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ФОРМУВАННЯ ПІЗНАВАЛЬНОЇ ДІЯЛЬНІСТІ В ЯКОСТІ ЧИННИКА ПРОФЕСІЙНОГО СТАНОВЛЕННЯ ФАХІВЦЯ МЕДИЧНОЇ СФЕРИ

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FORMATION OF COGNITIVE ACTIVITY AS A FACTOR OF PROFESSIONAL FORMATION OF THE MEDICAL SPECIALIST

Анотація.
В основу соціального замовлення, у цілі професійної підготовки майбутніх спеціалістів будь-якого профілю закладається вимога – формувати особистість, здатну до особистої відповідальності за результати своєї діяльності. Особливе значення це має для системи підготовки медичних кадрів. Серед пропозицій, що стосуються вдосконалення навчання студентів, особливої уваги сьогодні заслуговує питання організації самостійної навчальної роботи. Це зумовлюється, передусім, її визначальним впливом на розвиток мотиваційної сфери студентів, виховання відповідальності, можливостями безпосереднього використання теоретичних знань у практичній діяльності.

Summary.
The basis of the social order, for the purpose of professional training of future specialists of any profile is the requirement - to form a person capable of personal responsibility for the results of their activities. This is especially important for the medical training system. Among the proposals concerning the improvement of students' education, the issue of organizing independent educational work deserves special attention today. This is due primarily to its decisive influence on the development of the motivational sphere of students, education of responsibility, the possibility of direct use of theoretical knowledge in practice.

Ключові слова: *пізнавальна діяльність, професійна підготовка, медична сфера*
Keywords*: cognitive activity, professional training, medical specialist*

Introduction. In connection with the reform of the health care system, not only the problem of improving the forms and methods of training a qualified specialist and improving the educational process in higher education institutions (HEI), but above all - reviewing the basic conceptual provisions of the educational process in medical health care. The basis of the social order, for the purpose of professional training of future specialists of any profile is the requirement - to form a person capable of personal responsibility for the results of their activities.

This is especially important for the medical training system. Among the proposals concerning the improvement of students' education, the issue of organizing independent educational work deserves special attention today. This is due primarily to its decisive influence on the development of the motivational sphere of students, education of responsibility, the possibility of direct use of theoretical knowledge in practice. In addition, the declaration of the need to increase the share of independent cognitive activity of students in the structure of education is due to a significant reduction in hours for classroom classes in the disciplines of the professional cycle.

In addition, given the introduction this year in the 3rd year of the medical faculty IFOM-BSE exam, which contained questions not included in the curriculum of clinical disciplines, provided for independent processing of data by students. In view of this, the priority form of organization of education today should be independent cognitive activity of students, despite the prominent place, which, not without serious discussions of scientists, occupies in the free form of lectures. In our opinion, only such a shift of emphasis will solve the problem of forming your own personal approach and method of professional activity. Thus, the ability to work independently and creatively is one of the main criteria that characterize the readiness of a specialist for professional activity.

However, such skills cannot appear in a student without an appropriate system for the organization of

the educational process and its provision (methodological, logistical, etc.), the composition of teachers, the nature of relations in the system "teacher - student", desires and incentives for students to study and etc. 21 It is established that the final result largely depends on the object and level of development of independent cognitive activity. Independent cognitive activity is carried out individually, so the volume, content, level and productivity are different, even in two or three students of the same group, the same teacher. Therefore, we believe that for the development of independent cognitive activity of students the most important condition is the individualization of learning, which should be the basis for the functioning of the training system. From the above it follows that the purpose of independent cognitive activity is achieved by the joint efforts of the student and the teacher. Thus, methods of improving cognitive activity should be two-way, and in their basis they should reflect the activities in the system "teacher-student" and take into account the nature of these activities.

Obviously, there is no universal method that would lead to a full, deep assimilation of knowledge, their strength. Only the integrated application of teaching and stimulation methods can ensure the achievement of learning objectives and the improvement of independent cognitive activity of students. The effectiveness of independent cognitive activity of students and pupils is largely due to its organization. The level of organization of this process depends on the formation of interest in the discipline, the level of cognitive activity, and, consequently, the constant replenishment of knowledge, the formation of skills and abilities with the appropriate access to professional activities. With regard to knowledge, it is necessary to abandon the categorical opinion that deep and strong knowledge can be acquired only during classroom study in higher education.

A necessary condition for the mobilization of all students for quality training as future specialists should be an appropriate program of independent cognitive activity, its educational and methodological and organizational and pedagogical support. The development of this document should be based on the concept of ensuring the educational process, meet the profile of training, take into account both traditions and specific specific working conditions. The latter should take into account the initial data, which, perhaps in the first approximation, include: scientific and methodological potential of teachers, the readiness of each of them for such work, when you have to abandon existing stereotypes; level of student training; opportunities for educational, methodological and technical support of the student by the educational institution; forms of classes, content and structure of training in a particular specialty.

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