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<b>ІННОВАЦІЙНІ ТЕХНОЛОГІЇ НА ЗАНЯТТЯХ З УКРАЇНСЬКОЇ МОВИ ЯК ІНОЗЕМНОЇ У ВИЩИХ НАВЧАЛЬНИХ ЗАКЛАДАХ УКРАЇНИ</b>	
Кобзей Н. В. ....	56
<b>КОНКУРЕНТОСПРОМОЖНІСТЬ І ВОЛЬОВІ ЯКОСТІ МАЙБУТНІХ ЛІКАРІВ І ПРОВІЗОРІВЗА УМОВИ ФОРМУВАННЯ ЇХ ІТ - КОМПЕТЕНТНОСТІ</b>	
Добровольська А. М. ....	58
<b>LEADERSHIP CHALLENGES FOR HIGHER BUSINESS EDUCATION IN UKRAINE</b>	
Khmyzova O. V. ....	61
<b>IMPORTANCE OF INNOVATIVE EDUCATION METHODSIN THE PRACTICAL TRAINING OF NURSES BACHELORSIN UKRAINE</b>	
Riabyi S.I., Haidych L.I. ....	63
<b>ІСТОРИЧНИЙ КОНТЕКСТ У РОЗВИТКУ ІНШОМОВНОЇ ОСВІТИ У ВИЩИХ НАВЧАЛЬНИХ ЗАКЛАДАХ УКРАЇНИ(ДРУГА ПОЛОВИНА ХХ СТ.- ХХІ СТ.)</b>	
Шумська О.А. ....	66
<b>НАЦІОНАЛЬНО-ПАТРІОТИЧНЕ ВИХОВАННЯ ДІТЕЙ СТАРШОГО ДОШКІЛЬНОГО ВІКУ ЗАСОБАМИ ІГРОВОЇ ДІЯЛЬНОСТІ</b>	
Федосєєва Ю.І. ....	68
<b>ПІДГОТОВКА МАЙБУТНІХ ВИХОВАТЕЛІВ ДО РОБОТИ З ДІТЬМИ РАННЬОГО ВІКУ</b>	
Хрущова К.В. ....	70
<b>ПАТРІОТИЧНЕ ВИХОВАННЯ ДІТЕЙ СТАРШОГО ДОШКІЛЬНОГО ВІКУ В УМОВАХ ПОЛІКУЛЬТУРНОГО СУСПІЛЬСТВА</b>	
Точиліна Н.В. ....	72
<b>ПЕДАГОГІЧНІ УМОВИ ФОРМУВАННЯ ЗДОРОВОГО СПОСОБУ ЖИТТЯ СТАРШОКЛАСНИКІВ В УМОВАХ ЗАГАЛЬНООСВІТНЬОЇ ШКОЛИ</b>	
Василик К.В. ....	74
<b>ПЕДАГОГІЧНІ УМОВИ ЗАПОБІГАННЯ ПЕДАГОГІЧНОЇ ЗАНЕДБАНOSTІ ДІТЕЙ МОЛОДШОГО ШКІЛЬНОГО ВІКУ З ДИСТАНТНИХ СІМЕЙ</b>	
Зачепило Д.В. ....	77
<b>МУЗИЧНЕ СПРИЙМАННЯ ТА ЙОГО АКТИВІЗАЦІЯ В МУЗИЧНО-ПЕДАГОГІЧНОМУ ПРОЦЕСІ</b>	
Ляшко М.П. ....	80
<b>ОСОБЛИВОСТІ СОЦІАЛІЗАЦІЇ ДІТЕЙ ДОШКІЛЬНОГО ВІКУ В ІГРОВІЙ ДІЯЛЬНОСТІ</b>	
Герич М. Смеречак Л. ....	86
<b>ОСОБЛИВОСТІ ПРОФІЛАКТИКИ ІНТЕРНЕТ-ЗАЛЕЖНОСТІ ПІДЛІТКІВ</b>	
Лавриш Н., Смеречак Л. ....	90
<b>ЕКОНОМІЧНИЙ АСПЕКТ ФОРМУВАННЯ КОНКУРЕНТОСПРОМОЖНОСТІ ПРОФЕСІЙНИХ ПСИХОЛОГІВ</b>	
Вінтюк Ю. В. ....	94

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## IMPORTANCE OF INNOVATIVE EDUCATION METHODS IN THE PRACTICAL TRAINING OF NURSES BACHELORS IN UKRAINE

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**Summary.** *In the article the analysis of five-year dynamics of academic performance during the final attestation of graduates on specialty 233 “Nursing” (degree – bachelor) has been performed. Implementation of innovative and interactive technologies in educational process creates the objective foundations for increasing the quality of practical training of future specialists at the conditions of reducing the curricular time.*

