Teaching staff members were given a task to use of the acquired experience, in particular, on interactive methods in teaching students (the principle of educational outcomes actualization). They develop psychological-pedagogical competence, which involves mastery of the concept-categorical apparatus of pedagogics, contemporary methods of training and education, acquiring the ability to apply modern methods of performing lectures and seminars in the pedagogical process of the medical university. For professors and the heads of the VolgSMU departments the program includes workshops for discussion of the most urgent issues related to the implementation of innovative educational approaches.

In the course of training in accordance with the andragogic model, teachers acquire new experience, which is immediately used. They improvement the educational process in their departments, undertake a collective assessment activities on the analysis of the obtained results and share their experience with the colleagues. Training does not involve marks for the listeners on the results of practical training. One of the main mechanisms of diagnostics of the new experience development is performing of a final qualification work. The course attendees provide reports at the final workshop. It is expected that in the second part of the report the speaker would reflect the introspection of his own teaching experience and submit his practice-oriented pedagogical guidelines, including the use of active and interactive methods, case- and gameplay methods of teaching a particular science.

Discussions of the differences between the knowledge-oriented paradigm of higher education and the competence-oriented paradigm are organized in classes. The competence experience becomes the basic category and includes the interiorized knowledge not only about the «what to do», but also the «how to do», that is, abilities and skills, which may be formed, transformed and become a consequence of purposeful training. Therefore, initially, at the design stage of the refresher course we solved a question on the choice of the necessary types of competence experience and its implementation into the seminars. The revealed types of competence-based experience are the following: the experience of search of educational and scientific information, operational experience, experience of work with the text, the experience of transformation of information into knowledge, the experience of self-assessment and reflection, experience of developing educational strategies, experience of creative research activity, experience of communication and cooperation, the experience of the presentation of pedagogical knowledge, abilities, skills, etc.

It should be noted that the types of competence-based experience necessary for a faculty member of a medical university continue to be refined. We believe that the organization of refresher training for the faculty members of higher educational establishments can be positively evaluated if in the course of the academic process each trainee had the opportunity to carry out activities, which allow to acquire these types of experience. The use of the competence-based experience in practical pedagogical activity characterizes both the process and the current results of the faculty members training. Report on the work may be presented by the attendees in two forms: in the form of a speech with the analysis of a practical class carried out with the use of innovative method or in the form of video presentation of the practical class. Each report is followed by a group discussion.

Thus, the process of implementation of the state educational standards of the third generation into the university practice strongly requires the search for innovative approaches in psychological-pedagogical support of educational process and development of motivational and methodical readiness of the faculty members. The formation of a personality of a competent specialist in the sphere of medicine is considered to be the main task of the higher medical education due to the changing social conditions and requirements.

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PERSONAL AND PROFESSIONAL ENHANCEMENT UNDERLYING PROFESSIONAL AND SUBJECTIVE ATTITUDE OF MEDICAL STUDENT

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Nowadays when the higher professional training system is undergoing modernization, students' professional competence and their personal en-

hancement comes to the fore in the planning and organizing the training process.

A well-formed professional and subjective attitude is a factor underlying a student's personal and professional enhancement as well as self-enhancement. However, literature on research in the sphere of education yields a rather vague idea of the role of students' professional and subjective attitude in their professional and personal development and in the process of training a competent medical specialist.

Out idea of a student's professional and subjective attitude implies an awareness of oneself as a subject trained for a profession where mastering professional skills and knowledge is coupled with self-development of professional and personal qualities and traits. To enhance the development of professional and subjective attitude in medical students we have developed a technology based on three modules: the professional and subjective attitude model, the structural and functional model of its development, and the process model substantiated with methodological support. We also determined the stages of developing the professional and subjective attitude (preliminary stage, reflexive-operational stage and corrective-evaluative stage) and their methodological support.

The objective of the preliminary stage is to guide the students to understanding the essence of their chosen profession, its specifics; getting them motivated to developing the professional and subjective attitude and to mastering the profession.

The reflexive-operational stage is aimed at developing reflexion, perfectionism, applying the professional and subjective attitude to study, educational medium and real-life situations; including the students into the process of personal and professional enhancement, self-education and self-control.

The objective of the corrective-evaluative stage is to learn analyze the maturity of the professional and subjective attitude and to develop corrective measures when its maturity is unsatisfactory. When developing the corrective-evaluative stage we also determined the criteria and degrees of maturity of the professional and subjective attitude (optimum maturity, admissible maturity and low maturity). As for the criteria that allow an estimation and analysis of the student's professional and subjective attitude at each degree of its maturity, we singled out such criteria as independence in pursuing the cognitive process, readiness for self-cognition and self-enhancement, the extent of awareness in choosing the profession, the extent of maturity of professional orientation.

To reveal the extent of maturity of each component in the model of the professional and subjective attitude, we developed a pool of diagnostic tools; some of them are our original developments. The technology of forming the professional and subjective attitude in medical students belongs to the technologies of actualization of the potential of persons involved in the training process; its use is integrated into the training process. We believe that implementation of the technology of developing the professional and subjective attitude in medical university students allows professional and personal enhancement of students, which elevates the quality of training outcomes.

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MODERN TRENDS IN EDUCATIONAL PROCESS DEVELOPMENT

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Modern society was chosen informatization of all areas of activity, including education, as its path of development. Implementation of informational – communicative technologies (ICT) is conditioned by a number of reasons.

First of all, ICT can make provision of material more visual. Therefore, introduction of ICT into education helps to increase level of student's mastering.

In modern world a technology is replaced with another technology, a number of skills and amount of knowledge that a man needs to be successful has increased. So, using ICT in order to increase education quality is a priority. It allows a person to adapt to modern society more quickly, self-develop and respond to the demands of time. If a society changes, principles methods of enterprises' work become technically more ultimate, improvements in education must be aimed to correspond with the requirements of modern industrial society.

Besides, a necessity to introduce ICT into the educational process is outlined by international experts in reports of UNESCO. These reports express the main idea that new technologies must provide for the creation of a better world, where each person will benefit from the achievements of education, science, culture, and communication. ICT make it possible to discover absolutely new methods of teaching and training, thus, it is so important to introduce this direction into the education process.

The twenty-first century sets complex objectives before the humanity:

– due to the accumulated knowledge that is based on informational-telecommunication technologies, it is necessary to create a new strategy to develop the modern society that is different form ones, used before;

– development of the society forms from a development level of each individual. It is impossible to build intellectual, thinking society without developing the majority. That is why fundamental education must be aimed to develop abilities and skills of each person;

– the closest relation between the level of a nation's prosperity, national safety of a state, and terms of education makes it necessary to use ICT in the studied area.