

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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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 under-

standing 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.

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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

evaluate the results of the latest scientific and clinical research. It is necessary to stimulate the clinical and scientific thinking of the students, the use of interdisciplinary approaches for the acquisition of knowledge and skills. Currently, evidence-based medicine is a mandatory educational discipline for the third year students in accordance with Kazakhstan educational standards. Semey State Medical University actively implements of the method of integration of disciplines «Internal Medicine» and «Evidence-based medicine» to improve the skills of students in determining the optimal methods of diagnosis, treatment and prevention of disease in a particular patient in a concrete situation. The forms of such integration could be different. They include

1. Selection of optimal methods of diagnosis, treatment, prevention using case based learning method (CBL). In the clinical department the students under the guidance of teacher perform examination of the patient, an analysis of the examination results, define the clinical problem and discuss the reasonable tactic for examination and treatment. Then they confirm their opinion using the databases of evidence based medicine. For the searching of the necessary information the students use method (patient/population, intervention, comparison, outcome), define the key words to search the proper scientific based information in the different data bases including PubMed, MEDLINE, EBSCO, International Clinical guidance. Our students have very good possibility to use The Cochrane library. Then the students demonstrate the found information, discuss it and analyze the results of work.

2. Using the knowledge of evidence-based medicine in the independent student work for the description of clinical cases, presentations and essay.

3. Demonstration of knowledge in the clinical conferences and clinical symposia for discussion the most difficult and controversial clinical situations. In this case, the assessment of evidence-based medicine knowledge and skills is held by the expert in the field of evidence-based medicine

Analysis of the feedback from the students showed that almost 100% of them said that integration of evidence-based medicine and internal medicine is helpful to improve their knowledge and understanding in the field of study, research skills, critical and clinical thinking, 80% said that such learning improves their communication skills and teamwork skills. Only 10% of students reported difficulty in finding of relevant information due to lack of good knowledge of English.

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IMPORTANCE OF INFORMATION IN MANAGEMENT OF EDUCATIONAL SYSTEM

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This article discusses the role of communication in the activity Manager of education. Today management plays a considerable role in the education system. According to the research most of the time the manager spends on communication. In the system of education communication plays essential role as with its help the information is trans

Today management plays a considerable role in the society. Because during several decades the human activity is accompanied by row of continuous changes in social, political, economic and other spheres of social life which in their turn demand changes in us. Their main part as the world experience shows is comprehension of science and art of management.

Management is defined as a skill to achieve aims using labour, intellect and motives of other people's behavior, as a type of activity in managing people in organizations, and as a sphere of human knowledge which allows executing this function. I.e. the core of contemporary management means that in the one hand it originates from a person, his needs and aims, from transformation of knowledge, experience and achievements in science and technical progress into productive power and in the other hand the creative power of managing consists in using informational technologies. Contemporary managers attach a special importance to group work and cooperation treating the employees as partners and not as subordinates.

Management in contemporary science is regarded as the process because the work on achieving aims with the help of others is not a nonrecurring action but a series of interconnected ceaseless actions each of which is the process and furthermore very important for success of the organization.

According to the research the manager spends from 50 till 90% of all time on communication. The manager does it in order to realize his roles in interpersonal relations, informational exchange and processes of making decisions, saying nothing of management functions of planning, organizing, motivating and control. And just because the exchange of information is included into the main types of management activity, communications are called connecting process and their effectiveness plays a significant role for success of people and organizations [3].

In the system of education communication plays essential role as with its help the information is transferred both from manager to subordinates and vice versa and from teachers to children. There are several types of communications in offices and in educational systems.

Communications between organization and its environment.