ПРИМЕНЕНИЕ НЕКОТОРЫХ ПЕДАГОГИЧЕСКИХ ТЕХНОЛОГИЙ НА ЗАНЯТИЯХ ПО ЛАТИНСКОМУ ЯЗЫКУ В МЕДИЦИНСКОМ ВУЗЕ

THE USING OF CERTAIN PEDAGOGICAL TECHNOLOGIES
AT THE LESSONS OF LATIN LANGUAGE IN MEDICAL SCHOOL

**ЕФРЕМОВА Л.В.,
ХАРЛАМОВА Ю.А.**

Рязанский государственный
медицинский университет
имени академика И.П. Павлова

**EFREMOVA L.V.,
KHARLAMOVA YU.A.**

Ryazan State Medical University
named after academician I.P. Pavlov

Аннотация:

Статья посвящена педагогическим методикам, которые могут быть активно использованы в высшей школе. Цель данной статьи – проанализировать некоторые современные педагогические технологии, которые применялись на занятиях по латинскому языку. В связи с внедрением компьютерных технологий в процесс обучения данная тема является актуальной и востребованной. Применение интерактивных методов обучения – один из значимых вопросов методики преподавания.

В статье были детально рассмотрены метод «круглого стола» и метод «портфолио», которые активно использовались при изучении дисциплины «Латинский язык» на факультете клинической психологии и медико-профилактическом факультете Рязанского государственного медицинского университета имени И.П. Павлова. Приведены примеры применения данных технологий в условиях образовательного процесса на занятиях по латинскому языку. В ходе использования данных методик выявлено,

Abstract:

The article is devoted to pedagogical methods that could be actively used in university. The purpose of this article is to analyze some modern pedagogical technologies that were used in Latin classes. In connection with the introduction of computer technology in the learning process, this topic is relevant and in demand. The use of interactive teaching methods is one of the important issues of teaching methods.

The article describes the method of “round table” and the method of “portfolio”, which are actively used in the study of the discipline “Latin language” at the faculty of clinical psychology and medical-prophylactic faculty of Ryazan State Medical University named after academician I.P. Pavlov. Examples of application of these technologies in the educational process in the classroom in Latin are given. During the use of these techniques revealed that students showed greater interest in the study of Latin aphoristics, as well as increasing cognitive and creative activity.

что у студентов проявился больший интерес к изучению латинской афористики, а также повышение познавательной и творческой деятельности.

Таким образом, метод «круглого стола» и метод «портфолио» могут быть использованы для повышения мотивации и успеваемости студентов при изучении дисциплины «Латинский язык» в высших учебных заведениях. Метод «портфолио» предполагает развитие эмоционального и познавательного видов интереса, навыков самостоятельной деятельности, повышение активности студентов и мотивации к изучению латинского языка. Метод «круглого стола» позволяет повысить интерес студентов к учебным занятиям и к тем проблемам, которые оказываются включёнными в содержание учебного занятия. «Круглый стол» повышает результативность обучения, так как происходит соотношение теоретических знаний студентов с их личным опытом, а также позволяет прийти к оптимальному решению проблемы с учетом мнения каждого из собеседников.

Ключевые слова:

педагогические методики, метод «круглого стола», метод «портфолио», дисциплина «Латинский язык».

The method of “round table” and the method of “portfolio” can be used to increase the motivation and performance of students in the study of the discipline “Latin language” in university. The “portfolio” method involves the development of emotional and cognitive types of interest, skills of independent activity, increasing the activity of students and motivation to learn Latin. The method of “round table” allows to increase the interest of students to the training sessions and to the problems that are included in the content of the training session. “Round table” increases the effectiveness of training, as there is a ratio of theoretical knowledge of students with their personal experience, and allows you to come to the optimal solution to the problem, taking into account the views of each of the interlocutors.

Keywords:

pedagogical methods, the method of “round table”, the method of “portfolio”, Latin language course.

