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MOTIVATION, STIMULATION, AND ACTIVATION OF TRAINING IN THE STUDY OF FORENSIC MEDICINE AND MEDICAL LAW IN HIGHER MEDICAL EDUCATION INSTITUTIONS

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Abstract. Today, the challenge is to increase the effectiveness of learning and optimize students' learning activities. At the same time, high educational motivation plays a crucial role, therefore, special attention is paid to the problems of its formation. In the context of the formation of motives in the process of teaching students of universities, there is always the question of what motives should be formed. It is not simply a question of finding and selecting a particular motive for its formation, but determining the optimal structure of the student's motivational sphere.

The paper examines a wide range of methods of motivation, stimulation, and activation of training in the study of forensic medicine and medical law in higher medical education institutions. Methods of stimulation and motivation of educational and cognitive activity are directed on the formation of positive motives of learning, stimulate cognitive activity and at the same time promote the enrichment of students with educational information. They are divided into two subgroups: 1) methods of forming cognitive interest; 2) methods of promoting duty and responsibility in learning. In the process of teaching new material, one should appeal to the sense of wonder, surprise, interest in the subject matter of the message, changing the logic of the sequence, breaking the cause and effect, presenting information as strange and logical. For the formation of cognitive interest in students in the subject of forensic medicine, you can use examples from expert practice, life stories about the circumstances of death of famous persons. Particularly important for students are examples of life situations where doctors were unable to correctly ascertain the fact of death, and the living person is prepared for burial or buried in a grave in a state of so-called apparent death. One of the ways to increase students' educational motivation is to use it widely in the group learning interaction process. Using of practical skills in small groups is very popular with students. For example, students form 3-4 groups of 3 people. Each group is assigned a task (to describe a specimens of skin, bone or internal organ damage, or to describe a corpse at the scene of death). After completing the tasks, the groups exchange them, and the next group is invited to supplement the description or indicate their shortcomings. This method contributes to the development of attention, the wit of the students, and also allows us to consolidate the practical skill. Motivation is also an integral part of the motivation process. Incentives are very effective in cases of indifference and laziness. It pushes and promotes the necessary motives and motivations for students. For example, in determining the relevance of the topic of each class, attention should be paid to the situations in which further medical activity may be encountered by the student (filling in a medical certificate of death, description of injuries, describe the scene and place of death). Unfortunately, to date, the understanding and the true motive of learning a person receives only after graduation. By using the methods of motivation, stimulation, and activation of training in the study of forensic medicine and medical law, using them skillfully and correctly, the teacher can achieve positive results and make the process of study of forensic medicine and medical law more rich, useful and interesting. The successful combination of different techniques by the teacher can support students' interest in studying the disciplines and make the lessons interesting, effective and unforgettable.

Keywords: forensic medicine, medical law, activation of training.

Introduction. The processes of motivation, stimulation, and activation are leading to learning. American psychologists O. Kreger and J. Tucson [1] have suggested that the best sellers come out of teachers - because it is they who can sell the most complex product of "knowledge" and persuade students of their need. In trade, this process is called advertising and in didactics, it is called motivation. For effective learning (as a type of activity) a student must have an intrinsic need for this knowledge, skills, and abilities. Now, this is called competence. With a high degree of student motivation, a

goal is formed in him, the learning becomes active and goes into independent activity.

The main arguments of the research. Today, the challenge is to increase the effectiveness of learning and optimize students' learning activities. At the same time, high educational motivation plays a crucial role, therefore, special attention is paid to the problems of its formation [2].

In the context of the formation of motives in the process of teaching students of universities, there is always the question of what motives should be formed. It

is not simply a question of finding and selecting a particular motive for its formation, but determining the optimal structure of the student's motivational sphere.

Objective. Determining ways to stimulate, motivate and intensify training in the study of forensic medicine and medical law.

Research Methods. For scientific research we used adequate for research aim theoretical (analysis of literary sources, logical and comparative analysis, systematization, generalization, classification, synthesis), practical (rational organization of pedagogical process, its predictable transformation, as well as elaboration of practical recommendations) and empirical (pedagogical experiment, study of products of activity of the learners, studying and generalization of pedagogical experience) methods.

