

technologies should have a test method, individual tasks, basic information about students and features the assimilation of educational material. Only in the implementation of the principle of the subjectivity of education can be asserted on the introduction of personally oriented technologies.

Conclusions. The most effective impact on the professional competence of the student as an individual and competitive specialist, made through the use of educational space in higher education such personally oriented technologies: technology «training in cooperation», problem-developing technology and project learning, information and communication technologies. After analyzing a number of scientific and methodological literature, as well as the experience of teaching disciplines in KNUPS name I. Kozhedub allowed us to reach the conclusion that the introduction of personally oriented education positively affects different areas of personal development, helps to enhance learning, provides a high level of communicative activity, forms of collective cooperation skills.

CASE STUDY METHOD IN MEDICAL EDUCATION

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Introduction. As the use of traditional teaching methods in high school is ineffective, the main educational innovations in medical education today relate precisely to the use of interactive methods and technologies. Among the interactive teaching methods in medical institutions of higher education, the method of cases is gaining in popularity (case study).

The aim of the study is to disclose the contents of the case study as an interactive method of training and the feasibility of using it on the classes of medical students.

Materials and methods. Based on a broad analysis of various forms and methods of training, a number of pedagogical technologies were selected, the totality of which is a kind of didactic system. This system reflects a professional-oriented approach to learning and allows you to successfully develop critical and creative thinking, as well as contributes to the formation of the skills necessary to work with information necessary for modern education.

One of the leading places in this system is the case-method or method of situation analysis. Its essence is that students are invited to understand the real professional situation, the description of which simultaneously reflects not only any practical problem, but also actualizes a certain complex of knowledge necessary for its solution. At the same time, the proposed task sometimes does not have unambiguous decisions. Using the case-study method in student learning helps to raise the cognitive process of the disciplines studied, improve their understanding, foster the development of research, communication and creative decision-making skills.

Results and discussion. The case-method is based on a set of such didactic principles as: an individual approach to each student, taking into account his needs and the style of learning; maximum freedom of study; providing students with sufficient amount of visual materials; concentration of students attention only on the main provisions; ensuring the availability of a teacher for students, forming students' ability to work with different types of information.

When using the case-method, the teacher needs: use of an integrated approach to the choice of forms and methods of training in order to create an attractiveness for students of the structure of practical training; interdisciplinary and inter-departmental coherence of applied learning forms; search or development and use of various methodological techniques in order to ensure the efficiency and effectiveness of the learning process; increase of pedagogical skill, acquisition of teachers skills and style of coach-tutor behavior.

As an interactive method of learning, the case method is attractive to students, because they see in it a game that provides the mastering of the theoretical positions and mastering the practical use of the material. It is also important that the analysis of situations makes a strong impact on the

professionalization of students, promotes their maturing, generates interest and positive motivation in relation to learning.

Thus, the immediate purpose of the case study method is the collective effort of a group of students to analyze the situation – a case that arises at the specific situation of affairs, and develop a practical solution; after the end of the process – evaluation of proposed algorithms and choice of the best in the context of the problem.

The emphasis on learning is transferred not to the mastery of the ready-made knowledge, but to its development, to the co-creation of a student and a teacher; that is, the fundamental difference of the case-method from traditional methods is democracy in the process of obtaining knowledge, when the student is essentially equal with other students and teachers in the process of discussing the problem.

The case-study method overcomes the classic defect of traditional learning associated with "dryness", non-emotional teaching of the material – emotions, creative competition, and even struggle in this method abound. With regard to clinical disciplines – this is the ability to justify the choice of this or that diagnostic or therapeutic strategy.

Thus, the pedagogical potential of the case-method is much higher than that of traditional teaching methods. The presence in the structure of this method of controversy, discussion, argumentation trains the participants of the discussion, teaches, including the rules of communication, makes it possible for a permanent interaction between the teacher and the student.

Conclusions. The case method refers to the latest simulation of interactive teaching methods, which enables to expand the boundaries of existing scientific and pedagogical paradigms, contributes to the professional development of teachers and students; provides assimilation of the theoretical positions of medicine and facilitates the mastery of practical skills, education of a creative approach to the analysis of clinical laboratory and instrumental data, professional development of the student; teach the student the analysis and synthesis when working with information, work in a professional group and collegiate approach to problem solving; develops the clinical thinking of each individual student, based on his or her own intellectual potential.

PROFESSIONAL I-CONCEPT OF TEACHERS AS A CONDITION OF PROFESSIONAL DEVELOPMENT

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Introduction. The urgency of the problem of professional development of specialists is the subject of scientific research of psychological science, which is caused by constant changes in the educational environment and the requirements for their competitiveness in the international labor market. The decisive role in the professional formation of teachers of higher education institutions is their perception of themselves and their relation to future professional activities, that is, the professional «I-concept» is formed.

Aim. The aim of our work is to define the meaning of the concept «professional I-concept», to reveal its meaning for the professional development of the teacher.

Materials and methods. The methods of theoretical analysis of the scientific and methodological literature were used.

Results and discussion. In psychological science, the concept «I – the concept» arose in the middle of the twentieth century. in the context of humanistic psychology, where the integral human «I» the scientists considered as a fundamental factor in the behavior and development of the individual. Professional I-concept is a person's perception of myself as a professional. The development and formation of a professional is the development and implementation of his I-concept in its interaction with the professional environment. The professional I-concept of professors is a complex system of personality representations of myself as a teacher and consists of an ideal image of «I am a professional». It is based