to enable every citizen of the country, leaving his country and his home to get any education on the basis of functioning colleges and universities of a particular country.

- The fourth model is autonomous educational institutions, specially created for the purposes of open or distance learning, in which students can get education in different directions. They specialize in creating multimedia courses. Training is fully paid by organizations of firms employing students. The most similar institution is Open University in London, which in recent years has trained a large number of remote

students not only from the UK but from many European countries.

- The fifth model is training for autonomous learning systems. Training within such systems is entirely via video, TV or radio programs, as well as by means of additional printed manuals.

- The sixth model is non-formal model of integrated distance learning through multimedia programs. The programs focused on education, adult education, people who for some reason could not graduate from educational institutions. Such projects may be a part of a formal education program integrated into the program or specifically targeted to a specific educational purpose (e.g., British literacy program), or specifically aimed at preventive health programs, such as programs for developing countries.

The difference from traditional distance learning is in if we consider them in terms of forms of interaction between teacher and student. The basis of traditional learning model is based on lectures, seminars, laboratory and various types of gaming sessions, the organization of students' self study and other forms of work. The base of such training is a book and a teacher as an interpreter of knowledge. Distance learning is focused on the introduction fundamentally different learning models in the educational process, providing conferences, students' self study with information from different fields of knowledge, projects, training and other activities with computer and nonconventional technologies.

As the majority of the authors of indisputable advantages of distance learning are the following:

1. The higher efficiency of training compared to evening and distance learning at a lower cost of educational services;

2. Reduction of terms of study;

3. The possibility of parallel studies in both Ukrainian and foreign universities;

4. Student's independence from geographical location of a particular university.

Experiments have confirmed that the quality and structure of courses, as well as the quality of teaching in distance learning are often much better than traditional forms of learning. Interactive capabilities are used in distance learning programs and delivery systems allow information to adjust or even encourage feedback, dialogue and provide ongoing support, which is impossible in most traditional systems of education. Modern computer telecommunication is able to ensure the transfer of knowledge and access to various educational information and sometimes it is more effective than traditional learning tools.

Despite many advantages there are several disadvantages in terms of this type of training. The effectiveness of distance learning depends on those teachers who work with students online. It should be a universally trained teacher who masters modern teaching methods and information technology, who are psychologically ready to work with students in new teaching and learning environment of Internet. Unfortunately, such training in our country is training not developed. Another problem is informative infrastructure that ensures student networks. The

question of what should be the structure of educational material on conditions for access to distance learning courses, organization and evaluation of knowledge "remote" students. To solve them one must create a legal framework assessment of student learning.

Conclusion. Speaking of distance form of education one should think of creating a single informational and educational space, which must include all possible electronic sources of information, virtual libraries, databases, consulting services, electronic textbooks, cyber classes, etc. Central in the organization of distance learning is the creation of electronic courses, development of teaching as the basics of distance learning, teacher training coordinators. Not to be confused with distance learning correspondence, as here assumed constant contact with a teacher, other students, imitation of all kinds of full-time study, but through specific forms. It is necessary to develop a skilled, intelligent, highly professional and healthy society. So, we need theoretical elaboration, experimental verification, and serious scientific research.

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ДЕМОДЕКОЗ – СУЧАСНІ УЯВЛЕННЯ ПРО ЕПІДЕМІОЛОГІЮ, ПАТОГЕНЕЗ ТА КЛІНІКУ ЗАХВОРЮВАННЯ

DEMODICOSIS – MODERN IDEAS ABOUT THE EPIDEMIOLOGY, PATHOGENESIS AND CLINICAL DISEASE

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АНОТАЦІЯ

У роботі описані особливості паразитування кліща роду Demodex в організмі людини, умови паразитування кліща, які сприяють захворюваності, клінічна картина, викликана паразитуванням кліща та її ускладнення, діагностика та профілактика.

ABSTRACT

The paper describes peculiarities of parasitism of mites of the genus Demodex in the human body, the conditions of parasitism of the tick, which contribute to the morbidity, clinical picture, caused by a parasitic mite and its complications, diagnosis and prevention.

Ключові слова: демодекоз, розацеа, акнеподібні дерматози, клінічні прояви, кліщ-залозниця, діагностика.

Keywords: demodicosis, rosacea, acceptn medicine, clinical manifestations, tick-Salonica, diagnosis.