

THE INTRODUCTION OF GROUP ACTIVITY TECHNOLOGIES IN THE EDUCATIONAL PROCESS OF MEDICAL COLLEGE

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Introduction. The level of modern medical science and practice requires new approaches to training highly qualified medical personnel. Improving the quality, effectiveness, student learning depends on skilful selection and use a variety of the most appropriate subject and situation techniques and technology education, and revitalization of the subject-the whole educational process. Modern learning environment students need different implementation of innovative learning technologies, including technology group activities, which develop students' critical and clinical thinking, form the creative experience and innovation, improve competences taught to work proactively, stimulate the development of both student and teacher.

Aim. The aim is to study theoretical introduction of technology group activities in the educational process of medical college.

Materials and methods. To address the goal of scientific research methods were used: analysis of psychological and educational literature, diagnostic methods (questionnaires, tests, interviews, conversation), the method of observation.

The obtained results. The theoretical analysis of scientific papers revealed that technology is defined as a group of organized educational process of students, united by a common educational purpose. The method of group learning is the mutual learning that provides that each student is a teacher at the same time in relation to other group members, helping them learn the knowledge and skills they possess the most successful, that helps equalize the overall level of learning. Mutual learning can take place in individual, pair, group and collective forms. Implementation of the technology group activities in the educational process of medical college, including the teaching of discipline «Microbiology», showed that its use has provided growth of educational progress: average success rate in the control group increased by only 0,2 points, while the pilot – in 0,7 points.

With the systemic and systematic recourse teacher to group learning, combined with elements of developmental, personality-oriented, problem-based, project and interactive training provided cognitive and communicative activity of students, their professional development and are working substantive and organizational-activity skills, emerging life competencies, personality traits.

Conclusions. The study found that the introduction of technology group activities positively affect the interest of students to subjects, improved performance, increased activity of students during practical training, is confirmed by the results of pedagogical supervision.