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Modern Approaches to Integrating Innovative Pedagogical Technologies into the Medical Educational Environment

Introduction. Developing alongside with the civilization, education creates favorable conditions for human adaptation to reality as response to the need of finding one's own place. It also provides plenty of opportunities for self-realization in new global environment. The requirements of our informational society call for the necessity to reform the medical field integrating higher medical and pharmaceutical education of Ukraine into the European educational environment [5]. Nowadays, we face the problem of a crucial reformation in the field of educating modern youth with the aim of shaping an intellectual and creative person. The student's personal development and forming his or her readiness to the future professional activity are two major factors of improving the performance of a higher medical educational establishment. The want to constantly optimize our educational process considering the peculiarities of introducing the Bologna Process into the higher education demands new educational technologies.

We need to find out the approaches, technologies and modes of work that would be able to fulfill the objective of the modern higher education regarding the issue of shaping the personality of students who are future specialists in the medical field. We believe that the implementation of a personality-oriented approach in the educational process and usage of innovative pedagogical technologies focusing on respect to the unique character and dignity of every person, development and self-development of every person's talents and abilities as well as creating a safe and supporting atmosphere are the most effective ways to reach it.

In his works S. Podmazin treats the personality-oriented approach in the context of educational technologies. He focuses on methodological aspects of the personality approach, traces their mechanisms and their practical usage in education. The scholar considers that some effective means are: personality-oriented classes, monitoring of education systems and well thought-out educational environment. S. Podmazin offers a methodology that suggests creating a situation of success that provokes positive emotions from the learning process [6].

Due to the fact that most studies focus on the implementation of the personality-oriented approach in comprehensive schools, there are not many works and scientific articles on the issue of using these innovative technologies for teaching the youth in higher educational institutions [3]. This testifies to the significance of prospective scientific research conducted by psychologists, educators and philosophers who are trying to solve this problem.

Another relevant issue is the relationship between teachers and students in the process of their pedagogical communication. This problem is paid a lot of attention in the studies by O. Bodaliova, V. Kazanska, V. Kan-Kalyk, V. Kessel, Ya. Kolominskyi, S. Kondratieva, N. Kuzmina, O. Leonteva, A. Rean.

The objective of this article consists of explaining the problem of implementing new educational technologies in the professional training of future medical field experts and analyzing the possibilities of the personality-oriented approach in the educational process.

The body of the article. The personality-oriented approach is the reflection of humanistic philosophy, psychology and pedagogy.

The fundamental idea is the movement from clarification to understanding, from monologue to dialogue, from social control to development, from management to self-government. The teacher's main aim is not the perception of an object, but communication, mutual

understanding between the teacher and his students, the freedom for creativity. The personality-oriented education is to provide development and self-development of a student's personality with regard to his or her individual traits. To implement this technology one should be aware of the initial level of the person's development: the peculiarities of his or her cognitive abilities, volitional traits and morality. Creativity and research abilities are crucial for existence in the personality-oriented educational environment. Personality is in the center of such educations [8].

The arrangement of such an approach to education calls for refocusing from direction to memorizing the ready knowledge and information to development of personal new formations, the ability to be creative in the process of studying, analyze scientific works and acquire social experience related to practical needs. The principal factors that should be considered while implementing this approach among the youth in higher educational establishments are a dialogue, mutual understanding between the student and the teacher, professional support of the youth and cooperation.

The personality-oriented approach means the activity of every student on the basis of a multilevel approach to the content, methods and forms of the educational activity organization and brings this activity to the level of cognitive self-consistency raising the student-teacher relations to the level of equal-right cooperation. This educational technology is based on the principle of a humanistic approach in psychology and pedagogy developed by C. Rogers [1]: the individual is in the center of attention; a person perceives the environment in light of their attitude and understanding; every individual strives for self-understanding and self-realization and has an ability to self-actualization; the mutual understanding that is crucial for development can only be reached as a result of communication; no self-actualization occurs without interaction with the environment and other people around.

Innovative interactive group methods of teaching are becoming more and more popular and acknowledged for successful implementation of the personality-oriented approach. The aim of these innovations lies in bringing the quality of education to a higher level, activating self-education of the future medical workers, spotting and developing students' creativity and creating favorable conditions for the personality-oriented approach.