Results and Discussion. Methods of stimulation and motivation of educational and cognitive activity are directed on the formation of positive motives of learning, stimulate cognitive activity and at the same time promote the enrichment of students with educational information. They are divided into two subgroups: 1) methods of forming cognitive interest; 2) methods of promoting duty and responsibility in learning [3].

The first subgroup is the methods of forming the cognitive interest. Learning psychology proves that interest is a strong factor that stimulates activity. It is characterized by a positive emotion (when learning to like), the presence of the cognitive side of that emotion (I am curious to know), and the expression of a motive for activity. The teacher uses techniques that evoke positive emotions, such as imagery, curiosity, wonder, and moral experiences, to form a cognitive interest in students.

For the formation of cognitive interest in students in the subject of forensic medicine, you can use examples from expert practice, life stories about the circumstances of death of famous persons. Particularly important for students are examples of life situations where doctors were unable to correctly ascertain the fact of death, and the living person is prepared for burial or buried in a grave in a state of so-called apparent death.

The educational material (its novelty, relevance in future medical activity, etc.) has great opportunities for emotional impact on students. To develop a cognitive interest in students, the teacher uses, for example, an analysis of life situations (reviewing the scene of death by a family doctor, describing injuries to the doctor at the reception room, legal assessment of medical errors and negligence, etc.). Educational videos (methods of opening a corpse), television programs (stories about interesting cases of forensic examinations), high-quality spotting (models of various kinds of injuries) play a big role in this.

As it turned out in the course of conversations with students, one of the main reasons for the insufficient level of formation of their educational motivation is the dominance in the pedagogical process of traditional forms of educational activity: testing, front-line interviewing and individual tasks. This does not make it possible to adequately model the substantive and social content of future professional activity and to fully ensure the subjective position of students in learning. One of the

ways to increase students' educational motivation is to use it widely in the group learning interaction process.

Using of practical skills in small groups is very popular with students. For example, students form 3-4 groups of 3 people. Each group is assigned a task (to describe a specimens of skin, bone or internal organ damage, or to describe a corpse at the scene of death). After completing the tasks, the groups exchange them, and the next group is invited to supplement the description or indicate their shortcomings. This method contributes to the development of attention, the wit of the students, and also allows us to consolidate the practical skill.

An interesting method is the educational discussions, debates that are close to the conversation. They are based on a discussion of a problem or question. A debate is an exchange of views on a scientific or social topic. Disputes are large and small (depending on the problem). Dispatch preparation begins with a theme and program announcement; to acquaint students with the coverage of the problem in literature, the choice of the presenter and his preparation for the debate. Discussions teach students to think independently, develop skills in practical analysis and argumentation of the proposition, respect for the opinion of others. This method is extremely effective in the study of medical law.

The second subgroup is methods of stimulating commitment and responsibility in learning. This requires the assessment of students' knowledge and skills. The teacher should periodically explain to them the social and personal importance of learning (every time to do it in a new and convincing way, based on life experience), to set requirements and to teach students to fulfill them, to encourage honest fulfillment of their duties, to control the fulfillment of requirements and to point out the disadvantages of making the right observations are to encourage a more responsible attitude to learn.

In modern pedagogical science and practice, many ways and methods of emotional influence on students have been developed: problematic presentation of material, selection of material with emotional potential, artistic illustration, use of technical means of teaching [4].

In the process of teaching new material, one should appeal to the sense of wonder, surprise, interest in the subject matter of the message, changing the logic of the sequence, breaking the cause and effect, presenting information as strange and logical. In art, this technique is called a "negative technique". The unexpected approach to the disclosure of the material is surprising, the joy of knowing in new relationships and waiting to discover the unknown qualities of the subject.

Dialogues of the teacher's story and the split of the monologue message have great opportunities for cooperation in the cognitive process. To do this, the teacher must feel with him an equal alien consciousness, which cannot be viewed, analyzed, defined as objects, as things - it can only be dialogically communicated.

