

ABSTRACT&REFERENCES

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GOOGLE DOCS OF THE GOOGLE APPS SERVICES: COORDINATION AND SUPERVISION OF THE ACTIVITY OF ORGANIZATIONAL AND EDUCATIONAL UNITS OF HIGHER EDUCATIONAL INSTITUTIONS

p. 4–8

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The article analyzes the benefits of using Google Docs of the Google Apps services in the activity of organizational and educational units of higher educational institutions. The main emphasis is placed on the use of Google Docs of the Google Apps services, which enables documentation processing and working with joint documents of the units. The author of the article outlines the main advantages of Google Docs of the Google Apps services and analyzes their application in the activity of organizational and educational units of higher educational institutions. The article describes the main features of Google Docs. It has been determined that the use of Google Docs of the Google Apps services is a part of the establishment of an information system that creates a unified information space for a contemporary higher educational institution.

The author has analyzed the subsystems of the project management of the organizational structure, educational technology and processes of interaction with each participant of the educational process, external and internal communications. The methodologist of the organizational and educational unit (SMC for research, scientific projects and programmes of the Borys Grinchenko Kyiv University) analyzed and presented a specific example of effective use of Google Docs of the Google Apps services in working with the documentation in the course of organizing the educational process. It has been determined that the creation and arrangement of mechanisms for the development of the corporate content using the Google Docs of the Google Apps services will allow staff members of the organizational and educational units of higher educational institutions to develop and jointly work with documentation in the course of organization of the educational process, which will allow to automate the activity of organizational and educational units, and enable the staff members to ensure quality processing of documentation and interact with other colleagues. It is defined that such organization of educational process optimizes the activity of organizational and educational units of higher educational institutions is a sample of successful management and a guaran-

tee of well-organized work in corresponding departments of higher education institutions

Keywords: Google Docs, services, Google Apps, ICT, educational process, higher educational institution, organizational and educational unit

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LICENSED INTEGRATED EXAMINATION «STEP 1. MEDICINE» IN THE BOGOMOLETS NATIONAL MEDICAL UNIVERSITY AS EDUCATION QUALITY CONTROL INDICATOR

p. 9–15

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The study is devoted to analysis of students' readiness to the licensing integrated examination "Step 1. Medicine" in Ukraine 2017 year. The results of the examinations related to the students-citizen of Ukraine and foreign students (Russian and English speaking) studying in medical schools of the country. More successful results of the licensing integrated examination "Step 1. Medicine" were revealed for students-citizens of Ukraine. The scores of Bogomolets National Medical University students were examined in more details in comparison to the results of students from other high medical schools of Ukraine. Higher scores of the students of Bogomolets National Medical University there were shown in comparison with the scores of students from other high medical schools of Ukraine. The results of the licensing integrated examination "Step 1. Medicine" were compared for students of medical #1, 2, 3, 4 faculties, the medical-psychological faculty and faculty for training doctors for the armed forces of Ukraine. Analysis of Bogomolets National Medical University students scores shows that students of medical faculties #1, 2 passed the exam more successfully than students of medical faculties #3, 4, medical-psychological faculty and faculty for training doctors for the armed forces of Ukraine. The results of the licensing integrated examination "Step 1. Medicine" of students-citizens of Ukraine for 2017

were analyzed and compared with the same data for 2015–2016. This comparison shows that better result of the licensing integrated examination "Step 1. Medicine" of students-citizens of Ukraine where obtained 2016 year. The results of students were analyzed by subtests, which are included to the licensing integrated examination "Step 1. Medicine". It was shown that the best results of students of Bogomolets Medical University where achieved in a discipline pharmacology, that corresponds to common results of examination in the country. The scores of students of medical faculty #2 Bogomolets National Medical University were examined in more details by every discipline, which are included to the licensing integrated exam "Step 1. Medicine". The results are presented in analytic tables

Keywords: *Licensing integrated examination «Step 1. Medicine», Bogomolets National Medical University, analysis of results*

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THE FORMATION OF VALUE ORIENTATIONS OF STUDENTS IN THE UNIVERSITY CULTURAL CREATIVE ENVIRONMENT

p. 16–19

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The article analyzes the system of value orientations of students in the cultural-educational environment of the university, which provides the standards of cultural assessments of the individual, defines the hierarchy of its life goals and the choice of methods for their achievement.

