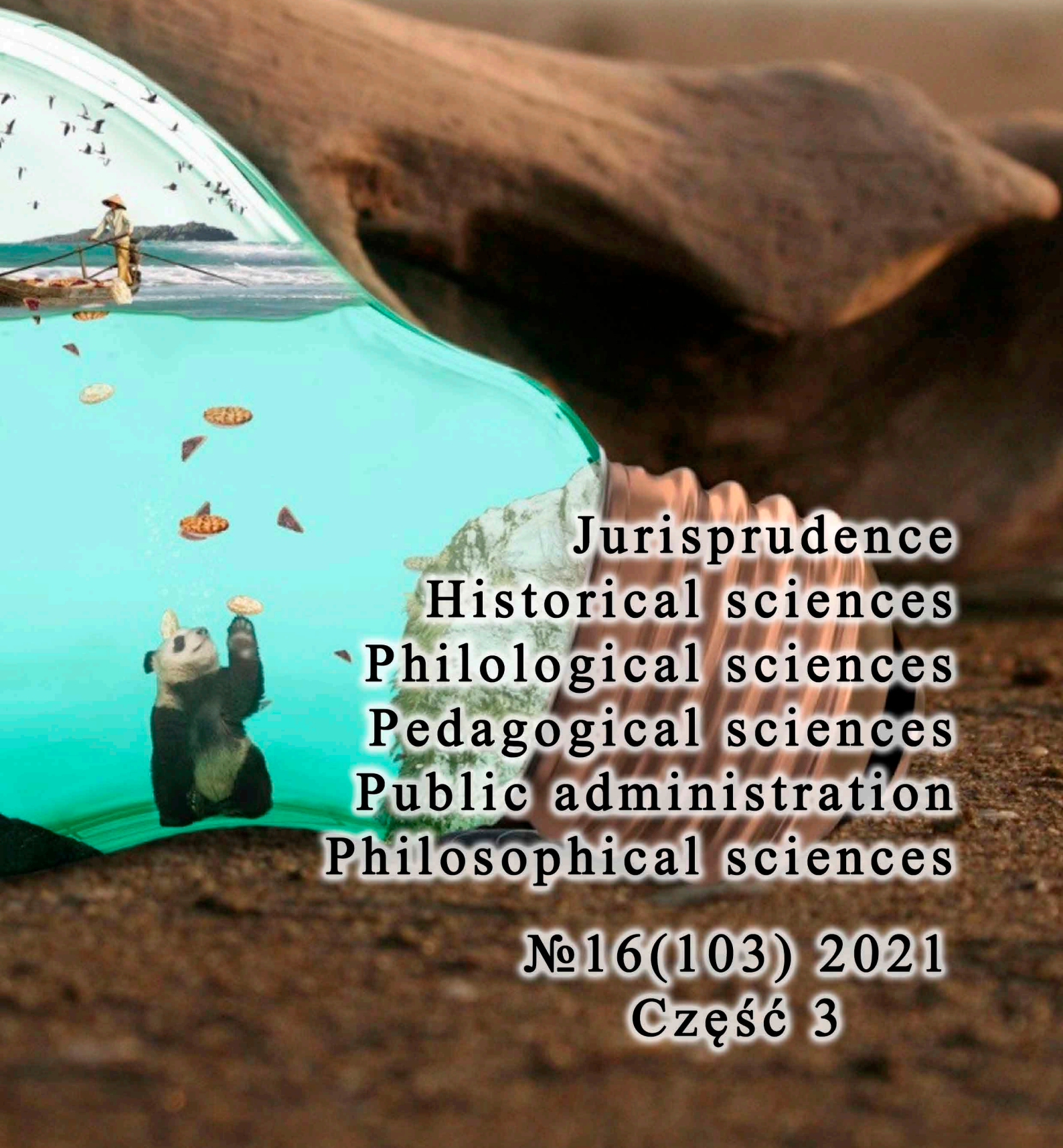




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The formation of skills of cognitive and research activities in children is not automatic, but under the guidance of an adult the educator takes a leading position as a mentor, a guide to the world of knowledge through experimentation. Thus, the teacher is directly involved in the study, but does so in such a way as to give preschoolers the impression of working together with him as an equal partner; the teacher manages the process so that children have a sense of joy of self-discovery. In the process of research activities with elder preschoolers, the adult must follow three unwritten rules: the interaction of the teacher and actions only in the system of “partnership and cooperation”; exchange of experience; the educator's appeal to the children for help (“I don't understand, for some reason I can't”). In our opinion, such a position is extremely necessary in the process of cognitive research activities with “special” children. Such interaction with adults helps them feel independent and competent, so it is desirable to systematically work with parents of children to make them follow the established system of relationships.

In summary, we can state that the organization of cognitive research activities for children, and especially for “neuro-different” children, is not only possible but also necessary. This is mainly due to the individual characteristics that are common to all children with disabilities. Therefore, the search for and implementation of innovative and effective forms, methods and techniques of teaching (the cognitive research has such a function) is one of the necessary means to increase the level of educational process in the work of the educator.

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MODELING OF COMMUNICATIVE SITUATIONS OF FUTURE PROFESSIONAL ACTIVITY IN THE EDUCATIONAL PROCESS

Аннотация.

В статье представлена технология контекстного обучения. Рассмотрены различные составляющие данной технологии и пути ее использования в образовательном процессе. Целью статьи был анализ технологии контекстного обучения и ее использование в процессе формирования профессиональной коммуникативной компетенции студентов аграрных специальностей.

Abstract.

The article presents the technology of contextual learning. Various components of this technology and ways of using it in the educational process are considered. The purpose of the article was to analyze the technology of contextual learning and its use in the process of forming the professional communicative competence of students of agricultural specialties.

Ключевые слова: *контекстное обучение, технология Case-Study, инновация, инновация в образовании, педагогическая технология, профессиональная компетентность.*

Keywords: contextual learning, Case-Study technology, innovation, innovation in education, pedagogical technology, professional competence.

