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«Республиканский институт высшей школы»

СОВРЕМЕННЫЕ ТЕНДЕНЦИИ В ДОПОЛНИТЕЛЬНОМ ОБРАЗОВАНИИ ВЗРОСЛЫХ

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Современные тенденции в дополнительном образовании
C56 взрослых: материалы V Междунар. науч.-метод. конф., Минск,
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В сборнике представлены тезисы докладов, подготовленные участниками V Международной научно-методической конференции «Современные тенденции в дополнительном образовании взрослых» (Минск, 23 октября 2020 года). Рассмотрены теоретико-методологические проблемы обучения взрослых, опыт работы по повышению качества образования и его связь с рынком труда, вопросы международного сотрудничества в системе дополнительного образования взрослых, а также образ будущего ИПК в контексте цифровой трансформации.

Адресован руководителям, специалистам, профессорско-преподавательскому составу учреждений дополнительного образования взрослых, научным сотрудникам, аспирантам и другим представителям системы дополнительного образования взрослых.

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Очевидным является тот факт, что целенаправленное и профессиональное применение целостной концепции маркетинга может принести современному обществу неопределимую пользу.

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ОСОБЕННОСТИ ПРЕПОДАВАНИЯ В ПОСЛЕДИПЛОМНОМ ФАРМАЦЕВТИЧЕСКОМ ОБРАЗОВАНИИ

FEATURES OF TEACHING IN POSTGRADUATE PHARMACEUTICAL EDUCATION

В работе рассмотрены актуальные вопросы последипломного фармацевтического образования в реалиях реформирования системы образования в Украине.

Ключевые слова: последипломное образование; фармация; дистанционное образование.

In the thesis, topical issues of postgraduate pharmaceutical education in the realities of reforming the education system in Ukraine had considered.

Key words: postgraduate education; pharmacy; distance education.

Reforming the education sector at the current stage of public administration in Ukraine makes new demands on the quality of methods and techniques of teaching information, means of presenting material, presentation of educational literature, etc. There is a need for distance learning (e-learning), the benefits of mobility during the educational process are clearly emerging. The emergence of such changes is a matter of time and is due to the fact that the current recipient of higher education is a representative of Generation Y with radically different opportunities and needs than former graduates of higher education institutions. The reforms also covered the education sector postgraduate education. Advanced training courses are increasingly taking on a distance form.

The management of institutions, which is motivated by successful activities and professional growth of staff, creates entire units that seek quality forms of educational services in the system of professional development, in particular in the form of professional workshops, trainings, conferences, seminars and more. The teacher of postgraduate education faces an interesting and difficult task: to work well with representatives of different generations, from people of respect-

able age to very young graduates of higher education institutions (pharmacist-intern). So we offer to understand what are the complexities of the work, in particular the work of the material apparatus of the teacher of postgraduate education in adapting their voice and pedagogical skills of teaching to certain audiences.

Today's pharmacist-interns as well as future graduates of higher education institutions are representatives of another dimension. They are representatives of Generation Y people. Generation Y or millennials are people who born in 1983–2000. The oldest of them is now 37 years old, the youngest is about 20 years old. They differ from previous generations primarily in that they are inextricably linked with new technologies.

Millennials have their own system of values, which they strictly adhere. There're non-recognition of authorities, freedom of action, equality. Mostly they have a clear idea of 20 % what they are trying to achieve. They will quickly learn what tools or methods you need to master to achieve the goal. They know where and how to find information about what they want. They quickly learn what means or methods need to be mastered to achieve the goal. They know where and how to find information about what they want. And the most interesting thing is that they 90 % understand how many benefits they can get. Generation Y is an original, extraordinary, isolated and Internet-dependent youth of the XXI century!

Millennials seek to obtain useful information quickly, dynamically, in the form of short content fragments; they take interesting life examples vividly, but they want to see someone's experience in the form of capacious video clips or videos. A teacher who works with such an audience needs to be like a radio or television presenter. After all, a modern presenter is a creative, knowledgeable person who must constantly enrich their knowledge. The manner of presenting information to modern youth is best conveyed by bloggers on social media platforms.

It is important that it is a professional who has a perfect voice, manner of behavior, to work with the audience. He must find a «highlight» in himself and make his performance attractive to the audience. Hosts of modern television are bright, relaxed, actively gesturing, have a fairly high speed of speech, loud and flexible voice. They can afford harsh remarks and sometimes even jokes with slang expressions. Today's interns-pharmacists try to see the teacher as such.

Conciseness is the sister of talent. And the speed of speech and presentation of basic facts by the teacher is a focus for the attention and interest of the modern young audience. Our own experience has repeatedly proved that literate teaching language, mastery of the material, skillful voice play (from high to low tones, laughter, whispers), lively facial expressions, lack of word-parasites, the ability to be on the same wave with the audience are the key to a successful lesson, especially lectures.

Of particular difficulty is the work with the audience of advanced training courses, which often consists of representatives of different generations. And you can never guess what audience the teacher has to work with in the classroom

today. Nevertheless, the trainees are mostly experienced adults, with rather conservative views on the manner of teaching, which were laid down when studying in pharmaceutical or medical education twenty or thirty years ago. They have a positive perception of clear speech, a fairly loud voice (smooth, without differences), and a minimum of gestures to support voice information. They take distance learning courses with caution and distrust, because they are used to working with a teacher face to face. Therefore, carrying out his main task to keep the audience's attention with the word, the teacher of advanced training courses should not forget about the volume and tone of voice, ethics, about their own responsibility for the word.

So, as far as we can judge, the latest learning technologies require a modern teacher to work with virtual classrooms, record classes for distance learning courses, work online in front of the audience and in front of real listeners. But more often during the day all kinds of classes intersect. In such conditions the teacher needs to remain flexible, interesting, to be universal, but not to lose individuality

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ЛОГИКО-МЕТОДОЛОГИЧЕСКИЕ ПРОБЛЕМЫ АРГУМЕНТАЦИИ В УЧЕБНО-ПОЗНАВАТЕЛЬНОМ ПРОЦЕССЕ. ФЕНОМЕН СОЦИАЛЬНЫХ СТЕРЕОТИПОВ

LOGICAL AND METHODOLOGICAL PROBLEMS OF ARGUMENTATION IN THE EDUCATIONAL AND COGNITIVE PROCESS. PHENOMENON OF SOCIAL STEREOTYPES

В работе рассмотрены особенности влияния социальных стереотипов на процесс аргументирования и обоснования знания в процессе учебно-познавательной деятельности.

Ключевые слова: аргументация; убеждение; знание; социальный стереотип.