

Полтава – культурний центр (Чому ми говоримо, що Полтава – культурний центр? Скільки музеїв, театрів є у Полтаві? Де ти вже був? Тобі подобається Полтава? Що особливо подобається? Що не подобається?).

Слухачі отримують завдання прочитати слова і словосполучення, нові слова перевести на рідну мову і записати у словник. Це можуть бути (річка Ворскла, Полтавська битва, Корпусний сад, пам'ятник Слави, залізничний вокзал, концертний зал “Листопад”). Після цього слухачі знайомляться з текстом і відповідають на питання по тексту, знаходять вірний чи хибний вислів за текстом і отримують завдання написати свою розповідь та переказати її.

Під час занять використовується ілюстративний матеріал, буклети, альбоми, листівки тощо. Друга екскурсія містом охоплює літературно-історичний комплекс, де розташовані музей І. П. Котляревського, Краєзнавчий музей, Музей авіації та космонавтики, Дендропарк, Військово-історичний заповідник «Поле полтавської битви».

Таким чином, краєзнавчий матеріал є потужним засобом соціальної адаптації студентів-іноземців. У єдності аудиторної роботи, віртуальних і реальних екскурсій відбувається формування соціокультурної компетентності та розвитку особистості майбутнього фахівця. В арабському прислів'ї визначений один із шляхів досягнення єдності зі світом «Світ існує для людини, людина живе для світу». Краєзнавчий матеріал, пов'язаний з історією і культурою міст України, допоможе відкрити новий світ для студентів-іноземців, і водночас – залучити їх до активної праці на благо людства.

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THE METHOD OF PARTICULAR SITUATIONS AND ITS INFLUENCE ON THE FORMATION OF COMMUNICATIVE COMPETENCE IN MEDICAL STUDENTS WITH DIFFERENT TYPES OF FUNCTIONAL ASYMMETRY

Встановлено, що особи з лівостороннім типом функціональної асиметрії брали найбільш активну участь у вирішенні ситуаційних завдань та на останньому експериментальному занятті з фізіології мали максимальну суму балів 22,4. Особи зі змішаним типом функціональної асиметрії та із соціально-зміненим типом асиметрії, у вихідному стані, мали найбільш виражену негативну комунікативну установку, а після застосування розробленої методики зменшилася кількість осіб по показникам: «відкрита жорстокість уставленні до людей», «завуальована жорстокість уставленні до людей та судження про них» та «буркотіння». Таким чином, після застосування методу конкретних ситуацій особи з різним типом функціональної асиметрії могли більш легко: аналізувати алгоритм вирішення реальних практичних ситуацій, формувати навички

відділення важливого від другорядного, формулювати проблеми; моделювати особливо складні ситуації та взаємодіяти один з одним.

Ключові слова: функціональна асиметрія, метод конкретних ситуацій, методика В.В. Бойко.

Persons with the left-side type of functional asymmetry took the most active part in the solution of situational tasks and they obtained a maximum point total 22.4 at the last experimental lesson in physiology. Persons with the mixed type of functional asymmetry and the socially-variable type of asymmetry persons had the most explicit negative communicative mindset and the use of the developed technique resulted in a decrease of the number of persons by such indicators as “open cruelty to people”, “covert cruelty to people and judgment about them” and “grumbling”. After the use of the method of particular situations the persons with a different type of functional asymmetry were able to cope easier with the following tasks, for example skillfully analyze the algorithm of the solution of real hands-on situations, build up the skills of the differentiation between the problems of primary and minor importance, formulate the problems; simulate especially complicated situations and interact with each other.

Key words: functional asymmetry, method of particular situations, methods of V.V. Boiko.

