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STUDENTS AND TEACHERS OF UNIVERSITIES: LEARNING TRENDS

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чергу, задовольняє фізіологічні потреби, але працюючи робітник хоче задовільнити кожну з потреб, незалежно від їх послідовності в піраміді А. Маслоу.

Дослідження взаємозв'язку між продуктивністю праці та її мотивацією в сучасних умовах функціонування підприємств дають змогу зробити такі висновки. Мотиваційні процеси, які виникають як внутрішні, так і зовнішні чинники, стимулюють у працівника ентузіазм і завзятість у виконанні поставлених завдань. Рівень якості трудового життя суттєво впливає на стан працівника, його готовність працювати, віддачу та ефективність результатів діяльності.

Матеріальне стимулювання залишається основним чинником підвищення продуктивності праці. Проте важливо враховувати й соціальну складову, оскільки зі збільшенням заробітної плати задоволення від матеріальних винагород з часом знижується. На перший план виходять соціальні та емоційні аспекти, які визначають рівень задоволеності працівника.

Таким чином, продуктивність праці безпосередньо залежить від мотивації персоналу. Чим більше працівник задоволений умовами праці й впевнений у отриманні справедливої винагороди за свою діяльність, тим якісніше він працює, що сприяє зростанню його продуктивності.

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MODERNS INNOVATIVE PEDAGOGICAL TECHNOLOGIES IN THE TRAINING OF FUTURE DOCTORS IN MICROBIOLOGY, VIROLOGY AND IMMUNOLOGY

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In recent years, there has been an increased interest in topical issues regarding the development of innovative educational technologies of influence on the personality and methods of their effective and optimal use in the educational process of higher education. It is precisely educational innovative technologies of learning and teaching in higher education that are one of the main tools of a teacher's activity, who, in addition to multifaceted knowledge of his subject, must be able to scientifically accessible and interestingly present educational material for students.

The introduction of the European credit transfer system in Ukraine should contribute to improving the quality of training of doctors by introducing modern innovative pedagogical technologies into the educational process. Modern trends in the development of medical education involve the introduction of innovative teaching technologies, new forms and methods of teaching, which contribute not only to the formation of the basic competencies of a future doctor, but also to increasing motivation for learning, and revealing the creative potential of students.

Microbiology, virology, and immunology are taught at the Kyiv Medical University in the second and third years of the Faculty of Medicine, and in the second year of the Faculty of Dentistry in accordance with the educational and professional program for training masters in the relevant specialty.

Microbiology, virology and immunology as an educational component in the training of doctors is based on the knowledge obtained by students in the study of general biology, biological and bioorganic chemistry, medical and biological physics, medical chemistry, human anatomy, histology, cytology and embryology. This educational component is the basis for studying the disciplines of professional training of a future doctor in general pathology, hygiene, epidemiology, educational disciplines of surgical and therapeutic cycles.

The educational process in microbiology, virology and immunology is carried out in accordance with the developed and approved educational and methodological complex, which includes: curriculum; syllabus; lecture texts and presentations to them; methodological recommendations for practical and laboratory classes; methodological recommendations for independent and individual work of students. Assessment of the acquired knowledge is carried out using the PrExam program, which is based on tests from the STEP-1 database. With the help of this information platform, students can also prepare for the STEP-1 licensing exam in microbiology, virology, and immunology.

In order to form the basic competencies of future doctors in microbiology, virology and immunology, it is considered necessary to use modern, innovative models of the educational process.

The basis of the organization of the educational process at the Kyiv Medical University is a combined model, using elements of the Flex-model; Blended learning and Enriched Virtual models.

The Flex model is a modern model of organizing the educational process, in which the main support of the educational process involves the use of modern information technologies. According to this model, electronic materials are used in the organization of training for independent work and the use of interactive teaching methods during classroom teaching (work in small groups, presentations of scientific reports, etc.). The Flex Academy in San Francisco provides students with a curriculum and instructions for training in the specialty, and teachers use it to supplement their subjects. The Academy also provides online consultants for studying its programs [1-2].

Blended learning model is an educational model that involves the use of a blended form of learning with independent acquisition of knowledge and knowledge that the student receives in direct contact with the teacher.

The Enriched Virtual model - involves students mastering the academic discipline in a classroom setting with an offline teacher (one-on-one), and then completing individual tasks independently. The vast majority of enriched virtual learning models began as separate online courses, and then were supplemented with a blended learning program to provide students with the social experience of attending a university [3].

Blended learning, also known as hybrid learning, is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods. Blended learning has a number of advantages, including: the flexibility of the learning model, which is a combination of independent learning using distance learning technologies with classroom learning (independent study of theoretical material at an individual pace, which provides time for active practical formation and improvement of skills and abilities in face-to-face classes); development of critical thinking and abilities for independent work (the ability to work with information, select material necessary for learning and work); interactivity (the ability to actively influence the content, appearance and thematic focus of a computer program or electronic resources and the ability to communicate, express one's opinion, learn the opinion of a communication partner, discuss various issues) [3-4].