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CONTEMPORARY STUDENTS - THE PREFERRED MODELS OF TEACHING IN THE LEARNING PROCESS

Анотация: В днешно време моделите на преподаване представляват синхронизирана и гъвкава система от разнообразни подходи и методи на обучение. Нейната цел от една страна е да отговори на нуждите на съвременните обучавани, а от друга страна да подпомогне работата на учителите, в изграждането на знанията и уменията, както и развитието на личностните качества на техните възпитаници. Тенденцията в съвременното обучение е към гъвкаво приспособяване на обучаващите се индивиди към важните за тях информационни ресурси, което им помага правилно да идентифицират и своевременно да решават важните проблеми. Участието на ИКТ /информационни и комуникационни технологии/ е неразделна част от съвременните модели на обучение. Именно чрез ИКТ е възможно прилагането на голяма част от интерактивните методи на учене – директно и индиректно. Важно условие, наложило се през последните години, е търсенето на обратна връзка с обучаваните и взимането предвид техните изисквания към методите на обучение. Настоящият доклад разглежда мнението на студентите, относно предпочитаните от тях модели на преподаване с присъствие на ИКТ. Получените резултати ни помогнаха да разберем нагласата и предпочитанията на изследваните групи студенти, за да преосмислим и адаптираме оптимално полезни подходи и методи на преподаване в процеса на тяхното обучение.

Анотация. В наше время модели преподавания представляют синхронизированную и гибкую систему разнообразных подходов и методов обучения. С одной стороны, она должна отвечать нуждам современных обучаемых, а с другой стороны - помочь обучающим в их работе по передаче знаний и умений, а также развитию личностных качеств своих воспитанников. Тенденция современного обучения заключается в гибком приучении обучающихся индивидов к использованию важных для них информационных ресурсов, что поможет им правильно идентифицировать и своевременно решать важные проблемы. Участие ИКТ /информационных и коммуникационных технологий/ стало неотъемлемой частью современных моделей обучения. Именно через ИКТ становится возможным применение значительной части интерактивных методов обучения: директно и индиректно. Важным условием, утвердившимся в последние годы, является поиск обратной связи с обучаемыми с учетом их требований к методам обучения. В настоящем докладе рассматриваются мнения студентов, относительно предпочитаемых ими моделей преподавания с использованием ИКТ. Полученные результаты помогли нам понять настроения и предпочтения изучаемых групп студентов - с тем, чтобы проанализировать и адаптировать оптимально полезные подходы и методы преподавания в процессе их обучения.

Abstract. Nowadays, the models of teaching are a synchronized and flexible system of various approaches and methods of education. Its purpose on the one side is to an-

swer the needs of today's learners, and on the other to support the work of the teachers in the construction of knowledge and skills, and the development of personal qualities of their students. Participation of ICT/information and communication technologies/ is an integral part of modern educational models. Namely through ICTs it is possible to implement a large part of interactive learning methods - directly and indirectly. An important condition, necessitated in recent years, is the demand for feedback from students and taking into account their requirements for the training methods. This report examines the views of students on their preferred models of teaching with the presence of ICT. The obtained results helped us to understand the attitudes and preferences of the groups of students to rethink and adapt optimally the useful approaches and teaching methods in the course of their education.

Ключови думи: съвременни студенти, модели на обучение, анкета, ИКТ

Ключевые слова: современные студенты, модели обучения, анкета, ИКТ.

Keywords: contemporary students, educational models, survey, ICT.

Introduction

Nowadays, the models of teaching are a synchronized and flexible system of various approaches and methods of education. Its purpose on the one side is to answer the needs of today's learners, and on the other to support the work of the teachers in the construction of knowledge and skills, and the development of personal qualities of their students. Through modern teaching models is achieved the adaptation of the training to the constantly changing social, economic, cultural and educational conditions of life. Participation of ICT / information and communication technologies / is an integral part of modern educational models. Namely through ICTs it is possible to implement a large part of interactive learning methods - directly and indirectly. An important condition, necessitated in recent years, is the demand for feedback from students and taking into account their requirements for the training methods.

This report examines the views of students on their preferred models of teaching with the presence of ICT. The authors do not claim the presented results to be considered universal, because the respondents were students of specialties in the health care field, and this in turn makes learning conditions specific to our learning environment.

