

DISCUSSING A PROBLEM

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O. I. VOJT

THE PLACE AND THE ROLE OF STUDENTS' SELF-STUDY IN STUDYING PHARMACEUTICAL SUBJECTS UNDER CREDIT-MODULE SYSTEM

The essence, forms, peculiarities of organizing students' self-study in higher medical and pharmaceutical school studying «Technology of Cosmetic products» under credit-module system of education is studied. It is proved that the preparation of qualified teachers is impossible without the improvement of individual students' work, stimulating their professional and bringing up their creativity.

Keywords: *students' self-study, credit-module system of education, educational process, the aim of self-study, forms of assessment.*

O. I. ВОЙТ

МІСЦЕ ТА РОЛЬ САМОСТІЙНОЇ РОБОТИ СТУДЕНТІВ У ВИВЧЕННІ ФАРМАЦЕВТИЧНИХ ДИСЦИПЛІН В УМОВАХ КРЕДИТНО-МОДУЛЬНОГО НАВЧАННЯ

Розкрито сутність, форми й особливості технології організації самостійної роботи студентів медичних і фармацевтичних вищих навчальних закладів (ВНЗ) в умовах кредитно-модульної системи навчання на прикладі вивчення дисципліни технології лікувальних косметичних препаратів. Доведено, що підготовка висококваліфікованих фахівців неможлива без підвищення ролі самостійної роботи студентів, спрямованої на стимулювання їх професійного зростання та виховання творчої активності.

Ключові слова: *самостійна робота студентів, кредитно-модульна система навчання, навчальний процес, цілі самостійної роботи, форми контролю.*

O. I. ВОЙТ

МЕСТО И РОЛЬ САМОСТОЯТЕЛЬНОЙ РАБОТЫ СТУДЕНТОВ В ИЗУЧЕНИИ ФАРМАЦЕВТИЧЕСКИХ ДИСЦИПЛИН В УСЛОВИЯХ КРЕДИТНО-МОДУЛЬНОГО ОБУЧЕНИЯ

Раскрыта сущность, формы и особенности технологии организации самостоятельной работы студентов медицинских и фармацевтических вузов в условиях кредитно-модульной системы обучения на примере изучения дисциплины технологии лечебных косметических препаратов. Обосновано, что подготовка высококвалифицированных специалистов невозможна без повышения роли самостоятельной работы студентов направленной на стимулирование их профессионального роста и воспитания творческой активности.

Ключевые слова. *Самостоятельная работа студентов, кредитно-модульная система обучения, учебный процесс, цели самостоятельной работы, формы контроля.*

The integration of Ukraine into European educational system has led to the need for bringing higher education in line with the Bologna Declaration, which provides credit-module system of studying and assessment of students' knowledge. Special attention in the context of above-mentioned process is paid to the improvement of students' self-study. Rapid scientific and technological advances require that future specialists have necessary skills to increase their knowledge and constantly improve professional competence in a short time period. Scientific results show that such skills and professionalism can be achieved only with the help of «skills of self-study and personal fulfillment»

[13]. Therefore, according to the National Doctrine of Education in Ukraine in the twenty-first century, the problem of students' self-study figures prominently in the restructuring of the educational process at university. Strengthening the role of students' self-study involves the creation of conditions needed to achieve high sustainable level of knowledge and skills that enable students to achieve maximum efficiency in their profession. Hence, the educational process should develop students' skills to study, to form their ability of self-development and creative application of acquired knowledge and outline the ways of adapting to the professional activity in modern world.

The issue of students' self-study has always been important and has been the center of attention for many researchers. This can be proved by numerous works of psychologists, educators, and modern scholars. Thus, substantial works by A. Aleksyuk and P. Pidkasytyi are dedicated to the problem of students' self-study in the intensive learning process [1]. V. Kazakov paid special attention to the information-methodological support of students' self-study [8, p. 9]. V. Moroz formulated the basic scientific and theoretical approaches to the improvement of students' self-study. V. Danylenko, Y. Palekh, and I. Shabdur outlined the general issue of organizing students' self-study and V. Babkin investigated the problem of organizing framework [6, p. 12].

