

technical skills, clinical thinking, empathy, values, and reflection in daily practice doctor [6].

For the development of communicative competence now developed model of communicative competence of students that seeks to respond to a clear definition of the important components of the communicative competence, based on the goals, objectives and actions, and differentiated approaches to effective teaching of communicative competence through the gradual training of students. For the successful formation of meaningful skills and then evaluating their levels of formation established, the requirements for experience, knowledge and skills necessary to achieve the appropriate result. In connection with this state, the following ways to implement new methods of training: the training of students' communicative competence in stages throughout the process of study at the university, the planning process of the formation of meaningful competencies with their subsequent evaluation of formation, setting levels.

In itself, the development of communicative competence involves learning from entry level to the subsequent base, systems and specialized communicative competence. The methods of assessment of competence at each stage of training. Provides monitoring of the development and evaluation of communicative competence, methods and forms of teaching with each course complicating their level.

Thus, the primary purpose of teaching communicative competence is to improve the training of medical specialization and their compliance with the demands of modern conditions (market) through the creation of an enabling environment at the university for a free and informed choice to train future professional activity, personal learning paths, the direction and the profile of training required qualifications according to personal interests, educational needs and the needs of the labor market. New approaches to the development of communicative competence will improve the effectiveness of the formation of psychological competence of doctors in university teaching.

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SOME ASPECTS OF ANDRAGOGY AND PEDAGOGIC DESIGN IN TRAINING ADULTS

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The article studies special features of training adults in modern conditions of transiting from applicatory-knowledge paradigm towards practice-directed one. A necessity to create specialized educational recourses that will be addressed to an adult audience (traditional printed and digital materials) is pointed out.

The concept of life-long training has become common throughout the world. Defining parts in realizing this concept belong to education of adults that implies a single complex of processes of formal and informal training that provides for a development of intellectual abilities of a man, improvement of his professional competences and personal qualities [1]. Besides, training activity of adults takes place at the background of their participation in productive, social, household areas of life.

The studied category of students has a number of social-psychological features that require a development of certain pedagogic and technological methods of education, special pedagogic design of constructing training disciplines, forms and methods of controlling training achievements [2]. Special features of an adult audience define different criterions of a tutor's professionalism.

An adult apprehends training information according to special laws, compared to a recent scholar. The former needs a short, informative, and efficient course. He needs to train consciously, follow a course on purpose, clearly realize the necessity and urgency of his work, has a possibility to control the process of his education, work in an accessible and convenient time regime, see results his work at any stage of his course.

According to principles of andragogy, the leading part in an education process belongs to the learning adult. As a formed person, he puts specific goals before himself and seeks their independent achievement. An adult is characterized by such behavior features as independence, responsibility for the made decisions. Finding himself in the position of a learner, he suffers a certain psychological dis-

comfort that is defined by the necessity to accept a submissive state in the process. A special character of relations between subjects of educational process that is formed according to ideas of equality, confidential communication, creative collaboration, can provide for a solution of this problem. A key to success lies in trust to a pedagogue who serves as an advisor, manager, assistant, curator, tutor.

Usually, adult students are characterized by a high motivation for training. They understand the necessity to increase their level of education, consider education in a university or an institute as an important condition of forming an individual trajectory of their career. Therefore, they are demanding towards results of their training. It requires clear objective setting in mastering a discipline in the beginning of a course, explanation of urgency and practical value of the mastered knowledge.

Nowadays, practice-oriented approach towards training is acknowledged as the basic in process of reforming and upgrading educational system [3]. A necessity to replace informational-reproductive education with problem-methodological type of it (from translating knowledge towards training to master it though overcoming intellectual obstacles) is defined by requirements of modern innovative industry. A modern specialist has needs not knowledge itself, but an ability to use it in solving specific situations and problems that he faces in professional activity and life. In this case, a main duty of a tutor is teaching methods of independent mastering of knowledge, "training to learn" becomes his prior objective. A direct pedagogic guidance is being replaced by an indirect type of it, training process comes to a form of self-education.

A content component of each discipline should be clearly directed towards professional interests of students, and the material should be adapted to their level of perception. Contents of any science have theoretic and applicatory components. Theory and practice are single and inseparable, they develop along one trajectory. A skill to re-construct scientific information into training in a methodically literate way forms a component of a tutor's activity. Theoretic and applicatory knowledge have different nature. Traditional knowledge paradigm implies a theoretic way of organizing training information – mastering any material or a discipline according to logical structure of a scientific knowledge. However, first of all, modern students require skills and knowledge that have high applicatory value. Of course, subjective knowledge remains a part of the process. However, methodic of reproducing knowledge moves to the background, while practice-oriented, competence approach occupies the leading part. This fact defines the need for a high interactivity of a training process. Teaching adults must be applicatory, practice-oriented. A suggestion to master some general abstract model, and then train to use it in specific objects and real systems causes a reasonable protest. On the other hand, training at

specific examples and real systems allows us to create a general model consciously. An adult masters knowledge more efficiently when it is presented to him as an example of productive or life situation. Interactivity in education becomes an objective necessity.