The pedagogical science is in constant development. There are new directions, techniques aimed at achieving the main goal – the education and training of the individual. In higher education, pedagogical methods should be selected in accordance with the goals set out in the Federal Law “About education in the Russian Federation”. The introduction of new techniques is an inevitable process to improve the efficiency of the educational process. The concept of “pedagogical technology” becomes more relevant in modern methodological literature. For the first time this term was mentioned at the beginning of the twentieth century in the works of the following scientists: Bespalko V.P. [1], Guzeeva V.V. [2], Selevko G.K. [3], N.D. Hop [4]. Later, in the 40-50s, in connection with the introduction of software and automated forms in the learning process this concept has expanded.

So, there are many definitions of this term. For example, V.P. Bespalko wrote the following: "Pedagogical technologies are a combination of means and methods for reproducing theoretically grounded learning and educational processes that enable successful implementation of the set educational goals" [5, p. 126]. B.T. Likhachev believed that it was "a set of psychological and pedagogical installations that define a special set and arrangement of forms, methods of teaching, educational tools; it is a toolkit of the pedagogical process, which is implemented in the technological process. The technological process is a certain system of technological units oriented towards a specific pedagogical result" [6, p. 147]. V.A. Slastenin explained pedagogical technologies as "a lawful pedagogical activity that implements a scientifically based project of the didactic process and has a higher degree of efficiency, reliability and guaranteed results than it does with traditional teaching methods" [5, p. 38]. Higher school teacher Yu.G. Fokin understood pedagogical technologies as "the synthesis of theoretical, applied and procedural, as the unity of theoretical positions, applied provisions and the mechanism of their implementation in a particular environment, in time, in space; as a technological card prescribing a certain technological process" [7, p. 131-132].

Due to these definitions, it can be concluded that pedagogical technology is a prescription, instruction on the performance of any activity, a set of methods and techniques by which a modern educational system can be implemented. The development of these technologies allows to achieve a higher pedagogical level. It is possible to identify various interactive methods, types and forms of conducting classes, for example, differentiated learning, developing learning, problem-based learning, game learning as a part of the pedagogical technologies used by teachers in higher education institutions.

Various types of educational work in the classroom in higher education contribute to the mastery of the culture of thinking, the ability in written and oral speech to logically correct its results. The importance of enhancing students' cognitive activity is emphasized in the article by I.V. Motorina, A.V. Motorin. [8]. To expand opportunities for the formation of cognitive activity of students and increase the intensity of the educational process when teaching the discipline it is recommended to use a variety of forms and methods of conducting classes.

This article will describe in detail such interactive methods as the round table method and the portfolio method. They are widely used in the department of Russian and Latin language in the process of studying the discipline "Latin" in the medical and preventive faculty and the faculty of clinical psychology in the Ryazan State Medical University named after academician I.P. Pavlov. To consolidate the studied material in addition to written or oral frontal survey, teaching dictations, works with tables, the department uses the method of "round table". This method involves the conduct of educational discussions, with the aim of repeating the studied theoretical, lexical and

grammatical material before the boundary or final certification. In this case, the student can use the material that has been accumulated to date (plans, notes, question answers). The main goal of such classes is to provide students with the opportunity to practically use theoretical knowledge. Students should learn to act as speakers and opponents, master the skills and abilities of posing and solving intellectual problems, defend their point of view, demonstrate the achieved level of theoretical and practical training. The main topics of the course, the issues that are most difficult to understand and assimilate are brought to practical classes of the “round table” type. Topics are discussed collectively, ensuring the active participation of each student. Preparation and discussion of topics raised in the framework of the “round table” allows to solve a number of pedagogical tasks. Priorities are: the creation of conditions for further independent study of medical terminology; motivation to learn Latin as a source of intellectual vocabulary; consolidation of acquired knowledge in the course of group and individual work. During the experiment, in the first year of the clinical psychology faculty, students were offered a test to diagnose their learning motivation. The testing data showed that the indicator on the scale of motives for creative self-realization and on the scale of educational and cognitive motives was 30% higher than without using the round table method. The experiment convinces the effectiveness of this method. As a result, the number of students who successfully passed the exam was 87%.

