

znaczenie w prawidłowym rozwoju każdego człowieka. Należy jednak pamiętać, że są ważniejsze wartości i potrzeby jednostki ludzkiej, takie jak potrzeba bliskości, bezpieczeństwa, miłości, posiadania wzorca osobowego. Nikt tego lepiej nie zapewni dziecku niż jego rodzice.

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STUDENTS' SELF-STUDYING AS A KEY ELEMENT OF DISTANCE LEARNING

В статті викладено сучасні погляди на вдосконалення вмінь і навичок самостійної роботи студентів та формування спеціалістів, здатних до творчої діяльності з урахуванням сучасних вимог та умов дистанційного навчання, методи її ефективної організації як невід'ємної складової в системі освітнього

середовища. В останні десятиріччя проблема організації самостійної роботи студентів все більше звертає на себе увагу педагогів, психологів, методистів. На сучасному етапі основна мета вищих навчальних закладів полягає в формуванні творчої особистості майбутнього фахівця, здатного до саморозвитку, самоосвіти. В зв'язку з чим у навчальному процесі в вищій школі важливу роль набуває самостійна робота студентів, без якої неможливо підготувати активну особистість фахівця, необхідного сучасному суспільству. Автори акцентують увагу на тому, що правильна організація самостійної роботи студентів дає можливість покращити якість теоретичної підготовки, вдосконалює практичні навички, розвиває клінічне мислення і здібності до безперервної освіти майбутніми спеціалістами.

Ключові слова: самостійна робота, дистанційне навчання, сучасні технології навчання, патоморфологія, навчальний процес, самоосвіта.

The paper presents the current views on enhancing the skills and abilities of students' self-studying and training of specialists capable of creative activities, taking into account the current requirements and conditions of distance learning, the methods of its effective organization as an integral part of the educational environment. In recent decades, the problem of organizing students' self-studying has been an issue for educators, psychologists, and methodologists. Currently, the main goal of higher educational institutions is to form a creative personality of a future professional, capable of self-development, self-education. Consequently, the students' self-studying is tending to be considered one of the main elements of the educational process in higher education in training of a contemporary profession-oriented active individual. The authors emphasize that the appropriate organization of students' self-studying enables the improvement the quality of theoretical training, enhancement the practical skills, development of clinical thinking and the ability to professional continuous education.

Keywords: self-studying, distance learning, advanced teaching approaches, pathomorphology, academic process, self-education.

В статті изложены современные взгляды на совершенствование умений и навыков самостоятельной работы студентов и формирования специалистов, способных к творческой деятельности с учетом современных требований и условий дистанционного обучения, методы ее эффективной организации как неотъемлемой составляющей в системе образовательной среды. В последние десятилетия проблема организации самостоятельной работы студентов все больше обращает на себя внимание педагогов, психологов, методистов. На современном этапе основная цель высших учебных заведений заключается в формировании творческой личности будущего специалиста, способного к саморазвитию, самообразованию. В связи с чем в учебном процессе в высшей школе важную роль приобретает самостоятельная работа студентов, без которой невозможно подготовить активную личность специалиста, необходимого современному обществу. Авторы акцентируют внимание на том, что правильная организация самостоятельной работы студентов дает возможность улучшить качество теоретической подготовки, усовершенствовать практические навыки, развивает клиническое мышление и способности к непрерывному образованию будущими специалистами.

Ключевые слова: самостоятельная работа, дистанционное обучение, современные технологии обучения, патоморфология, учебный процесс, самообразование.

The state-of-the-art scientific and technological progress has led to tenfold increase in the scope of knowledge and information. Therefore, in recent years the system of education has faced a serious contradiction between the rapid growth of knowledge and the limited opportunities for their acquisition in the process of learning. This contradiction forces the society to shift from the traditional model of “lifelong learning” to the novel model of “continuing education”, i.e., to renew the knowledge throughout life. All this significantly increases the requirements for the level and quality of training of young professionals in higher medical educational institutions.

During the years of study, a contemporary young professional is not limited to acquisition the required fundamental and professional knowledge, but also has to gain certain skills of creative solution of practical issues, the ability to use the advanced technologies in the practical activities, constantly improving the expertise.

