

обывателя формируется стереотипное представление о событиях. Медиа формируют общественное мнение по поводу реальности. Политический лидер и массы не находятся в личном, непосредственном контакте. Митинг, публичное собрание, способные выявить истинных и ложных харизматических личностей, абсолютно не возможны при коммуникации посредством телеэкрана. Общественное мнение, формирующееся СМИ, представляется удобным в плане управления и манипулирования.

Помимо прессы, на мнения и настроения индивидов влияют безличные контакты в сетевом сообществе. Группы в социальных сетях ограничены только пристрастиями самого участника, что позволяет ему становиться активным пользователем тех пабликов, которые ближе ему по духу. Социальные сети являются площадкой объединения для множества единомышленников. Члены группы спланируются с множеством незнакомцев, объединенных идеями, увлечениями. Атомизированному индивиду такое единство помогает преодолеть отчужденность и выйти из социальной изоляции, не изменяя своего привычного пространственного расположения.

Таким образом, виртуальные связи важны для индивида и всячески поддерживаются им. Однако эти связи, приобретая политическую, идеологическую, ценностную окраску легко становятся средством массовых волнений, деструктивных движений, экстремизма. Так, известен тот факт, что организаторы цветных революций использовали для вовлечения сторонников и управления их поведением специальные группы в виртуальных социальных сетях Facebook, Twitter, VK. Пользователи вовлекались в обсуждения, форумы, получали закрытые рассылки, т.е. приобщались к тайному, доступному только посвященным знаниям, что вызывало ощущение единства с большинством, правым, но гонимым. В управлении группами исполь-

зовались разные манипулятивные и пропагандистские технологии, что позволило эффективно управлять массой и в условиях реальной уличной толпы на улицах городов.

Таким образом, теряя свойства массы, как многочисленного уличного собрания, характерного для общества индустриальной эпохи, современное виртуальное общество можно назвать виртуальной толпой, виртуальной массой, обнаруживающей вполне определенные закономерности развития и функционирования. Виртуальная масса – это общество индивидов разбросанных в пространстве, но находящихся в едином информационном поле, порожаемом средствами массовой коммуникации. Ведущую роль в этом процессе играет всемирная информационная система Internet, названная за свойства всеобщности всемирной паутиной или сетью, поглощающей пространство и время, вне зависимости от географического месторасположения.

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## THE USE OF PERSONALLY-ORIENTED EDUCATION IN THE TRAINING OF FUTURE PHYSICIANS

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#### Abstract

The article deals with the problem of theoretical justification and the definition of specific features of the introduction of innovative technologies in the educational process of higher education. According to the methodological foundations and the basic characteristics of personally-oriented teaching the practice of its application is presented during the implementation of component structure of pedagogical process in higher medical education. The feasibility of using personally-oriented education in the training of future physicians is proved.

**Key words:** personally-oriented education, components of pedagogical process, technology of personally-oriented training, training methods, training of future physicians.

**Foreword.** In the conditions of modernization of medical industry, and consequently, and updating of process of preparation of future doctor, among plenty of the innovations applied in the system of education,

the special attention is spared to educational technologies, where a teacher comes forward an educational information not generator, and is a moderator, fasciliator of educational process, directs and supports educa-

tional-cognitive activity of students, taking into account their individual capabilities, inclinations, necessities and interests. To such innovations belong technology of the personality-oriented educating, that occupies a leading place among technologies, providing upgrading of higher education.

**Analysis of the last researches.** Problems of methodology, the conceptual and methodical aspects of personality approach are distinguished in researches of such foreign and home scientists, as I. Bech, L. Bozhovic, L. Vygotsky, V. Davydov, V. James, P. Jean, E. Klimov, I. Cohn, G. Kostyuk, G. Kravtsov, N. Lange, A. Leontiev, A. Maslow, T. Mathis, G. Olport, A. Pehota, K. Plato, Yu. Poluyanov, B. Rubak, K. Rogers, S. Rubinstein, V. Rubtsova, V. Serikov, I. Sikorsky, G. Zuckerman, E. Shpranger, V. Stern, I. Yakimanskaya.

All researchers mark that the purposeful converting of social experience becomes essence of educational process into experience personality, underline the necessity of the individual going near educating of personality, ground modern educational strategy of development of personality of future specialist. However, there are summarizing scientifically-pedagogical works to date, integrally exposing the process of the use of technology of the personality-oriented educating at higher school.

**Exposition of basic material.** The personality-oriented educating has old history. His founders are ideas of J. Dewey and other teachers-reformers of beginning of XX of century. J. Dewey criticized traditional school for authoritarian position of teacher, for neglect to personality of student. According to his opinion, the central figure of educational process must be a student, but not teacher or school object. So, all categories of pedagogy (aims, maintenance, forms and methods of educating) must determine, coming from interests, necessities, personality preferences of child.

