PROFESSIONAL COMPETENCE OF FUTURE FACTORS OF LABORATORY DIAGNOSTICS

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Introduction. Important changes that are taking place today in the higher education system are related to the understanding of man as an individual and subject of professional activity. The main task of training future laboratory diagnostics specialists who have comprehensive skills and a broad outlook is to determine the need for some changes in the training of specialists in the field of healthcare, taking into account international experience in improving the quality of medical education. Society needs highly skilled, professionally competent, creative thinking, able to make the right decisions of specialists.

Aim. Is to determine the essence of professional competence of future specialists in laboratory diagnostics.

Materials and methods. Is in theoretical: analysis of scientific literature to determine the state of development of the problem under study; practical: interviews, interviews, observations, testing to identify the essence of professional competence of future specialists in laboratory diagnosis.

Results and discussion. The professional competence of a medical specialist is objectively becoming more relevant due to the complication and constant expansion of social experience, the field of medical services, the emergence of innovative technologies and logistics in the medical sector. The professional competence of future medical professionals is considered in the system of "man-man". Therefore, its essential characteristics are the high level of specialist training, value orientations, the level of professional and general culture, communicative literacy. The professional competence of specialists in laboratory diagnostics is associated with the identification of integrative characteristics of professional activity, as well as key, basic and special competencies. Based on the idea of a competent approach to professional activities, the basic competencies are specified on specific, reflecting certain professional activities and special competences that reflect the specifics of a specific subject area of professional activity.

The analysis of scientific research allowed to identify the main professional competencies of health care professionals that are expressed in the ability to: organize communication processes, diagnose, create a positive emotional background when communicating with patients and colleagues, resolve conflicts, negotiate, organize routine and creative activities,

organize their own activities, make decisions in standard and non-standard situations, behave in a competitive environment, distribute and evaluate resources for the goals set, conduct analysis, expertise, generate new ideas, maintain continuous professional growth and development.

Conclusions. Thus, the professional competence of future specialists in laboratory diagnostics it is an integrative multicomponent phenomenon, an indicator of the professionalism and skill of the medical worker.

PRINCIPLES OF DISTANCE EDUCATION FOR INTERN PHYSICIANS

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Introduction. Development of new state-level educational standards for higher vocational education, which is based on a multi-level education system, is currently changing from the stage of consideration and discussion to the implementation stage.

The system of postgraduate education is the most mobile and developing part of continuous education in the medical community and provides level increase of qualification with the use of various progressive forms of training.

In accordance with the concept of postgraduate education development, internship is the first stage of postgraduate training, the main objective of which is to improve theoretical knowledge and practical skills of the graduates in the range which is necessary to increase their professional level and degree of readiness for independent professional activity.

Aim. An improvement of educational and methodological work with intern physicians in the field of Urology through implementation of new informational technologies.

Materials and methods. Fourteen physicians completed the new internship program to qualify as Urologist specialist in 2015-2017.

Results and discussion. Along with the traditional forms of specialist training, the distant form becomes more and more up-to-date.

The term "distance education" means, firstly, "remote teaching", i.e. the kind of training without direct contact of the teacher with the trainee, secondly, it presupposes the availability of modern means that makes it possible to carry out remote (distance) training. In determining the concept of distance education in the foreign literature it is taken into account that the modern forms of distance learning are based on two different sources: a) extramural education and b) full-time education using information technology. Accordingly, there are two different basic models of distance learning that are formed on the basis of the following sources: the British (or asynchronous, individual) and the American (or synchronous, by groups). However, not only these educational forms can be used for the Urology specialists. In postgraduate training it is possible to combine different forms of learning, including the ones with the elements of distance learning.

The distance education form involves the priority of an independent system of training of a specialist who is not present in an educational institution, however, with required contact via modern means of communication.

Distance learning can be constructed with the use of computer network, through which the learner receives the training materials, and assignments. After completion of the assignment the specialist submits them to the teacher, receives conclusion about the work done and, with a positive response he/she has an opportunity to receive new materials and assignments. The use of network communications makes it possible to individualize the learning process.

One of the options for solving the problem is the use of mixed (combined) learning. The concept of combined learning suggests that in the modern environment, the learner should, ideally and in various combinations, use all the opportunities provided by both classical training system, and the systems which use the remote technologies.

Distance learning provides access to educational resources and services. The structure of a training module is presented by the following sections: the name of the sections and topics, the list of knowledge and skills, the list of assignments for the out-of-class (independent) and in-class work of an intern, the algorithm of performing practical tasks (tests), a set of test assignments for assessment of the degree of mastering the training material, and a list of recommended literature.

In the course of distance learning, the procedure of reverse communication between intern and teacher is very important. Tools of communication with the teacher can vary: e-mail, Skype communication (videoconferencing), etc.

In accordance with the developed distance learning system, a specialist can get an assignment through the site of the department. After completion of the assignment, he/she can upload it to the site of a department for rapid check by the teacher of the text materials and files created by an intern, receiving the teacher’s comments and, if necessary, get it returned for revision in accordance with the methodological recommendations.

Conclusions. Thus, the remote form of training of specialists as one of the forms of educational process construction makes it possible not only to transfer information, but also to manage the teaching process.