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

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

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

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

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

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

*акцентируют на значении контролируемых мероприятий разных форм как средства диагностирования состояния учебной работы для студентов и для преподавателей.*

*Ключевые слова: педагогический контроль, процесс обучения, диагностирование, формы контроля, результаты контроля, оценивание.*

The modern stage of development of our society, including socio-economic progress, requires constant dynamism in the development of science and higher education [7, p. 15]. That is why, urgent tasks of the Ukrainian higher education institution is revision, dynamic change, updating of the content of education, search of new forms and methods of educational activity, application of innovative teaching methods that would be able to provide the proper level of training of future specialists. Qualitative preparation of students is possible only under the condition of proper organization and management of the learning process in higher education institutions. One of the most important elements of the organization and management of the educational process is its pedagogical control. Pedagogical control of both the learning process and the results of educational and cognitive activity should be scientifically grounded, planned, rationally organized. Only in this case it will be effective and be able to achieve the results that were the purpose of our work.

Scientists – educators Alexyuk A.M. [1], Belikova V.V. [2], Witwitska S.S. [3], Zvarych I. [4], Yagupov V.V. [8] and others paid the great attention to study of problems associating with the development of methods, forms and way of control, the determination of levels of assimilation of information, the principles of organization and carry out of a control measures especially in the conditions of credit transfer system of studying. According to these experts, the pedagogical control is intended to facilitate the solution of the following educational tasks:

- test of basic knowledge of students, which provide mastering of the discipline;
- check of the students' understanding of the importance of both individual topic and the discipline as a whole in their formation as future specialists;
- assessment of students' readiness for each class and the level of mastering the educational material of each topic;
- diagnostics of students' ability to apply theoretical material of the discipline to solve practical problems;
- assessment not only knowledge, practical skills of students, but also the development of their ability to think logically, to predict phenomena, processes within the course material of the discipline;
- carrying out self-analysis of the activity by scientific-pedagogical workers (SPW) of the educational institution based on the results of control of students' knowledge in the discipline;
- assessment by SPW of the amount of correction and assistance to students who have difficulty mastering the course material.

According to literary sources [5, p. 278; 6, p. 210] the basic principles of the organization and implementation of pedagogical control are that it should be carried out systematically, be individual, be comprehensive and objective. The approach to the choice of control measures should be differentiated, encompassing different forms and methods. SPW's relation to students should be friendly at assessing the level of learning of each topic and the discipline as a whole and the control results should be communicated to students in time with comments and error analysis.

Based on the information mentioned above, the authors of the article consider it possible to share the experience of pedagogical control at the study of chemical disciplines at the department of medical and bioorganic chemistry of KhNMU. The main purpose of supervisory activities is not only to evaluate the level and quality of learning, but also to obtain objective and systematic feedback on the course of students' educational work. The results of the control are subjected to careful analysis because we think that it is a way of diagnostics of successes, disadvantages of the acquisition of educational material. This analysis allows to find out the causes of gaps in knowledge, practical skills, students' abilities and signals about need to improve forms, methods of implementation of the educational process, to provide timely assistance to lagging students.

It was noted above, one of the tasks of pedagogical control is to check students' understanding of the importance of discipline for the future specialist. Therefore, each class in both medical and bioorganic chemistry begins with the students' understanding how they will use the educational material of the topic in the study of biomedical, clinical disciplines and in their professional activity.

We apply such types of control as incoming, current and final at carried out of control measures. The incoming control takes place at the first class of medical chemistry. Students should answer for multiple-choice questions from the school educational material. In this way, we discover the basic level of knowledge of our students and their readiness to take on the new information they need to master at studying of chemical disciplines at the medical university. This control also allows the teacher and the student to determine the questions that need to be repeated, to be specified for further successful educational and cognitive activity.

Current control is systematic, obligatory, carried out at each class. Teachers of the department use various forms of control at laboratory and practical classes. At the beginning of the class, there is the incoming control in the form of the simplest test tasks from the study material of the topic that will be learned in the class. This control makes it possible to diagnose the degree of mastering the theoretical material of this topic as a result of students' independent homework and to pay attention to the most complex questions during the discussing of the topic at class. During the discussion of the educational material of the topic, current control is carried out in the form of orally questions. Moreover, at the same time the level of students' ability to solve practical problems based on theoretical statements is controlled. Current control of the work off of practical skills is ensured by the completion of laboratory works, which are provided for each class.

The final control is written at the end of the class. It can be a test, written work that consists of detailed answers to several questions. The final score of the current control at the class is complex, individual, taking into account all types of student's activity. The grade is announced to each student at the end of the class.

The information obtained by the teacher and the student on the results of the current control, makes it possible to make adjustments to the students' educational activity, stimulates them to systematic educational work. The teacher recommends that students who need help consult to the teacher-consultants. The lagging students are able to consult with a regular teacher every Saturday.