Установлено, что лица с левосторонним типом функциональной асимметрии принимали наиболее активное участие в решении ситуационных задач и на последнем экспериментальном занятии по физиологии имели максимальную сумму баллов 22,4. Лица со смешанным типом функциональной асимметрии и с социально-измененным типом асимметрии, в исходном состоянии, имели наиболее выраженную негативную коммуникативную установку, а после применение разработанной методики уменьшилось число лиц по показателям: «открытая жестокость по отношению к людям», «завуалированная жестокость по отношению к людям и суждению о них» и «брюзжание». Таким образом, после применение метода конкретных ситуаций, лица с разным типом функциональной асимметрии могли более легко: анализировать алгоритм решения реальных практических ситуаций, формировать навыки отделения важного события от второстепенного, формулировать свои проблемы; моделировать особенно сложные ситуации и взаимодействовать друг с другом.

Ключевые слова: функциональная асимметрия, метод конкретных ситуаций, методика В.В. Бойко.

Introduction. Today, information technologies play an important role in the life of people especially in the field of communication when a person has an opportunity for the self-determination and self-realization to develop his or her individual specific features. As a consequence of intercourse, mutual relations can be established and normalized by people. Social and economic changes in Ukraine demand the modernization of many social institutions and first of all those in the field of education that is directly related to the economic process through the education of productive forces. It should be noted that a certain contradiction exists between the society demand for the students with a high level of the developed communicative competence and unavailable pedagogical methods at a given time capable of providing the maturation of that competence in students in a proper way[6, с. 58].

Different standard and special-purpose classroom methods are available for the communicative training. The method of particular situations is attributed to the latter

group; in particular, it is used for the special organization of students' activities that simulate real curative process that combines both educational and game-playing elements. The method of particular situations is efficient first of all for the formation of such key professional competences during the studies as communicability, leadership, the skills to analyze an ample amount of disordered information in a short period of time, and ability to take decisions in the conditions of stress and insufficient information[1, c. 60]. Many authors believe that the case-method is one of the efficient methods used for the learning of foreign languages [3, c. 132].

As for the didactic game, the method of particular situations is one of the types of such a game; it demands the programming of a conflict situation, otherwise the game would not originate and progress. For the students, it can be any problem with a goal to encourage and make the trainees take their certain stand, change their opinion, and uphold their conceptions increasing thus the level of their communicative competence. By taking decisions, coordinating them with the conceptions and decisions of fellow students, and refuting the arguments of opponents the trainees learn the logic of thinking and they also learn how to uphold their convictions that contribute to their self-development and self-education [4, c. 5].

According to the research papers written by V.A. and I.V. Trainevy, the business game provides the role interaction of the participants in compliance with adopted rules according to which the students fulfill certain tasks[5, c. 120].

The ability of people to conduct a discussion at a high professional level is valued today as never before and therefore each student graduating from the institution of higher education is supposed to have the skills of socializing with people. The basis of communicative competence of a future physician is his social intellect and his sensitive abilities contribute to the development of the former. At the present time, there is a need for the settlement of the contradictions between the objective need of the society for the training of medical specialists with a developed communicative competence and insufficient theoretical and practical elaboration of the problem dealing with the identification of individual features in students that would contribute to the formation of communicative competence.

Hence, we developed the techniques and its efficiency was partially and experimentally tested in the experimental group during the four lessons in Physiology with participation of the second –year students with a different type of functional asymmetry that study at the medical and dental departments of the Kharkiv National Medical University (KhNMU).

The objective. The objective was to study the influence of the method of particular situations on the quality of the formation of communicative competence in students with a different type of functional asymmetry that study at the KhNMU.

The object and the methods of investigation. The participants of this research were the second-year students from the experimental group that study at the medical and dental departments of the KhNMU. The total number of students participating in the experiment was equal to 54 persons; the reference group was represented by 21 persons with the right-side type of functional asymmetry (RSTFA); the experimental group was represented by 12 persons with the left-side type of functional asymmetry (LSTFA), 8 persons were with the mixed type of functional asymmetry (MDTFA) and 13 persons had the socially-variable type of asymmetry (SVTFA)[2, c. 95]. To compare the evaluation data, the four topics from the “Physiology” section were selected that were equivalent as for their complexity and scope. Due to the fact that these were the second-year students

they already had the basic knowledge of anatomy, histology and biochemistry and these disciplines were included into our technique in addition to the physiology subject. The method of V.V. Boiko was used for the determination of communicative mindset directions.