Objective:

Exploring the opinion of students of "Medical aesthetic care" and "Rehabilitation therapist" for their preferred contemporary teaching models with the participation of ICT in the process of their education.

Material and Methods:

For the purpose of the study there was a survey among the students in "Skin Care" and "Rehabilitation", with a statistical sample of the results. The survey was conducted between 2014-2015.

Results and discussion

The traditional educational practice is based on the belief that knowledge has to be transmitted mainly by the teacher to learners. In the interactive training model that has been spread in recent years is the opposite – dominates the need to search and absorb new information that currently can be transformed in suitable and available for immediate use important strategic resource. In the framework of this model tends to flexible adaptation of the students to the important individuals for their information resources, which helps to properly identify and quickly solve important problems. [1]

Through modern teaching models is achieved the adaptation of the training to the constantly changing social, economic, cultural and educational conditions of life. Participation of ICT / information and communication technologies / it is an integral part of modern educational models. Namely through ICTs is possible to implement a large part of interactive learning methods - directly and indirectly. [2]

The applied methodologies considered in the report are based on an understanding that the main value of the educational system is the learner. [3] Although proved themselves to be effective, modern educational models often need to be modified, depending on the individual qualities and characteristics/social status - workers, parents and others; degree of perception and understanding of the material; creativity; interest in academic matter expectations for educational process and others/ learner or training group. An important condition, necessitated in recent years, has been the demand for feedback from students and taking into account their requirements for the training methods. This gave us a reason to do research among our students, focusing on their choice in their preference for the model of teaching.

Excerpt of the survey on the opinion of students of preferred models of the teaching

In the survey involved 97 respondents - 49 medical aestheticians /MA/ and 48 Rehabilitation therapists /R/. The results, depicted in graphs and tables, are accompanied by the analyzes and conclusions summarized for all participants. The presented statistical sample includes interesting and directly related issues on the subject.

On the question "*Who is your preferred model for presenting the lecture material?*" comparatively high share of about 43% /MA/ and 56.3% /R/ preferred e-presentation, not a small share of 35% /MA/ and 33,3% /R/ indicated discussion, as long as 22% /MA/ and 10.4% /R/ participants chose dictation. As evident from the results in both groups of respondents, the percentage of those who have chosen discussion is an indication of the desire of students to communicate with the teacher and show activity during the learning process. The other two groups preferred ready supply information which is not related to the communicative activity on their part. (fig.1).