Currently, the main goal of higher educational institutions is to form a creative personality of a future professional, capable of self-development, self-education. Consequently, the students’ self-studying should be considered one of the main elements of the academic process in higher education in training of a contemporary profession-oriented active individual. [2, p.45].

Self-studying involved a planned work of students, performed on the teacher’s assignment and methodical guidance without direct supervision or attendance in a classroom. Self-studying can be any learning activity of students organized by the teacher, aimed at achieving the didactic goal within the specified time period: the search for knowledge, their understanding, consolidation, formation and development of skills and abilities, generalization and systematization of knowledge. Moreover, self-acquired knowledge is more efficient, as they become personal property and develop intellectual traits, attention, insight, critical thinking, the ability to evaluate [1, p. 523].

The role of students’ self-studying (SSS) in their cognitive activity is crucial; therefore, it is not by chance that it is of great teachers’ consideration. Many scientists estimate self-studying as the means of cultivating a conscious attitude of the students to theoretical and practical knowledge acquisition, as well as the habit of intensive intellectual work.

One of the leading principles of the contemporary system of education is to increase the amount of students’ self-studying, enhance its quality and productivity [3, p. 78]. Therefore, students’ self-studying is considered an integral part of the academic process and a justified way for acquisition of the learning material. According to the current national educational standards, students’ self-studying should constitute 1/2 to 2/3 of the hours provided by the curricula of specialties for each of the studied disciplines. In addition, it is noted that the share of students’ self-studying in the classroom should be constantly growing [6]. SSS acquires special importance in the organization of the on-line education in the national higher education institutions.

For a long time, students’ self-studying was considered as supplementary learning activity to the in-class study. Nowadays it is tending to become the most important element of the whole academic process, as it allows:

- to systematize, consolidate and deepen theoretical knowledge and practical skills of students;
- to develop cognitive abilities and activity of students;
- to form independent thinking, ability to self-development, self-improvement and self-fulfillment.

Given the high importance of this type of learning activity, students' self-studying requires the appropriate systematic approach and should be built on a single methodological basis. When organizing it in a higher education institution, it is necessary to clearly define the content and purpose of students' self-studying, the plan of its implementation, forms of control and criteria for evaluating its effectiveness, organizational and methodological support [4, p. 45].

Importantly, the awareness of the general techniques of organizing students' academic activities is crucial for the formation of students' independence and activity, which allows them to facilitate their self-studying, focus on the content of tasks, rather than overcoming difficulties that arise in the process of learning [7, p. 214]. Such techniques and skills include the ability to work with a book, dictionary, technical aids, the ability to rationally plan their self-educational activities, analyze the task, to classify, to compare, to summarize, etc. The ability to use methods of performing various tasks as writing abstracts, text translation, writing a report, summary, etc. is of great importance.

The SSS management by a teacher involves five sequential stages:

-informational stage orients students to the actual understanding of the essence when studying a specific educational text;

-operational stage is aimed at performing various tasks to acquire the educational information;

- the feedback stage is carried out in the form of indicative teacher's instructions and the student's self-assessment for their implementation;

- the stage of knowledge control involves the performance of a variety of tests made by the student, which allows the teacher to estimate the degree of acquisition of the learning material;

- the indicative stage allows the teacher, in the course of checking the tasks for students' self-studying, to understand which of them aroused the greatest interest, difficulties in performing, which of the tasks can be completed, which are not.

The organization of students' self-studying can face a number of problems that hinder its effectiveness: reducing the share of the in-class hours for study a particular discipline, the presence of students with different levels of basic training, different degrees of motivation and level of learning skills, different psychophysiological features.

To obtain a quality product resulted from the self-studying we recommend to act according to the following scheme: goal setting → identification of initial data, their analysis → choosing a way to achieve the goal → action → self-assessment → adjusting goal achievement → adjusting action. Such sequence will promote the development of student's creative abilities, purposefulness, responsibility, persistence, discipline. Consequently, the teacher will be able to have more influence on the process of training a future professional.