The formation of communicative professional competence is a component of general professional training and is carried out during 4 years of study in the study of such disciplines as "Foreign language for professional purposes (English)" and "Business Ukrainian language", which is included in the list of compulsory disciplines of the humanities. When selecting educational technologies and building the educational process, it is necessary to comply with legislative and regulatory documents of the Ministry of Education and Science of Ukraine, as well as international documents and agreements relating to higher education institutions. When forming the communicative professional competence of students of agrarian specialties it is necessary to be guided by a number of conditions. Therefore, in our opinion, the concept of pedagogical condition should be considered first of all. The concept of "pedagogical condition" includes two components "pedagogical" and "condition". A large explanatory dictionary of the modern Ukrainian language gives the following interpretation of these terms: "pedagogical" - which meets the rules, requirements of pedagogy [10, p.713]. Macmillan interprets the concept of "pedagogical" as correlated with educational methods and principles [3, p. 1045]. The concept of "condition" is broader and is considered in many social sciences: pedagogy, psychology, philosophy, sociology, and so on. For example, the Great Explanatory Dictionary of the modern Ukrainian language interprets this concept as follows: "condition" - a necessary circumstance that allows the implementation, creation, formation of something or contributes to something [10, p.1295]. The philosophical dictionary defines: "condition" is that on which the other conditioned depends; an essential component of objects (things; their states, interactions), from the presence of which the existence of a certain phenomenon is determined [23, p.707]. The Longman Language Activator explains the term "condition" as "a thing that you must fulfill or achieve in order to be able to do or have something" [5, p.220]. Having analyzed the existing definitions, in our study, under the pedagogical conditions we will understand: a set of circumstances that contribute to the effective use of innovative technologies in the formation of communicative professional competence of students of agrarian specialties. M. Lisovyi, researching the problem of formation of professional speech of future medical workers notes that for the formation of professional speech of medical students it is important to take into account and adhere to the basic principles of language learning: - unity of development of speech and thinking; - connection of oral and written speech; - connection of the practice of forming the culture of professional speech with the theory of linguistics; - the connection of the formation of the culture of professional speech with the study of humanities and special disciplines.