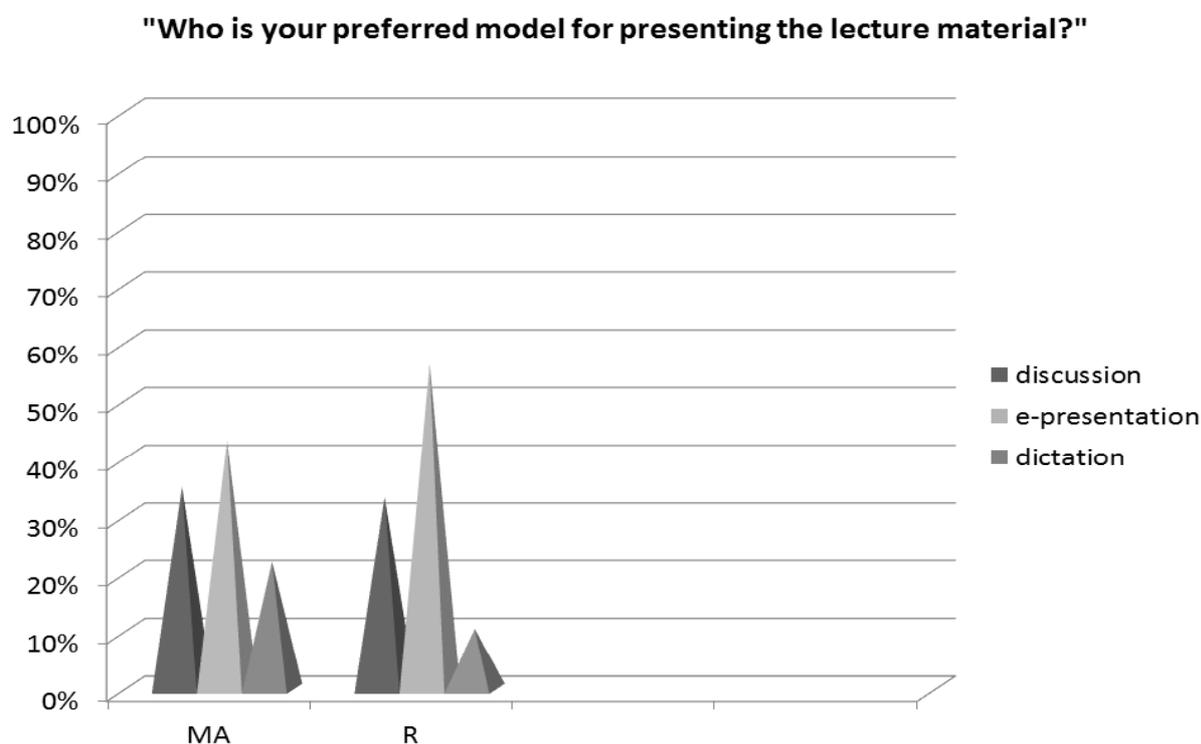


Fig. 1 question № 1 of the survey

For those who are mentioned in the first question *e-presentation*, its kind is some refinement in the second question. 22 of the respondents /MA/ 83% prefer pictures with explanations by the teacher, while the other 17% have chosen dubbed video. This large difference in the responses of medical aestheticians shows that preference to be explained by the teacher using visualizing images takes precedence over the videos without the participation of the teacher. At the rehabilitation therapists of 27 ones answered 44% prefer pictures with explanations from the the teacher, 19% have chosen dubbed video and about 37% choose option "slides with text". The latter option is not preferred by medical aestheticians, while in the rehabilitation therapists we assume that method to assist them in their better guidance in selecting appropriate learning materials (fig. 2).

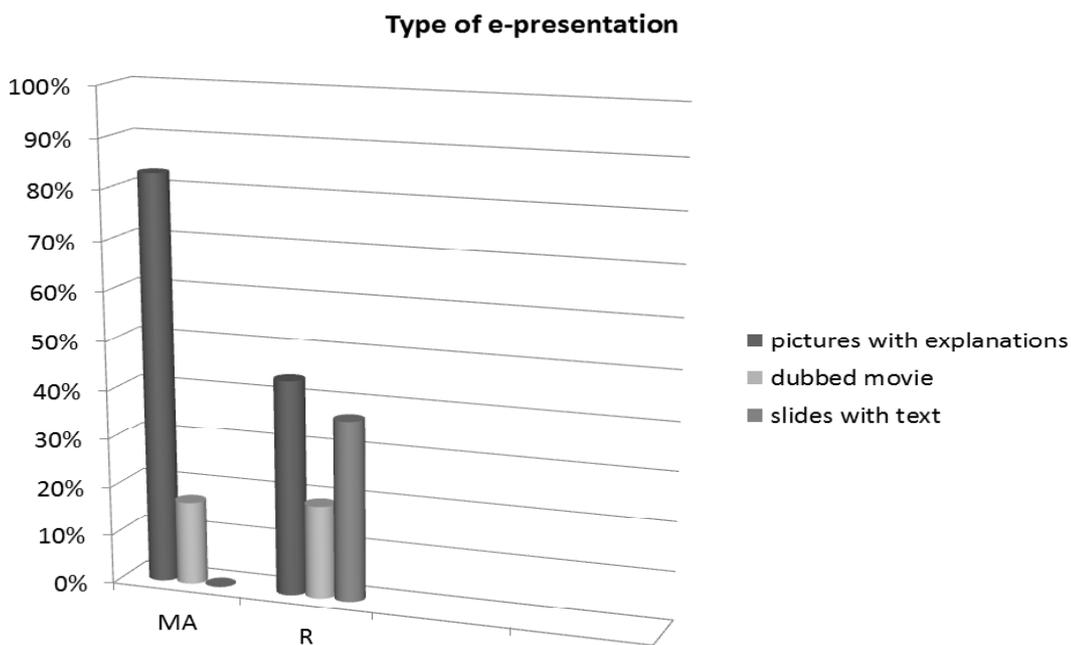


Fig. 2 question № 2 of the survey

The third question of the survey is included in order to determine *which method of teaching helps to facilitate understanding of the learning material.*

Tabl. 1 question № 3 of the survey

specialty	illustration with pictures	Videos	detailed explanations
MA	33,5%	23,5%	43%
R	48%	16%	36%

The results show a large percentage preferably of e-technologies, but a leading factor for the understanding of the learning material is the role of the teacher.

