

it mean – to see tomorrow from today?... I'm sure that a picture of the future is being put together today because the generation that will live in the 21st century is being brought up today. May this generation be steadfast and noble-hearted, daring and kind. May this generation be happy, and they will be happy if they are courageous and kind. May their actions never run counter to their convictions, nor their words to their deeds. May they know definitely that the path they follow will be the right path. May they have a great love for their Motherland!

PECULIARITIES OF USAGE INNOVATIVE EDUCATIONAL TECHNOLOGIES AT THE MEDICAL UNIVERSITY

Feoktistov V. A.,

Darmenov E. N.,

Kaldar S. A.

Karaganda State Medical University, Kazakhstan

In recent years, the problems of the quality medical education is paid great attention by the system of higher education of Kazakhstan. The main goal of higher medical education is training of specialists with high professional expertise, ensuring proper quality of medical care [2].

New and innovative technologies have been introduced into the educational process for the professional training of the students and interns medical University. These were: interactive lectures (problem, discussion), business games, role playing, teaching in small groups, "round tables", work on clinical scenarios involving standardized patient, presentation using multimedia technology and others. Interactive problem-oriented optional lectures are delivered in open form on rare diseases and complications. Materials of lectures were easily accessible to students and interns outside studying hours and can be used for distance learning.

One of active forms of training is the method of "Business game". It is the most realistic clinical situation, imitation of the relationship between patient and doctor, between doctors of different specialties, compliance deontology, medical ethics, the ability of discussion, opposing, critical self-evaluation. Clinical training games immerse interns in the atmosphere of activities, close to the practical work of the doctor in the recognition of diseases with atypical course or various complications that require innovative approaches to treatment. In addition, the "Business game" are the integral method of control professional training of interns, objectively evaluating its ability real-specific activities. If the student and Intern professionally works in clinical game, it will be up to the mark and in complex clinical situations.

Special attention in the educational process is given to self-education, self-realization of each student as an important aspect in the development of the individual doctor. Self-training is the most effective approach in medical education. Its main element is the initiative of the student. When learning the most important are such methods as the study of periodic literature, monographs of domestic and foreign

authors, analysis of clinical cases and others [4]. One of the main competent requirements of a future doctor is the ability to solve certain problems of the patient through the selection and evaluation of information for history taking, examination, the ability to make decisions in emergency situations, to carry out early diagnosis at the initial, non-differentiated stages of the disease, rationally order diagnostic and therapeutic interventions [1].

The next direction of pedagogical innovations of the University is to create a portfolio that includes training and methodological material collected for the whole period of study. Portfolio assists our graduates in the process of further work in practical health care.

In the process of learning is often used methods of "Small groups" and "Presentation", when students in their small groups to solve specific tasks with their subsequent presentation in the oral form, and the computer display. This method helps to increase the activity of students during the learning process.

As training programs interns are held master-classes on different clinical areas with use of innovative technologies, for which invited the leading specialists of clinical centers of near and far abroad. Professors of other medical universities are giving lectures on the program of academic mobility for students 3, 4, 5 courses and interns, main points and conclusions which are widely used in practical classes.

Innovative approach implies updating more active learning practical skills acquired at the educational-clinical center (ECC). In this center, students work with modern electronic dummies.

These models allow to simulate any clinical situation. For mid-term and final control of clinical skills in the ECC is an objective structured clinical examination (OSCE) with the use of all equipment of the centre. Usually engage independent examiners in the face of specialists of practical health care and teachers related disciplines [3]. All this in one specific clinical situations to assess the level of preparation of students in various aspects: theoretical, practical, communicative and in General clinical thinking of the future specialist.

In conclusion, the usage of innovative technologies in educational process is directed on improvement of quality preparation graduates, strengthening the role of independent work, optimization of control of students progress. Formation of highly skilled doctors in modern conditions must be based on the use of innovative teaching technologies, allowing to achieve high level of their professional competence.

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THE STREAM OF TEACHING READING NOWADAYS

Alzhanova A. O.

*Eurasian national university named after L. N. Gumilyov
Astana, Kazakhstan*

Reading skills refer to the specific abilities that enable a person to read with independence and interact with the message. Students at the university do a lot of reading unlike in secondary school. Some tips to help in having good reading skills are active reading and styles of reading.

Strategies for Developing Reading Skills

Type 1 tasks are those where we get students to read or listen for some general understanding, rather than asking them to pick out details or get involved in a refined search of a the text. Type 2 tasks are those where we get students to look at the text in considerably more detail, maybe for specific information or for language points. You move from the general to the specific – it makes it easier for the students. Lead in: Is about activating the students’ pre-existent knowledge. Example: **Lead in:** A class is about to read the Twilight novel. For this task you could ask the students “What do you know about vampires and werewolves?” The teacher could also take out a phrase from the book and let the students brainstorm about the content.

Comprehension task: The students are given the tasks before reading the novel. This way, they know what to look for and underline. An example could be a logbook. Let’s say the students read a chapter for each lesson, and they write a logbook about what has happened so far in the story. Another example could be to make the students “Spy’s”. They would write down information every time the person in the book they are spying on appears. Students read/listen: The students read chapter and write in their logbook.

Feedback from the teacher: The students have written in their logbooks and the teacher can comment on the content and whether or not the students have got hold of the most important details. The teacher can lead/guide the students by asking questions about the content [1: 27-28]. No master interpretation from the teacher.

Teacher directs text-related task: Follow-up, questions, rewrite the chapter, characteristics of the main characters, still pictures, and the hot chair. This step is somewhat “optional” at this point. This will end the entire exercise. You could not go to this task yet, and instead start over from the *comprehension task* for the next chapter in the book and go on. 2: Explain the terms *bottom-up and top-down processing* mean. Bottom-up: The student/reader/listener gets a more detailed insight.