IMPLEMENTATION OF INFORMATIONAL AND COMMUNICATION TECHNOLOGIES IN PROFESSIONAL TRAINING OF NURSES

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Introduction. Nowadays, the computerization of all spheres of human activities is a global problem of the modern world. Progress in genetics, pharmacology, molecular biology, and computer technology caused a rapid development of medicine. Because of the achievements, new diagnostic and therapeutic approaches, using of which requires training of highly qualified specialists, have appeared. That is why the implementation of informational technologies in the educational process of higher medical educational institutions is a necessary step and an important component of the training of nurses for their professional activities.

Aim. To prove the expediency of implementation of informational and communication technologies in the process of preparing future nurses with the purpose of increasing the level of mastering students' knowledge, abilities and skills.

Materials and methods. At the present stage of the Internet technologies development there are many types and forms of ICT. Often cloud technologies, web quests, mind maps, virtual electronic boards, teachers' personal websites and blogs, social networks are applied in the educational process; blended learning and inverted classes are implemented.

To create a truly open educational environment, technologies which would allow you to operate remotely all the necessary data are required. Such services are provided by the technologies based on cloud computing. These technologies allow constant easy and quick access from any desktop computer, laptop, tablet or smartphone to networks, servers, databases, applications, and services.

Blogs in social networks provide an opportunity for conversation, knowledge and experience sharing, mutual assessment. This eliminates a psychological barrier between a teacher and a student that may happen in communication during traditional classroom lesson. Unfortunately, in Ukraine the practice of using social networking for educational purposes by medical students is not widespread.

A virtual board allows you to organize the cooperative activity of students working online simultaneously. A virtual electronic board has its unique e-mail address, so to involve the students a teacher just sends them an invitation via e-mail. The didactic potential of virtual electronic board is large enough: any number of users

can be drawn to work; the registration is done automatically when there is Google, Facebook, or Twitter account; a chat module can be used for communication; the system records users' online activity so that the teacher can assess the contribution of each student in the creation of the final product.

Web quest is a complex problem task to solve which the information resources of the Internet are used. During the preparation of the task, a teacher chooses the sites and provides a list of useful links. A student's function is to find and select the material he considers to be necessary for the final project. Depending on the purpose it is possible to allocate 2 types of web quests: 1) the acquirement and strengthen of knowledge and skills. At the end of the web quest, students master a large amount of new information and are able to perform tasks both of reproductive character and by analogy. 2) Deepening and improving knowledge and skills. As a result of the web quest a student is able to analyze and transform new information, use this knowledge in unfamiliar situations.

A mind map is a diagram that visualizes certain information when it is processed by a man; this is the way of imaging the overall system thinking with the help of structural and logical schemes of radial organization. The essence of mind mapping is to link the individual elements by associative connections. This map enables you to watch almost every concept through the prism of its interconnections, and during the process of its creating not only your own view regarding relationships of key concepts with others are reproduced, but also the logical sequence of search and orienting activities is realized, i.e. not only knowledge is better acquired, but also the ways of getting it are mastered.

Results and discussion. The introduction of mind maps, web quests, video testing, and virtual electronic board is quite effective in the training of nurses. Using of various forms of information and communication technologies allows to develop students' logical thinking skills, creative approach to solving problems, stimulates the search for innovative solutions to solve problems, dramatically increases the level of students' interest and motivation to study new material; search activity in the process of assignments contributes to much better assimilation and retention of knowledge. Assuming a systematic practical use, ICTs allow making additions in the methods of conducting classes and extracurricular activities; animate the emotional sphere of educational activities, open up new possibilities for a teacher's professional and creative development.

Conclusion. Thus, scrutinized forms and types of informational and communication technologies allow optimizing the educational process, taking into account peculiarities of training of nurses, creating a learning environment as realistic as possible, which gives the possibility to train highly qualified specialists of the health system.