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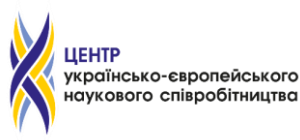


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**ПАРАДИГМА ВИЩОЇ ОСВІТИ
В УМОВАХ ВІЙНИ
ТА ГЛОБАЛЬНИХ ВИКЛИКІВ
XXI СТОЛІТТЯ**

18 липня – 28 серпня 2022 року

*Захід присвячений 100-літньому ювілею
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SCIENTIFIC RESEARCH METHODS IN PSYCHOLOGY

Dzevulska I.V.

Doctor of Medicine,

*Professor at the Department of Descriptive and Clinical Anatomy
Bogomolets National Medical University*

Sinitskaya A.M.

*Ph.D. in Medicine, Docent at the Department
of Descriptive and Clinical Anatomy
Bogomolets National Medical University*

Tytarenko V.M.

Ph.D. in Medicine,

*Assistant at the Department of Descriptive and Clinical Anatomy
Bogomolets National Medical University
Kyiv, Ukraine*

In different branches of science there are such concepts as methods of achievement and research methods. These concepts need to be distinguished and differentiated, they are interrelated. A research method is a method of cognition, research or practical implementation of something. In this case, it is a way of knowing mental phenomena. The method is a method, a tool that helps to explain practical and theoretical problems. This term is also used to denote a technique or system of techniques used in a particular activity. The research method is based on general theoretical ideas about the essence of the object of study, research and general principles that underlie cognition.

The method of scientific knowledge expresses a certain sequence of solving a specific scientific and practical problem, the set, rules and procedures for applying the methods used. Method is a way of knowing reality, a system of techniques that regulate the cognitive and practical activities of people. Method is a system of principles, rules, regulations, requirements, methods and norms of cognition and action, which should guide the subject of knowledge to solve a specific scientific and practical problem.

The process of scientific research is divided into five stages: definition of the purpose, object and subject of research; information support; methodical and software; data analysis; formulation of conclusions and proposals. When conducting research using methods whose choice depends on the purpose and objectives of the study. There are general scientific methods used for

various sciences, and special – in solving applied scientific problems. General scientific research methods are divided into 3 groups:

- methods used at the theoretical level of research (induction, deduction);

- methods used at both theoretical and empirical levels of research (formalization, abstraction, analysis and synthesis, systematization, generalization, modeling);

- methods of empirical research (observation, experiment, measurement, evaluation).

Psychological research provides stages that must have completed the cycle. Completion of the research cycle determines the holistic knowledge of its subject. The 1-st stage of research is the choice of the subject of research and the initial analysis of its essence. At this stage, the researcher interacts with objective reality as such, which opposes the cognitive experience of the researcher in its qualities. The main cognitive activities at this stage for the researcher will be:

- generalization of objective experience of science in the knowledge of those characteristics of reality that determine the selection of the subject of this study;

- the initial definition of the essence of the subject of research in relation to its qualitative, formal-logical or other features;

- determining the objectives of the study and choosing the type of research activities: theoretical, empirical, applied, synthesized, etc., which the researcher intends to carry out on the subject of research.

The 2-nd stage is theoretical research. It consists in multidimensional and multilevel consideration of the subject of research, carried out in space and time, real manifestations and creates a unique world of its interactions with other phenomena.

At the 3-d stage, an empirical study of the essence of the subject. The researcher interacts with the subject, the essence and formal structure of which are theoretically clarified. His cognitive actions will be directed to the psychological features of the essence of the subject and the purpose of these actions will be to determine the empirical criteria of the selected features. The main cognitive activities of the researcher are: semantic differentiation of psychological characteristics, signs and empirical criteria that reveal the essence of the subject of study.

At the 4-th stage of psychological research analyze, interpret and interpret the semantic and formal-logical data obtained by the researcher during the theoretical-cognitive and empirical interaction with the subject of research [1].

The statistical method in psychology has been widely used since the early XX century, although it belongs to applied mathematical statistics, in

order to process the data and mathematical modeling of mental phenomena. Psychologists use many scientific research methods. Depending on the objectives of the study, some of them act as the main, others – as additional.

Methods of scientific research – a way of research, method of knowledge, techniques and means by which to obtain facts used to prove the provisions of which, in turn, consists of scientific theory. In psychology, both general and specific methods are used. General scientific methods: each science uses certain research methods. They are divided into general (characteristic of most sciences) and specific (used by individual sciences). General methods include: analysis – decomposition of a phenomenon into individual properties, synthesis – a combination of different elements, properties of the object into a single whole, induction – formal-logical inference, which allows to obtain a general conclusion based on individual facts. The main methods of psychology are observation, questioning, testing and experiment.