The system of value orientations of the cultural environment of the higher educational establishment includes the values associated with the understanding of the personality of his role in the educational environment (social significance of educational activity, its prestige, recognition of the profession by the immediate environment, etc.);

– values that meet the need for communication and broaden its range (communication with fellow students, colleagues, exchange of spiritual values, etc.);

– values oriented towards the self-development of creative individuality and self-realization (improvement of professional and creative abilities, involvement in world culture, occupation of a favorite subject, creative, varied character of learning, admission to the future profession, constant self-improvement, etc.);

– values that satisfy pragmatic needs (obtaining guaranteed work, career growth, etc.).

The essence of the axiological approach to the formation of value orientations as the basis of humane relations between teachers and students is determined; awareness of personal value orientation is determined; correlation of value orientation with the whole system of values; the transfer of meaningful value orientation to different life situations, independent search for new personally attractive values.

Implementation of the axiological approach to the formation of value orientations of students in the cultural environment of the higher educational establishment allows: orient students to the formation of social values and social success; to evaluate the activity and behavior of subjects of the educational space, as well as the behavior of others in the cultural-educational environment of the institution of higher education; develop personal skills and ability, depending on the circumstances, the situation, to make adjustments to their own activities and behavior (social flexibility); to form the existence of solid social ideals, social beliefs, values and value orientations of students; direct the student's personality to the choice of norms and values in situations of moral choice

Keywords: culture-creative environment, valued orientations, axiological approach. healthforming values, social and educational values

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INCLUSIVE TEACHING A FOREIGN LANGUAGE SENIOR PUPILS WITH MUSCULOSKELETAL DISORDERS: SPECIAL EDUCATIONAL NEEDS AND ADJUSTMENTS

p. 20–24

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According to the legislation existing in Ukraine pupils with special educational needs can study in both – special and mainstream schools or classes. There is a discussion in the society about advantages and disadvantages of inclusion for pupils with severe disabilities. The main point is that transferring those to mainstream schools should be based on proper adjustments and that the decision itself depends on the nature and severity of disability.

The research aims to highlight the adjustments that are to be done to meet special educational needs of senior learners with musculoskeletal disorders caused by cerebral palsy and namely in teaching them a foreign language.

As a result of analysing cerebral palsy types, 3 main barriers for learning a foreign language were identified: a difficulty to stand or walk independently, a difficulty to sit independently and a difficulty to hold objects and to write. The special needs of pupils with musculoskeletal disorder (defined according to the barriers mentioned above) were viewed from the perspective of adjustment types. The latter included the adjustment of: school environment, the Individual Development Program and the Individual Plan, teaching approaches and means of teaching.

The significance of individualization and differentiation as core principles of organizing the process of teaching pupils with musculoskeletal disorder a foreign language is highlighted.

The conclusion drawn from the research is that pupils with cerebral palsy in Ukraine can benefit both from inclusive and special educational settings. The first one empowers the devel-

opment of their social and learning competences. The second one serves as a complex resource (both methodological and human) to facilitate the educational process. Thus both types should be available for reasonable use in every individual case
Keywords: *inclusion, senior learners, cerebral palsy, musculoskeletal disorder, special educational needs*

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METHODOLOGY FOR DETERMINING THE EFFECTIVENESS OF ELECTRONIC EDUCATIONAL RESOURCES FOR THE SYSTEM OF POSTGRADUATE EDUCATION OF TEACHERS

p. 24–31

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The article examines the criteria for determining the effectiveness of electronic educational resources for the system of postgraduate teacher education. One of the components of the educational process in modern pedagogy is the open educational resources used to provide educational and educational process. Therefore, the task of efficient use of open electronic educational resources becomes relevant.

