Висновки. Дослідження номінативно-когнітивних функцій деривaційних утворів у латинській юридичній термінології є перспективним напрямом подальших наукових розвідок як з боку філологів-латиністів, так і фахівців-юристів, оскільки розкриття значення терміна в його первісному оригінальному розумінні сприятиме кращому розумінню сучасної міжнародної правничої термінології, яка була започаткована в Античності й зафіксована в Римському праві.

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Syrova G.O., Kozub S.M., Lukianova L.V., Kozub P.A.
Kharkiv National Medical University

IMPROVEMENT OF FORMS AND METHODS OF TEACHING IN HIGHER EDUCATION

Розглянуто поняття форм і методів навчання у вищому навчальному закладі як складових компонентів авторських педагогічних систем та розглянуто їх характеристику. Виділено організаційні форми навчання, які одночасно є способами безперервного управління пізнавальною діяльністю студентів. До них відносять: лекції, семінарські заняття, лабораторні роботи, практикуми, самостійну роботу, науково-дослідну роботу студентів, різного виду практику тощо. Показано, що ефективність навчання безпосередньо залежить від форм і методів, які викладач буде використовувати в навчально-виховному процесі. Вміле їх поєднання дозволить активізувати студента і викликати в ньому інтерес до процесу навчання.

***Ключові слова**: форми та методи навчання, лекції, практичні заняття, лабораторні заняття, самостійна робота.*

The concepts of forms and methods of teaching in higher education as constituent components of the author's pedagogical systems were considered and their characteristics were considered too. Organizational forms of education were given. They are method of continuous management of cognitive activity of the students. These

include: lectures, seminars, laboratory works, self-work, research work of students, various types of practice, etc. It is shown that the effectiveness of teaching depends directly on the forms and methods that the teacher will use in the educational process. Skillful combination of them will allow activating the student and arouse interest in him in the learning process.

***Keywords**: forms of teaching, methods of teaching, lectures, practical classes, laboratory works, self-work.*

Рассмотрены понятия форм и методов обучения в высшем учебном заведении как составляющих компонентов авторских педагогических систем и рассмотрены их характеристики. Выделены организационные формы обучения, которые одновременно являются способами непрерывного управления познавательной деятельностью студентов. К ним относятся: лекции, семинарские занятия, лабораторные работы, практикумы, самостоятельную работу, научно-исследовательскую работу студентов, различного вида практику и т.д. Показано, что эффективность обучения напрямую зависит от форм и методов, которые преподаватель будет использовать в учебно-воспитательном процессе. Умелое их сочетание позволит активизировать студента и вызвать в нем интерес к процессу обучения.

***Ключевые слова**: формы и методы обучения, лекции, практические занятия, лабораторные занятия, самостоятельная работа.*

Formulation of the problem. Ukraine's entry into modern socio-economic conditions requires a young generation of specialists with higher education to have scientific knowledge at a high professional level. The reform of the content of higher education, its development in accordance with international standards provides a solution to this problem. Therefore, the issue of measuring students' knowledge, skills and competencies is receiving increased attention.

A rational and effective management of learning is impossible without a clear, scientifically grounded and organized system of control. In any educational institution, control is one of the most important components of the educational process [6, p.124]. The implementation of control requires a qualitative understanding of the essence of this phenomenon, its significance in the light of its functions, a clear idea of its requirements, its objects, forms and methods.

Therefore, an important condition for improving the quality of training of specialists with higher education is the development and improvement of forms and methods of quality control of students' educational achievements [2, p.5]. The educational process, as a complex multifactor system, is only carried out with a reliable diagnosis of the students' level of knowledge in the form of feedback (through control over the course and results of the educational process).

An overview of the latest research and publications. Famous scientists V.P. Bespalko, I.B. Vasilyev, I.P. Podlasiy, R.S. Gurevich, N.V. Kuzmina, L.G. Viktorova are engaged in the study of the structure of the pedagogical system and its functioning. They offered their own pedagogical authoring systems. Researches by V.I. Bidenko, E.F. Zeer, D.A. Ivanov, S.E. Shishov and others in the field of teaching methodology, methodology and teaching methods have shown that the use of interactive teaching methods is one of the most effective, effective methods of optimal assimilation of new and consolidation of passed material. First, it is easier for students to understand and memorize material when they themselves are the subjects of the learning process, and secondly, even the weakest and shy students are involved in the learning process.

Formulation of the research problem. The purpose of this article is to consider the concepts of forms and methods of education in higher education as constituent components of the author's pedagogical systems and to consider their characteristics.

Presenting main material. Scientists I.Ya. Lerner, M.M. Skatkin, S.Ya. Batyshev, O.M. Novikov and others. engaged in pedagogical research on forms of teaching. For example, according to S. Batyshev, form combines such independent elements of learning as content, methods and means and raises them to a higher level of holistic manifestation [1, p.196]. In a more general sense, forms of learning are ways of organizing learning that determine the temporal and organizational modes of learning, namely: its place of conduct, student composition, the nature of external identification of functions, and the order of communication of subjects of interaction [4, p.965].

In the process of organizing training in higher education, the following forms of education can be distinguished:

- full-time education (full-time). Education is carried out in classrooms in the conditions of direct contact of students with teachers and among themselves. Advantages of full-time education in maximum interaction of all participants of the educational process. The teacher has the opportunity to use all kinds of methods of teaching and pedagogical control, to give the student the maximum amount of content material;
- extramural studies – the volume of direct contacts of students and teachers is sharply reduced. Self-study forms dominate. There is mainly border and final control. The volume of the studied material is reduced;
- distance learning – the dialogue between the teacher and the student is carried out via e-mail or the Internet, as well as documentary education (by correspondence through the post office) [7, p.16].

