

SPECIFICS OF METHODOLOGICAL APPROACH IMPLEMENTATION IN FORMATION OF PROFESSIONAL AND ETHICAL COMPETENCE OF FUTURE DOCTORS OF VETERINARY MEDICINE

The importance of teaching methods and their correct choice is considered as one of the major challenges of the educational process in pedagogic. The quantity and quality of the students' knowledge, skills and abilities correlate to effectiveness of such teaching methods by providing a result under any conditions and factors in educational process.

Thus, the development of new pedagogical methods and experimental verification of their efficiency is an important task to implement the mission of the formation of professional and ethical competence of future veterinarians.

Key words: *method, study, knowledge, quality, ethics, formation, routine, role-playing game, discussion, method of case.*

Statement of the problem. Professional and ethical competence of a veterinarian is an integral part of such an intelligent and qualified specialist, professional of veterinary medicine. Formation of mentioned competence is focused on development of important professional and ethical qualities and knowledge as well as a set of ethical standards and conscious use of their skills in veterinary practice to resolve ethical dilemmas. Professional and ethical competence is one of the essential requirements for professionals at the modern labor market and thus, guarantee the formation of the students as the professional and successful specialists in the future performance of their professional duties.

Formation of professional and ethical competence of future veterinarians is a process that requires the development of appropriate organizational and methodological approaches for the tasks.

The method (from the Greek Μέθοδος - "way through") (English Method, German Methode f) - systematic set of steps that needs to be taken to perform a specific task or achieve goals. The concept of identity algorithm or process. So the method refers to the way of achieving the goal and somehow ordered activity [5].

Teaching method is coherent orderly manner of interaction between a teacher and students in a case aimed at solving problems of education, training and development in the learning process. Teaching methods are characterized by three features: the purpose of learning, the way of mastering nature of interaction of learning.

Analysis of recent sources and publications. Due to the importance of consideration the abovementioned challenge there is a number of recent researches of many scientists in this field. In particular, the term "teaching method" scholars interpret differently. Some of them consider it as a way to transfer knowledge to

others D.I. Tikhomirov [7]. Alternatively, they refer to it as generally all methods, techniques and actions summarized K.V. Yelnytskyy [2].

Others define teaching method as a set of coordinated teaching methods S. Ananiev [1] and so on. Some scientists V. Palamarchuk [144, s.36-40], V.M. Shepel [8] and others define technology as teaching method, method or means for learning as a procedural part of didactic system. So there is a contradiction between scientists in the interpretation of this concept.

It should be noted, that the teaching methods and their correct choice is the most important challenge of the educational process. The right method in pedagogic should provide high quantity and quality of knowledge, skills in educational process to students under any conditions.

The main objective. Development of appropriate methodology and experimental verification of its efficiency is an important task to implement the mission of professional and ethical competence. An important role in the formation of professional and ethical competence of future veterinarians is played by interactive methods (from the English Inter - between and act - act). Through interactive methods of increasing the level of conscious learning, the students activity positions in the formation of knowledge, skills, increased interest in the training material should be increased and dialogic study should be realized in which the interaction between students and teachers is based on the basis of equality.

Researchers O.I. Pometun and L.V. Pyrozhenko divided interactive methods into four groups: group teaching in partnership, frontal learning, role play, discussion [6]. For implementation of even training to a small group of students task was practical or theoretical nature (for example, medical care of sick animals or resolving ethical dilemmas related to the conflict situation that has arisen between a veterinarian and a client). This activity requires students to have the skills of discussing the situation, of making decisions and to implement negotiated adopted plan.

During frontal teaching students must discuss the ethical dilemma as a group, they have to express their positions and choose one option from many solutions proposed, after weighing all pros and cons. In this research the most attention is paid to role-playing game technique that requires students to use creative thinking to solve the problem situations. Participants in the game are supposed to choose the roles themselves in problematic situation and to seek the ways of solving and discussions where students were asked about problematic issue, which was discussed with the requirement to maximize the reasoning and justification for their opinions. This form of training promotes critical thinking of students, ability to defend their own opinion and deepening knowledge on a specific problem.

Important methods should also include case study method, which was developed in 1924 at Harvard Business School, but shortly after the establishment was applied in law and medicine. Today this method is understood as a teaching method where students and teachers are directly involved in discussing business or situational problems. The role of the teacher in the application of case study

method is the careful selection of suitable material, and students have to solve the problem and get delivered reactions of other students and teachers on their actions. The role of the teacher in this case is to help students in dilemma solved. A mentor can argue or debate with them, but does not impose own point of view it [3, p. 143].