Methodical support materials included situational problems, business and role games. Additional materials included demo tables, the list of recommended references, web-site addresses, the departmental information site, and methodical instructions for the students.

Research data. The method of particular situations was used for the four lessons in Physiology given to the second-year students with a different type of functional asymmetry that study at the medical and dental departments of the KhNMU. Thereafter, the students from the experimental group were suggested to delve into V.V. Boiko's method of the "diagnostics of communicative mindset".

It should be noted that during the first experimental lesson given to introduce the students to the topic material the students were questioned according to the standard methods described in the methodical manuals worked out for the academics by the Physiology Department. By the time of the completion of the lesson all group students were questioned, the average grade for LSTFA persons was 3.2; for the persons with the MDTFA it was 2.8 and for the persons with the SVTFA it was 2.7. It was established that for the persons with the LSTFA and MDTFA the skills of interpersonal communication were estimated by 1.8 and 1.6 points and the persons with the SVTFA were given 1.1 point (the maximum score was 3).

The point total for the persons with LSTFA and MDTFA (professional competence, practical skills, theoretical knowledge, individual activities of the student, interpersonal communication skills and individual work) was 16.5 and 16.1 respectively and it corresponds to the grade 3 (satisfactory); and the point total for the persons with the SVTFA was 12.1 and it corresponds to the grade 2 (unsatisfactory).

The activity of questioned students was low except for the two students with the LSTFA that tried to answer all the questions that were put to the students not only those that were put to them in person. In the case of controversial questions, the discussions failed to advance due to a low activity and insufficient theoretical and practical preparedness of polled students. All the students showed no profound interest in topic-related questions and it testified their formal attitude to the lesson and their disinterest in it, possibly due to the availability of weightier problems or more attractive issues beyond the practical lesson.

The second lesson and the two next experimental and practical lessons on subsequent topics in Physiology followed the scheme of giving the lesson using the interactive method, in particular the method of particular situations. To be in the same working mood the students were given a twenty-minute practice run; they were asked to answer short ordinary questions in the form of blitz quiz. The set of questions was identical for experimental groups. The practice run resulted in a noticeable liveliness among the students from all the three groups: the first LSTFA group had their lessons in the first double period, the second MDTFA group had their lessons in the second double period and the third SVTFA group had their lessons in the third double-period. The preliminary warm-up resulted in a considerably decreased manifestation of fatigue and the students showed interest in the lesson. All the students from the three groups were motivated and encouraged to participate in the subsequent stages of practical session.

At the initial stage the students of each group were subdivided into two subgroups with the election of the clerk whose task was to keep record of jointly generated ideas. The teacher acted as a leading expert. The topic of the lesson was clearly formulated and the goals and the most controversial points were defined. The students were introduced to the basic and additional materials supplied for their training. The teacher explained the tasks and the criteria used for the evaluation of the results of work done by the team. The preparatory step took twenty minutes of the total working time.

The next basic step started from the introduction of the series of problematic issues related to the topic of the lesson including the study and discussion of situational problems, alternate answers and solutions that were generated by the students of the first subgroups during five minutes followed by the analytical estimation of given options by the participants of other subgroups under the remedial supervision of the teacher during the next twenty minutes. Then, the groups were changed functionally and the students worked according to the adopted scheme during the next twenty minutes.

The final summarizing step was devoted to the estimation of the skills acquired by each student and the team on the whole, including a professional level of the discussion and the activity of each student, and the estimation of the efficiency and fullness of the solution of situation problematicity with the grading of the successfulness of each student.

