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**DEVELOPING INFORMATIONAL COMPETENCE IN STUDENTS BY
OPTIMISING THE ORGANISATION OF SELF-STUDY WORK**

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Summary. In accordance with the “National Program for Personnel Training” increasing demands are set for the quality of education at higher educational institutions. For successful professional training of highly qualified professionals in the new socio-economic conditions, the first priority is the student's personality, ability to make decisions independently and to further implement them. Education becomes personally oriented. The main objective of Ukrainian education at this stage is to meet the standards of highly developed countries and to achieve certain results that will demonstrate competitiveness in the single professional space of the world. Medical education must ensure high quality training of health care professionals, who must not only be proficient in the specialty, but also master the competence to solve complex issues, The ability to adapt to new changes, understanding of the basics of modern information technology, insurance, economics, law, business communication.

Key words: self-study, competence, education, student, medicine.

Introduction. At the current stage of development of higher education, its aim is to expand the spectrum of interdisciplinary training of specialists (interdisciplinary connection). The structure of the study programmes allows students to organize the learning process in a flexible way. One of the priority areas of training a future specialist is informational competence, which modern scientists interpret as a student's readiness to use professionally-oriented information technologies for the purpose of constant self-improvement [1]. Formation of informational competence should be carried out with the involvement of active self-directed activity of the student, as it is impossible to perform during the scheduled class time. As a result, students' self-study has become crucial, now taking up 50-60% of class time, and this proportion has been increasing steadily over the last few years.

Research objective: to study the forms and methods of using professional information technology for continuous self-improvement of future professionals.

Materials and methods: theoretical – analysis of scientific literature to identify the state of development of the investigated problem; practical – survey, interviews, observations.

Results obtained. At the present stage, Ukrainian researchers identify the following tasks for organizing students' self-directed work:

- formation of student's readiness to control the individual process of knowledge in the system “information - knowledge - information”;
- planning and developing tasks for students' self-study so that they have a creative approach to their work, not by repeating and consolidating the material of the practical exercise;
- a detailed selection of subject areas that provide practical conjugation and make it possible for the students to work on the research activity;
- specialized methodological support for students' self-study with tasks using information technology;
- establishing a friendly relationship between the student and the teacher using e-Learning elements;
- development of a permanent individual-oriented control over the progress of

students' self-study work.

Based on the individual peculiarities of students' cognition, teachers use the following teaching technologies: staff-teaching; modular teaching; individual-teaching and group-teaching. All technologies are organically linked and interconnected and comprise a certain didactic system. We will discuss methods of organizing students' self-directed work within the framework of existing technologies, which are widely used in the classroom during the preparation of students.

The project method is a combination of investigative, research and problem-solving methods. It involves a certain set of educational and cognitive methods that allow to solve a certain problem in the course of students' self-study work with mandatory presentation of the results. This method allows solving tasks for the formation and development of intellectual abilities, critical and creative thinking of the student, influences the formation of an individual position during the implementation of the proposed research tasks. Students prepare a presentation of the results of the work using multimedia technologies.

Student's portfolio is a tool for self-evaluation of the student's own research work, a self-reflection of his/her self-directed activity. The student presents all the tasks that he/she performed during the self-study work, necessarily explains the motivation for each of his/her choices, comments on the results, gives a self-assessment of his/her work, corrects the mistakes with arguments. The presentation of the work takes place at the student conference. The student is obliged to compare his/her evaluation with that of the teacher and the group of experts. In this way, students learn to analyze and evaluate their work and understand how to achieve their goals.

Conclusions. According to the experience of the above-mentioned methods of organizing students' self-directed work, the technologies and methods developed by the teachers contribute to the students' motivation for mastering professional disciplines by involving them in self-directed research activities. The effectiveness of self-study work and the development of information competence, no doubt, depends

on the student himself/herself, his/her will, dedication, abilities, ability to work independently and to analyze, but the first task of the modern teacher is to create contributing conditions for the implementation of each individual's capabilities and to optimize the organization of students' self-directed work.

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