In Cases there are appropriate to consider the specific situations that happened during the professional activities of doctor of veterinary medicine. Those practical problems are such as:

- Are animals raised in confinement happy in confinement?
- The ethics of killing healthy animals.
- Finding animals for continuing education.
- Partner's misdiagnosis.
- Farmer using illegal growth promotant. [4].

Also these topics are actively used in the formation of professional competence and ethical training.

Training is a system which is specially organized interaction between trainer and participants or directly between the parties. This is one of the most effective methods enhance personal and professional skills. It provides the opportunity to develop communication skills and consolidate the results obtained in theoretical classes.

Our system of organizational and teaching methods interactive training had lectures and seminars form. During the vote, the following technical means as a board, projector and computer are used. By training topics imposed following issues as "Ethics and morality modern", "Ethics and technological progress", "Ethics and Competition", "Methods for solving ethical dilemmas", "Ethics and the fight for the customer." During the training students receive basic theoretical information that is necessary after hearing oral play Keyword / Plan, written teacher or trainer on the board or the pictures displayed on the board through the projector. Next representation has a real problematic situation with veterinary practice, where students are pushed to try to solve a problem or to predict one. Then the coach announces the "right" answer. After that the students are asked to draw and play a similar situation on the problematic issues. Top staging were recorded on video and later used for training purposes.

It should also be emphasized in other important methodological techniques to form professional and ethical competence.

This engaging students in such diverse activities as the study of literature, work on the Internet, reports at a given subject, exercise patronage of a farm at University, meeting with successful veterinarians, scientists, lawyers with experience in the interpretation of laws on veterinary discipline, excursions to farms and veterinary clinics, exhibitions, and more.

During these activities the students were given explanations on the need to act within the legal framework and in accordance with ethical standards in chosen profession, acquire quality education be ready to perform their professional duties after school.

Selected organizational and instructional techniques for conducting classes allow both components to form professional and ethical competence veterinarian - cognitive-professional; reflexive-communicative; value-moral.

When values are to be formed then the moral component should stimulate interest in the need to act according to ethical standards. Generating the cognitive component of professional students actively involved cognitive activities within the chosen direction of learning.

Methods of engaging in a dialogue and conversation actively helped to develop communication skills of students, the ability to defend their position on the basis of the law and ethical principles to reach a compromise solution, and to possess culture of ethical communication.

Keys, business games, training contributed to the solution of problems forming reflexive-communicative component. The study showed that by playing activity role game students were provided the opportunity to implement an ethical knowledge and skills and to contribute to the development of skills, which proved the ability to find original ways of solving ethical dilemmas and to avoid conflicts. So, experimental research was carried out by parallel implementation of the above methodological and organizational techniques.

Conclusions. The analysis of the changes of experimental study leads us to the following conclusions:

Positive developments were identified in the results of formation of professional and ethical competence by providing the students with low receptive and productive level of that competence the appropriate professional training on professional and ethical competence. They have overcome the psychological barrier of communication, the lack of critical thinking, passivity in the utterance of the position.

However, they had not shown constant activity and were not regularly engaged in the discussion of an ethical problem.

The students of middle reproductive level and structural variation sufficient level of formation of professional and ethical competence started to navigate easily in different situations of ethical nature and to participate more actively in the resolution of ethical cases.

The level of formation of cognitive and professional values and moral component in such group of students is close to creative group which is high level. However, for reflexive-communicative component there were minor changes. These students of average level could not always solve the conflict situation from an ethical point of view.

There were difficulties with the application of theoretical knowledge discovered in practice. There was no commitment to ethical business identified.

Students with high level of formation of professional and ethical competence manifested strong interest in ethical activities involving compliance with laws and ethical standards of the profession veterinarian; showed the ability to logically justify their position and choose the best option resolving ethical dilemmas; developed communication skills during the conduct of the debate.

Prospects for further research. The study does not cover all aspects of resolving the challenge of formation of professional and ethical competence of future veterinarians, so the prospects for further research are such as development of methodological tools for the formation of the competence of future veterinarians with different levels of formation of professional and ethical competence, especially it is true for students with low level; strengthening of interdisciplinary connections in the course of training students to improve the level of formation of that competence; sufficient study of foreign experience since in the national scientific and educational resources this challenge has not yet gained wide coverage.

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