The data obtained on the estimation of the successfulness of the students in the three groups in the latest experiment show an increase in the average grade from 3.2 to 4.1 in the first group, from 2.8 to 3.9 in the second group and from 2.7 to 3.3 in the third group. And the point total was also increased in all groups. It was established that LSTFA persons had the point total equal to 22.4 that corresponds to the grade 5 “excellent” and MDTFA persons had the point total equal to 21.3 that corresponds to the grade 4 “good” and the point total for SVTFA persons was 16.5 that corresponds to the grade 3 “satisfactory”. It was established that the interpersonal communication skills of LSTFA and MDTFA persons were appraised by 2.9 and 2.6 points, respectively and SVTFA persons had 2.1 points (a maximum number of points was 3). The analysis of data obtained for the determination of communicative mindset in students with a different type of functional asymmetry using the technique developed by V.V. Boiko showed that the positive dynamics is observed in all the three groups (Fig.1. Output level; Fig.2. After the use of developed technique). The output level of the data on the diagnostics of the communicative mindset in persons with a different type of functional asymmetry using V.V. Boiko method.

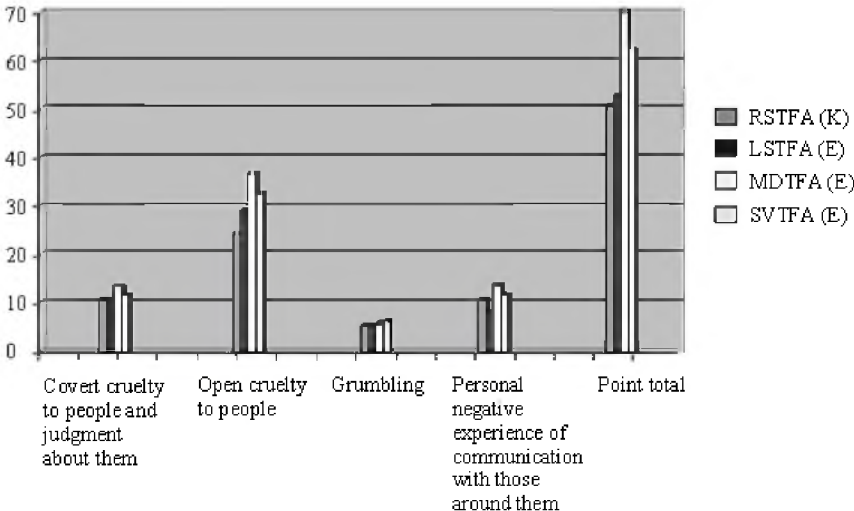


Fig.1. Initial level of diagnostics Boiko’s communicative method in persons with a different type of functional asymmetry

The feature of “substantiated negativism in the judgments about people” was excluded because in its output state it corresponded to the norm: RSTFA -2.3; LSTFA-2.2; MDTFA -2.8; SVTFA -2.4 (a maximum grade was 5 points).

It should be noted that the number of MDTFA persons (23%) and SVTFA persons (15.3%) that had a maximum number of points in the output state (45 points) was decreased as for the indicator of “open cruelty to people” (37.5% and 23.1%, accordingly).

Fig.2 shows that the number of persons with the MDTFA and SVTFA that had the most explicit “covert cruelty to people and judgment about them” (13.6 and 11.9, accordingly) and the open cruelty to people (36.6 and 32.4, accordingly) was considerably decreased.

It should be noted that MDTFA and SVTFA persons with a maximum number of points (20 points) in the output state were unavailable as for the indicator of “personal negative experience of communication with the people around them” (12.5% and 15.4%, respectively).

The number of MDTFA (6.5%) and SVTFA (3.6%) persons that had a maximum number of points (10 points) in the output state with regard to the “grumbling” indicator (12.5% and 7.7%, respectively) was also decreased.

The data that were obtained on the diagnostics of communicative mindset in persons with a different type of functional asymmetry using V.V. Boiko’s method.