It is psychologically important to provide an adult student an ability to select means and technologies of training. Obviously, the same information can be apprehended differently by different people. Besides, everyone has his own preferences regarding sources of information. Some tend to look through a traditional textbook. Some other people prefer e-texts that are supplied with a number of illustrations, including video inserts. Others can consider live communication with a tutor the only efficient way to master a material. Variability of training means and pedagogic technologies (e.g. simple textbooks and module-structured e-books, traditional audience course of lectures, online video lectures, etc.) allow one to achieve a high efficiency of education.

The described pedagogic principles have been realized in practice [4]. The author of this text has 40 years of experience of pedagogic work with adults who learn in a university without leaving their professional activity. Exclusive methodic of training general technical speciality students in general-chemistry has been developed and introduced into the educational process. Textbook «Basics of general chemistry for independent education» (2012, St. Petersburg) and e-book «Chemistry» (LMS MOODLE, <http://www.spmi.ru/>) have been developed especially for this category of students. Textbooks have been constructed considering the described problems. Training information is structured into modules. Each module is completely autonomous. It contains training material of various levels of detail, supplied with examples, texts, control questions. When a module is complete and the control test verifies its successful mastering, a student can transit to the next one. Explanation of concepts and terms can be found in glossary.

Usage of modern information-communicative technologies of training (ICT) [5] allows us to solve many problems that relate to specific features of training adults. Organization-pedagogic model of training in terms of using ICT provides students with a high independence level, gives them an ability to project their individual trajectory of education, plan their work according to a level of their business in other fields of activity, master training courses in an accessible temper. Digital training contents are supplied in a structured form as separate training modules that allow one to master a subject systematically. Methodists-tutors are there to provide operative organization assistance. Individual consultations with a tutor on training subjects are easily realized via video-conference, Skype, e-mail, chats, forums. Lecture courses and virtual laboratory practices are available in the Internet (e.g. at YouTube), on CD,

DVD, etc. Efficiency of work is evaluated as a student progresses in a subject via an organized control of achievements (computer testing). Score-rating system allows one to evaluate the received results in a comparison mode. Thus, a student controls the process of his education himself.

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PEDAGOGICAL PREVENTIVE MAINTENANCE OF PSYCHO-EMOTIONAL FRUSTRATION OF SCHOOLCHILDREN AT MUSIC LESSONS AT COMPREHENSIVE SCHOOL

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This article discusses the pedagogical methods of prevention of psycho-emotional disorders, primary school children to music lessons in secondary school, as well as the results of experimental and experimental verification of effectiveness.

The choice of the given theme isn't casual, because more often school psychologists reveal the pupils having various neuroses. I want to give particular attention to the way musical material using the techniques of art therapy combined with art pedagogy influence the psycho-emotional condition of children of a younger school age. We live in a difficult psychological condition in modern big cities, and the education of schoolchildren is of great value.

Children spend a majority of their day in school. Therefore, school becomes a major factor in the formation of the child's personality, and this person shapes our future generation. This pedagogical process requires a great deal of work, and special attention to each individual child's needs, growth, and development. On a surface level,

a child's music lessons in an educational setting may seem to simply bring the child happiness; however, the emotional connection to the study of music and to the music itself occurs at a deep level of consciousness, a level that can be understood only through psychology and psychological understanding. Music is capable of an influence on the sensual-emotional sphere of an individual's consciousness and sub-consciousness; it is at these deep levels of influence that music has the strongest and most positive effects. It has been shown time and time again by generations of philosophers, psychologists, and, most importantly, teachers. The teacher of music carries out a most important psychological-pedagogical function: the use of techniques in psycho-emotional correction and preventive maintenance of psycho-emotional frustration in children in order to create a healthy, encouraging environment in which to study. However, a close analysis of the text books used to train teachers in music education shows that this process is entirely absent; indeed, the idea of using pedagogy and psycho-emotional analysis in a combined technique is not realized, nor is it even considered by teachers of music.

I believe the use of psycho-therapeutic methods in tandem with pedagogy in the musical education of children is vital. The urgency in gaining understanding into this field is made apparent by the lack of discussion in the materials, programs, and methodical recommendations that are used to train teachers in music education. My objective is both clear and necessary: to develop a technique of preventive maintenance of the psycho-emotional state of children in their study of music so that their emotional health may be nurtured in an environment that understands the deep connection between music and the psyche.

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