In the sphere of theory and methodology of professional medical and pharmaceutical education the problem of self-study of students of various qualifications was studied by L. Voloshko [2] T. Dzvonkovska, V. Neiko [4], A. Zubarenko [7] and others. However, the issue of the choice of optimal students' self-study organization pattern, the problem of motivating their desire for self education while studying pharmacy subjects such as medical cosmetics isn't studied.

In regard to its importance, the issue of organizing students' self-study while studying pharmacy subjects with the aim to develop and improve the current health care system is quite relevant. **The purpose of the article** is to outline the essence, forms and the peculiarities of organizing self-study of students of Pharmaceutical department studying the technology of medical cosmetics in credit-modular system.

Regarding the interpretation of the term «self-study» «certain scientific controversy has aroused and continues emerging. For example, on the one hand, it is considered as a kind of academic work that is performed without the direct involvement of the teachers, but under their guidance, and on the other hand – it is a way of involving students into the process of mastering the methods of self-study and the development of their intellectual potential. Thus, A. Aleksyuk and P. Pidkasytyi argue that self-study is «any organized by teachers students' work, which is aimed at achieving a certain didactic purpose in specifically allotted for this time» [1]. Other authors believe that «self-study is a kind of work that is planned by the student, is performed according to the set tasks and with methodological guidance of the teachers, but without their direct involvement» [10]. Some scholars consider students' self-study as an integral part of the learning process, which involves personal accomplishment of the tasks according to the curriculum under indirect supervision of teachers.

Analyzing all possible approaches, we could argue that self-study is the main form of organizing studying process that includes different types of individual and collective training tasks, carried out personally by students during in class and out of classes activities based on their individual characteristics and cognitive abilities under indirect guidance of teachers or without their direct involvement. According to the modern understanding of learning as a process of identity formation of future professionals, the interpretation of students' self-study is nothing more than a method of forming self-reliance and individuals' activity, their reproductive and creative skills, the ability to apply theory into practice, to set and solve theoretical and practical tasks [3]. The aim of students' self-study is to develop «personality traits such as independence, namely the ability to organize and implement their activities without outside guidance and assistance» [8, p. 9].

The main forms of self-study are chosen depending on the teaching process objectives. According to A. Aleksyuk students' self-study includes the work with textbooks, teaching materials, primary sources, lecture notes during in class and out of class activities; doing exercises; self-monitoring; preparation of scientific reports; doing various individual assignments; writing term paper and senior thesis; involvement of students in scientific research with various levels of complexity, etc. [5].

At the same time, self-study, its organization, planning and the system of assessment is one of the weaknesses in the higher education and is an under-studied issue of educational theory, especially concerning current educational system. Successful implementation of students' self-study is possible

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due to their motivation that determines not only the successful completion of the task, but the high quality understanding of new material. Undoubtedly, clear focusing on the comprehension of something new leads to its successful implementation. In addition, further positive feeling after learning new information, understanding and seeing the importance of the obtained knowledge and skills serve as an important spur for self study. Motivation establishes and leads to positive attitude to learning activities, developing the interest in studying and confirming the importance of the acquired knowledge for further career growth. The results of psychological studies show that the structure of learning activities, appropriate to the purposes of education is a forming factor of not only acquired knowledge, but also educational interest, willingness to study, interest in the sources of knowledge, and the pursuit of self-education.

As any learning activity, self-study of the technology of medical cosmetics has all its elements and functions (Fig. 1).

Solid self-education skills are best formed if self-study is properly organized in the in-class and out-of-class activities.

In-class self-study activities are regulated and are performed by the students in the classroom, as mandatory scheduled classes, where they listen to lecturers and take notes, perform laboratory work, participate in discussions, and improve their ability to find the correct answers and optimal solutions. Concerning the students of the pharmaceutical department, it is aimed mainly at the laboratory tasks, acquiring practical skills, communication with patients.