From middle the XX century humanistic psychology gets distribution. Her representatives (R. Berne, A. Maslow, K. Rogers) examine personality as difficult, individual integrity, uniqueness and higher value. In opinion of A. of Maslow, she needs self-actualization - realization of the possibilities. K. Rogers considered that personality of student is able to develop the natural making, mind and heart, curiosity, do a choice, choose decisions and responsible for them, produce own values in the process of educational and to another activity.

In 70th of XX of century humanistic pedagogy, conception of free education, neopedotsentrizm, is formed, in 80th is pedagogy of collaboration. All these conceptions are near inter se, they are united by the name "Liberal pedagogy", different from authoritarian and technocratic.

Presently progress of higher school trends become noticeable enough, that combine education and education in the single becoming and development of personality, preparations of her to future professional activity, determine forming for the students of abilities and skills of independent creative work, providing a transition from a prepared information transfer to guidance by educational-cognitive activity of future specialists.

Personality of student, his originality, self-regard, capacity for self-determination and self-development,

becomes the center of educating. Therefore the aim of preparation of future specialist is a psycho – pedagogical help to the student in becoming of his subject, socialization, cultural authentication, vital and professional self-determination.

The personality-oriented educating in higher educational establishment is this maximal development of capabilities and talents of students, education for them of thinking, sent to the future, development of steady skills of self-education.

The analysis of scientific papers on the designated problem [1, 2; 4, 5] allowed us to determine the principles on which the personality-oriented educating in higher education:

- Priority of individuality, self-regard of the student who is the subject of the educational process;
- The correlation of educational technologies at all levels of education with conformities to law of the professional becoming of personality;
- Determination of maintenance of education to the level of development of modern social, informative, productive technologies and future professional activity;
- Passing ahead character of education, providing forming of professional competence of future specialist;
- Determination of effectiveness of educational establishment by organization educational environments;
- An account of individual experience of student, his requirement in self-realization, self-determination, self-development.

The account of the indicated principles in the process of preparation of future specialist will provide the harmonious forming and all-round development of personality, complete opening of his creative forces, finding of unique individuality, intellectual, spiritual, physical height, socialization and professional competitiveness.

Considering the works of the famous didacticists [3], it can be argued that the pedagogical process of preparation of the future expert in higher education consists of the following components: a target, stimulating and motivational, meaningful, operationally-activity, control and regulatory, assessment and effective.

In the implementation of the pedagogical process components on the principles of student-centered learning teacher must comply with the following requirements:

- planning of pedagogical process must envisage possibility of reproducing of studies as to individual activity on transformation socially of the meaningful norms of mastering, set in educating;
- development of student as personalities not only by a capture to them by maintenance of education but also through the permanent enriching, transformation of subject experience as an important source of own development;
- collaboration of teacher and student;
- realization of control and estimation of not only results of educating but also process of educating;

- the basic result of educating must be the formed of cognitive capabilities on the basis of capture by corresponding knowledge, abilities, skills.

We will consider introduction of the personality-oriented educating during realization of every component of pedagogical process of preparation of future doctor.

The having a special purpose component of pedagogical process provides realization teachers and students of aim of educating, forms positive attitude of students toward educational-cognitive and future activity.

Considering leading descriptions of the personality-oriented educating, the having a special purpose component of pedagogical process must provide:

- developing individual cognitive flairs of every student;
- a maximal exposure of subject experience of every student and concordance of him with maintenance of education;
- to get to know the help of personality of future specialist itself, to constitute oneself and self-realization;
- forming at personality of culture of vital functions.

Forming of motivation of educational actions is the responsible stage of activity of teacher. Deep, strong, emotionally painted and rich in content reasons provide efficiency of educational-cognitive actions of students and give a concrete orientation to them. So, motivation of educating and concrete professional activity for students arises up in full only then, when certain stimuli of meaningful activity are.

Within the framework of the personality-oriented educating realization stimulant-motivational the component of pedagogical process envisages creation of favourable terms by the use of methods of activation of educational-cognitive activity of students, dialogic forms of employments, problem of didactic measures and materials that is studied; by character of common-communication of subjects of pedagogical process, ability of teacher to interest students maintenance, process and result of educational-cognitive activity; by clear description of character of future professional activity.

In realization of the personality-oriented educating the special role belongs to the pedagogical communication of subjects of pedagogical process. It creates terms for development of educational-professional motivation, gives character of collaboration to educating, provides the achievement of aims and tasks of educating, assists development of students and increase of professionally-pedagogical competence of teachers.

The rich in content component of pedagogical process of preparation of future doctor must embrace all necessary for forming and development of his personality as a professional.