N. Logutina considered the conditions for the formation of readiness for professional foreign language communication in future managers of foreign agrarian activity, she referred to the most important conditions:

- promoting students' awareness of the role of professional foreign language communication in the foreign agrarian activity of the manager; - implementation of a contextual approach to the educational process; - use of forms and methods of interactive learning; providing reflexive analysis by future managers of their own communication capabilities [18, p. 112].

V. Liventsov in order to improve the culture of professional communication of future managers identifies the following pedagogical conditions:

- formation of students' reflective attitude to the communicative aspect of future professional activity, focus on self-improvement of methods and techniques of business communication;

- the use of group forms of organization of education, built in accordance with the principles of socio-psychological training;

- the use of story-role and business games as methods of active learning, modeling the social context and the main ways of communication of the manager in situations of professional interaction;

- development of perceptual, interactive and communicative skills of students simultaneously with the correction of their value orientations in the field of professional communication;

- teacher's orientation to the dialogical form of educational interaction with students, which provides a favorable psychological microclimate in the group, the atmosphere of creativity and spontaneity during classes, emotional contact with students [17, p. 119].

Based on our proposed definition and analysis of psychological and pedagogical literature, we have identified the pedagogical conditions for the formation of communicative professional competence of students of agrarian specialties:

1. modeling in the educational process of communicative situations of future professional activity;

2. professional and communicative orientation of information and communication technologies;

3. ensuring the subjective position of students in the process of professional communicative training.

The next step is to choose the justification of our chosen conditions. During the selection we were guided by the following criteria:

- innovation;
- efficiency;
- easy to conduct;
- highly adaptability.

We will reveal more widely the requirements specified by us. I. Dychkivska, sharing V. Zagvyazynsky's opinion, states that "new in pedagogy is not only ideas, approaches, methods, technologies that have not been put forward in such combinations, or it has not been used, but also a set of elements or separate elements of the pedagogical process, which have absorbed a progressive principle, which allows in changing conditions and situations to effectively solve the problem of upbringing and education" [13, p.19]. G. Selevko notes that modern pedagogical technologies exist in a

competitive environment and must be effective in results and optimal and guarantee the achievement of a certain standard of learning [21, p.17]. Therefore, we understand efficiency as the ratio of time, money, effort and the result obtained. A large explanatory dictionary of the modern Ukrainian language interprets the terms "easy" - without complications, simply "[10, p. 483], and "implement" - to put something into action, in practice "[10, p.161]. In our opinion, ease of implementation is the absence of complex obstacles to the use of technology. High adaptability - the ability of technology to quickly assimilate into the existing learning environment. Based on the analysis of psychological, pedagogical, methodological and linguistic literature, we have substantiated and built a model of formation of communicative professional competence of students of agrarian specialties, which we consider as a holistic system.

The model developed by us includes such interconnected components as components of communicative professional activity: motivational-target, orientation-cognitive, functional-activity and evaluation-corrective, criteria of their estimation and levels of formation (high, average, low), and also pedagogical conditions formation of communicative professional competence of students of agrarian specialties. Let's consider the conditions specified by us in more detail. Modeling situations of future professional activity is reflected in the technology of contextual learning. This technology in domestic pedagogy was developed by A. Verbytsky. Although it was first used in the United States at Harvard University. This technology is designed to increase the efficiency of education in higher education and combines training in specially modeled professional situations. A. Verbytsky noted that: "Training in which with the help of the whole system of didactic forms, methods and means the subject and social content of the future professional activity of a specialist is modeled, and his assimilation of abstract knowledge as sign systems is imposed on the outline of this activity, we call sign- contextual, or simplified contextual learning "[11, p.33]. In foreign pedagogy, the technology of contextual learning is often called "Case-Study", which literally means - the study of the situation, case. Many domestic scholars have dealt with the issue of context and contextual learning. In particular, the psychologist O. Tikhomirov [22] considered the differences between contextual content and situational content. He believed that working with context promotes creative thinking. P. Lindsay and D. Norman [16] give the context a significant role in the processes of human information processing. E. Panov dealt with the relationship between the situation, context and content of the action. Problems of context influence on anticipation processes are found in the works of B. Lomov [19], E. Surkov. Also such well-known psychologists as M. Bakhtin, A. Luria, A. Leontiev were interested in the question of context and contextual situations. Among foreign scholars on this issue are: J. Richards, Amy B. M. Tsui. The technology of contextual learning involves subject and social modeling of the future professional activity of the specialist and his assimilation of abstract knowledge of the profession. A. Verbytsky

