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ORGANIZATION AND DIAGNOSTICS OF FUTURE PSYCHOLOGISTS INDIVIDUAL WORK IN THE PROCESS OF STUDY SCIENCE SUBJECTS DISCIPLINES AT HIGHER EDUCATIONAL INSTITUTIONS

The article investigates the problem of organization and diagnostics the individual work of future psychologists in the process of study science subjects in higher educational institutions. The author analyzes balance between students' individual work and classroom hours in training science disciplines for future psychologists in M. P. Dragomanov NPU. Taking into account set by the curriculum amount of hours and the necessity of constant control over the students' individual work it was substantiated in the article the reasonability of innovative educational technologies use (individual research projects, multimedia presentations, portfolios, computer testing), the use of which, the author states, would help effectively manage and control the individual work of future psychologists in the process of study science subjects.

Keywords: individual work, future psychologists, science training, higher educational institutions.

Formulation of the problem. The main basis for professionals training system is always a request of the society in which future specialist are to perform their professional activities.

In modern life requirements for professional preparation are based on the fact that for successful professional activity it is not enough to master only professional knowledge and skills. During training a specialist in any field, including future psychologists prime importance is a setting for formation of a fully developed, creative, capable for innovative activity, self-improvement and self-development personality. It is hardly possible to solve such problems by «passive» transfer of knowledge from teacher to student. To graduates were in a demand at the job market, one need to search for new approaches to the educational process.

In our opinion, it is students' individual work can meet demands of increasing efficiency of future professionals training and should be one of the main forms of educational process in higher educational institutions.

Analysis of current research. Recent trends, economic crisis, political instability, lead to make the psychologist as on-fire specialty today.

During our previous investigations there was found a place of science education in the process of future psychologists training of future psychologists at higher educational institutions.

Considering the above mentioned and modern requirements for the training of future specialists we consider it necessary to investigate the problem of psychologists individual work organization in the study of science subjects in higher educational institutions.

The concept «individual work» is multi-vector, so it is natural that it has not received a single interpretation of the scientific and educational literature.

Scientists that are engaged in study the individual work in higher education also puts different content in the term «individual work».

Individual work, notes Amatyeva O. P, is a teaching tool that allows to form among students a psychological setting for systematic independent supplement their knowledge and skills, the ability to navigate in the flow of scientific information in solving educational, scientific and productio problems [2, p. 81] .

Vyatkin L. G, considers individual work as «an activity in which in terms of systematic reduction of direct teacher's aid there performed tasks that contribute to a strong and conscious mastering of knowledge and skills, formation of cognitive independence as the student's personality traits» [4].

According to P. I. Pidkasistniy «individual work in higher education is a specific way of teaching organization and management individual activities in a teaching process» [5, p.31]. On the one hand, the scientist states, individual work is a learning task i.e. object of student's activity offered by a teacher or program book, on the other – a form of display a certain way of activity to an appropriate tasks execute ... or to obtain a completely new previously unknown knowledge, or to organize, deepening existing knowledge [5, p. 31].

M. G. Harunov understand individual work as «... execute different tasks of teaching, production, research and self education nature which act as means of mastering the system of professional knowledge, methods of cognitive and professional activity, formation creativity skills and abilities and professional skills» [5, p. 45].

In scientific research M. G. Harunov and P. I. Pidkasistniy there are four types of individual work, that corresponds to levels of individual activities: reproduction (contribute to the formation of skills, memorizing ways of conduct in specific situations), reconstructive variable (allow meaningful transfer knowledge in typical situations, teach to analyze, create conditions for the development of mental activity, forming techniques and methods of cognitive activity), heuristic (contribute to formation of a creative personality, generalization and systematization of knowledge, transferring them to a

non-standard situation), creative (allow to study, to receive completely new knowledge, consolidate skills of independent search for knowledge) [6, p. 19].

It is important to emphasize as A. S. Voronin says that one of the most important characteristics of student's individual work is its consistency. Under the system of individual work, scientist understands a set of interrelated, interdependent, logically subordinate by a general task types works. And like any system, say researcher, individual work should meet certain didactic requirements:

1. System of individual work should contribute to solving the major didactic problems – acquisition of deep and strong knowledge, formation of skills to independently acquire, expand and deepen the knowledge to apply them on practice.

2. The system should meet the basic principles of didactics and above all the principles of accessibility and systematic, connection of theory with practice, conscious and creative activity, the principle of education at a high scientific level.

3. Efficiency of individual is work achieved if it is a part of cohered elements of educational process and if it performers consistently and systematically, not randomly and episodically.

Only under this condition, stresses the researcher, the students make steady skills in performance of different types of independent work and increases its performance [3, p. 3 - 4].

According to Kiryushkina, A. G. students attraction to individual work should be made stage by stage.

