

PEDAGOGICAL CONDITIONS OF IMPLEMENTATION OF PERSONALITY ORIENTED EDUCATION IN TEACHING DISCIPLINE "PSYCHIATRY AND NARCOLOGY"

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Introduction. The main contemporary goal of high medical education is the personality and its abilities orientation. It updates the introduction of personally focused education at the training of physicians.

Aim. To ground a pedagogics of personally focused education to the teaching discipline "Psychiatry and Narcology."

Materials and methods. There was used a complex of methods consisted of theoretical (a generalization of the scientific literature, the rationale of personally focused education) and empirical (questionnaires, interviews to explore the subjective experience of students; direct and indirect observation) ones.

Results and discussion. In the study, we adhere to the I. Yakimanskaya's viewpoint that the main function of education is to discover personality and to create conditions for its development on the base of subjective individual experience, ensuring the formation of criticality, independency, initiative, creativity and their implementation into ideation and behavior.

The results of the survey of university teachers of Psychiatry and Narcology department show that the scientific and pedagogical staff is aware of contradictions between traditional and personally oriented education.

The study of the responses at the survey and interviews revealed that the result of traditional teaching style is formalization of the relationship between students and teachers. In case of personally oriented education open relations between the subjects of study are possible together with an individual accounting of cognition, values and personal experience of the student.

To make a personally oriented environment the departmental staff elaborated some didactic complex for the "Psychiatry and Narcology" discipline. It provides an opportunity for student to select the style of education.

To ensure professionally significant motivation of the students by using the portfolio analysis we identified individual characteristics and the main features of subjective experience. Students were informed beforehand concerning necessity to create a portfolio (either printed or electronic form) during the first lesson.

Implementation of portfolio to the education is provided an opportunity for teachers to realize the developmental level and abilities of student in ongoing

preparation of doctors of somatic profile. It also helps to outline future directions of incentives, to contribute quality of training improvement, to revitalize medical care to patients with mental disorders.

We have accepted the statements of some scientists about the importance of personally oriented training to the educational process (in particular, the playing, the dialog). For example, an interactive teaching method was implemented during the binary lecture on the theme "Medical and social problems of psychoactive drug abuse."

Realizing by teachers some problematic issues of relevant parts of Psychiatry and Narcology discipline allows future doctors better understand the forensic psychiatric assessment of alcoholism, alcoholic psychosis and drug addiction, to participate in the joint (together with the teachers) development of prevention of substance use directions, making a large-scale thinking, scientific outlook, the moral qualities of the person.

Game method of learning was implemented during the practical training in mental disorders as well as in independent work on the theme "History of Psychiatry Development and Addiction". Students were asked to develop their own intellectual game.

Person-oriented nature of the practical lesson "Reaction to severe stress and adjustment disorders. Post-traumatic stress disorder" was granted thanks to the introduction of elements of training. Ukrainian researchers note that academic training is an intensive form of group work where the emphasis is not so much for the information how to receive personal experience of professional activities. Thanks to the introduction of elements of the training the students received the opportunity to become familiar with the peculiarities of using art-therapy methods for the accumulation of resources by the survivors of traumatic events.

Conclusions. Analysis of literature and teaching experience allow to identify the main pedagogical conditions of introduction of person-oriented education in teaching discipline "Psychiatry and Narcology". The pedagogical conditions includes the creation of personality-oriented environment in the educational space of the university, the use of student-centered teaching methods, ensuring internal professionally significant motivation of the students during the study of the discipline.