The following method, which is actively used in the Latin language classes, is the “portfolio” method. Initially, the word “portfolio” meant an album with photos. In the Renaissance, architects and artists brought with them a “portfolio” when they claimed a place in a construction project or the Academy of Arts. With the help of the collected documents one could create an impression of oneself for the future employer. In the field of education, the portfolio method has begun to be applied abroad [9, p. 526]. Currently, this method is actively used in higher education. Thus, the method of “portfolio” can be used in the study of all sections of the Latin language. Student's evaluation with the help of this method is a pedagogical strategy for collecting and systematically organizing data. Students create their own working file folder, which contains a variety of information documenting their achievements and the experience gained. At the beginning of the school year, first-year students of the medical-preventive faculty are assigned with the task of studying the sections of the Latin language course to create their own documentary type portfolio, answering in writing the questions given at the end of each lesson, thus making a blueprint for the traversed topic. In addition, students are encouraged to assemble a portfolio of “works” that give an idea of the student's educational and creative activity and the direction of his interests. In particular, when studying the section of Latin aphoristics, the portfolio of “works” is a collection of various creative and design works of a student, as well as a description of the main forms and directions of his educational and creative activity: participation in scientific conferences, competitions, contests.

For example, the competition for the best emblem or drawing to the ancient dictum in Latin gives the opportunity for the development of students independence, activity and creativity. In the process of preparation, the participants studied additional literature and chose sayings, proverbs, materials for illustration. After creating a portfolio, students passed a test of communication and organizational skills. During the experiment, teachers revealed that 70% of students had increased communication skills, increased cognitive and emotional interest in the discipline under study.

So, the method of “portfolio” involves the development of emotional and cognitive types of interest, skills of independent activity, increasing student activity and motivation to learn Latin. As follows from the above data, the “round table” method contributes to the accumulation of material, its comprehension, the active learning of the new and the revitalization of what has been studied, the outlook expands and the general cultural level rises. Some students were involved in assessment activities, which contributed to the intra-group integration of students and developed cooperation skills.

During the experiment on the use of these methods, it was found that the number of students who successfully passed the final control increased by at least 30%. It was noted that the students took the information better, a lively discussion with the teacher allowed the students to improve the cultural level, and also provided an opportunity for live communication.

There is no conflict of interests.

СПИСОК ЛИТЕРАТУРЫ:

1. Беспалько В.П. Слагаемые педагогической технологии. М.: «Педагогика»; 1989.
2. Гузеев В.В. Педагогическая техника в контексте образовательной технологии. М.: Народное образование; 2001.
3. Селевко Г.К. Современные образовательные технологии: учебное пособие. М.: Народное образование; 1998.
4. Хмель Н.Д. Теория и технология реализации целостного педагогического процесса: учебное пособие. Алматы: АГУ им. Абая; 2002.
5. Полат Е.С., Бухаркина, М.Ю. На перекрестке мнений. Технология обучения с применением метода проектов // Высшее образование в России. 2001. №4. С. 143-144.
6. Касаткина Н.Э. ред. Современные образовательные технологии в учебном

REFERENCES:

1. Bepal'ko VP. *Slagaemye pedagogicheskoy tehnologii*. Moscow: “Pedagogika”; 1989. (In Russ).
2. Guzeev VV. *Pedagogicheskaya tehnika v kontekste obrazovatel'noj tehnologii*. Moscow: Narodnoe obrazovanie; 2001. (In Russ).
3. Selevko GK. *Sovremennye obrazovatel'nye tehnologii: uchebnoe posobie*. Moscow: Narodnoe obrazovanie; 1998. (In Russ).
4. Hmel' ND. *Teoriya i tehnologiya realizacii celostnogo pedagogicheskogo processa: uchebnoe posobie*. Almaty: AGU im. Abaja; 2002. (In Russ).
5. Polat ES., Buharkina MJu. Na perekrestke mnenij. *Tehnologija obuchenija s primeneniem metoda proektov. Vysshee obrazovanie v Rossii*. 2001; 4: 143-144. (In Russ).
6. Kasatkina Nje., editor. *Sovremennye obrazovatel'nye tehnologii v uchebnom processe vuza*.

процессе вуза: методическое пособие. Кемерово: ГОУ «КРИПО»; 2011.

7. Фокин Ю.Г. Преподавание и воспитание в высшей школе: цели, содержание, творчество. М.: Academia; 2005.

8. Моторина И.В., Моторин А.В. Стратегия формирования самостоятельного исследовательского поведения студентов факультета клинической психологии // *Личность в меняющемся мире: здоровье, адаптация, развитие: сетевой журн.* 2017. Т.5, №4 (19).

Доступно по ссылке:

<http://humjournal.rzgmu.ru/art&id=287>.

Ссылка активна на 10 января 2019.

9. Фатеева И.А. Метод «портфолио» как приоритетная инновационная технология в образовании: преемственность между средней школой и вузом // *Молодой ученый.* 2012. № 12. С. 526-528.

СВЕДЕНИЯ ОБ АВТОРАХ:

Ефремова Людмила Васильевна – кандидат филологических наук, преподаватель кафедры латинского языка и русского языка Рязанского государственного медицинского университета имени академика И.П. Павлова; 390026, Рязань, ул. Высоковольная, 9. email:

lusinda.08@list.ru.

Харламова Юлия Анатольевна – преподаватель кафедры латинского языка и русского языка Рязанского государственного медицинского университета имени академика И.П. Павлова; 390026, Рязань, ул. Высоковольная, 9. email: glance81@mail.ru.

ДАТА ПОСТУПЛЕНИЯ: 22.01.2019

ДАТА ПРИНЯТИЯ В ПЕЧАТЬ: 14.06.2019

ССЫЛКА ДЛЯ ЦИТИРОВАНИЯ:

Ефремова Л.В., Харламова Ю.А. Применение некоторых педагогических технологий на занятиях по латинскому языку в медицинском вузе // *Личность в меняющемся мире: здоровье, адаптация, развитие: сетевой журн.* 2019. Т.7, № 2 (25). Доступно по ссылке: <http://humjournal.rzgmu.ru/art&id=376> Ссылка активна на чч.мм.гггг. doi: 10.23888/humJ20192343-349

Кемерово: ГОУ «КРИПО»; 2011. (In Russ).

7. Fokin JuG. *Prepodavanie i vospitanie v vysshej shkole: celi, sodержание, tvorchestvo*. Moscow: Academia; 2005. (In Russ).

8. Motorina IV., Motorin AV. Strategy of formation of self-exploratory behavior of students of the faculty of clinical psychology. *Personality in a changing world: health, adaptation, development: a network journ.* 2017; 5 (4).

Available at:

<http://humjournal.rzgmu.ru/art&id=287>.

Accessed: 10 January 2019.

9. Fateeva IA. Metod «portfolio» kak prioritetnaja innovacionnaja tehnologija v obrazovanii: preemstvennost' mezhdru srednej shkoloy i vuzom. *Molodoj uchenyj.* 2012; 12: 526-528. (In Russ).

INFORMATION ABOUT AUTHORS:

Efremova Lyudmila Vasiljevna – PhD (Philology), lecturer of the department of the Latin language and the Russian language, Ryazan State Medical University named after academician I.P. Pavlov; 390026, Ryazan, Vysokovolnaya str., 9. email: lusinda.08@list.ru.

Kharlamova Yulia Anatol'evna – lecturer of the department of the Latin language and the Russian language, Ryazan State Medical University named after academician I.P. Pavlov; 390026, Ryazan, Vysokovolnaya str., 9. email: glance81@mail.ru.

PAPER RECEIVED: 22.01.2019

PAPER ACCEPTED: 14.06.2019

REFERENCE FOR CITING:

Efremova LV., Kharlamova YuA. The using of certain pedagogical technologies at the lessons of latin language in medical school. *Personality in a changing world: health, adaptation, development: a network journ.* 2019; 7 (2). Available at: <http://humjournal.rzgmu.ru/art&id=376> Accessed: dd Month yyyy. doi: 10.23888/humJ20192343-349