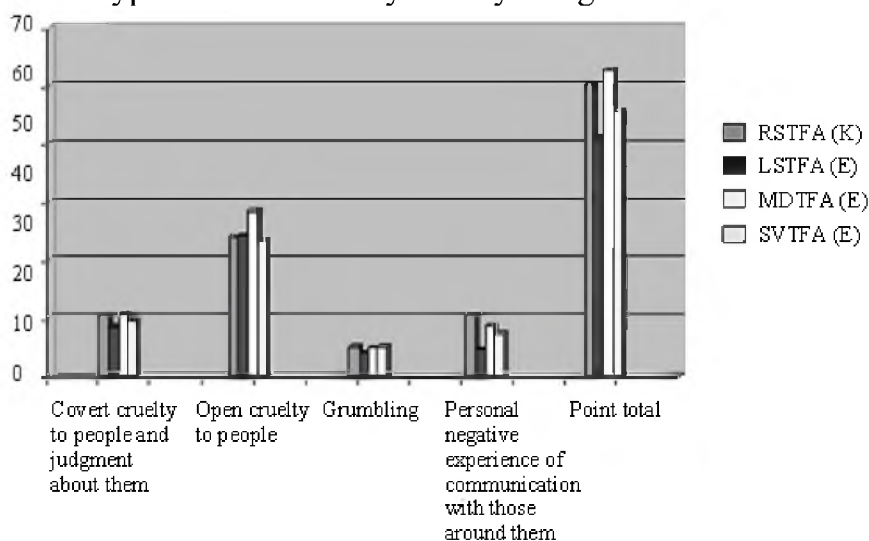


Fig.2. The results of diagnostics Boiko’s communicative method in persons with a different type of functional asymmetry after use of the developed technique

It should be noted that in spite of the fact that a positive dynamic was observed in all the groups of persons with a different type of functional asymmetry the point total was higher than the total mean grade (33): LSTFA -41.2; MDTFA -52.7; SVTFA-45.7 and it is indicative of the availability of negative communicative mindset. In this case, the percentage of persons with the total mean grade was considerably increased: LSTFA-17.8%; MDTFA -12.5%, SVTFA-15.8%.

Special attention was attracted to a considerable intensification of the activities of low-performing students (with the mean grade of success level 2.5) that was manifested in the mass desire to answer questions, generate answers and discuss the adequacy of suggested ideas.

The use of the method of particular situations to give classes in physiology resulted in an improvement of all the indicators of successful learning of the material by all the students in experimental groups. The interest and motivation that were evoked during the second and subsequent experimental lessons had a long-term and persistent nature that was clear from the proactive interest of students in the topic of the next lesson.

Conclusions

1. LSTFA persons took the most active part in the solution of situational tasks and they obtained a maximum point total 22.4 at the last experimental lesson in physiology that corresponds to the grade 5 “excellent”. Interpersonal communications skills were estimated by 2.9 points.

2. MDTFA and SVTFA persons had the most explicit negative communicative mindset and the use of the developed technique resulted in a decrease of the number of persons by such indicators as “open cruelty to people”, “covert cruelty to people and judgment about them” and “grumbling”.

3. In all the groups, the point total remained to be higher than the total mean grade (33) for the persons with a different type of functional asymmetry: LSTFA -41.2; MDTFA-52.7; SVTFA-45.7 that is indicative of the availability of the negative communicative mindset. In this case, the percentage of persons with the total mean grade was considerably increased: LSTFA -17.8%; MDTFA-12.5%; SVTFA-15.8%. The indicators remained actually unchanged for RSTFA persons (the reference group).

4. After the use of the method of particular situations the persons with a different type of functional asymmetry were able to cope easier with the following tasks, for example skillfully analyze the algorithm of the solution of real hands-on situations, build up the skills of the differentiation between the problems of primary and minor importance, formulate the problems; simulate especially complicated situations and interact with each other.

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Харківський національний медичний університет АКТИВІЗАЦІЯ НАВЧАЛЬНО-ПІЗНАВАЛЬНОЇ ДІЯЛЬНОСТІ ЛІКАРІВ- ІНТЕРНІВ У ПРОЦЕСІ ПРОФЕСІЙНОЇ ПІДГОТОВКИ

Забезпечення ефективного соціально-економічного розвитку нашої країни і високого рівня надання медичної допомоги зумовлює необхідність професійної підготовки фахівців принципово нової формації. Важливим етапом підготовки у лікарській справі є післядипломне навчання - інтернатура. Основним завданням