The first stage is to familiarize students with samples of actions aimed to promote the development of positive motivation, general approach to organize self-development activity, development of relevant skills.

The second stage is formation skills for independent work aimed to mobilize and activate internal resources of students to their maximum penetration in work with information, conscious and purposeful creation and generation at its basis subjectively new knowledge.

The third stage is improving the skills of individual work by mastering the creative reflexive activity as one of the conditions of self-development, self-realization and self-improvement [7].

Papkova M. D. and Noskov V. V. consider it appropriate to use Wallace model for individual work organization, that includes the following components:

1. Preparation: tasks formulation and initial attempts to perform them.
2. Incubation: distraction from the task and switch to another activity.
3. Enlightenment: intuitive insight into the task.
4. Check: testing or implementation of a decision [10].

In research works of Truschenko A. M. there mentioned teachers' main tasks in individual work organization: to assist students in individual work organization; to make a differentiated approach to students' individual work; to stimulate students' interest for advanced study of a discipline; determine the volume of tasks for individual work according to the program; to provide methodological support of a discipline: methodological complex (MC), schedule of a discipline study, control tasks (tests) for checking individual work, using capabilities of information technologies; to create conditions for students to work in an individual schedule, interim reporting on the block course for early exams and tests; to monitor the individual work on their discipline [11].

One of the main aspects of individual work organization, said Aksenov A. V., is the development of forms and methods of monitoring the students' individual work [1, p. 107].

V. I. Lus, believes that control over individual work should not be an end point for a teacher, and above all to be a motivating factor in the educational activities of students. Control should be not only administrative, the author states, but a full didactic condition that positively affects the effectiveness of individual work in general [8].

According to V. P. Oleksenko, control over individual work is an integral part of educational process is one of the foundations of management and improve its efficiency. Introducing a form of control, the author notes, the teacher must adhere to educational requirements, objective testing and evaluation; individual character; systematic, regularity, transparency, comprehensiveness and differentiation inspection; diversity of tolerance towards student [9, p. 167].

The analysis of scientific, pedagogical and methodological literature allows to state that it is paid a lot of attention to students' individual work organization and performance. However, the research indicates a lack of learning and grounding methods of organization and diagnostics of future psychologists individual work during the process of science subjects training in higher educational institutions.

The article aims at studying and grounding methods of organization and diagnostics of future psychologists individual work during the process of science subjects training in higher educational institutions.

Research methods. To achieve the set goal, we have used theoretical methods of investigation: analysis of psychological and pedagogical research sources and didactic literature that investigates characteristics of study sciences and organization of students individual work; content analysis of regulations in a field of higher education; comparison and conclusions.

Main material presenting. Reform in a higher education, that takes place in Ukraine after the country has joined the Bologna process, foresights preparation of highly competitive professionals, including psychologists, that are capable for effective professional activity at European and international standards. Individual work of students is an integral part of educational process in higher education. Teaching hours for individual work are regulated by the Ukraine Law «About Higher Education» regulations of the Ministry of Education and Science of Ukraine, curriculum and ranges from 1/3 to 2/3 of the total training time allotted to study specific discipline. Value amounts of individual work and classroom training is determined by the specific content of a discipline, its place and importance in realization of educational – professional program etc.

Science training of future psychologists in M.P. Dragomanov NPU is carried out by regulatory disciplines «Age physiology and valeology» (1 year), «Principles of Anatomy and Physiology of the nervous system» (1 year), «Basic medical knowledge and children health» (1 year), «Ecology» (2 year), «Health and safety training course» (4 year) and optional courses «General biology with the basics of genetic» (1 year) and «Pre-medical aid in emergency situations» (1 year). Average hours of classroom and individual work in the disciplines presented in table 1.

Table 1.

Extract from curriculum on hours distribution of students' classroom and individual work of future psychologists in science cycle disciplines

Discipline	Credits ECTS	Hours		
		Total	Classroom work	Individual work
Principles of anatomy and physiology of the nervous system	3	90	44	46
Age physiology and valeology	3	90	34	56
Basic medical knowledge and children health	3	90	44	46
Health and safety training course	3	90	33	57
Ecology	3	90	33	57
General biology with the basics of genetics	3	90	30	60
Pre-medical aid in emergency situations	3	90	30	60

This distribution of hours is reflected in developed by us training and working programs and methodological guidelines for the organization and monitoring the level of knowledge and skills acquired by future psychologists as a result of individual work in the disciplines of scientific cycle.

As an individual work of future psychologists in the process of science training in higher educational institutions we understand the complex of individually used methods, tools, techniques and home-made forms of activities aimed at consolidating the theoretical knowledge, enhance performance, efficiency training, development of creativity and mastering the research skills.

A special place in students' individual work organization of, including future psychologists, takes innovative pedagogical technologies.