Efficiency of realization of the personality-oriented educating depends on the observance of requirements to the selection of maintenance of education, namely [5]:

- maintenance of educational material must provide the exposure of subject experience of student, in т. of ч. experience of his previous educating;

- maintenance of educational material must be sent not only to expansion of his volume, structuring, integration, generalization, but also on permanent transformation of the purchased subject experience of every student;

- a pedagogical process supposes the permanent concordance of experience of students with scientific maintenance of the purchased knowledge;

- providing of active stimulation of student to self-valuable activity, possibility of self-education, self-development, self-expression;

- constructing and organization of pedagogical process so that a student chose the level of complication of maintenance of educational material, kind and form of implementation of tasks and others like that;

- an exposure and estimation of methods of educational work, that is used by a student constantly, independently, productively.

The contents of operation-active component is organization of practical educational-cognitive activity of student. Taking into account descriptions of operation-active component, he can be defined as judicial, operation-effective, methodical.

The basic constituents of this component are principles, forms, methods, receptions and facilities of educating. Efficiency of their realization in the personality-oriented educating depends on active co-operation of teacher and students, establishment between them subject-subjective relations. Forming of such relations is assisted by dialogic forms, methods, receptions of pedagogical co-operation.

In preparation of future doctor to the most widespread methods of providing of the personality-oriented educating take dialogue lectures, discussions, teaching training, organizationally-active, imitation games, practical seminars-works, case-technology, "brainstorming" and other. At the use of such facilities a student becomes the subject of educating, enters into a dialogue with a teacher and other students, executes creative, problem tasks, that, in turn, allows to the teacher successfully and adequately to expose educational possibilities of every student, bring over them to the collaboration, assist maximal development creative thinking, be glad every independently obtained result.

The control is a reverse communication mean in an educational process. So, a control-regulative component is directed to on determination efficiency of pedagogical process of preparation of future specialist, educational-cognitive activity of student and professionally-pedagogical activity of teacher. He allows in good time to get information about a degree difficulties and typical defects, arising up in a pedagogical process, that stipulate the necessity of bringing of corresponding adjustments.

In the practice of training future doctors have worked well, such control techniques:

- students make the series of control questions to the studied material on employment;
- students make the series of control questions to the studied material on employment, answers for that complement knowledge of new material;

- students pick up own examples, tasks, ideas, questions binding the studied material to any before studied theme;
- a teacher gives a few formulations (definitions), one or a few - with errors, it is necessary to find and prove erroneous;
- questioning on a chain: the story of one student is interrupted in any place and a teacher passes to a word other etc.;
- the programmable questioning: a student chooses one right answer from a few offered;
- factual-dictation: dictation is conducted on base questions (5-7 questions on a variant)
- prompt control work - conducted in a high rate for the exposure of degree of mastering of simple educational skills;
- relay-control work is control work on texts of the before decided tasks.

In the personality-oriented educating a substantial role is played by self-control of students in form самопроверки of depth of mastering of educational material, rightness and speed of implementation of exercises, estimation of rightness of the got answers in tasks.

An estimation and correction of knowledge, abilities and skills of students have a large value in the system of higher education. So, an evaluation-effective component supposes a mastering estimation educational material, to effectiveness of the purchased knowledge, level of formed of practical abilities and skills, personality and professional development of future doctors.

In practice of higher school there are verification and estimation of knowledge, abilities, skills of students allows objectively to define effectiveness of educating, his positive and negative parties, set reason of defects and distinguish going near perfection of process of preparation of future specialist.

The criteria of establishment of estimations is a depth, flexibility, effectiveness, durability, realized of knowledge and faultless implementation of different actions, stability and speed of abilities.

Estimation of educational achievements of student school must teach objective, systematic and successive. It disciplines a student, brings up for him responsibility for implementation of work, trains to systematic, systematic educational-cognitive activity, causes aspiring to the best results of educating.

**Conclusions.** In the conditions of socio-economic changes in our society the traditional educating already can not be to the anchorwomen in the integral educational process of preparation of future specialist, as

modern terms require professional mobility, high competence and row of personality internals. Therefore such technologies of pedagogical process, that assist development of individuality of student, become meaningful, provide necessary terms for his саморазвития, self-expression. One of such technologies is the personality-oriented educating, in the center of that there is personality of student, his originality and self-valuable.

The construction of process of professional preparation of future doctor on the basis of the personality-oriented educating will provide possibility to realize itself in cognition, educating and vital functions on the basis of capabilities, inclinations, interests, valued orientations and own experience of student.

To absolute advantages of the personality-oriented educating also follows take his construction on principles of variability, providing for determination of maintenance, forms and methods of educational process taking into account development of every student for his pedagogical support in a cognitive process and conditioning for a self-expression and саморазвития of future specialist.

The personality-oriented educating supposes possession a teacher the method of the differentiated approach that differs on complication, methods and receptions of organization of pedagogical process; rationally to combine the traditional and innovative methods of educating; to form ability of students independent to acquire knowledge and to apply them; realization of permanent control and correction of knowledge of students.

Introduction of the personality-oriented educating to higher educational establishment needs updating of maintenance of education, forms, methods and facilities of his realization.

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