The next two questions refer to the methods for acquiring practical knowledge and skills. The results of the fourth question show that 16% /MA/ and 27% /R/ of respondents prefer a detailed explanation of the performance of the procedure, 79% /MA/ and 60% /R/ hold a demonstration of the whole procedure step by step and only 5% /MA/ and 8% /R/ prefer to receive instructions with video film. (fig. 3).

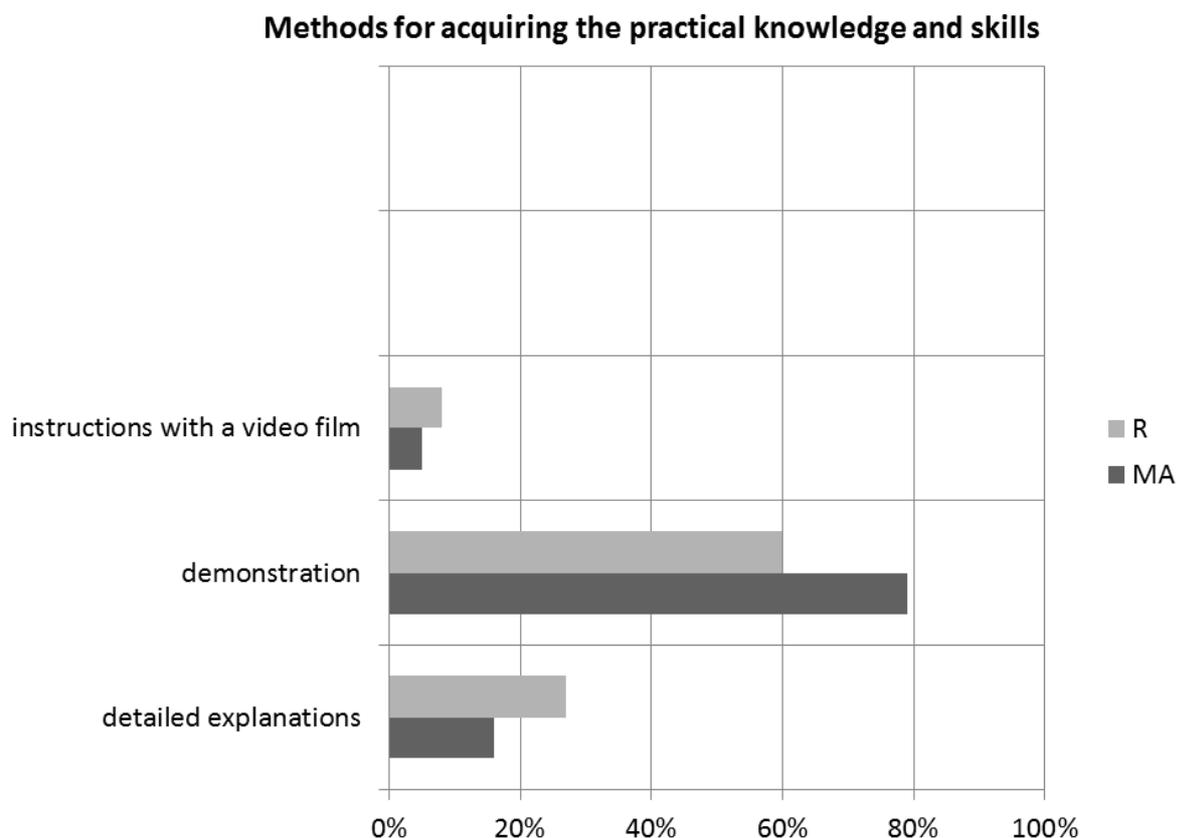


Fig. 3 question № 4 of the survey

The results of the fifth question confirmed the importance of the role of the teacher during the practical exercises, as for 83% /MA/ and 50% /R/ participants is important to be adjusted at each step of the procedure, 6% /MA/ and 46% /R/ rely on the discussion of errors after the procedure, and 11% /MA/ and 4% /R/ prefer to correct their fellow students. Here is an interesting moment with those students who have chosen the last post. We suppose that, for them it is easier to learn the material, seeing the mistakes of others and giving instructions (tabl. 2).