We believe that it is innovative pedagogical technologies contribute to solving urgent problems of organization and diagnostics the results of future psychologists individual work in the process of science training in higher educational institutions such as the transition from the accumulation of knowledge to mechanisms of self-searching and research skills; enhance of cognitive activities aimed at intellectual and creative development; development of figurative and abstract thinking.

In accordance with a set purpose of the study we analyzed innovative pedagogical technologies such as project planning, multimedia presentations, portfolios, computer testing.

Project activity is both educational, informative and creative activity.

In our point of view, the project as a form of innovative active creates independent and proactive attitude of students; develops professionally oriented skills; implements the principle of connection studies with life.

To implement the method of project activity in future psychologists individual work during the process of science training we directed our efforts to unite the students for projects according to the following steps. Search phase: defining the theme direction, problem analysis and setting goal of a project. Analytical phase: collecting and studying the information searching solutions and developing an algorithm of action. Practical stage: project implementation and plan correction. Presentation: presentation of the results of a project work and assessment.

Multimedia presentations give students a possibility to self-search of educational materials, active participation in its presentation and realization of their creative potential.

Today we believe that one of the progressive ways of organization the accumulation system of independent assessment of future psychologists is portfolio. This is the method of fixation, storage and evaluation of work, results of students' studying that shows their efforts, progress and achievements

over a period time.

Portfolio allows the shift from the external evaluation to self assessment, from what a student does not know and is not skilled in to what he/she knows and is skilled in. The most important characteristic of portfolio is its integrative, that includes quantitative and qualitative evaluation, involves the cooperation of a teacher and a student in the process of its creation and continuity of assessment.

Most operational type of control over future psychologists individual work in science cycle disciplines, to our point of view, is a method of computer testing. It enables: the simultaneous testing and objective assessment of student knowledge of all the group; avoid teacher's prejudice to a student, self-control.

During the research process we aimed our efforts at the development of tests for monitoring the level of knowledge and skills of future psychologists in the process of studying science disciplines in higher educational institutions.

Conclusions. The analysis of research works allows to state that at present students' individual work is an integral part of the educational process at higher educational institution.

Future psychologists' individual work in the process of study science subjects cycle in higher educational institutions is viewed as a specific form of educational activity, aimed at formation of students independence and their mastering knowledge and skills taking into account specific and content of a particular discipline and innovative educational technologies that are used to its implementation allows transition from the accumulation of knowledge to setting up mechanisms of self-searching and research skills; improvement of cognitive activities aimed at the intellectual and creative development; development of figurative and abstract thinking, self-development and self-improvement.

Prospects for future research are in to establishing the ways to improve individual work of future psychologists in the process of study science subjects in higher educational institutions.

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В статті розглядаються проблеми організації та діагностики самостійної роботи майбутніх психологів у процесі вивчення дисциплін циклу природничо-наукової підготовки у вищих навчальних закладах. Автором аналізується співвідношення обсягів самостійної роботи студента та аудиторних занять з

дисциплін циклу природничо-наукової підготовки майбутніх психологів та обґрунтовується доцільність використання інноваційних педагогічних технологій (індивідуальних наукових проектів, мультимедійних презентацій, портфоліо, комп'ютерного тестування), застосування яких, на думку автора, дасть змогу ефективно організувати та діагностувати стан виконання самостійної роботи майбутніми психологами у процесі вивчення дисциплін циклу природничо-наукової підготовки.

Ключові слова: самостійна робота, майбутні психологи, природничо-наукова підготовка, вищі навчальні заклади.

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VORAUSSETZUNGEN UND ZIELE DER SPORTMASSAGE

In dem Artikel geht es um die Sportmassage als eine spezielle Gewebestimulation für intensive Leistung und Bewegung der Muskulatur. Sie dient vor allem bei Störungen oder Beschwerden im Rahmen von sportlichen Aktivitäten. Sie kann vor oder nach sportlichen Tätigkeiten zum Einsatz kommen und wird meist lokal am entsprechenden Muskel durchgeführt.

Schlusselwörter: die Sportmassage, der Sporttreibende, der Organismus, die Anstrengung, die Entspannung, die Verletzungen, die Leistungen.

Massage ist eine mechanische Beeinflussung der Haut, des Gewebes und der Muskulatur des menschlichen Körpers. Sportmassage bezeichnet eine spezielle Form der Massage, die in erster Linie im angewendet wird. Sie hat sich aus den jeweiligen Anforderungen, die sich an die Sporttreibenden stellen, entwickelt. Der Ursprung des Begriffes «Massage» ist nicht eindeutig zu erklären, vermutlich liegen die Wurzeln des Wortes im griechischen «massein» (kneten, reiben, betasten) [1]. Das Wort Massage stammt jedoch aus dem Französischen.

Die angestrebten Ergebnisse der Sportmassage richten sich nach den Anforderungen an die Muskulatur: Bei bestimmten Sportarten, bei