Materials for current control of knowledge, practical skills of students are developed by our SPW. We discussed it at the department's methodical meetings and

current control is the same for all students groups. Therefore, the results of the this control are comparable and representative.

Graded test (GT) is provided as a final control in both disciplines ("medical chemistry", "bioorganic chemistry"). It is carried out in accordance with the criteria for assessing the knowledge and skills of students "Instructions for the evaluation of educational activities under the European Credit Transfer System of the educational process", approved by the decision of the Scientific Council of KhNMU. Students are allowed to take the GT if they do not have any absent. The student can get minimum 70 points and maximum 120 points.

GT takes place at the last class of the discipline. The GT consist of three stages. The first stage involves the answers to the 45 test questions from an open database contained on the site of the department. The student must give 30 correct answers to get a minimum score – 50. More than 30 correct answers are estimated as follows (table 1):

Table 1. Assessment of the 1 step of GT

| <b>Number of correct answers</b> | <b>Number of points</b> |
|----------------------------------|-------------------------|
| 31 – 35                          | 51                      |
| 36 - 40                          | 52                      |
| 41 - 45                          | 53                      |

Students who have average grade of 3.5 and give 45 answers can write second level of GT. The student receives 9 points for each the correct solution of second level. Thus, GT is estimated from 50 to 80 points. The grade for the discipline consists of the total points for current activity and GT in points from min – 120 to max – 200.

The student must have a discussion with the teachers (a commission consisting of the head of the department, associate professors, a group teacher) to get "excellent" for the total amount of points for the current activity and GT. If a student does not approve a grade "excellent" without having sufficient theoretical background and practical skills, the commission can reduce the grade to "good."

The grade from the discipline corresponds to the traditional assessment: "satisfactory", "good", "excellent" (Table 2).

Table 2. Accordance of points with traditional scores

| <b>The discipline grade in points</b> | <b>Traditional grade</b> |
|---------------------------------------|--------------------------|
| 180 - 200                             | «5»                      |
| 150 - 179                             | «4»                      |
| 120 - 149                             | «3»                      |

Thus, as the experience of applying pedagogical control in teaching chemical disciplines at the department of medical and bioorganic chemistry of KhNMU confirms, it is an integral part of students' educational work in the conditions of credit transfer system of higher education in Ukraine. Pedagogical control allows to diagnose the effectiveness of students' educational and cognitive activity, to identify deficiencies in the organization of the learning process in a timely manner and to correct mistakes, to provide necessary help to students. For many students the control of the quality of learning is a stimulant to learning. The team of the department of medical and bioorganic chemistry see as a further perspective in the development of pedagogical control, improving its quality and finding new forms and types.

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### **ПРОФЕСІЙНО-ЗОРІЄНТОВАНІ ЗАНЯТТЯ З УКРАЇНСЬКОЇ МОВИ В МЕДИЧНИХ ЗВО**

*У статті актуальність винесеної в заголовок проблеми пов'язується сьогодні з докорінним поліпшенням якості навчання курсу «Українська мова (за професійним спрямуванням)» у виші, що сприяє відновленню її престижу. Головним завданням вищої школи є підготовка мовно-компетентних фахівців нової генерації, які б досконало володіли державною мовою в повсякденно-професійній, офіційно-документальній сфері. Формування мовленнєвої компетентності відбувається через усвідомлення студентами значущості професійного мовлення в майбутній фаховій діяльності, зокрема знання термінів, добір мовних засобів, не виходячи за межі стилю, що відповідає типовій мовній ситуації.*

**Ключові слова:** державна мова, мовна освіта, мовна особистість, спілкування, мовна майстерність, медична термінологія, конструктивний діалог.

*In the article the topicality which was named in its title is connected today with the eradicated improvement of the quality of teaching of the course «Business Ukrainian language» in high school, it promotes the renewing of its prestige. The main task of high school is preparation language-competitive specialists of new generation, who might be fluent in official language for colloquial and professional, official documentary area. The formation of language competence is conducted through the awareness of the significance of professional speech for future activity by the students, in particular the knowledge of terms, choice of language means, not going out the borders of the style which corresponds to typical language situation.*

**Ключові слова:** official language, language education, language personality, communication, language skills, medical terminology, constructive dialogue.

*В статье актуальность вынесенной в заголовок проблемы связывается сегодня с коренным улучшением качества изучения курса «Украинский язык (по профессиональному направлению)» в вузе, что способствует восстановлению его престижа. Главной задачей высшей школы является подготовка культурно-компетентных специалистов нового поколения, которые в совершенстве владели государственным языком в повседневной-профессиональной, официально-документальной сфере. Формирование речевой компетентности осуществляется*