

Development of the Lexical Competence of Medical Students in English Based on Modern Information Technologies

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ABSTRACT

The article defines that the formation of professional and lexical competences in future with the introduction of innovative pedagogical technologies into educational process of medical students. The benefit of these technologies for main of general and specific competencies, particularly for critical/clinical thinking formation, was substantiated and proved by the results of conducted experiment which are presented in the paper.

Keywords: innovative pedagogical technology, pedagogical technology, medical education, modern pedagogical technologies.

The development and use of modern pedagogical technologies are considered as one of the main conditions for facilitating the effectiveness of students' training for their future professional activity. The perfect model of learning material acquisition is based on the systematic effective interaction of participants in the pedagogical process. Its ultimate goal is to master all aspects of training, which are defined as the competencies that provide further effective self-development and self-improvement throughout the period of professional activity. However, it is obvious that there is an industrial priority in the choice of pedagogical technologies. It is also related to the medical field, taking into account the specificity of teaching, which combines the theoretical and practical components of the educational process in the clinical sector of subjects during bedside teaching in the medical institution.

Current requirements demand from university teachers to reach a whole new level of educational material presentation; therefore, in addition to traditional technologies, they are ready to introduce modern pedagogical ones. It occurs due to the reforming of the higher education and the labor market requirements that are set to graduates and encourage them to move from accumulation of knowledge to the ability of operating them effectively, from "education for the rest of the life" to a continuous learning, from collective learning organization to the individual one. This leads to a renovation of professional training and is it is closely interconnected to the fundamental changes in education in the context of a competency-based approach that take place in near and far abroad. In addition, teachers of specialized subjects increasingly feel the need to put into effect such technologies that would help to implement a personal approach to the student, since it is an essential component of developing future medical students' communicative and lexical competence.

Mentioned above tendencies in the development of modern professional training update further researches on new pedagogical technologies introduction into different fields of education, particularly into the medical branch.

Sysoyeva, S. (2002) suggested that a thorough and comprehensive analysis of the phenomenon and the concept of "pedagogical technology" reveals that the conditions for the

development of intelligence and creative skills of the individual, preparation for life in an open society, independent interaction with the dynamic world of professional activity depend not only on the content of education but on the educational technologies used in the process of learning. But comprehensive understanding of their meaning is impossible without comparative analysis of the traditional technologies and theoretical substantiating of necessity to update the content. The term “pedagogical technology” has become extremely widespread in the system of higher education. However, there is no definite interpretation of this concept in pedagogical theory and practice. At the same time, there are dozens of approaches to the definition of “pedagogical technology”.

Such diversity of opinions is caused by complexity and versatility of the outlined issue. Besides, there are some peculiarities of pedagogical technologies choice for different levels of education (Sysoeva, S., Aleksyuk, A., Volovik, P. and Kulchytska, A. 2011).

Information technologies suppose the use of all possible sources of information (literature, electronic, Internet, etc.) to solve a learning problem that requires computer skills, knowledge of foreign languages. The subject of research becomes more understandable, accessible and even visualized. In addition, there is access to the polar points of view, which are not always emphasized in the university, and the possibility of personal perception which can lead to further group discussions with students and the teacher.

Information technology helps to implement a student-centered approach to learning provide individualization and differentiation of learning, taking into account the abilities of children, their level of learning, inclinations, etc. the visual richness of the educational material makes it bright, convincing and contributes to the intensification of the process of its assimilation.

Using Microsoft Power Point presentations during the lesson: Using a computer presentation in the classroom allows you to: affect several types of memory at once: visual, auditory, emotional and, in some cases, motor increase student motivation; use a large amount of illustrative material; intensify the lesson by eliminating time for writing material on the board; to involve students in an independent learning process, which is especially important for the development of their general educational skills. Multimedia presentation in the classroom as a methodological technique the methodology for using multimedia technologies involves: improving the learning management system at various stages of the lesson; strengthening learning motivation; improving the quality of education and upbringing, which will increase the information culture of students; increasing the level of training of students in the field of modern information technologies; demonstration of the capabilities of the computer, not only as a means for playing.

Using multimedia presentation technologies to solve pedagogical problems: lack of sources of educational material; the possibility of presenting unique information materials in a multimedia form (pictures, manuscripts, video clips, sound recordings, etc.); the need for systematization and structural presentation of educational material; visualization of the studied phenomena, processes and relationships between objects; the need to work with models of the studied objects, phenomena or processes in order to study their properties, etc.

Multimedia lessons help to solve the following didactic tasks: acquire basic knowledge of the subject; systematize acquired knowledge; develop self-control skills; to form motivation for learning in general to provide educational and methodological assistance to students in independent work on educational material When using multimedia presentations in a lesson,

the structure of the lesson does not fundamentally change. It still retains all the main stages, perhaps only their temporal characteristics will change.

All in all, the use of information technology in teaching English has become necessary and important. The use of a computer greatly facilitates the process of learning a language through the implementation of one of the principles of learning - visualization. It is well known that multimedia presentations are actively included in the process of teaching English while teaching medical students. Students use the Internet to collect material. One of the possibilities of using multimedia technologies in the classroom is the preparation and conduct of combined, integrated lessons. Creating presentations involves a subject-object relationship: teacher-creator or student-creator.

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