Relying on the analysis of scientific sources, world and domestic experience in assessing the quality of electronic resources, a model of integrated assessment of the qualities of electronic educational resources is developed, which provides an assessment of the qualities of each individual training module.

Important elements of the integral assessment of the qualities of an electronic training module at each procedural stage are the order and evaluation criteria. Integrated assessment of the quality of electronic educational resources contains the components:

– *Innovation, including interactivity, multimedia, modifications, cross-platform;*

– *Technological, including volume, architecture, functionality, multimedia components, manifest and metadata of the electronic educational resource;*

– *Content that includes compliance with the modern scientific phenomenon of the subject area, the correspondence of educational content to educational standards and the training program, exhaustive representation of the thematic element, compliance with the basic values of the society, and the correspondence of the resulting data of the modern electronic educational resource.*

The developed methodology for evaluating the effectiveness of electronic educational resources in the system of postgraduate teacher education provides an integrated assessment of the quality of each individual training module. Such an assessment system contains such parameters that characterize the innovative, technological and contental qualities of the training module. Such a system of evaluation of electronic educational resources allows:

– *to evaluate and monitor both individual training modules and the whole educational system as a whole;*

– *to move from the assessment of individual processes and elements in the training module, to the modular structural and target oriented personality of a specialist, studying in the system of postgraduate education;*

– *to introduce a system of integral assessment of the quality of educational resources and the efficiency of the consumer's activity of educational services. The convenience of integral assessments is that they provide a unique numerical quality criterion*

Keywords: *postgraduate education of teachers, electronic educational resources, model of integral assessment*

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FORMATION AND DEVELOPMENT STAGES OF GENDER EDUCATION IN A HIGHER SCHOOL OF THE POST-SOVIET COUNTRIES

p. 31–37

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The article deals with the history of the emergence and evolution of gender education in a higher school of the post-Soviet countries. The scholars' approaches to the classification of periods of gender education development in the post-Soviet area are analyzed. The general boundaries of the evolution of gender education in the post-Soviet higher school, which is almost thirty years old (beginning of the 1990s – to the present day), have been established. There are three decades of gender education development in a higher school of the post-Soviet area and each decade coincides with a certain stage and is determined by the solution of specific tasks: the first decade (1991–2000) – the stage of gender education formation and institutionalization in the system of higher education, which is characterized by the creation of organizational structures for gender studies at universities; the second decade (2001–2010) is a period of stimulation of gender initiatives in the science and education of the post-Soviet countries, when the legitimacy of gender issues in the academic environment takes place and gender paradigm formation in education is carried out; the third decade (2011 – and to this day) – the stage of integrating gender education into the post-Soviet higher education system, which has not become systematic and mostly occurs in spontaneously inertial mode. The general tendency is found out. It is about the likeliness of features of gender education formation in a higher school of the post-Soviet countries and uneven dynamic of its development

Keywords: gender education, gender studies, discourse, periodization, higher school, post-Soviet countries

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THE MODERN STATE OF FUTURE DOCTOR PREPARATION IN THE GREAT BRITAIN: COMPARATIVE AND PEDAGOGICAL ASPECTS

p. 38–42

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The article analyzes the current state of preparation of future British doctors in pedagogical and medical scientific literature. A number of peculiarities of educational processes in higher educational establishments of the Great Britain are outlined, a comparative analysis of professional training of specialists at medical universities has been carried out. There are a number of factors influencing the training of future doctors in higher educational institutions. It is noted that the General Medical Council approved the competencies and responsibilities of the doctor; these criteria are set out in the document “Good medical practice”, the main idea of these standards is patient's safety and high quality of medical services. Standards are presented in four areas: knowledge, skills and execution; safety and quality; communication, partnership and teamwork; trust support. Each of these sections contains paragraphs with recommendations and explanations for doctors behaving in a particular situation that may arise in the process of communicating and treating the patient, and suggests possible ways to resolve misunderstandings and conflicts.