Various methods of stimulation emotional reactions of students during the course greatly contribute to their fuller inclusion in the cognitive process and its activation. Emotions experienced by students contribute

to the transition of knowledge into beliefs, information becomes one's own, and the student is positive about it. The familiarity factor disappears when the material under study is familiar to students and does not generate interest in novelty [5].

In psychological and pedagogical science there is a use of such a concept as motivation. It is broader than the concept of motive and represents a set of internal factors that determine human behavior and activity, supports it at the required level [6]. A person's desire for activity indicates that she has motivation. If a student learns regularly, independently, it can be said that he or she has a motivation to study.

Most of the components of personality motivation are unstable and constantly changing. And this is understandable as goals, aspirations, mood, etc. change. The most persistent motives are those that remain unchanged in different situations and manifest themselves equally. For example, a motive is a material for the individual. Interests, tastes, desires, intentions can also change under the influence of circumstances (the student fulfilled the task with pleasure until he encountered a very difficult one and lost interest). Changes in motivation are also influenced by factors such as health status, the complexity of the learning task, teacher pressure, and so on. That is, one motive does not identify the student's motivation. Therefore, it is necessary to take into account all factors of a particular pedagogical situation and, if possible, to influence them, reinforcing the positive and weakening the negative. There are several motives in the motivation of activity, and these motives, in turn, form a hierarchy of motives - the so-called motivational complex. Accordingly, the location of motives in the motivational complex may change [7].

Motivation is also an integral part of the motivation process. Incentives are very effective in cases of indifference and laziness. It pushes and promotes the necessary motives and motivations for students. The role of incentives in learning is significant, so it is preferable to favor positive reinforcements and minimize negative ones. Often, teachers resort to the use of incentives because they receive instant results, and motivation is not always provided. This is supported by certain arguments. It is believed that younger students do not yet have a stable motivation, little interest in learning regardless of the efforts of teachers, and senior students should already have a well-formed professionally motivated. However, a person at any age cannot learn successfully unless he or she knows or understands what he or she needs. A close link between theoretical learning and practice could solve the problem. For example, in determining the relevance of the topic of each class, attention should be paid to the situations in which further medical activity may be encountered by the student (filling in a medical certificate of death, description of injuries, describe the scene and place of death).

Unfortunately, to date, the understanding and the true motive of learning a person receives only after graduation. Therefore, the emergence of motives and enhancement of motivation in the student should help teachers promptly [2]. To do this, you need to work in at least three directions: use as many motives as possible; increase the motivation of the most important motives

(the most significant ones in training); provide the necessary situational factors.

Personal motives are of particular importance for motivation. Personality motivation can be seen not only as a set of motivational causes for activity but also as a process in which the activity of the subject unfolds in time from start to finish [8].

The motivation process is based on needs. Need is a state of some lack of something, a discomfort that the body seeks to satisfy, compensate for, it is an internal tension that speeds up the internal activity to get what is needed for the normal functioning of the body and the individual as a whole. But only one need is not able to give the activity a clear, unambiguous direction. The same need may give rise to different motives and vice versa, one motive may be triggered by different needs. For example, the need for social recognition may be motivated by the motive of serving the community (creating a masterpiece, opening, volunteering, etc.) or satisfying the need by humiliating another person (committing a crime).

If the activity meets the need, then the motive is enhanced. If not, another motive holds the leading position. How are the incentives involved in this process? If we provide incentives, people are immediately encouraged to perform the activity. These actions are provided with the necessary motive, provided that it is available and actualized, then this activity is reinforced in the necessary motivation. If the need (as a result of stimulation) is not met, actions will be forced and unnatural, and external stimulation will be short-lived, ineffective due to lack of appropriate motivation.

The following types of motivation and stimulation of learning are distinguished: direct - it is a clear and clear message about the need to learn educational material; indirect - this is a hint of the need to learn teaching material, in which students themselves come to this conclusion [9]. In learning, the process of motivation is continuous and cyclical. Introductory motivation phase - formation of primary motivation → support and enhancement of motivation → final phase - motivating further learning.