They are to ensure the integration of the system of medical education into the global educational environment and create the starting conditions

for effective professional self-realization of future medical doctors.

The objective of these innovations consists in bringing the education quality to a higher level, activate the future medical workers' self-education, find and develop the students' creative potential and create favorable conditions for the personality oriented approach [4].

The interactive methods of studying provide for activating the educational activity of students in the process of studying psychological subjects, add to the humanization of education and personal self-affirmation. They also give students the possibility to thoroughly work on shaping their own ideas; enable them to overcome certain stereotypes, develop their skills of self-presentation; make them more adept at understanding their emotions, being able to effectively interact in micro groups and having self-understanding [7].

With the usage of new informational technologies and multimedia means the role of interaction with the teacher is also undergoing certain changes [2]. The search for the most optimal means of activating the intellectual activity of students compels teachers to use new lecture modes. They include the following ones: a multimedia lecture, a problem-based lecture and a lecture-conference. A multimedia presentation of a lecture improves the perception of the learning materials due to usage of various forms of presentation (i.e. text, graphics, animation, video pieces) and contains the basic elements of the lecture inscribed on the slides. A problem-based lecture deals with creating a problem situation when the students' cognitive process is similar to research activity: there is a situational problem, the students get into groups for discussion and try to understand and solve this problem by themselves.

However, even the Internet and modern informational technologies cannot replace the live interaction between the student and the teacher. As it is testified by the practical experience, at the very first minutes of a lecture most students make their conclusions about a lecturer: they think he or she presents the information in a mysterious language; the other students are observing the lecturer paying attention to his or her speech, typical mistakes made and behavior. Some get easily bored because they are quick at understanding what the lecturer has said, the others do not find this information so easy because they have already got tired. That is why the teacher's task lies in overcoming the possible barriers between him/her and the students and drawing their attention.

The methodology of a single day claimed to be a positive one.

The methodology of "a single day" promotes active in-class work,

improves attention and enhances the student's learning activity. This methodology involves 6-hour lessons comprising a workshop, seminar discussion of the material learnt and a test. The important point is clarity and quality of the educational information that is provided on the web-portal of Ternopil I. Horbachevskyi Medical University.

When studying clinical subjects the students have an opportunity to attend training lessons in comfortable environment that helps overcome any communicative barriers, develop perception, sociability and effective interaction.

During one "single day" the teacher has a chance to constantly watch and control the process of the students' learning. Due to this fact, we can observe a better direct "teacher-student" interaction, an opportunity of permanent consultation and the teacher's regular control over the fulfillment of tasks set. The last one can be referred to as an opportunity to get a more stable feedback.

For our future medical workers we organize a detailed study of certain theoretical issues; build skills of their practical application by means of the students' fulfillment of individual tasks. The practical workshops also involve acquiring a system of psychological knowledge, development of skills of effective communication and interaction as well as students' self-regulation of their mental state. During these lessons our future doctors learn how to be creative and use unconventional modes of work, develop cooperation in our students' micro groups. The peculiarity of the personality-oriented approach during such lessons is the individual approach to the students with the aim of developing their inner potential. During the clinical subject workshops our students demonstrate their practical skills according to the lesson and its theme. These practical skills will make the young specialists more confident about what they do and give them an opportunity of individual responsibility for certain procedures. They will also add to his or her respect among colleagues.

During the workshops our students are divided into micro groups. Such a form of work enables them to build up the understanding of cooperation, develop communicative skills and critical thinking that is of utmost importance for medical students. The students can autonomously acquire some knowledge in dialogues, fulfill certain tasks with their colleagues, present them and learn how to effectively interact with others.

During the seminars the teacher controls how the students understood the theme according to the specific objectives set and during the final seminars the teacher checks modules. The workshops are needed

to create favorable conditions for the students' creative self-realization, their professional training and preparation for their future medical work. These classes are of a nontraditional and research character.

Simulation studying is used for better understanding and learning practical skills without harm done to patients, enabling replacement of real experience and involves interactive learning of the nature of certain processes, procedures and phenomena due to modeling important aspects of the real world.

