

THE INFLUENCE OF THE RELATIONSHIP OF THE EDUCATOR AND THE SEEKERS OF HIGHER EDUCATION INSTITUTIONS ON THE QUALITY AND EFFICIENCY OF THE EDUCATIONAL PROCESS

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Introductions. The educational process is an important interaction of two subjects - a educator and a student, the purpose of which is to teach, interest, and educate seekers of higher education institutions (HEIs), to give them information using both classical and interactive forms and methods, and to promote the development of their creative abilities. In our opinion, one of the main components of education is the motivation of seekers of HEIs to study, their interest in the discipline which they are offered to study. The educator must bring the educational material to the attention of seekers of HEIs in such a way that it satisfies their existing needs for knowledge, freedom of thinking and expression of their thoughts, search for meaning, self-respect, self-expression, self-regulation and creativity.

Aim. To study the influence of the educator's activities on the quality and efficiency of the educational process and the peculiarities of the perception of the educational material by the seekers of HEIs.

Materials and methods. The personality of the educator and his relationship with the seekers of HEIs.

Results and discussion. The personality of the educator is of key importance for the effectiveness of the educational process, since he is important not so much as a carrier of information, but as a spiritual mentor and neuroeducator. Therefore, the

educator must constantly improve, engage in mastering modern information technologies, interactive teaching methods, personal development, deepen his knowledge of foreign languages, as well as the spiritual and philosophical dimension of his personality, participate in professional communication.

In our opinion, a modern educator must have leadership qualities and teach the education seekers by own example. In addition, we think that the educator must be "flexible", ready for an interview, dialogue, and debate for the effectiveness of the educational process. The classes can never be programmed of 100%. The educator, like a group psychotherapist, therefore it is important for him to demonstrate behavior that will be imitated. Thus, the educator should look at activities through the eyes of the education seekers to understand their age, needs and interests. Neuroeducators give the following recommendations in order to interest the seekers of HEIs in learning: the optimal tension should be maintained in the educational process due to the fact that too little volume and concise content does not stimulate, and excessive volume and oversaturated content demotivates the seekers of HEIs; therefore, it is advisable to support the desire of education seekers for knowledge using paradoxes, analogies, problems, relying on experience and the search for meaning. Since the emotions are a necessary factor in the productive activity of the brain, the educators should use literature, music, humor, background sounds, images, business games, crosswords, that is, everything that can enliven the class. The educational process requires the interaction of analysis and synthesis, induction and deduction, generalization and specification, direct and reverse methods of proof. The brain operates with two memory systems: the visual-spatial and the "conjugation" system. The more detached the knowledge from the context, the more difficult it is to remember it. Instead, the more organized and related the information is to the experience, the better it is remembered. A person understands and remembers better when knowledge is reflected in the visual-spatial memory system. For this purpose, graphical presentation of information is used. Brain development is stimulated in conditions of freedom of creativity and blocked in situations of pressure, threats, increased workload and stressful situations. Our teaching experience proves that in classes

where there is creativity, there are no problems with discipline.

Therefore, education should provide: a free educational environment, intellectual and interactive forms and methods; emotionally meaningful perception of the material; visualization of the discipline; problematic methods and forms of education for the seekers of HEIs.

Scientists of the Lviv Medical University came to an interesting conclusion about the influence of the role of the educational load on the health of the young generation; overload leads to chronic stress, antiadaptation syndrome and neurotic reactions. The prevention of this is the use of a justified number of educational programs and their scope and the submission of information using such forms and methods that can arouse the interest of applicants for the seekers of HEIs.

An important element of evaluating the knowledge of the education seekers are points that reflect the effectiveness of the educational process. The score, which can sometimes be set for a disciplinary purpose or indicate insufficient effort made by the seekers of HEIs, can cause them concern. Therefore, we suggest always carry out a comprehensive and objective assessment of the knowledge of the education seekers (oral survey, performance of test tasks, work in class and performance of experiments, solving problems), along with this, there must be an evaluation judgment about progress, efforts made, the amount of work performed.

Nowadays, the most common way of diagnosing educational achievements is testing. Testing is a targeted knowledge control, which is the same for all seekers of HEIs which is conducted under controlled conditions and allows for an objective assessment of educational achievements. The advantages of testing include: the absence of a subjective factor during assessment, availability - a large number of students can be tested in a short period of time, ease of conducting - automation, the ability to carry out online testing. However, testing evaluates "point" learning outcomes, but will not say anything about the achievement of vector goals (creative component, leadership qualities, skills, planning and ability to research, etc.). Therefore, it is necessary to combine standardized tests with creative tasks that teach the seekers of HEIs to think and use all their capabilities and individual

characteristics.

Conclusions. In our work, we have studied the influence of the educator's activities on the quality and efficiency of the educational process and the peculiarities of the perception of the educational material by the seekers of HEIs.

The fundamental purpose of education is the mental development of seekers of HEIs, learning the skills of perception and logical reasoning. In order to achieve sufficient effectiveness of the educational process, it is necessary to organize it in such a way that seekers of HEIs are involved in active activities, independent work, carry out their own research and participate in discussions.