Educational	<p>promotes the need for self-education</p> <p>enhances the link between studying and scientific work</p> <p>improves professional knowledge</p> <p>develops effective learning of technological subjects</p> <p>promotes practical application of acquired knowledge</p>
Developmental	<p>develops skills for self-study, including the study of the legislative and regulatory framework, Internet sources, and scientific works concerning the issue of making cosmetics</p> <p>develops creative abilities to make presentations on a chosen topic:</p> <p>increases enthusiasm for the future profession</p> <p>improves students' outlook knowledge concerning the process of making cosmetics</p> <p>encourages students to learn new ways and methods</p> <p>promotes clear goals and motives</p> <p>develops students' speech skills in the presentation of the results of their own work</p>
Personality developing	<p>develops a sense of duty and responsibility</p> <p>develops perseverance, creates moral and aesthetic values</p> <p>develops independence as personality trait</p>
Cognitive	<p>developing systematic knowledge from the technological subjects</p>
Self-educational	<p>developing skills and knowledge, and their creative application in future profession</p>
Prognostic	<p>developing the ability to anticipate and assess as a possible outcome and to complete the task itself</p>
Correcting	<p>develops the ability to make correct changes while performing the task, to correct mistakes in the colleagues work as well</p>

Fig. 1. Elements and functions of self-study of students studying the subjects «Technology of medical cosmetics»

Out-of-class activities are less regulated than the class ones. Its organization is put into practice, as O. Kucheriava believes, according to some principles:

Out-of-class activity is a non-stop process during which training as well as personality-forming, that has no fixed deadlines and develops from one stage into another, take place.

Out-of-class activity anticipates students' personal choice as well as some duties connected with the system of studies (accomplishment of the study of some tasks, fulfillment of scientific research, etc.)

Out-of-class work is one of the factors that form study motivation. It is not only a stimulator, but also the result of the perception of the effectiveness of this process by the students.

Out-of-class work is the basis of a student's personality development. It's aimed at close thorough personality development that takes place only when it is drawn to different activities and allows the students to realize their inclinations, abilities, interests.

Out-of-class work is an important part of the personality formation of a future specialist that aims at satisfaction of needs in creative individual activity, professional self-determination, stimulation of creative development.

Out-of-class work is one of the instruments of communicative activity that is expressed in interpersonal interaction of those who communicate, letting investigate more thoroughly the forms and types of individual acts that lead to uniting students into a group, establishing positive emotional contacts [11].

But, in spite of the type of self-study – in-class or out-of-class – its importance in the development of a future specialist cannot be denied.

Contemporary tendencies in educational development in Ukraine have reduced the in-class capacity and correspondingly have increased time for self-study. A logical question comes into being: «How will it influence the quality of future specialists' training?» That's why for the schooling to be effective, the following specific conditions should be created:

- providing with the availability and accessibility of all the necessary teaching methodological and reference material (set of textbooks on the subject);
- creation and implementation of the regular quality control of the performed self-study system (testing system);
- realization of the mobile feedback through «student-teacher» system;
- coordination of consultation the students on the results of the current testing;
- development and implementation of the grounded system of accounting the quality of current work during the semester at the final assessment on the discipline.

As the experience of many years' observations showed, to improve the training of pharmacists it's necessary to manage more actively the students' process of gaining knowledge while working individually. The role of the teacher from the traditional function of control is transferred to the function of control of external factors. Hence, the most important task of the teacher is to teach students to learn. To actually create this ability, it's necessary to exclude memorizing, rote memorization (cramming) of material from books. The above mentioned things mean that when reading literature, listening to lectures a student must constantly correlate this information with his own thoughts, feelings, critically analyzing and evaluating them from scientific perspective. This would mean that by means of the material under study, the student develops thinking that allows him to learn on better, not roting the theory, but analyzing vital facts with its help. Only in this way any learning material can be studied [8, p. 9].

Among the conditions that provide successful fulfillment of self-study are the following: motivation of the task; strictly stated cognitive tasks; algorithms, methods of work, the students' knowledge of the ways of its realization; a clear teacher's definition of the report forms, the scope of work, deadline of its presentation; the definition of the types of consulting assistance (adjusting, theme, problem consultations); evaluation criteria, report; the types and forms of control (practical course, tests, seminars) etc.

The tasks on the course «Technology of medical cosmetics», done by students in groups, facilitate the acquisition of skills and abilities to work individually, to solve the problem situation quickly. Learning objective of these tasks also implies the formation of complex skills to think and act in a team. Each group receives all the necessary tasks as to the formulation of a given product. Students work on a certain task and based on the previous experience form the recipe and make the appropriate cosmetic. The received result immediately shows the correct preparation of the recipe, as organoleptic indexes characterize the quality of the ready-made product.

