became more intense, diligent, and increased desire to make the task better, in comparison with results on the beginning of the experiment. Students of this group learned to realize more distinctly the purposes of the future which give their lives intelligence, orientation and temporary prospect more distinctly; they became more internal, responsible and socially mature. Their level of understanding themselves and ability to argue the point of view rose. The students began to reflex their acts and relations better. In other experimental groups where the system was used taking into account any one pedagogical condition, such essential changes were not revealed. In the control group where the purposeful formation of the humanitarian orientation of the personality of students of technical specialties was not occurred, on the contrary, there is dynamics to decrease in level of reflexivity and humanitarian orientation.

So, we can conclude that only professional-technical education doesn't lead to formation of life-sense orientations, personal maturity and self-actualization; without purposeful development of humanitarian orientation, which includes development of cultural values of the people, understanding the sense of own life, the students of technical specialties generally displayed themselves as external persons; they don't realize their potential and think a little about sense of life, that, in turn, can lead to decrease in the level of their culture.

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The work is submitted to the International Scientific Conference «Cultural heritage of Russia and the modern world», London, October, 19-26, 2013, came to the editorial office on 09.10.2013.

INTEGRATION AS INNOVATIVE TECHNOLOGY IN TEACHING OF CLINICAL DISCIPLINES

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One of the innovative technologies implemented in Semey State Medical University is interdisciplinary integration. Vertical integration between basic subjects and clinical disciplines and horizontal integration of related subjects are very important in medical education because it provides deep understanding and real conditions of medical practice. Integration is realized in integration lectures, practical lessons and symposiums.

This study is about analysis of efficiency of integration (vertical and horizontal) in teaching of clinical disciplines.

We analyzed feed back of students and teachers about horizontal and vertical integration. 40 students and 40 teachers were surveyed. Profiles processed by statistical methods.

Analysis of student's answers revealed that integration helps to develop competencies as «knowledge and understanding in study area» in 87,5%; «practical skills» – 67,5%; «clinical thinking» – 77,5%; «communication skills» – 62,5%; «skills of scientific research» – 42,5%; «team work skills» – 70%. 12,5% of respondents answered «nothing competencies», 10% – «difficult to answer». 85% of the respondents are interested by this technology of teaching, 5% are not interested, 10% – do not know. The average estimation score was 3,33 to 4 point scale.

Teachers marked that integration helps to develop the following competencies: «knowledge and understanding in study area» in 85%; «practical skills» – 75%; «clinical thinking» – 82,5%; «communication skills» – 77,5%; «skills of scientific research» – 65%; «team work skills» – 87,5%, «nothing competencies» – 7,5%, «difficult to answer» – 10%. On question «Did you like practical lesson conducted by integration» 5% of teachers had difficulty in answering, 7,5% of respondents didn't like, and 87,5% pleased this practical lesson. Teachers put the overage mark of this technology – 3,67 to 4 point scale.

This study suggests that this technology allows deepening of knowledge, increases motivation of students, responsibility, improves communication and teamwork skills, clinical thinking, reveals leadership. Vertical and horizontal integration is very useful technology for teaching in clinical disciplines. It creates real conditions of medical practice of any doctor.

The work is submitted to the International Scientific Conference «Implementation of integrated model of educational institutions, implements educational programs different levels of education», Republic of Singapore, December, 2013, 10–17, came to the editorial office on 18.11.2013.

EVIDENCE BASED MEDICINE AS AN INSTRUMENT FOR THE STUDY OF INTERNAL MEDICINE

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The present time the proper medical practice, healthcare organizations and research activity requires the ability to critically and competently