The method of self-observation is the oldest in psychology. The method is based on a person's ability to realize their identity, its application is determined by the level of development of self-awareness. The researcher must be an emotionally and socially mature person. The method is used to study interests, ideas, feelings (psychological states), ability to work, etc. [2].

The anamnesis method is widely used in clinical medicine for the treatment of people with mental health problems. Thus, S. Freud and his followers studied some cases of various manifestations of behavior (dreams, fantasies) [3]. Survey – a method of research in which a person answers a number of questions asked. Types of polls:

1. Written (questionnaire) – used to obtain information about the typicality of certain phenomena. The effectiveness of the survey is influenced by a number of conditions: the selection of questions that most accurately characterize the phenomenon under study, providing reliable information; asking both direct and indirect questions; removal of hints in the wording of questions.

2. Oral (interview, conversation). The interview is used in cases where the researcher clearly outlines the purpose of future research, formulates a range of basic and auxiliary questions that will clarify the nature of the problems of interest to the researcher. When conducting a conversation, the researcher takes into account possible options for the conversation and predicts its course in case of positive answers.

Testing is a specialized method of psychological research, using which you can get an accurate quantitative or qualitative description of the development of certain mental phenomena by comparing their indicators with the reference. Testing method widely used in psychological diagnostics – the theory and practice of determining the level of

development of certain aspects of the human psyche. There are tests of intelligence, tests of general, creative or professional abilities, tests of personality and so on. Creating tests is a time-consuming and time-consuming process that requires considerable effort, and their use requires thorough training [4].

Experiment – a main method of psychological research, the specificity of which is that it deliberately creates an artificial situation in which the studied property is best and it can be more accurately and easily assessed. Natural experiment, developed by O.F. Lazursky (1874–1917), combines the positive features of objective observation and laboratory experiment, it is carried out in conditions close to normal activities. One of the types of natural experiment is a learning experiment, which allows students to study in the process of learning [5].

Laboratory experiment allows not only to create but also to control the factors influencing its course. It is carried out in special conditions, is carried out with the use of technical means that allows to submit information, record and process responses to it, the activity of the subject is determined by the instructions.

The method of expert evaluations is based on the opinion of experts who are well acquainted with the subject of research. The method is associated with the study and generalization of the opinion of all participants in the experiment. It is used in complex research, in the study of personality psychology.

Sociometric and referentimetric methods are used to determine the referentiality of each person in the group (opinions, assessments, attitudes of group members to each other, interpersonal relationships, etc.).

The method of semantic radical developed by O.R. Luria and O.S. Vinogradova is based on the process of formation and transfer of conditioned reflexes in the study of semantically close objects. The method is used in general psychology, neuropsychology to study unconscious processes in categorization, study the dynamics of the formation of concepts.

Longitudinal method – based on working with the same group of people, or with one person regularly and for a long time. The method allows to more objectively record micro-age and individual differences in certain mental phenomena. This method was used by R. White (1975) in the study of 3 relatively normal individuals. However, such studies in psychology are rare because they require a lot of time [6].

Comparative method – associated with the comparison of mental characteristics of man at different stages of its evolution. It is used in age psychology, as well as in ethnopsychology in the study of mental characteristics of different peoples.

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РОЛЬ ВИКЛАДАЧА У ФОРМУВАННІ SOFT SKILLS У СТУДЕНТІВ МЕДИЧНИХ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ

Димар Н.М.

асистент кафедри біології

Національний медичний університет імені О.О. Богомольця

м. Київ, Україна

Реалізація Національної стратегії розвитку системи охорони здоров'я в Україні на період 2015–2025 рр. вимагає підготовки висококваліфікованих лікарів, для яких здоров'я та життя пацієнта є центральними професійними та людськими цінностями, та створення відповідного навчального середовища [4]. Професійне становлення майбутніх фахівців медичної справи розпочинається ще протягом періоду навчання у медичному закладі вищої освіти, оскільки саме в цей час формуються відповідні професійні та особистісні навички студентів. Підготовка медичних працівників в умовах сьогодення передбачає формування у майбутніх лікарів не лише «жорстких» навичок чи компетенцій (Hard skills) – професійних знань, вмінь та навичок з обраної майбутньої спеціальності, але і «м'яких» навичок чи компетенцій (Soft skills) – емоційних та комунікативних якостей майбутнього фахівця, необхідних для професійного і життєвого становлення [2, с. 240].