It is also possible to distinguish organizational forms of learning, which are at the same time ways of continuous management of students' cognitive activity [8, p.95]. These include: lectures, seminars, laboratory work, workshops, independent work, research work of students, various types of practice, etc.

In higher education, lectures play the most important role.

Lecture from Latin lection – reading. This is an oral systematic and consistent presentation of material on any problem, method, topic, etc [5, p.106] In other words, it is a teacher's monologue. Lecture is one of the main forms of information transfer. The main purpose of the university lecture is to form an indicative basis for students to further learn the educational material as one of the main forms of information transfer [9, c.95].

The lecture performs several functions, namely: information (presents the necessary information); stimulating (arouses interest in the topic); educative; developing (evaluates phenomena, develops thinking); orientation (in the problem, in the literature); explanatory (aimed primarily at the formation of basic concepts in science), persuasive (with emphasis on the system of evidence).

There are several types of lectures: educational, propaganda, educative, educational, developing; academic and popular; introductory, current, final, concluding, constituent, overview, lecture-consultations, lecture-visualization; binary or discussion lectures (dialogue between two teachers defending different positions), problematic, lecture-conferences, etc [9, p.95].

There are a number of requirements for the lecture. On the one hand, this is a high scientific level of teaching information, a large amount of systematic and processed modern scientific information; evidence and reasoning of the opinions expressed; a sufficient number of compelling facts, on the other, is the ability to establish pedagogical

contact with the audience, to clarify new terms and titles, to give students the opportunity to listen, comprehend and jot down information.

However, the lecture has its advantages and disadvantages. Advantages include a cost-effective way to get the basics of knowledge in general, one lecturer can read a lecture for any number of students, the lecture itself activates imaginary activities. The disadvantage is that the lecture discourages the taste for independent studies, it accustoms to the passive perception of other people's thoughts, inhibits independent thinking, some students have time to comprehend, others – only to mechanically write the words of the lecturer.

However, experience has shown that refusal of lectures reduces the scientific level of students' preparation, disrupts the systematic work during the semester. Therefore, the lecture continues to be a leading form of organization of the educational process in universities. The above disadvantages can largely be overcome by the correct technique and rational construction of the material.

Practical, seminar and laboratory classes in educational groups play a significant role. Unlike lectures, these classes are practical and they discuss and simulate practical situations encountered in the activities of any professional [3, p.17]. In this way, students put their knowledge into practice.

Practical and laboratory classes for students in higher education are intended for advanced study of the discipline and solving the following educational tasks: systematization, deepening, consolidation of the theoretical knowledge on specific topics, formation of skills to apply the acquired knowledge in practice, development of intellectual skills in the development of intellectual skills professionally important qualities such as independence, responsibility, creative initiative. Practical and laboratory classes fulfill a number of functions such as: consolidation of theoretical knowledge in practice, assimilation of research skills, assimilation of practical skills, application of theoretical knowledge to solve practical problems, etc.

Thanks to the practical lessons, students develop practical skills - professional (the ability to perform certain actions, operations that are required in a professional activity) or educational (the ability to solve educational tasks that are required in further educational activities).

The purpose of laboratory work is the experimental confirmation and verification of certain theoretical provisions (regularities, dependencies). Typical tasks for practical and laboratory work are: demonstration experiment, individual tasks, group tasks, experiment in pairs or subgroups, solving situational problems, group discussion, etc.

Also, an important role is played by the independent work of students - this is the planned work of students, performed on the task and under the methodical guidance of the teacher, but without his direct participation.

Through independent work, students gain the opportunity to gain knowledge from the latest sources, acquire the skills of self-planning and organization of their own educational process, etc.

Conclusions. Thus, the effectiveness of education depends directly on the forms and methods that the teacher will use in the educative-educational process. Combining them well will activate the student and arouse his interest in the learning process.

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Sirova G.O., Petyunina V.M., Kalinenko O.S.
Kharkiv National Medical University

EXPERIENCE OF THE APPLICATION OF PEDAGOGICAL CONTROL AS A WAY OF DIAGNOSING THE EFFECTIVENESS OF STUDENTS 'ACADEMIC ACTIVITY AT THE DEPARTMENT OF MEDICAL AND BIOORGANIC CHEMISTRY AT KHNMU

У статті на основі аналізу літературних джерел вказується на значення правильної організації і управління навчально-пізнавальною діяльністю студентів-медиків та роль у цьому процесі одної з важливих складових – педагогічного контролю. Автори діляться досвідом застосування педагогічного контролю при вивченні хімічних дисциплін на своїй кафедрі: наголошують на значенні контролюючих заходів різних форм як засобу діагностування стану навчальної роботи для студентів і для викладачів.

***Ключові слова**: педагогічний контроль, процес навчання, діагностування, форми контролю, результати контролю, оцінювання.*

Based on the analysis of literary sources, the article indicates the importance of the proper organization and management of educational and cognitive activities of medical students and the role in this process of one of the important components – pedagogical control. The authors share their experiences with use of pedagogical control in the study of chemical disciplines at their department: they emphasize the importance of monitoring activities of various forms as a way of diagnosing the state of academic work for students and teachers.

***Keywords**: pedagogical control, learning process, diagnosis, forms of control, results of control, assessment.*

В статье на основе анализа литературных источников указывается на значение правильной организации и управления учебно-познавательной деятельностью студентов-медиков и роль в этом процессе одной из важных составляющих – педагогического контроля. Авторы делятся опытом применения педагогического контроля при изучении химических дисциплин на своей кафедре: