

UDC 378.046.04:614.253.1/.2:616. 24-073.7

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**IMPROVING QUALITY OF
TRAINING
ROENTGENOLOGISTS IN
PULMONOLOGY ON
PRINCIPLES ANDRAGOGY**

Integration of Continuing Professional Development of Physicians dictate the need to optimize the learning process, improving its quality shall include the individual physician.

Please note that training doctors andragogy's position should be based on a number of principles, including scientific, individualization, consistency, predictability, professional orientation, meet the needs of the healthcare professional and personal needs of students, taking into account individual experience, experience professional and self and others. Unlike traditional pedagogy in andragogy's adult that learns, plays the leading role in the learning process, that person has a professional and life experience, knowledge, abilities, skills, and who have used and deepen in the learning process, she feels the need for justification learning, autonomy, practical orientation. Therefore, the learning process should be organized in a joint activity of the student and the teacher at all stages. An adult closely relates to justification, whether to study a particular partition.

The role of the teacher in andragogy's is to assist someone who

learns to identify, systematize recent personal experience, adjusting and updating his knowledge. Therefore, we propose to divide physicians on the profile and experience. This change teaching methods. In andragogy's primary importance is given no lectures and practical discussions, business games, case, solve specific production problems and issues. Upon receipt of theoretical knowledge come first courses that contain material integrated with related areas of expertise. When conducting studies with adults should be aware that thinking, perception of the material they are less productive than younger age, and therefore at the forefront of training methods have come and methodology. In some cases, the experience of the doctor to diagnose a disease may dominate the experience of the teacher and in such cases it should be used as a prop for the presentation of the material, a background for illustrations.

When conducting studies with adults, remember that doctors, especially older, the most suitable are the traditional methods of teaching to which they are accustomed, and therefore, to obtain the best results in learning, they need to modify the principles andragogy's.

Therefore, we should first transform methods of conducting seminars. Of particular significance in this case take seminars to exchange experience, seminars, conferences and seminars "brainstorming." In carrying out their remember that an adult has the professional experience, social behavior, which further grows old and is in contradiction with modern skills and requirements, so the training of

doctors with expertise should be widely used co-principle of listeners with classmates and teacher and the principle of using existing positive experiences (professional and social) skills, practical knowledge and skills as a training base and sources of formalizing new knowledge. Using these principles should stimulate creative work of students, should be widely use group discussion needs most students in the study of individual sections of practice and industry needs. This and facilitate workshops for the exchange of experience.

Andragogy's important principle to be used in the training of radial diagnosticians are:

1. Principle elective training is to enable the doctor to choose the forms, methods, sources of learning;

2. Reflectiveness principle of the physician in training, which is the main component of learning and motivation without which learning will never be successful;

3. The principle of learning outcomes need this practice, that is their wide use in the manufacturing of medical, consistent with this principle and the principle of mainstreaming learning outcomes - sooner use of knowledge in practice, and this will facilitate our proposed division into groups;

4. The principle of regularity, frequency of training based on the results of prior learning and new learning needs.

For the most effective goal andragogy's during training preferably in accordance with the recommendations of sociologists divide participants into three age groups: under

25 years, 25-45 years and older than 45 years. Each group for future seminars and workshops should be divided into two subgroups depending on the level of professional education and practical experience.

Thus, the use of the basic principles andragogy's in continuous professional development ray diagnosticians will significantly improve their professional level and, consequently, the quality of the diagnostic process in health care settings.