**Keywords:** nursing, bachelor, practical training, education.

**Introduction.** The problem of training the qualified competitive specialists in nursing in Ukraine is actual to ensure the efficient cooperation of all participants in the treatment process [1]. Among the requirements that apply to modern professionals in the specialty 223 “Nursing” (degree - “Bachelor”), the priority is the ability for independent activity in the provision of care and subsequent treatment of the patient within the professional competence [3]. State experience of nurses bachelors training currently determines the need to carry out the formation of competent professionals with diverse functional responsibilities in the short term (within one year) to a new level of education in a credit-transfer system [2]. According to approved a working curriculum the study of professionally oriented disciplines submitted for final attestation of graduates (AG) is about 25% of training time (15 credits from 60). Of these, 17,8% are lectures, 40,7% are extra tutorial self-training of students and the remaining time left on practical classes with tutor. To provide the necessary level of mastering practical skills of graduates in the conditions of reducing tutorial training time it require the active involvement of innova-

tive approaches in teaching the students [4, 5]. One of the important steps in the providing of knowledge transfer is the introduction of elements of e-learning in the educational process approved by the regulatory base (Order of MES of Ukraine №466 of 04.25.2013). The main paradigm of knowledge control on it are: monitoring instead one-time estimation; the use of adaptive algorithms; effective assessment of learning rates; the widespread use of scenario tasks (case-technology); identify weaknesses in the system learning; evaluation of the degree of use of the material for decision making [7]. In Higher State Education Establishment of Ukraine “Bukovinian State Medical University” a server of distance learning (SDL) based on LMS-platform Moodle introduced since 2010. The fundamentals of SDL content identified in the approved Regulations. Functional abilities of introduced LMS platform Moodle allow extensive use of new interactive communicative and simulation techniques developed in e-learning courses of professional-oriented disciplines.

**The main part.** For the purpose of study the role and effectiveness of the applicable forms and methods a 5-year retrospective

analysis of indicators of knowledges estimation during the final attestation (FA) of graduates specialty 223 "Nursing" (degree - "Bachelor") with a one-year period of training was carried out from 2012 till 2016 on the graduating department of patients care and higher nursing education. FA of the graduates such specialty was performed in 2 steps: the first one is a licensed integrated exam (LIE) "STEP-B. Nursing" and the second - the practically-oriented exam (POE) on the specialty. POE consist of two parts: I – performing of typical tasks and abilities; II – performing of the main abilities and skills. Estimation of POE performed according to the Instruction to estimation of educational activity of students in the conditions of introduction the European credit-transfer system of organization of educational process.

According to the results of passing of the first step of FA - LIE "STEP-B. Nursing" in the last three years is a valid tendency to increase the average percentage of correct answers (72,8-73,9%) as compared with 2012 (65,9%). Such index is not significantly different from the national average. The indices of absolute progress was 100% for the whole time. The one of the ways to ensure sustainable results of passing LIE "STEP-B. Nursing" is an experience of systematic on-line training the students on SDL Moodle with the 75% correct answers' threshold. Such practice allows for the screening theoretical training of students to the identification of risk groups for selection to individual training.

The main tasks of examination commission during the POE were: to determine the level of common tasks and skills of graduates on the examination of patient (survey, physical examination, identifying of patient's problems, formulating a nurse diagnosis, a plan of laboratory and instrumental examination, the volume of nursing interventions), organization of work and safety in professional activities and the evaluation of demonstration by the students the manipulations on phantoms and models according to responsibilities of nurses-bachelors, estimation of the algorithm first aid in cases of emergency conditions and

also justification of rules for buildings, maintenance and labor protection in offices (departments) of medical institutions.

Analysis of the results of POE showed a positive dynamics in rising of index of qualitative progress, which was 72,7-73,3% vs. 70,7%, a stable tendency of the average score 3,83-3,86. Natural fluctuations of success in the attestation of graduates are associated with changes in the number of students, proportionality ratio of marks, increased requirements for quality of practical training of graduates and, in general, are a reflection of positive motivation of students to learning. Due to Conclusions of Final Examination Commission in 2012-2016 the level of practical training of graduates in general fit the requirements to educational-qualified characteristics "nurse bachelor". The vast majority of students correctly performed nursing examination of patient, formulated an adequate nurse diagnosis, drew up the plans of accessory laboratory and instrumental examination, determined nursing tactics of treatment and prevention of diseases, were able to give first aid in cases of threatening conditions. Despite this, some problems in practical abilities of future specialists on specialty 233 "Nursing" (degree – bachelor) can be defined: some part of graduates (12,5%) have difficulties in determination of the priority problems in cardiologic patients; some of the students (8,93%) feel difficulties during taking of independent decisions in determination of the algorithm of first aid in case of injuries different localization; separate examined students (5,36%) have no competency in choice of immunity preparations and terms of vaccination of children of all ages; some gaps in planning and implementation of independent nursing interventions were identified in very rare persons (3,57%). To solve identified problems the following measures were proposed: to develop the adapted modern case-methods of differentiation of cardiac problems in patients to improve the quality of nursing diagnosis of cardio-vascular diseases; to improve the video-algorithm of first aid in case of injury different character and localization to optimize of acquisition of skills; to provide the

online information update with current calendar of preventive vaccinations on SDL Moodle with hyperlink to the official website of Ministry of Health of Ukraine; to introduce the animated playback of practical skills of graduate students before performing their in clinical base. Implementation of the proposed measures will create objective fundamentals for improving the indices of qualitative progress during FA of graduates on the specialty 233 "Nursing" (degree – bachelor) [6].

**Conclusions.** Thus, the introduction of innovative learning technologies in training the future nurses-bachelors plays an important role in increasing the motivation of all participants of the educational process, development of communication skills and the formation of professional skills of graduates.

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