The usage of simulators, manikins and phantoms enables a numerous repetition of certain exercises and actions with following timely and detailed professional instructions in the process. Simulators can help us to accurately represent some clinical scenes for many times and give us the opportunity to adjust the educational situation to every student.

The orientation to multifunctional nature of communication enables the teacher to create favorable conditions for exchange of emotions, feelings as well as ensure cooperation within the students' group during the classes. In the process of organizing the students' interaction during the workshops based on the methodology of a "single day", the following most effective methods of teaching are used: communicative skills training, interactive group methods, free discussions. The key characteristic of the pedagogical communication is an individual approach to students with the aim of developing their inner potential. The students' intellectual activity demonstrating the medical student's interest in the educational process plays an important role here [9].

We consider that the effective pedagogical communication is to combine openness and pedagogical tolerance; establishing a personal contact for every student to feel he is special and creating the situation of success via encouraging the students' potential [10].

Conclusions. There are no standards in the practical implementation of the personality-oriented education. That is why it mostly depends on the teacher's creativity, strategy of the studying process and the peculiarity of the teacher-student cooperation.

Thus, the usage of innovative means of studying as a part of the personality-oriented approach enables us to ensure the medical students' effective learning and acquiring knowledge and skills as well as activating their intellectual and personal potential, and as a result preparing the high-quality specialists for working in the medical field. Since any pedagogical process involves the teacher-learner interaction, the ability to communicate and the personality-oriented innovative

educational technologies are indispensable for pedagogical mastery. Finally, the system of medical education under modern circumstances is to extensively use the innovative technologies that help achieve a high level of professional competence.

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Abstracts

ТЕТЯНА ГУСЕВА, ОЛЕНА ВЕНГЕР, ЛЕСЯ САС. **Сучасні підходи до інтеграції інноваційних педагогічних технологій в медичне освітнє середовище.** В даній статті висвітлено нові підходи та форми роботи в навчальному процесі, які можуть задовольнити сучасну вищу освіту. Акцентовано увагу на особистісно-орієнтований підхід та використання інноваційних педагогічних технологій, що сприятимуть формуванню інтелектуально творчої, конкурентно спроможної особистості.

Ключові слова: особистісно-орієнтований підхід, Болонський процес, навчальний процес, педагогічна взаємодія, інноваційні засоби педагогічного спілкування.

TETIANA GUSJEWА, OLENA WENGER, ŁESIA SAS. **Współczesne podejście do wprowadzania innowacyjnych technologii pedagogicznych do medycznego środowiska edukacyjnego.**

W artykule przedstawiono nowe podejścia i formy pracy w procesie dydaktycznym odpowiadające wymaganiom współczesnego kształcenia wyższego. Szczególna uwaga koncentruje się na podejściu indywidualnym oraz wykorzystaniu innowacyjnych technik pedagogicznych sprzyjających kształtowaniu się kreatywnej, zdolnej do konkurencyjności osobowości.

Słowa kluczowe: *podejście indywidualne, proces boloński, proces dydaktyczny, współdziałanie pedagogiczne, innowacyjne środki komunikacji pedagogicznej.*

ТАТЬЯНА ГУСЕВА, ЕЛЕНА ВЕНГЕР, ЛЕСЯ САС. Современные подходы к интеграции инновационных педагогических технологий в медицинскую образовательную среду. В данной статье рассматриваются новые подходы и формы работы в учебном процессе, которые могут соответствовать современному высшему образованию. Акцентировано внимание на личностно-ориентированный подход и использование инновационных педагогических технологий, способствующих формированию интеллектуально творческой, конкурентно способной личности.

Ключевые слова: *личностно-ориентированный подход, Болонский процесс, учебный процесс, педагогическое взаимодействие, инновационные средства педагогического общения.*

TATYANA HUSIEVA, OLENA VENHER, LESIA SAS. Modern approaches to integrating innovative pedagogical technologies into the medical educational environment. This paper highlights new approaches and ways of working in the learning process that can meet modern higher education. Attention is focused on student-centered approach and the use of innovative pedagogical techniques that promote forming a creative intellectual, competitive capable individual.

Key words: *student-centered approach, Bologna educational process, pedagogical interaction, innovative pedagogical means of communication.*