The provision of all stages of the motivational cycle can be accomplished with the help of special techniques and methods. Encouragement and motivation of learning ensure the activity of the person (his activity and behavior).

In the process of learning it is called cognitive activity and indicates the mental readiness of the student to study, stay his psyche in a state of actualization. It is expressed in the fact that all cognitive processes, attention, emotions, will are ready to work with educational material. The pedagogical practice uses different ways of activation (forms, methods, means) and their different combination depending on the situation.

Activation of the student's cognitive sphere is based on an understanding of the basic properties of the human psyche and the use of special methods of managing the mental activity of students in particular. The beginning and necessary condition for the assimilation of information is attention. It is this psychic phenomenon that provides the person with the choice of significant signals from the environment and rejects everything that

is currently relevant from the field of psychic analysis. What becomes relevant at this point and falls into the field of psychic analysis depends on the teacher. There is a great deal of educational information provided. Even realizing its importance in the future will not ensure its perception and processing by the psyche. Any more powerful and relevant stimuli distract the student's attention. Thus, care must be taken first in the classroom. To do this, the teacher should be aware of the peculiarities of this mental phenomenon and have the techniques of attracting attention [10].

Meets the information to which attention was drawn - perception. It is a psychic process of fully reflecting objects and phenomena of the objective world while directly affecting the sense organs. Perception is more subjective than feeling and depends on the person's previous experience. There are some patterns of perception, as well as techniques for its activation.

There have been some changes to the importance of memory in learning today. Earlier, the quality of teaching was measured by the volume and strength of the knowledge acquired, nowadays, the first in the formation of the student's cognitive abilities is thinking. Although memory is still of great importance in learning.

If the effectiveness of the perception of new material depends on the previous experience of the person, then this is ensured by establishing links between the new information and the one stored in memory. Thus, another task of the teacher is to organize effective memorization by students of educational material.

A necessary basis for the perception and learning of educational material, its transition to knowledge is a mental activity, that is, thinking. It plays a leading role in the learning process. Thinking provides a higher level of cognition, the ability to see and account for the essential connections between objects and phenomena [11].

Thinking is inextricably linked to the imagination - the mental process of creating new images based on previous experience, which is a prerequisite for the development of creativity. To ensure the effectiveness of thinking and imagination in training, it is recommended that you familiarize yourself with the rules and techniques of activation of mental activity. Certainly, the information obtained can become knowledge and personal acquisition of the student only when it makes personal sense for everyone. The emotional component plays a big role in this. The teacher participates in this by transferring his / her attitude to the discipline being taught to moral norms, scientific knowledge, etc. Also, observing the change in the emotional state of a student, a group in the learning process, is a kind of indicator of the success of the teacher and student, and serves as feedback. But negative emotional reactions can cause a barrier to learn. This necessitates the need to consider some rules for managing both one's emotional state and influence on the student's emotional sphere [12]. However, it should be remembered that in the learning environment, the student feels constant fatigue, and manifestations of will are greatly reduced. This leads to an overload of the body's defenses, diseases and, accordingly, a decrease in motivation. It is the use of methods of activation of volitional efforts that will help to optimize training and conserve

the body's energy resources without violating personal desires.

Conclusions. One of the ways to increase students' educational motivation is to use it widely in the educational process of group educational interaction, which, in our opinion, is characterized by significant motivational potential. By using the methods of motivation, stimulation, and activation of training in the study of forensic medicine and medical law, using them skillfully and correctly, the teacher can achieve positive results and make the process of study of forensic medicine and medical law more rich, useful and interesting. The successful combination of different techniques by the teacher can support students' interest in studying the disciplines and make the lessons interesting, effective and unforgettable.

