

## USAGE OF SCIENTIFIC-METHODOLOGICAL MATERIALS IN THE EDUCATIONAL PROCESS OF THE HIGHER EDUCATIONAL INSTITUTE

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### Abstract

The article highlights the issue of the functional purpose of scientific-methodical providing of the learning process of the institution of higher education, modern requirements to it, teaching complex of the discipline and its components.

**Key words: institution of higher education, scientific-methodical providing, learning process.**

### Резюме

В статі висвітлено питання стосовно функціонального призначення науково-методичного забезпечення навчального процесу вищого навчального закладу, сучасні вимоги до нього, навчально-методичний комплекс дисципліни та його складники.

**Ключові слова: вищий навчальний заклад, науково-методичне забезпечення, навчальний процес.**

Professional schooling of modern doctor justifies the need for significant changes in educational theory and practice of the educational process. Pithiness of programs, technology of teaching the training materials and pedagogical authority constantly requires the new

attitudes. At the present stage of development the professional competence of a doctor the need for implementation of innovative technologies, modern scientific-methodical providing of the learning process in the institution of higher education in the study process is sharply increasing [1, pp. 8-10, 2, pp. 4-14].

Content load of scientific-methodical providing of the learning process should reproduce the logic of formation the readiness of future doctors to the professional activity and organize the scientific-theoretical and conceptual integrity of professional training with other components of the educational process.

However, present requirements for scientific-methodical providing of the learning process in the institution of higher education are not without contradictions, and the basic of them are concentrated in the area of professional activity of teachers: on the one hand, the scientific-methodical providing of the learning process in the institution of higher education is intended to form students' competence that makes it possible to perform functional responsibilities with the most optimal way based on science-grounded decisions that provides maximum focus on individual learning paths by means of consideration of the specificity of the future professional activity and professionalization, and on the other - its construction due to requirements of the credit-module study that extremely standardize it [3, p. 5-13]; on the one hand, logical structuring of training materials by means of the consistent presentation of learning content, tasks for self-examination, questions for in-depth monitoring, that allows students, in teacher's opinion, to achieve the significant results both at the intermediate stages of mastering the discipline and at the terminal, on the other hand - the inability of the teacher to ensure the consistency and sequence of self-learning fully, because often it takes the format of inconstancy, volatility, disorder or even chaos [4, pp. 117-118, 5, pp. 10-28].

To resolve these contradictions it is advisable to clarify the semantic nature of scientific-methodical providing of the learning process by means of the establishment of its functions, types, current regulations to it, highlighting of which is the purpose of this article.

Scientific-methodical providing of the learning process is complex of documents, scientific, educational and methodological materials that: a) describe the contents; b) establish the structure; c) determine the outcome; d) regulate the course of the learning process.

The main components of scientific-methodical providing of the learning process are determined by the principles on organization of the educational process in the institutions of higher education. They are: state educational standards; curriculums; training programs for all standard and optional subjects; all types of practice programs; textbooks and manuals; instructional and teaching materials for practice sessions; semester individual tasks for self-

dependent students' work for educational disciplines; materials of current and terminal control (control tasks for practice sessions, tests for checking the level of mastering the academic material); methodical materials for students' self-study of the professional literature, writing of the abstracts.

However, the implementation of the official duties with the most optimal way on the basis of science-grounded decisions provides maximum focus on individualization of learning by means of consideration the specifics of future professional activity [3, p. 5-13]. Therefore, this list may be amended, extended by decision of the department, faculty of the institution of higher education or at the initiative of the teacher: ensuring of the educational process with the visual materials; preparing the summaries of lectures, practice sessions, teaching materials for teachers and guidance for students; developing of the guidelines for self-dependent students' work, according to the requirements of educational process on credit-module system.

We consider that unsystematic organizing of self-dependent students' work can be adjusted by expanding the list of the main components of scientific-methodical providing of the learning process. First of all, it is advisable to include the videos to each topic of the practice session, self-dependent students' work, discussions, conferences, meetings of «round table», where should be recorded discussing of the educational material of at least the entire module, but better - a few. It is appropriate to make the list of videos and performances of renowned experts (both home and foreign) of the problems that are predicted in the curriculum [2, p. 4-14].

Educational-methodical complex is a complex of specially designed materials that are integrated formation and provides mastering of a particular discipline by students. The components of educational-methodical complex include materials for classroom work on educational discipline: plan-notes of lectures, plans of practice sessions, multimedia support of sessions; materials for self-dependent work of students: textbooks and manuals, guidelines for preparation for practical lessons and materials for self-control of each module, individual tasks, etc.; materials for control of educational achievements of students: control questions, control tasks, tests for determining of input and output levels of knowledge, current and terminal control etc..

The above components can be supplemented by others, availability of which is initiated directly by teacher, department or university.

Responsibility for the scientific-methodical providing of educational discipline is assigned on the teacher who is entrusted to teach it.

The materials of educational-methodical complex, excepting the tests, current and terminal control may be available for students to use. As for the tests of current and terminal control our thought is this: for self-examination students need to be offered dissimilar tests to prevent addiction to familiar format. Thus, the tests may include only one correct answer, and case exercises - from one to several correct answers.

The question of compliance of the regulatory requirements to provide students with educational literature, methodological guidelines that are required for the discipline stays difficult.

Each student must have access for using the: textbooks, educational-methodical manuals from the list of basic literature from educational work program of the discipline; plans of lectures and practice sessions; methodical guidance on preparing for practice sessions; guidelines for implementation of all kinds of proceedings that are provided in the curriculum: checklist of control tasks, questions etc..

An important aspect of the methodology training of teacher is the formed ability to methodical providing of classes, which is defined as a set of teaching materials used in preparing for lectures and practice sessions. Preparing of such materials is assigned to that teacher who conducts the lectures and practice sessions.

The lecturer necessarily prepares the outline of the lecture. It is important to understand that this outline is necessary not so much for lecturer as for a student, who could be late, go out or be distracted for the objective reasons. Lecture presentation of educational material is necessary to complement with multimedia presentations, photographs that greatly facilitates the perception of the material by the students.

A complete set of methodical providing of lecture should include: a compendium of current lecture; plan of lectures on the discipline; plan of practical lessons; a multimedia presentation of lecture.

The mandatory component of methodical providing of practical lesson are materials that should clarify: theme of a lesson, its topicality, educational goals, what the student should know and be able to do, content of the theme, practical exercises that are carried out during the lesson, control questions to check the amount and level of learned educational material, tests, primary and secondary literature.

Methodical providing of students' self-dependent work is a set of educational and training materials, the purpose of which is to provide the necessary information for a complete mastery of the discipline by means of its processing, critical analysis and understanding in the free time.

As the self-study is the part of the total scope of the educational discipline, its mastery beyond auditorium classes creates a quite significant load on the student. Self-dependent work should respond for the content and scope to the modular structure of the discipline; forms, types of self-dependent students' study of educational materials should be diversified: it can be essays, reports, etc.; it is necessary to provide the possibility of self-examination of independently researched questions; for the in-depth self-examination it is required to bring checklist questions to the guidance for self-dependent work, short answers to which should be highlighted in the text. Self-dependent work of students, which is provided in the theme of the lesson along with the audience work, is estimated during the current control of the theme on the proper lesson and assimilation of the topics that are considered only for self-dependent work are checked during the summary module control.

Further implementation of issues on scientific-methodical providing of the educational process in the institutions of higher education are advisable to be expanded towards the theoretical justification of the procedure of monitoring the quality of learning and quality of education that will give the opportunity to students to track the acquired knowledge and to achieve the desired level.

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