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## **PEDAGOGICAL INNOVATIONS PERSONALITY ORIENTED APPROACH IN THE DOCTOR'S PROFESSIONAL TRAINING SYSTEM**

**Abstract.** *Personality oriented approach involves organizing process, learning how to organize learning activities of students and reorientation of the process for the formulation and solution of educational problems by students. The use of interactive lecture gives an opportunity of modeling the scientific or professional problems that are related to specific content of the educational material. Formulation of the problem motivates the students for studying activity and for finding the answers to their questions independently.*

**Key words:** *personality oriented approach, learning, students.*

**Introduction.** The innovative way of society's development can be ensured by the forming a generation of people who think and act in new ways. Hence a lot of attention to the overall development of personality, her communication skills, learning, autonomy in decision-making, criticality and the culture of thinking, the development of the information and social skills [3]. The basic principles that lead to the development of higher education in Ukraine in modern conditions is to create innovative space-based educational and scientific support. [2]

Personality oriented teaching and upbringing is the basis for the creation of school educational environment, organizations pedagogically appropriate verbal and nonverbal communication and a high pedagogical skills of teaching staff [1]. A learner-centered approach determines the change of the nature of the object and the process of learning, but also the basic pattern of interaction between the teacher and the student. Instead of the pattern of interaction between the teacher and the student, where the teacher is the subject of pedagogical influence and control, and the student – the object of influence, must find place the scheme of subject – subject equal partnerships with academic cooperation between the teacher and students in a joint didactically organized by the teacher the decision of educational tasks.

The increase of hours for independent work, with reduced classroom lecture hours and require

rebuilding of all forms of educational process and the search for new approaches to learning.

**Objective:** person-oriented approach claims that the learning center is a student – his motives, goals, unique psychological warehouse. Based on the student interest, level of knowledge and skills, the teacher defines the purpose of knowledge and adjusts the educational process, guided the development of the individual student. All methodological tools are refracted through the prism of the student's personality, his motives, needs, abilities, intelligence, addressed to the student questions, assignments should stimulate their personal intellectual activity without undue fixing of errors, mistakes, failures. Thus formulated further development of the technology learner, their cognitive processes, personality traits, activity-related characteristics. The personality-oriented approach involves organizing the learning process as the organization of educational activity of students and the shift of the process on the formulation and solution of learning tasks by the students. The teacher will determine the range of learning tasks and activities, their hierarchy, provide the students with a focused framework and algorithm execution. With such tasks can cope a teacher with a high level of pedagogical skills. Pedagogical skills based on a high professional level of the teacher, his general culture and pedagogical experience. Prerequisites of the teacher's pedagogical skills of are humanistic position:

professionally important personality traits and qualities. The psychological climate in terms of an educational environment should be focused on the high moral values, which are knowledge, hard work, success in scientific work.

In recent years in the pedagogical process there was a fundamentally new and important direction – the theory of innovation which include the interactive teaching methods and computer technology [2, 5]. Of course, the computer technology is very varied and their use depends on technical support – access to a server of remote training, the quantity and quality of its content, software and the like. Therefore, in our opinion, the more important and promising is the role of interactive lectures that provide the acquisition of knowledge by the students through their active and direct participation, that is, to continue personally oriented interaction between the teacher and the student with the use of modern tools of educational process. This lecture gives you the opportunity to simulate the scientific or professional issues associated with specific content of educational material. The formulation of the problem encourages students for active mental activity, trying to answer the question, there is an interest in the material covered and activates attention. Lectures should be the basis of discipline, to determine the level and extent of information load adapted to the relevant course.

Preparing to the practical classes, the students worked as teaching material, written notes, answered, worked at the bedside and have been evaluated. And, of course, for some time before the lecture I forgot a part of specific knowledge, remained in the memory of the basic information and that is based on the logic, associations. In such situation the lecturer is no need to repeat all the content material of the lecture. He may on some issues brief, descriptive, fast paced and focus students on more complex issues. The most important thing to attract students to actively participate in the work and not just the best students. Deliberately involving the discussion of the "weak" students, we encourage them to learn only in the case when given the chance to express themselves correct concrete answer to the question, but after hearing their attitude to the problem without his condemnation, and at the same time and given [believers or praising the

student. The role of the lecturer to use previously acquired knowledge of the student in constructing the logical explanation and complement those with which they do not possess.

During the lecture must necessarily be a place for the control of knowledge. The goal is to identify the causes of deficiencies in the learning, not be a way of detecting errors, i.e. to provide feedback for the elaboration of correcting actions. Even more interesting and productive is the current remote control using short test questions, which are highlighted on the screen, and to respond to that need with the help of the remote control.

This form of evaluation has several advantages: a) the student must listen carefully to the lecturer, because the answer to the question is contained in the material of the lecture; b) independently read the question carefully because the answer is not always approving, curiosity can be added, creating the conditions of competition between groups, rows and the like; g) the effect of satisfaction with the outcome of their work, even though it was additional 15-20 minutes of attention of a student, and when his answer is still correct, then this is the best driving force in the learning process; d) the minimum amount of time. However, the quality of the lecture depends not only on the scientific and professional, but also on the pedagogical skills of the teacher. After all, the highest quality of learning, which form the satisfaction of the student, determined by the teacher's personality, ability to motivate student, to engage him in the learning process to create a positive perception of the discipline, its value for the future of the profession. This type of lectures will be useful to improve the skills of the lecturer, because the preparation of such lectures require careful selection, structuring and polishing of the material, selecting relevant illustrative material, his own creation schemes and algorithms. Students are always more interested in what is not in the textbook, or the material easier and more interesting structured. In the preparation process to clarity of the lecture should involve the students. This form of cooperation of the teacher and student is the basis of the activity method of teaching, when a student gets not only knowledge, but specific skills while performing community service [5].

Conclusions. The interactive, innovative teaching methods increase the efficiency and effectiveness of learning with engaging personality oriented-warped approach to the pedagogical process because they not only form the knowledge, abilities and skills, but also create preconditions for the development of future specialists' ability of independent decision-making, challenging situations, professional mobility

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