TECHNOLOGY OF PERSONALLY ORIENTED EDUCATION IN THE PROCESS OF PREPARING FUTURE FACTORS

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Introduction. Among the conditions that will ensure the high quality of higher education is the organization of the activities of teachers and students, their interaction in the educational process and the construction of the appropriate educational environment. One of the main mechanisms for promoting the formation of the professional competence of a future specialist is the organization of a personally oriented learning. By introducing such learning technologies, teachers set the goal: to discover patterns of interaction between students and teachers, content, forms and methods, means and sources of learning. In modern science, the attention of scholars is aimed at characterizing such concepts as «personally oriented education», «personally oriented learning», «personal approach», which are related to the implementation of a special paradigm in the educational space of Ukraine.

Aim. To introduce the features of the use of personally oriented technology in the process of preparing future professionals for professional activities.

Materials and methods. Different authors refer to personally oriented technologies for various technologies. Thus, scientists at the National Pharmaceutical University at certain times (L. Kaidalova, V. Nazarkina, E. Podolsk, A. Yakovlev, etc.) in such technologies see Waldorf pedagogy, technology for success, «learning in cooperation», problem-developing education, project training, information and communication, game technologies, learning by means of situational exercises (case-technology), etc.

The results of the study of literature on the selected problem of analysis of the peculiarities of the use of personally oriented technology in the process of preparing future specialists, provide the opportunity to specify certain methodological recommendations.

First, by embodying a personally oriented approach to learning, teachers should be aware of the importance of the basic principles of learning, to build their activities on the basis of the principle of humanization of learning. The theoretical training of a teacher in the implementation of personally oriented learning must precede his organizational and technological training, it reflects the didactic purpose of the teacher's and student's personality in the conditions of such training, which is aimed at the activities of the teaching staff and educational activities of students. In the process of theoretical training for teachers it is important to determine the advantages of personally oriented training against traditional and outline the ways of implementation and improvement of such training.

In order to implement the personality oriented education advisable to focus on the goal of training students in the formation of major groups of competencies (professional, tool, general, social and personal) that will better shape the future specialist as a conscious citizen of Ukraine.

Secondly, the effective implementation of personally oriented learning will be facilitated by the development of lecture notes and criteria for assessing students' activity by teachers; use in teaching individual consultations, differentiated tasks for independent work of students during individual and group work, as well as such non-traditional types of lectures and seminars as problematic lectures, lectures press conference; lectures-provocations, lectures-discussions; practical classes with the use of didactic games, training, case-method, ICT and simulation training; a self-organizing seminar, a seminar-consultation, a seminar-excursion, a seminar conducted using the «round table» method, etc.

The application of personally oriented methods and forms of study allows students to formulate and develop professional endeavors effectively. At the same time, students' ability to explain, analyze, generalize and critically evaluate the facts and activities of individuals, independently obtain information on the topic; to be able to argue, to defend their own views, to participate in discussions, to identify differences in positions, to critically treat tendentious information.

So technologization personally oriented learning process involves designing a special text lectures, teaching materials, guidelines for its use, types of educational dialogue, forms of control over the personal development of students while teaching cognitive activity. Before a teacher who uses the above

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