Another significant and motivational element of each task is that when it is done successfully, namely when a cosmetic product of good quality is got, students can use it for their own purposes.

Such motivation makes students think about the good formula and carefully follow all the technological stages of its preparation. When difficulties arise, it is always possible to refer to a teacher for an advice. Negative results and error analysis are discussed during the seminars.

This work contributes to the understanding and consolidation of the training material, creating the ability to analyze, compare, summarize, establish causal connections with the previously learned material, apply theoretical knowledge in practice, and most importantly, it forms a conscious, ready for further practice future specialist.

In the process of carrying out independent research works (creative tasks, projects and diploma papers, etc.) students must demonstrate creativity, show their original vision of the problems, rather than act according to a specific pattern. Only with these approaches intellectual potential is revealed, and research competence of the students, who will continue promoting the development and production of new cosmetics, are realized.

Practical and research work in scientific laboratories, close cooperation with the lecturers of the department, consultations with the specialists from other fields are important in the process of writing diploma, course and research papers on the technologies of medical cosmetics. This work requires from students the theoretical knowledge and skills, creative approach to solving the problems related to the production, investigation and promotion of new cosmetics. Individual tasks of this type contribute to the further study of theoretical material on the selected themes of the course, as well as the generalization of the knowledge, development of the skills of using the knowledge to solve complex professional problems and development of the skills of self-study of training and scientific literature. The above work provides the student with wide-scale understanding of the problem, and most importantly - in close collaboration with colleagues and teachers leads him to core knowledge that is necessary for further professional activities [10].

Nevertheless, even the best self-study schedules do not guarantee success, but very often lose their importance if immediate regular control, which is one of the most important stages in the organization of self-study, is not arranged.

The control should be regular, in time, objective and integral. It covers:

- observation of the self-study completion, the level of students' cognitive activity, depth of creative search and solving the problems, treatment of the case;
- control of the fulfillment of calendar self-study schedule;
- identification of the students, who are passive to the classes, and carrying out some individual consultations with them;
- evaluation of the knowledge got as a result of self-study.

To make the study of pharmaceutical disciplines effective the following forms of control should be used: conceptual dictation; asking students the material of the previous lectures; analysis of students' work on exercises; presentations and speeches at seminars; written tests; presentation of students' projects; presentation of course and diploma papers; check of students' notes, work with copybook; self-control; Moodle tests.

Thus, the training of future specialists, who are able to meet the competition on the labor market, ready to competent and effective work in their field, in medical and pharmaceutical higher educational institutions are impossible without enhancing the role of students' self-study, that aims at stimulating their professional development and nurturing creative activity.

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I. V. SHEREMET

INNOVATIVE APPROACHES TO PROMOTING HEALTHY LIFESTYLES

In the article a short outline of innovative pedagogical technologies for the healthy lifestyle formation is given, as well as the motivation for physical education classes and doing sports is outlined. The improvement of educational process, the use of new approaches for leading classes of physical education and trainings within a school timetable, the system of sport self training classes and technologies of coordinative work of school and family are analyzed. The necessity of radical change of physical education system, the implementation of innovative approaches and organizational pedagogical technologies are also examined in the article.

Keywords: *physical activity, physical preparation, physical health, innovation, pedagogical technologies, the program for physical and improving health activities.*

I. B. ШЕРЕМЕТ

ІННОВАЦІЙНІ ПІДХОДИ ДО ФОРМУВАННЯ ЗДОРОВОГО СПОСОБУ ЖИТТЯ В УМОВАХ СУЧАСНОЇ ШКОЛИ

Наведено відомості про інноваційні педагогічні технології, спрямовані на формування здорового способу життя, мотивації до занять фізичною культурою і спортом, вдосконалення навчально-виховного процесу, нових підходів до проведення уроку фізичної культури і фізкультурно-оздоровчих занять у режимі дня школи, системи самостійних занять фізичними вправами, технологій взаємодії сім'ї і школи. Розглянуто необхідність кардинальної перебудови системи фізичного виховання, впровадження інноваційних підходів та сучасних педагогічних технологій організації системи фізичного виховання.

Ключові слова: *рухова активність, фізична підготовленість, фізичне здоров'я, інновація, педагогічні технології, фізкультурно-оздоровча програма.*