

- organizing classes in this sport to achieve life and professional goals.

Conclusions. Organization of the educational process using sports-oriented technologies allows improving the indicators of basic physical qualities and physical fitness of students.

In order to increase the efficiency of physical education of students, the educational process should be carried out with the use of educational and extracurricular classes.

The organizational structure of the educational process of physical training with sports-oriented technologies should include a mandatory annual sociological survey of 1-year students with the aim of studying their physical culture and sports needs and interests, motivational sphere, lifestyle.

The technological model of formation of sports culture of students in the process of sports-oriented physical education should be holistic, student-centred, integrated, as it reflects the quality and originality of the goals, objectives and characteristics, functional and structural components.

FORMATION OF PEDAGOGICAL COMPONENT IN HIGH SCHOOL EDUCATION

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Introduction. The problem of the pedagogical component formation in high school education as general and as the training of physicians is devoted to a number of articles by such famous authors as O. Annenkov, M. Bolotov, N. Viunova, S. Rubinstein, O. Rudnitskaya, V. Slastonin, ect. Despite the scientific value of these works, the problem of forming the pedagogical component of medical education appears to be underdeveloped. In addition, there is a practical lack of psychological and pedagogical knowledge among the employees of treatment and prevention institutions.

Aim. To ground the model of the pedagogical component formation in high medical education as a component of effective students preparation for professional activity, built on the principle of "human-human".

Materials and methods. Make an analysis of the pedagogical potential of the legislative framework, to define the terminology of work, to reveal the positions of domestic and foreign scholars on the essence of the forming process of the high school education`s pedagogical component and provide a systematic and structural analysis of the high medical education`s pedagogical component.

Results and discussion. Surveys conducted among medical students after their return from industrial practice, show that they are needed psychological and pedagogical knowledge. It was found that the majority of respondents in their professional activities suffers from a lack of psychological knowledge. Near a third of doctors indicate a lack of pedagogical knowledge. Also indicate a lack of logical knowledge. Further, mathematical, philological, philosophical and historical knowledge follows the decrease. Psychological knowledges are most actively used in the practice of medicine. Approximately half of respondents determine pedagogical knowledge. Significant role in the effectiveness of medical activity is played by philological and philosophical knowledge.

Conclusions. On the basis of the foregoing, there was an understanding of the university education pedagogical component for physicians as a system education on the basis of methodological features: the involvement of the necessary and sufficient elements of their focus on the achievement of a certain goal, the presence of the system of the formative element. Elements perform complementary, mutually enriching functions, forming integrity and functional unity.