[11] identifies three basic forms of student activity. These include: academic training (traditional), quasi-professional (this includes business games and other forms of play) and training-professional (e.g. internships, thesis preparation, etc.). The following educational models can be attributed to the forms of student activity (academic, quasi-professional, educational-professional educational activity): semiotic, imitative and social. The semiotic model involves the student receiving information and processing it without expressing a personal attitude to the material being studied. The student's activity is expressed in listening, reading, speaking and writing. The simulation study model provides for the student to go beyond the submitted information and compare it with future professional activities. In this case, there is a personal involvement of the student in mastering a particular field of activity. In the social educational model, the task acquires a dynamic development in the joint, collective activities of students [11, p.70]. O. Larionova notes that the theory of contextual learning is based on three sources: - understanding of the content-forming influence of the subject and social contexts of the student's future professional activity on the process and result of his educational activity; - activity theory of learning, developed in domestic pedagogy; - theoretical result of various experience of using forms and methods of active learning [14, p.119]. Researching the technology of contextual learning, M. Levkivsky emphasizes that its essential characteristic is the modeling with the help of sign tools (language of academic disciplines) of the subject and social content of future professional activity. Thus, in contextual learning, the means of knowledge (by sign systems) become (as if "viewed") the contours of professional reality, and therefore abstract pedagogical positions (knowledge, contradictions, patterns, principles) are closer to life [15, p.53].

Contextual learning technology also includes lectures and seminars. There are the following types of lectures: information (classical), problem, lecture-visualization, lecture with pre-planned mistakes, lecture-press conference. Seminars should implement the principles of problem-solving, it is appropriate to give them a form that would promote the development of discussions, debates, creative use of knowledge. Contextual learning technology is a great way to integrate subject specificity and language learning. The use of this technology in language teaching helps to combine the use of methods aimed at performing a specific task and problem-based learning, as students face a specific (authentic) problem that must be solved by analyzing the material presented in the language they are learning. The authenticity (authenticity) of situations and material has an extremely positive effect on student motivation and stimulates language learning in general. The main purpose of using this technology is to improve language learning through the use of special tasks through the introduction of contextual learning technology. The purposes of using this technology are:

- 1) to increase the motivation of students learning the language by using quality materials of contextual learning technology;

2) to create new, accessible curricula for broadcasting teachers, which will be introduced in teaching and will lead to the growth of professional development.

Contextual learning technology has long been used in economics and law, but it still remains an innovative technology in language teaching. The use of contextual learning in language learning has a positive impact on the development of active and passive language skills. It also influences the development of presentation skills, problem solving, and teamwork. Not all tasks in contextual learning are the same; they depend on the level of language proficiency of students and the goal to be achieved. After all, the main goal of a language teacher is not just to teach the material, but to improve communicative professional competence during language practice. Different textbooks offer options for using contextual learning: some clearly described situations, others offer mini-situations at the end of each semantic part of the given material or topic. There are also two types of contextual learning: the first - provides the student with the ultimate goal in practicing specific skills (negotiation, interviewing, problem solving, decision making), the second - freer and allow the teacher to choose the strategy of the lesson at its discretion. R. Scholz and O. Taitier give the following aspects and classification of Case-Study [6, p.10].