The management of students' self-studying includes organizational, methodological and pedagogical components; the organizational component is aimed at the creation of textbooks that should help students understand the logic of building the discipline being studied; methodological component involves the development of tasks for self-studying, used in various forms of organization of the academic process; pedagogical component considers the organization of forms of cooperation that would stimulate the independence and creative activity of students.

We believe that the effectiveness of students' self-studying can be ensured only by the interaction of the following factors:

- availability of the state-of-the-art technical material and information supply;

- overall methodological support of the discipline being studied;
- individualization and variability of SSS;
- rational distribution of time between different types of SSS in the course of studying the relevant discipline;
- constant teacher's supervision over the quality of SSS, supplemented by students' self-assessment;
- teacher's creativity and expertise;
- development by educational departments of higher educational institutions of appropriate time standards for planning and accounting of all forms of SSS, on the basis of which the teacher's workload should be formed.

Distance learning technologies can significantly help students in independent preparation for classes in pathological anatomy [5, p. 157]. Thus, by visiting the web-page of our Department on the website of the academy, each student can get enough information for productive self-training. The web-page contains thematic and calendar plans to be prepared for classes on the subject in accordance with the topics under consideration, materials for quality training and control of acquired knowledge (textbooks, test tasks). The lists of recommended literature posted on the site contain links to both the main, fundamental sources for the study of pathological anatomy, and additional, among which there are materials devoted to some complex issues of the discipline and new editions of educational medical literature.

In recent decades, the problem of organizing students' self-studying has been an issue for educators, psychologists, and methodologists. Generally didactic, psychological, organizational, methodological and other aspects of planning and organization of students' self-studying have been considered in the publications of domestic and foreign researchers [8, p. 126]. However, in our opinion, this problem remains underestimated to date and needs further investigation.

In conclusion, the practice shows that many graduates of higher education institutions do not have a sufficient base of professional knowledge, do not have the skills of self-studying and creative activity, and do not feel the need for continuing professional self-improvement and self-education. Therefore, the current academic process in higher education should require the formation of productive thinking, development of intellectual potential of the individual, the formation of methods of logical analysis and comprehensive processing of acquired information rather than its overload. Hence, the students' academic process should be based on the purposeful, supervised, intensive self-studying.

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ПЕДАГОГІЧНІ ЗАСАДИ ФОРМУВАННЯ КРЕАТИВНОСТІ
МАЙБУТНЬОГО ПЕДАГОГА ГУМАНІТАРНОГО ПРОФІЛЮ**

Стаття присвячена дослідженню проблеми підвищення результативності процесу навчання, обумовленого вимогами сучасності, що змінилися, та прагнення перебороти протиріччя між основною метою освіти — підготовкою майбутніх педагогів гуманітарного профілю й збільшенням їх завантаженості; між вимогами сучасної педагогічної думки, що розглядає навчальний предмет як засіб розвитку студента, і орієнтацією викладача на методи й засоби, характерні для репродуктивного навчання; між потребою в розробці нових технологій навчання, що забезпечують глибоке засвоєння знань студентами, і недостатньою готовністю викладача до їхньої реалізації. В роботі доведено, що засвоєння базового ядра навчальної програми для майбутніх фахівців вищої освіти та зменшення рівня реактивної тривожності студентів можна домогтися, якщо навчальна інформація буде подаватися у вигляді інтелект-карт; студенти будуть уміти представляти будь-який навчальний матеріал у згорнутому вигляді з використанням невербальних засобів вираження; створювати на парах творчий, доброзичливий клімат.

Ключові слова: інтелект-карта, креативність, педагогічна технологія, талановитий, технологію креативного кодування інформації.

The article is devoted to the study of the problem of increasing the effectiveness of the learning process due to the changing requirements of modernity and the desire to overcome the contradiction between the main purpose of education - training future humanities teachers and increasing their workload; between the requirements of modern pedagogical thought, which considers the subject as a means of student development, and the teacher's focus on methods and tools specific to reproductive learning; between the need to develop new learning technologies that provide deep learning by students, and