CRITERIA OF EFFICIENCY OF APPLICATION OF SMART TECHNOLOGIES IN THE COURSE OF VOCATIONAL TRAINING OF FUTURE ECONOMISTS

Summary
In article questions of introduction of criteria of efficiency of application of Smart-technologies in the course of vocational training of future economists are considered. A number of criteria, which positively influence the development of the professional motivation of future economists, optimizing estimation process, are defined. They provide teachers' readiness to use the automated system.

Keywords: Smart-technologies, future economists, criteria of efficiency, control of knowledge, organization of control of knowledge.

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

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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 competence-based approach to teaching according to innovative pedagogical system. The main groups of competencies of medical student as future high quality specialist were defined. Activation of self-study could be possible only with active participation of competent teacher, which implemented ideas of innovative pedagogy. Professional competence is related to social, political (readiness to solve problems), information (finding relevant sources), communicative and cultural (willingness and ability to live and work in a multicultural society) ones. Organization of exchange programs for medical students could fulfill the purpose of self-study in medical university.

Keywords: medical student, self-education, competence.

Introduction. Primary before start to discuss the basic part of current issue, we suggest describing the main task and purpose of high education: it is formation of creative personality of high-experienced specialist, which is able for self-development, self-education and innovative professional activity. To achieve all this a student must transformed from passive listener to active promotor of knowledge [7]. He ought to formulate a problem, to analyze ways of decision, to find the optimal result and prove it efficacy. Accordingly, in education paradigm, the role of individual work of student, self-study is not simply, important part, – rather basis of educational process. The increasing of importance of self-study of medical students means principally review of organization of educative process in university. Predominantly it concerned like ability of getting study, educating with self-progress and creative application of knowledge as well as adaptation to professional activity in modern changing world [9].

Self-study could realized:
1) Immediately within auditoria classes on lectures, practical and seminar classes, when carry out a laboratory work.
2) During a conversation, consultation with teacher on additional extra classes, re-workings of missed classes.
3) In a library, in a laboratory, at home, in a hostel, anywhere simultaneously with fulfillment of home tasks, projects, scientific student research.

Active individual work of students is possible only in case of presence of strong motivation. The powerful motivating factor is pre-professional training [6]. Thus, let us talk in detail about internal factors, which stimulate activation of self-study:

• Proficiency of students' work: if student understand the utility of his work for practical class, lecture, seminar, research, group, society at all he become more motivated.
• Participation of students in creative state-of-art activity: preparation of report to a student conference or student congress, preparation of scientific publication to a journal, newspaper (article, letter case report, review with mentor) etc.
• Important is intensive pedagogy with implementation of role games, brainstorm, methods of interactive training, situational tasks, teamwork etc.

In recent years, there have been significant changes in the public consciousness, which necessitated rethinking of the major trends of education [6]. 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.

Actually traditional teaching when teacher is «carrier» of knowledge still widely used, thus self-study of student could activated by certain motive factors. Issued article aimed to discuss innovative education system as competence-approach for further implementation in teaching medical disciplines at medical university.

Basic part. Generally, approach is pedagogy concept (comprehension) that defined strategy of re-
search and practical activity. Saying by another words – it is a basis of educational paradigm.

Actually competence-based approach in education system is a subject of scientific research of I. Drach, N. Bibik, O. Ovcharuk, O. Pometun and others [5, 8]. Unfortunately approach-based pedagogics evolution used only partially, that abruptly decrease her practical efficacy. That is why we refer to ideas of activity-based and personality-based approaches as basis for pedagogy evolution, pedagogy of progress.

In modern 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 competence 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].

By materials of Bologna process [3], using of term «competence» for determination of aims of high education means «moving» from proper academic estimation to multimodality evaluation of professional and social training (preparedness) of final-year student. Learning becomes possible only for transformation of high education system towards more adapted for labour market in long-term perspective as well as to be educated within all life.

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 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 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 us start with the social and political competency, which 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, 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 «williness 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».

Consequently, the contemporary medical 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 for transformation of high education system towards more adapted for labour market in long-term perspective as well as to be educated within all life.

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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The second group includes a reminder, specification, formulation of leading questions.
The third group includes the belief, approval, encouragement. It should be taking into consideration that more priority of employers would get those graduating students, which present of systemic, intellectual, communicative skills; had ability for self-organization and management of others co-workers activity, had ability of reflexing of self-activity depend on the society demand.

**Conclusion.** Application of three groups of techniques in theoretical and practical classes in medical university allows a building of collaboration between learners, students 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-education allows not only conducting classroom training in an interesting manner, thoroughly comprehending the content of the posed 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 medical education system.

**References:**


ВИВЧЕННЯ СФОРМОВАНОСТІ КУЛЬТУРИ ДОЗВІЛЛЕВОЇ ДІЯЛЬНОСТІ В СТУДЕНТІВ ВИЩИХ ПЕДАГОГІЧНИХ НАВЧАЛЬНИХ ЗАКЛАДІВ

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Стаття присвячена вивченню сформованості культури дозвіллєвої діяльності студентів вищих педагогічних навчальних закладів. Автором обґрунтовано критерії (ціннісно-мотиваційний, когнітивно-процесуальний, рефлексивно-творчий), показники та рівні (низький, середній, достатній, високий) сформованості культури дозвіллєвої діяльності студентів. Зазначені показники рівні сформованості культури дозвіллєвої діяльності дозволили виявити особливості дозвіллєвої діяльності студентської молоді та проблеми, які зустрічаються у молодіжному середовищі.

Ключові слова: дозвілля, дозвіллєва діяльність, культура дозвіллєвої діяльності, критерії, показники, рівні сформованості культури, студенти вищих педагогічних навчальних закладів.

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