Today there is a lot of controversy about the effectiveness and appropriateness of the use of certain learning technologies. Among the technologies that attract the attention of scientists and practitioners, Case-Study technology is becoming increasingly popular. Obviously, aspects of this technology are important for deeper analysis. Among the latest studies on the use of Case-Study technology are the works of G. Bagiev, L. Zhdanova, V. Lobashov, Y. Surmin and others. Among foreign scholars, K. Rennie, J. Honan, S. Wasserman, M. Lundenberg, B. Lewis, H. Harrington, and others are studying this problem. In practice, many foreign educational institutions use Case-Study technology as an effective way to achieve a high level of student knowledge. Originating in the early twentieth century in the United States, it is widely used in many educational institutions around the world. Among such universities are Boston, Harvard, Cambridge, Columbia and others. E. Margvelashvili emphasizes that the use of Case Study in foreign educational institutions occupies a significant place. Thus, on average, 35-40% of study time is devoted to solving typical situations there. For comparison, the School of Business at the University of Chicago considers 25 situations of all study time; at Columbia University Business School - 30%. The leader is Harvard University, where up to 700 case situations are considered per year [20, p.82].

There are both supporters and opponents in the use of this technology. Proponents consider it a highly effective technology that allows you to learn the material at a high level. Opponents consider this technology imperfect, noting that theoretical knowledge is more valuable than practical; the results of processing small Cases (situations) are unreliable [7]; it is impossible to draw a conclusion from a single case, so the results of the Case Study cannot have scientific significance; the

use of this technology is possible only for setting hypotheses, not for testing them; there is often a difficulty in summarizing the specific situation under investigation. Professor Bent Fleuberg from the University of Aalborg (Denmark) in his study "Five Misunderstandings about Case-Study Research" proves the importance of the described technology and refutes all the above shortcomings [1, p.219]. Analyzing the ways of using this technology in the educational process, we want to draw attention to the fact that in foreign practice is dominated by direct consideration and analysis of cases (situations) of different agrarian directions. Traditionally, the study of language involves the assimilation of certain language material (grammatical, lexical, phonetic, syntactic, orthographic, orthopedic, ethnographic) by performing certain tasks. Traditional approaches to language teaching do not involve a deep synthesis of language material and professional orientation. This causes a low level of knowledge of students not only on the basis of the specialty, but also nullifies the educational and cognitive motivation. In contrast to the traditional approach, the use of Case-Study technology improves the student's knowledge of special subjects, in our case agronomy, and allows to improve oral and written language practice; provides the development of such operations of thinking as: analysis, synthesis, comparison, generalization, abstraction, concretization; develops educational and cognitive motivation. According to G. Dimant, the use of Case Study technology in teaching students of agrarian specialties not only facilitates the understanding of economic laws, but also helps to increase the level of motivation for different courses and promotes the formation of research, communication and creative skills in decision making [2, p. 73].

Dr. G. Vole [9], a senior lecturer in economics at the University of North London, uses Case-Study technology in his practice, noting that in order to successfully master the material, it is necessary to develop two types of skills in students: - "lower skills" - knowledge, understanding and ability to apply; - "higher skills" are operations of analysis, synthesis and evaluation. To develop "higher skills", according to the researcher, students first need to be motivated and stimulated to learn basic knowledge. In his practice, Dr. G. Volpe [9] uses Case-Study technology in agriculture sphere, and his lecture has the following structure:

1) first, the lecture material is offered to students and used as a means of presenting its topic and highlighting the main issues for discussion. In this way students' attention is attracted and general knowledge is transferred;

2) during the lecture the main theoretical aspects are revealed on the basis of its content. This allows students to relate theory to context;

3) at the end, the main conclusions are summarized and the lecture material is reviewed again to record the main provisions in the memory of students [9].

In the process of discussing situations, various forms of work can be used: press conference, dialogue with managers, specialists in this field, report, etc. [2, p.74]. The authors, in agreement with researchers J. Honan and S. Sternman, in their book "The Use of

Cases in Higher Education" cite five defining features of Case-Study:

- 1) use of real problems;
- 2) maximum inclusion of participants;
- 3) maximum trust in the teacher;
- 4) lack of evaluation ("correct", "incorrect") of answers;
- 5) the teacher must "fit" the participants in the "case situation" [4, p.1-2].

Researchers also cite five basic principles of Case-Study:

- 1) the advantage of situational analysis;
- 2) obligatory connection of analysis and ideas;
- 3) the need to include students;
- 4) non-traditional role of the teacher;
- 5) the balance of independent and collective learning [4, p.1].

