

FORMATION OF EDUCATIONAL MOTIVATION OF STUDENTS FOR FUTURE LABORATORY-BASED PHYSICIAN TO STUDY PROFESSIONALLY-ORIENTED DISCIPLINES

Kirshenbaum O.V.

Scientific supervisor: Candidate of Psychological Sciences,

Associate Professor Plyaka L.V.

National University of Pharmacy, Kharkov, Ukraine

Kirshenbaum@inbox.ru

Introduction. The content and meaning of the problems of educational motivation of students is inextricably linked with the objectives of improving the social and working activity of each individual in the interest of social progress. Formation of a sustainable motivation of educational activity for future laboratory-based physician to study professionally-oriented disciplines is a necessary part of professional development in higher education, education comprehensively and harmoniously developed personality. Formation of motivation of students learning can be called one of the central problems of modern high school, due to updating content of training, the task of forming future professionals the ability to independently acquire knowledge and exercise self-control.

Aim. Theoretically substantiate and verify experimentally psychological and pedagogical techniques and methods of forming the educational motivation of students for future laboratory-based physician to study professionally-oriented disciplines.

Materials and methods. To achieve the goal set of methods applied psychological and educational research: theoretical, scientific analysis of psychopedagogical and philosophical literature to identify various views on the problem under study; empirical - questionnaires, tests, discussion aimed at studying the motivation of teaching and learning of students, motivation and professional training activities; experiment, comparative analysis; methods of mathematical statistics. The work was conducted at the National University of Pharmacy and covered 50 respondents who study 3 course, specialty "Laboratory diagnosis"

Results and discussion. The experiment was conducted in three stages: ascertaining, forming and controlling. On ascertaining stage were chosen monitoring tools defined experimental and control groups, subjects, conducted ascertaining studies the levels of educational motivation of students. At the a forming stage was implemented in the educational process of psychological and pedagogical techniques as educational and business games, educational discussions, debates, excursions, analysis of professional situations, watching educational films, compiling tasks and questions concerning the studied theory, independent work with the textbook,

additional literature and more.

Techniques and methods of forming learning motivation while learning discipline "Microbiology, Virology and Immunology of microbiological diagnostics"

Methods	Techniques
Emotional stimulation	<ul style="list-style-type: none"> • View an educational film "Milestones of Immunology" • Study excursion to hospital diagnostic laboratory • Binary lecture on "bacterial respiratory infections (Mycobacterium tuberculosis, diphtheria, whooping cough)" and others.
Interest in the learning process	<ul style="list-style-type: none"> • Business game "My profession – laboratory-based physician" • Training discussion on "Influenza viruses man" • Using a laptop, tablet computer, multimedia projector and more. • Independent work with the textbook on the topic of "Human microbiota. Eubiotics." • Independent work with additional literature: <ol style="list-style-type: none"> 1) M. Yakobysyak. Immunology. - A new book, 2004. 2) immunological products. Directory. - K. : Morion, 2001 • Preparation of questions to the theme "paramyxovirus"

During the control stage of the experiment, we have defined efficiency of psycho-pedagogical techniques and methods, their impact on the motivation of training for future laboratory-based physician to study professionally-oriented disciplines. The results showed that after a set of measures, significantly increased the level of teaching and learning motivation of students in the study of professionally oriented disciplines.

Conclusions. It was established that the formation of educational motivation in future laboratory-based physician to study professionally-oriented disciplines is in the process of teaching and learning and can be significantly improved conditions for introduction in the teaching and learning activities of students methods and techniques of training motives.