MODERN TECHNOLOGY OF MEDICAL EDUCATIONAL TRAINING

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ABSTRACT

The training of highly qualified scientific personnel at leading universities and research centers has always been recognized as one of the strongest sides of the development of society. In accordance with the reform of the system of training highly qualified personnel, the issue of adaptation is raised new technologies in education are introduced. The process requires the preparation and assessment of students 'competence and the level of graduates' competitiveness, both at the national and international levels.

Keywords: Technology, education, acme, method.

INTRODUCTION

Modern technology of learning from "from knowledge to skills", based on the logic of science, should be transformed into technology based on the laws of the student's cognitive activity, which should turn from an object into a subject of learning, and further into technology, self-development and self-improvement. Such an approach to learning foreign languages is caused by the need to overcome the crisis in education, which would contribute to the training of specialists of the new formation, prepared not only for professional skills, but fluent in foreign languages, allowing specialists to self-development, self-improvement, and professional growth. These are the goals of accmeinistics. Historically, akmelingistics arose from acmeology, a science that was formed at the junction of natural, social and humanitarian disciplines that study the laws and mechanisms of human development when it reaches the highest level.

Main part
Akmelingistics traces the development of this concept from ancient times. In the Greek system of education, it was understood as "the way to achieve mastery by copying the teacher. In the modern world, the content of this concept is defined as a complex consisting of the presentation of planned learning outcomes, a set of learning models, and criteria for choosing the optimal model for given specific conditions.

So, Acmelingistics is a sphere of not only scientific, but also practical activity, which examines and uses the laws, factors and mechanisms of development and self-development of an adult student in order to achieve the highest results in teaching a foreign language. In other words, the language here serves as a means of achieving personal "Acme". At the present stage, teachers of higher educational institutions are faced with the task of students learning the material with maximum precision and as much as possible. But the fact that the teacher seems to be optimal may not be available for the student. Therefore, the teacher should take into account the individual psychophysical features of the student and even adapt to their kind. In the student-centered teaching methodology, the position that each personality type has its own successful strategies for learning a foreign language is quite generally accepted.

The development of the idea of differentiated pedagogy in the light of everything said earlier requires the following:

    1) identifying students with a penchant for different ways of learning a language;
    2) offering them different - for each type of student their own - tasks;
    3) impact on all channels of perception and processing of information;
    The teacher must understand that there may be a discrepancy between the language personality of the student and the language identity of the teacher. And he should be able to smooth out a possible conflict through flexible use and changes in training tactics.

Since the system of teaching a foreign language is one of the elements of the professional education system, all of the above has to do with it. Therefore, the main principle of teaching a foreign language is its (learning) personality-oriented orientation, focus on the linguistic personality of the student.

Thus, the personality-oriented character of learning in a foreign language dictates the need to rethink both the teaching activities of the teacher and the activity and position of the student on the assimilation of the language. The student becomes the main subject of the educational process. The teacher is not just a moderator who creates incentives that encourage the student to master the learning content - he is an assistant and organizer of communication in the target language and with his (language) help. The educational process is not built in terms of priorities of educational material: the student is the initial as the subject of the educational process. To realize this situation, it is necessary to introduce into practice also didactic-methodical technologies, "the purpose of which (at all stages of training) is not the accumulation of knowledge and skills, but the constant enrichment of creative experience, the formation of a mechanism of self-organization and self-realization of each" student ". In other words, it is about finding a way out of the narrow framework of the linguistic aspects of teaching a foreign language in the field of personal relations and interests of subjects of the pedagogical process [3].

Since both linguistics and psycholinguistics view language not as a specific system of language means, but as one of the aspects of human activity — social (speech activity is mental and creative activity), foreign language teaching aimed at developing a secondary language personality in students , is a conscious (cognitive) and creative process, not a "programmed behavior."

Cognitiveness, as apt. A.A. Leont'ev, due to the fact that the student does not just seize another means of communication. Since the language itself does not express any meanings that exist independently of conceptual systems, language learning is not only the acquisition of concept coding by means, but the formation of a picture of the student's world, consisting, as we have already said, of both verbal and subject knowledge. Therefore, a foreign language should not be taught as a "formal system."

A.A. Leontyev notes that in the learning process in a foreign language there are at least two possibilities to interest a student. The first one is connected with the construction of "proposed circumstances" in such a way that the student would actually find himself in a situation when he has to act one way or another. In the second case, we are talking about a situation in which the student performs "reincarnation" ("transferring") to the person acting in these circumstances. Thus, in the second case, we are talking about the so-called receptions, "simulating" the situation of real speech communication (for example, playing specified dialogues-patterns). It is clear that in the light of the new didactic-methodological

paradigm, it is the first opportunity that should occupy an increasingly important place in the lesson, gradually "crowding out" other possibilities of student interest [2].

Since the student is understood as an intellectual (thinking) and autonomously (independently) acting individual, his speech activity (as well as language learning) is influenced by his general, constantly changing speech experience (including his own language) , as well as individual experience in mastering the language and communication in this language. If this is so, then the learning process should intensify the intellectual abilities, knowledge and speech experience, his emotions and attitudes that each student has and his personal parameters.

CONCLUSION

Therefore, it is important to build the learning process in such a way that the student, while solving certain communicative tasks, feels the need and has the opportunity to realize his own intentions, i.e. acted on his own behalf. At the same time, the process of learning a foreign language should not be directed at the formation of correct speech (most often on the basis of a given sample) and the development of students' skills of "speech response, and speech adaptation and communication situation (at the level of speech behavior). The focus should be on learning the ability to generate and understand statements within the framework of an authentic situation at the level of textual activity [1].

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