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МОТИВАЦІЯ, СТИМУЛЮВАННЯ ТА АКТИВІЗАЦІЯ НАВЧАННЯ ПРИ ВИВЧЕННІ СУДОВОЇ МЕДИЦИНИ ТА МЕДИЧНОГО ПРАВОЗНАВСТВА У ВИЩИХ МЕДИЧНИХ НАВЧАЛЬНИХ ЗАКЛАДАХ

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Резюме. Сьогодні особливо гостро стоїть завдання підвищити ефективність навчання й оптимізувати навчальну діяльність студентів. При цьому висока навчальна мотивація відіграє вирішальну роль, тому особлива увага приділяється проблемам її формування. У контексті формування мотивів у процесі навчання студентів у вищих медичних навчальних закладах неодмінно виникає питання про те, які саме мотиви слід формувати. Це не просто питання пошуку та відбору того чи іншого окремо взятого мотиву з метою його формування, а визначення оптимальної структури мотиваційної сфери студента. У роботі розглянуто широкий спектр методик мотивації, стимулювання та активізації навчання при вивченні судової медицини та медичного правознавства у вищих медичних навчальних закладах. Методи стимулювання і мотивації навчально-пізнавальної діяльності спрямовані на формування позитивних мотивів навчання, стимулюють пізнавальну активність і одночасно сприяють збагаченню студентів навчальною інформацією. На жаль, на сьогоднішній день розуміння й істинний мотив навчання людина отримує тільки після закінчення вузу. Для цього необхідно працювати щонайменше в трьох напрямках: задіяти (актуалізувати) як можна більшу кількість мотивів; збільшити спонукальну дію найважливіших мотивів (найбільш значущих у навчанні); забезпечити необхідні ситуативні фактори. Уміло та правильно поєднуючи методи активізації навчання студентів, викладач може добитися позитивних результатів і зробити процес вивчення судової медицини та медичного правознавства більш насиченим, корисним і цікавим. Вдале поєднання різних методик викладачем може підтри-

мувати інтерес студентів і зробити заняття цікавими, ефективними та незабутніми.

Ключові слова: судова медицина, медичне правознавство, активізація навчання.

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МОТИВАЦИЯ, СТИМУЛИРОВАНИЕ И АКТИВИЗАЦИЯ ОБУЧЕНИЯ ПРИ ИЗУЧЕНИИ СУДЕБНОЙ МЕДИЦИНЫ И МЕДИЦИНСКОГО ПРАВОВЕДЕНИЯ В ВЫСШИХ МЕДИЦИНСКИХ УЧЕБНЫХ ЗАВЕДЕНИЯХ

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Резюме. Сегодня особенно остро стоит задача повысить эффективность обучения и оптимизировать учебную деятельность студентов. При этом высокая учебная мотивация играет решающую роль, поэтому особое внимание уделяется проблемам ее формирования. В контексте формирования мотивов в процессе обучения студентов в высших медицинских учебных заведениях непременно возникает вопрос о том, какие именно мотивы следует формировать. Это не просто вопрос поиска и отбора того или иного отдельно взятого мотива с целью его формирования, а определение оптимальной структуры мотивационной сферы студента. В работе рассмотрен широкий спектр методик мотивации, стимулирования и активизации обучения при изучении судебной медицины и медицинского правоведения в высших медицинских учебных заведениях. Методы стимулирования и мотивации учебно-познавательной деятельности направлены на формирование положительных мотивов учения, стимулируют познавательную активность и одновременно способствуют обогащению студентов учебной информацией. К сожалению, на сегодняшний день понимание и истинный мотив обучения человек получает только после окончания вуза. Для этого необходимо работать как минимум в трех направлениях: задействовать (актуализировать) как можно большее количество мотивов; увеличить побудительные действия важнейших мотивов (наиболее значимых в обучении); обеспечить необходимые ситуативные факторы. Умело и правильно сочетая методы активизации обучения студентов, преподаватель может добиться положительных результатов и сделать процесс изучения судебной медицины и ме-

дицинского правоведения более насыщенным, полезным и интересным. Удачное сочетание различных методик преподавателем может поддерживать инте-

рес студентов и сделать занятия интересными, эффективными и незабываемыми.

Ключевые слова: судебная медицина, медицинское правоведение, активизация обучения.

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