Tabl. 2 question № 5 of the survey

specialty	be corrected	discussion of errors	to correct their fellow students
MA	83%	6%	11%
R	50%	46%	4%

The last question of the survey is placed in order to establish to what extent the students are willing to do self-examination of the acquired knowledge by using the video recording and how it would have been helpful to correct their knowledge and skills. On the sixth question: "*Do you think that, more accurately and clearly*

you attained particular skills if during practice sessions your performances is recorded on video and then you analyze it with the teacher?", 73% of the medical aestheticians have answered "YES". This response indicates a desire to improve the practical skills and readiness for self- reflection and self-criticism, and optimized use of computer technology possibilities. The other 27% responded "NO", but it remains to clarify the reasons for their refusal. The results of rehabilitation therapists - 46% want to apply this method, as long as 54% of them flatly refuse. (fig. 4)

"Do you think that, more accurately and clearly you attained particular skills if during practice sessions your performances is recorded on video and then analyze it with the teacher."

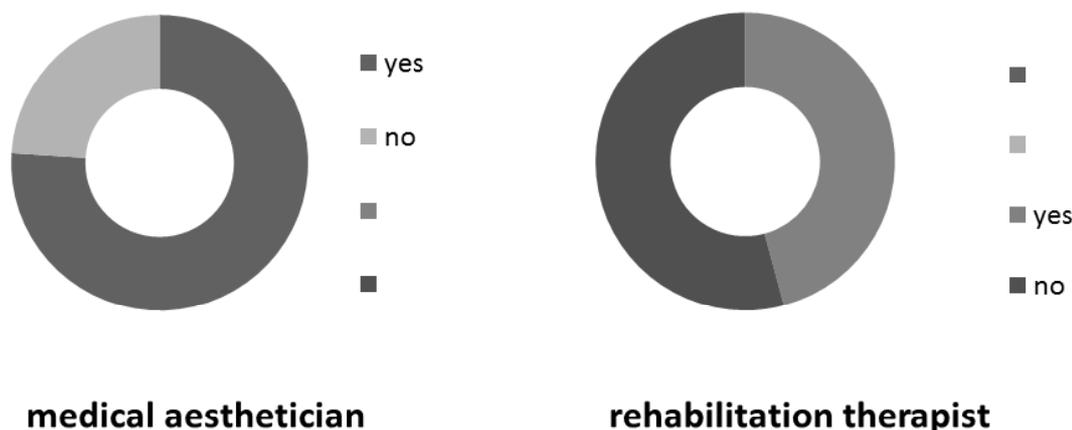


Fig. 4 question № 6 of the survey

Conclusion

The analysis of these responses from the survey shows that the compilation of the methods “e-presentations and explanations from the teacher” a desired way of presenting of the learning material during lectures. One-third of the students in both courses (35% /MA/ and 33.3% /R/) prefer the discussion as a means to in-depth consideration of a nosology or thematic unit. At practical exercises the role of the teacher is leading compared to only use of ICT tools.

We show particular interest is high percentage of people who wish to implement the model "videos of practical exercises" and their analysis with the students, which we assume will help improve their manual skills and increase their self-criticism. The obtained results helped us to understand the mindset of the groups of students on their preferred models of teaching. In unison with the words of the founder of the Russian scientific pedagogy Constantine Ushinski "If the educator wants to educate a man in all respects, he must know it primarily in all respects", survey results give us the opportunity to rethink and adapt optimally useful approaches and teaching methods in the learning process of students.

Quotation

- [1] Yankulova, J. Influence of teaching methods on cognitive functioning in multi-cultural educational environment, rhetoric and communication - electronic scientific journal – ISSN 1314-4464, <http://rhetoric.bg> /to 4.12.2015/
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