The emphasis is placed on the GMC General Health Board managing a quality assurance program that assesses how well the standards implemented by health schools are being effectively implemented. The General Medical Council also approves and evaluates postgraduate education, specialization, including the training of general practitioners and sub-specialist training; approves postgraduate programs.

The article notes that the characteristic feature of education in Great Britain is the understanding of foreign-language professional communication as an integral component of foreign language education, which has certain regularities that are in the sight of specialists and implement reforms in its content and technology of functioning. The concept of professional foreign language communication is considered as a special interpersonal professional interaction in the field of informational and cognitive contact, which involves the exchange of information taking into account the possibilities of cognitive and emotional influences on the interlocutor

Keywords: future physicians, model of education, medical education of Great Britain, professional training

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IMPROVEMENT OF QUALIFICATION OF MANAGING, PEDAGOGICAL AND SCIENTIFIC-PEDAGOGICAL WORKERS BY THE ACCUMULATING SYSTEM: ANSWER TO CHALLENGES OF MODERNITY

p. 43–47

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There is elucidated the urgent problem of organization of increasing the qualification of educational workers corresponding to requirements of the Law of Ukraine “On education”, Conception “New Ukrainian school” and time challenges. There is analyzed the prospective foreign and native experience of the continuous professional improvement of aforesaid workers, based on accumulating systems.

The notion “accumulating system of educational process organization” is defined as a totality of mutually coordinated content, organizational and technological components of improving the qualification that provide constructing individual educational trajectories of the professional-personal development of specialists corresponding to own needs, their realization, recognition and addition of results.

The qualification improvement is grounded by the accumulating system of educational process organization in SHEI “University of educational management” that is embodied in the correspondent normative document of the institution. There is considered the theoretical background of the qualification improvement by the accumulating system that includes the scientific approaches (system, synergetic, personally-oriented, competence) and principles (continuousness; open education; diversification; module character of constructing a content of improving the qualification; European credit-transfer system; correspondence between the content and individual needs and demands of a person, level of the professional competence and so on). Attention is accented on the list of competences as a base of assessing/recognizing of results of teaching students.

Peculiarities of organizational models of improving the qualification of educational workers are characterized according to this system, especially: staged mastering no less than five competences, mastering separate competences, distant additional study, verification of results of teaching students, acquired at other institutions/organizations or by informal education.

In further studies there is provided to probate the qualification improvement by the accumulating system in SHEI “University of educational management” and to assess its effectiveness

Keywords: qualification improvement, accumulating system of educational process organization, approaches, principles, competences

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Keywords: *art post-graduate pedagogical education, qualification improvement, special course, creative potential of a professor*

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CONCEPTUAL BASES OF INTERACTIVE LEARNING AT HIGHER MILITARY SCHOOL

p. 51–55

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The article is devoted to the urgent problem of conceptualization of interactive learning at higher military school. There were analyzed diachronic aspects of constructing the intersubjective educational interaction from the positions of ancient dialectics and philosophical ethics, German idealistic philosophy, in the context of newest and modern philosophical theories of communicative interaction. The methodological ground of constructing the interactive educational process at higher military school is defined as ideas of representatives of classic philosophy about the determining role of interaction in the dialectic process of cognition of the objective world; existential philosophy about developing an active, conscious, responsible person with reflection, freedom and right for choice of own position in interactive communication; philosophy of pragmatism, symbolic interactionism, communicative philosophy about achieving accordance between communicants in the modern multicultural world, conditions of the constructive communicative discourse; representatives of philosophical hermeneutics and synergetics about non-linearity, openness, dialogism, interpretation character of the modern educational process.

Based on the conducted study, it was established, that interactive learning is considered as a leading sign of the modern educational process, determines the necessity of setting the active interpersonal interaction, joint mutually connected activity of its main participants. Organization of the educational process at higher military school must be realized based on synergetic ideas of non-linearity, acmeology and axiology that provide the open, dialogue, co-creative, value character of interaction between subjects of interactive learning, its technologism

Keywords: *interaction, dialogue, discourse, interaction, intersubjectivity, integration, communication, cooperation, partnership, interpretation character*

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