There are two questions about the use of Case-Study technology: the first is where teachers can obtain materials, so-called "cases" and the second is how to adapt the technology so that it is effective in language learning (the amount of material is significant for a small amount) and put language material into a professional context. As the experience of foreign experts shows, case materials are widely represented both in the specialized literature and on the Internet. In particular - A Student and Teacher Business Studies Resource Center offers one hundred situations for consideration and analysis. Access to them is free at www.thetimes100.co.uk. Well-known world brands are analyzed from different angles; in particular, the example of Intel considers the use of innovation to create competitive advantages. The use of Intel's integration approach in research and production to develop your own business is analyzed. The example of The Building Societies Association (BSA) examines different types of organizations and their purpose, emphasizes their common and distinctive features. Siemens analyzes learning and development as a growth strategy. One situation concerns Škoda's management: it was built on the basis of SWOT analysis (SWOT is an abbreviation of the method of analysis in audit: Strengths - advantages; Weaknesses - weaknesses; Opportunities - opportunities; Threats - warnings), which contributed to effective competition in mechanical engineering. Oxford University Press (www.oup.com) offers a number of educational and methodological complexes for learning English by students of agrarian specialties: Business Basics, Business Focus, Business Grammar & Practice, Business Objectives, Business Vision, Business one: one, ProFile, Oxford Handbook of Commercial Correspondence. Complexes have a communicative orientation and are developed in an agrarian context, and aim to develop all types of speech activity. Texts used in textbooks are taken from articles, magazines, books and situations of real companies. Cambridge University Press (www.cambridge.org) also offers a number of specially designed courses for students of agrarian specialties, including: Business Communications, Business English Frameworks, Business Roles, Communicating in Business, New International Business English, Professional English in Use: Finance, Professional English in Use Marketing.

For teachers who independently develop situations for analysis, it is worth highlighting the following information in the study of the problem:

- a) determine the company on the example of which the analysis will be performed;
- b) provide brief information about the company and provide the main points for consideration;
- c) describe the problem, get acquainted with additional information that can help solve the problem;
- d) indicate the purpose of the study and what results the company seeks to achieve;
- e) you can give examples of thoughts of company employees and experts about the problem under study;
- f) indicate the company's plans for the future;
- g) offer additional literature for students who want to explore the problem in more depth.

R. Scholz provides the following sources of information for creating Case-situations [6, p.14]:

- archival records;
- open interviews;
- targeted interviews;
- structured interviews;
- direct observation;
- split observation;
- survey;
- experiments;
- other techniques for obtaining samples.

It is worth noting that the main purpose of using this technology is not only to find the only correct solution to the problem, but to involve students in active discussion when they participate in various mental operations and language practice. It is a well-known fact that the more often a student uses a certain lexical unit, grammatical, syntactic structure, the better it is memorized. Therefore, the very fact of language practice is important. Students who are often afraid to speak due to a low level of knowledge may be involved in the discussion process in groups. This not only improves knowledge, but also increases their level of learning and cognitive motivation and self-esteem. The defining characteristics of future students- agrarians G. Dimant includes: review, data processing, organizing information about economic phenomena and processes, analysis of economic results, evaluation of its success and opportunities for improvement, forecasting, current planning and prospects [2, p. 74].

V. Galyant to the specific abilities and skills of students of agrarian sphere refers to the professional style of thinking, which includes:

- systematic
- a comprehensive approach to solving agrarian problems, the ability to establish relationships, the structure of a particular process or phenomenon;
- versatility
- the ability to calculate all possible options in the analysis and solution of the problem;
- selectivity
- purposeful choice of the optimal solution of the problem;
- prospects
- forecasting the results of activities, predicting the consequences of decisions, identifying priority areas;
- flexibility

- the ability to easily adapt to a new situation and find unconventional solutions; identify and eliminate inconsistencies;
- efficiency
- a quick and rational solution to the problem [12, p.178].

