

официальных и взаимовежливых отношений. Среди профессиональных качеств, характеризующих вербальное поведение врача, наиболее значимые: владение литературным языком, общая эрудиция, кругозор, умение чётко формулировать свою мысль. Естественной и единственной уважительной формой обращения к пациенту, независимо от пола, возраста, социального статуса является обращение на «ВЫ».

Этика и мораль профессионала здравоохранения в медицинской среде являются определяющими в отражении этикетных правил и соответствии имиджа. На период общения с пациентом личные интересы и потребности врача должны отойти на второй план, а предпочтение отдаётся интересам и потребностям собеседника. От умения врача владеть словом, от уровня его речевой культуры также зависит его профессиональная компетенция.

Таким образом, имидж профессионала здравоохранения, практикующего медика, является одним из главных атрибутов его профессиональной деятельности. Задача создания профессионального имиджа медика, врача, должна быть осознанным выбором и быть ориентирована на общие каноны, сформировавшиеся в результате исторической медицинской практики. Это прежде всего высокий уровень профессионализма, нравственность и наличие эмпатии. Необходимо помнить, что создание достойного имиджа требует значительных сил, времени, вплоть до материальных вложений, а потеря репутации и авторитета может произойти мгновенно.

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LEVERAGING THE UBIQUITY OF DIGITAL COMMUNICATIONS TO PROMOTE LEARNING: THE BLOGGING TOOL

introduction of an instrument

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Today the technology is present mostly in every area of our lives. The internet plays a key role in communication providing us with a possibility to communicate with others via various social media and blogging platforms.

Considering current students interest in everything what is happening online, the educational institution can benefit from not only staying competi-

tive through having an online presence but also by providing students and educators with access to and implementation of such contemporary means of communication as personal blogs.

Considering that writing a blog does not require much technical knowledge it might become an effective educational tool even for the non-computer savvy staff. Both students and teachers can use a blogging platform to publish and share photos, articles, newsletters, video and audio recordings, class activities and individual and teamwork projects, as well as to perceive a blog as an online diary of student's reflections on study, providing teacher with an opportunity of student's learning dynamics assessment. Thus, blogging allows teachers to stay connected with students, provide them with timely feedback, support and/or advice.

When used to reflect on study abroad or internship experiences blogging enables students to keep an ongoing personal record of their actions, decisions, challenges, though processes, problems, misunderstandings, successes and failures, and issues they have to deal with.

Besides, blogs encourage students to read and write, to be creative and self-exploratory. It also serves as a digital study portfolio providing storage for students' works, reports, assignments, projects, photos and other necessary materials.

When used as a publically accessible platform (through university intranet) blog fosters collaboration between students, encourages discussions, and provides the opportunity to track their learning progress by comparing their earlier and later blog entries. Study blog is a way to make learning more fun and less stressful.

Moreover, regular student and teacher blogging creates and supports the spirit of community. Blogging platforms accessible not only from personal computers, but also from tablets and mobile phones, represent a practical tool for collaboration among staff and students from the convenience of own homes or elsewhere in the world where one can get internet access. Engaging into regular blogging widens student and educators horizons as it provides a platform for sharing ideas, study plans, learning methods and teaching techniques, materials, inspiration and excitement.

One of the main benefits of the use of blogging as an educational tools is that it suggests a less formal and paper-based communication between students and teachers. Blog platforms are built to support the upload of multimedia, which provides a sustainable advantage over old-school paper report submissions.

Depending on a curriculum of a particular discipline, blogging might be turned into a forum for discussion of additional readings or providing short reflective summaries on recent articles in the field. By hosting a forum blogging can also come in handy for students working on group projects and as-

signment. Moreover, the results of collaborative students work can also be remotely presented in blogs.

Mark Sample, assistant professor of literature and new media at George Mason University suggests that in a personal study blog a student might write about an aspect of most frequent reading that he or she failed to understand; then formulate an insightful question or two about the reading and then encourage others to express their opinion in order to find a good answer to the questions; or respond to another student's post, building upon it, disagreeing with it, or re-thinking it [1].

For the larger class of 150 students, where encouraging class discussion could feel intimidating, professor Mark Rom from Georgetown University Washington decided to integrate a course blog into the curriculum in order to ensure that all students had the opportunity to engage in meaningful discussions on the course content [2].

Hillary Miller, Baruch College of CUNY notes that students are not always comfortable with putting their ideas, struggles and thoughts in public access for everyone to see and comment on. She suggests “[m]aking some class time available to teach students the rhyme and reason behind some aspects of the blog is arguably essential, and yet somehow easy to overlook.” [3]

Clarifying to students the reason they are being required to blog is a key to successful implementation of this modern educational tool. It is also advised to consider making blog participation a percentage of the grade to encourage student use.

Blogging offers many benefits for contemporary education. It encourages autonomous study by offering opportunities for students to take more control of their learning progress. It motivates students to start being more attentive towards the knowledge and skills they acquire and raise additional questions as a result of personal reflection on both theories and practice. Last but not least, it helps improving their reading and writing skills and promotes critical thinking and attention to detail.

To enhance the effectiveness of internship activities, it is important that students get the opportunity to reflect on their internship experiences and the learning outcomes they led to. Until now lecturers supervising the internships had limited involvement into day-to-day on the work floor experiences students go through during their short-term company placement.

Blogging provides students with a platform on which they have an opportunity to share their internship experiences on a weekly basis. Being a sort of online diary it helps students to develop their observation, research and critical thinking skills by means of sharing their internship experiences with others.

It is advised to incorporate blogging into internship activities to serve as both a reflection instrument for an intern and a monitoring instrument for internship supervisor.

Blogging allows students who are yet to become interns to get a sneak peek inside of the professional world and to better prepare themselves for their future internships.

LITERATURE

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АКТИВНЫЕ МЕТОДЫ ОБУЧЕНИЯ КАК СПОСОБ ПОВЫШЕНИЯ ЭФФЕКТИВНОСТИ ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА

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При работе с большой аудиторией задачи представления информации по изучаемой теме, демонстрация актуальности и практической значимости требуют от преподавателя большего творчества и профессионализма. Намного удобнее и эффективнее работать индивидуально или в малых группах по той простой причине, что больше времени можно уделить каждому из участников, больше вероятность своевременно заметить сложности и устранить пробелы, пока они не стали существенно усложнять дальнейший процесс. Однако, при работе с аудиторией у нас совершенно иные условия, но при этом задачи по сохранению эффективности процесса остаются – учитывать принципы индивидуализации, гибкости и сотрудничества, чтобы не «потерять» обучаемого, поддерживать мотивацию к обучению, развивать его не только профессиональные компетенции, но и личностные качества.

При использовании активных методов обучения можно реализовать процесс эффективно, сохранить принципы индивидуализации, гибкости и сотрудничества.

Индивидуализация процесса позволит учитывать индивидуальные особенности участников и предоставит возможности каждому работать в удобном для него темпе, максимально раскрыться и не чувствовать при этом свою неполноценность или слабость в сравнении с остальными