The role of the teacher in the application of Case-Study technology is unique, he can be an organizer, a guest, an arbitrator, a judge, a mediator, a friend. According to J. Honan and S. Sternman [4], the main function of a teacher who uses this technology is to act as a highly professional assistant, breaking down barriers between students, promoting a more lively discussion of situations and directing the audience in the right direction [4, p. 9]. The role of the student is also unique. For comparison, researchers offer two schemes of functional relationships between teacher, students and learning material when using Case-Study [4, p.10].

Referring to the use of the technology described above, it should be noted that the introduction of only Case-Study technology in the learning process is not a panacea, so it is necessary to use other learning technologies, to combine them organically. Many teachers do not use this technology for the following reasons: first, they feel insecure, thinking that they may become entangled in new educational technology and lose credibility in the eyes of students; secondly, they may not like the change of status from a teacher who is the full owner of the lesson to a consultant-organizer of educational activities. Finally, teachers who use traditional learning technologies may feel that learning is not complete if they use Case Study technology [8, p.70]. Using Case Study technology can help:

- development of critical thinking;
- improving students' organizational skills;
- the situation being studied is characterized by a high level of informativeness;
- improving communication skills;
- this technology can be used to improve student writing skills and oral communication.

Nonverbal communication skills can also be improved with this technology;

- development of managerial communication skills, such as meetings, presentations, signing contracts, etc.

This technology transports students to life situations and sets them up for communication, educational cooperation and development of teamwork skills. Thus, analyzing all the above, we can conclude that the use of contextual learning technology is undoubtedly a promising and effective tool in preparing students of agrarian specialties, as it helps students to effectively master professional educational material, develop their communication skills, increase student motivation to study languages in the profession, to promote professional thinking. At the same time, it is important to remember that the effectiveness of this technology depends on its skillful combination with traditional learning technologies.

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PREPARATION OF THE FINAL YEAR STUDENTS IN THE SUBJECT "PEDIATRICS, CHILDREN'S INFECTIONS" DURING DISTANCE LEARNING: THE RESULTS OF AN ANONYMOUS QUESTIONNAIRE.

Abstract.

The article presents the results of an anonymous survey of the 5th and the 6th year medical students, which concerned the assessment of distance learning through the students observations, distance learning methods, students' attitudes to e-learning in the subject "pediatrics, pediatric infections".

Keywords: *distance learning, self-study, pediatrics, paediatric infections.*

Introduction. There are currently global changes in the health medical education system related to the COVID19 pandemic in Ukraine and around the world. In all higher medical educational institutions, there was a switch over to distance learning, in which the transmission of information to students is in interactive mode with the use of information and communication technologies [1, p.196].

The emergence of e-learning is not accidental - it is a natural stage of development and adaption of education to modern conditions of the information society. All over the world, distance education has long occupied its socially significant role, providing constant contact and emphatic exchange of information between listener and teacher (tutor), while the effectiveness of learning depends on the application of various methods of presenting new data and the introduction of modern information technology [2, p.93]. Distance education changes the role of the teacher, who during the educational process most likely acts as a tutor, mentor, coordinating the cognitive process of students [3, p.1855]. The most effective cooperation is achieved through active feedback, which allows constant improvement and the capability to update the course of subject, increasing the cognitive and creative activity of students. Interactive co-operation in the process of work gives students more opportunities for self-assimilation of new

information. During the practical lesson, which is conducted remotely, students actively discuss new material, learn to dissect and process new information, analyse clinical cases using case-based methods based on virtual patients, gaining new skills that will allow them to improve their professional skills and further apply them in practice.

Motivational attitude in student learning is especially important in the structure of professional competence of the graduate, particularly during e-learning. Creating conditions for independent scientific work, interest in the specialty intensive cognitive creative activity, contribute to the further formation of professional orientation.

The aim of the study. The aim of the work was to evaluate the self-study preparation of final year students in the subject "pediatrics, pediatric infections" during distance learning through the students' observation.

Material and methods of research. On the basis of the Department of Pediatrics and Paediatric Infectious Diseases of Bukovynian State Medical University, the effectiveness of training 93 students of 5-6 courses in the occupation "Medical Affairs" in the subject "Pediatrics, Paediatric Infectious Diseases", who studied remotely. It was found that 66.7% of respondents studied on a budget basis, 33.3% of students - on a

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