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*I. Horbachevsky Ternopil National Medical University***PEDAGOGICAL APPROACHES IN THE PROCESS OF TRAINING
MEDICAL STUDENTS**

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*Тернопільський національний медичний університет імені І. Я. Горбачевського МОЗ України***ПЕДАГОГІЧНІ ПІДХОДИ В ПРОЦЕСІ НАВЧАННЯ СТУДЕНТІВ-
МЕДИКІВ**

Abstract. Training of specialists in medical universities today is not perfect enough from modern cultural and value positions and does not give proper scientific justification to the practice of University education. The productive solution of problems of formation of culture of the future specialist of a medical profile, all-round development of its social qualities is possible on the basis of the analysis of educational and organizational work, generalization of conclusions of theoretical and concrete sociological researches at a joint of pedagogics of the higher medical school, the theory of the person and culture, pedagogical heritage. Culture as an educational value in the development and education of medical students should be manifested in the culture of being, thinking, leisure, in relationships, communication, in worldview culture, in aesthetic activity. Therefore, the article considers the main paradigms of modern medical and pedagogical education in the system of training medical students; the importance of the system-value approach in the process of training in the educational process of a higher medical school is determined. In addition, the article formulates the conceptual apparatus of the problem of training and education of medical students. The essence of such concepts as “education”, “culture”, “paradigms of education” is considered, their interrelation and interdependence are analysed. The authors substantiate the idea that the state and society need not only workers who are “knowledgeable”, but also socially active, who are able to make moral choices, who are able to adapt to various social roles.

Key words: medical students; a higher medical school; an education; culture; paradigms; pedagogical approaches.

Анотація. Підготовка фахівців у медичних університетах сьогодні недостатньо досконала з сучасних культурно-ціннісних позицій і не дає належного наукового обґрунтування практиці вузівського навчання. Продуктивне розв’язання проблем формування культури майбутнього фахівця медичного профілю, всебічний розвиток його соціальних якостей можливі на основі аналізу навчально-виховної та організаційної роботи, узагальнення висновків теоретичних і конкретно-соціологічних досліджень на стику педагогіки вищої медичної школи, теорії особистості та культури, педагогічної спадщини. Культура як освітня цінність у розвитку і вихованні студентів-медиків повинна проявлятися в культурі буття, мислення, дозвілля, у стосунках, спілкуванні, у світоглядній культурі, в естетичній діяльності. У статті розглянуто основні парадигми сучасної медико-педагогічної освіти в системі підготовки студентів-медиків; визначено важливість системно-ціннісного підходу у процесі підготовки в навчально-виховному процесі медичного вузу. Крім цього, у статті формулюється понятійний апарат проблеми навчання та виховання студентів-медиків. Розглядається сутність таких понять, як «освіта», «культура», «парадигми освіти», аналізується їх взаємозв’язок і взаємообумовленість. Обґрунтовується ідея про те, що державі і суспільству потрібні не тільки працівники «знаючі», а й соціально активні, які вміють зробити моральний вибір, які вміють адаптуватися в різних соціальних ролях.

Ключові слова: студенти-медики; вища медична школа; освіта; культура; парадигми; педагогічні підходи.

Introduction. The level of development of modern society imposes new high requirements to education in higher medical school, based on the modernization of education, its substantive and structural renewal, the implementation of which is connected and proceeds in accordance with the new requirements of economic development and Ukraine's accession to the Bologna process in May 2005. The main

goal of education, according to a number of leading scientists, is to form an active cognitive position in the student, teach him to learn and the ability to work with constantly changing information, improving his skills. “...Training should not be reduced only to the acquisition of a certain amount of knowledge (often extremely broken), which are quickly forgotten after the next exam” [5].

The analysis of scientific literature showed that the goals and objectives of education are in the inseparable unity of training and education. They should be focused on the person as the most important value, to create conditions for its harmonious development, to release from influence of external circumstances and a narrow functional task.

At the same time there are three main tasks of modern education in the world:

- development of abilities associated with the development of new generations of people science of survival;

- formation and improvement of the need for “learning education”, the ability to learn, the possession of reflection as the ability to know not only the world, but also yourself;

- formation of stable values about the meaning of being.

Manifestations of the existing traditional education system are fragmented, informative, simplified training, authoritarianism, objectivity and scientism. This is explained by many things, for example, objectivity facilitates and simplifies management, and authoritarianism supports external discipline. Scientism absolutes intellectual development. Information contributes to the development of mechanical memory. The fragmentation of the educational space facilitates the preparation for classes and the teaching of the subject. The simplification of teacher training and general education facilitates the availability of educational qualification. So, it is clear to anyone that there is no point in clinging to the outgoing and clearly outdated traditional education.

The modern paradigm of education is called social-personal, personality-oriented, humane education. The main goal of modern education is the development of socially significant qualities obtained in the process of education and training. The main way of realization of social and personal type of education is the use of pedagogical technologies of problem, differentiated, reflective, dialogue training and education, as well as technologies of collective creative activity, etc. Each of these technologies contributes to the development of the student's personality, to his socialization [12].

“Therefore, the aims to teach creativity, foster independent personality, able to make decisions and take responsibility for them, able to think critically, to debate, to argue and to consider the arguments of the opponent, is one of the first places in the educational process”, said V. Lectorskii [6].

The development of a socially active personality is a key problem of the modern paradigm of education. One of the most important aspects of this problem is the formation of a medical specialist who owns the basics of communication, focused on achieving mutually agreed actions in society. Communication, which ensures the adaptation of future graduates of the medical University to the new conditions of life, acquires value significance for students preparing to become specialists in the field of medicine.

The true function of education in higher medical school are the development of orientation, speak the language of effective social interaction, bearing in your mind and consciousness a holistic image of the profession and of the “I” in it. Communication field of activity in professions such as “man-man” is constantly expanding and saturated with new values of a substantive nature. With rapid and radical social changes, the value system in the course of its broadcast is filled with new content.

The analysis of literary sources revealed that the contradictions inherent in modern education indicate a reorientation of values. It is becoming increasingly difficult to follow changes in social, technological and information activities. The growth of the content of educational programs in higher medical school does not provide a solution to the existing problems. The integration of Ukraine into the world educational space determines a new view at pedagogical activity in the conditions of intercultural communication, enriching the innovative process of updating pedagogical education. The use of world achievements in education will significantly accelerate integration processes [1].

The aim – to determine the main paradigms of pedagogical approaches in the process of formation of professional and personal culture of a student in the educational process of a higher medical school on the basis of theoretical research of the problem.

Methods. The analysis and generalization of psychological-pedagogical and scientific-methodical literature on the problem; determination of theoretical and methodological foundations of the problem mentioned in the article.

Results. In the process of our observations, it is determined that in modern pedagogical anthropology, hermeneutics, existentialism, the task of education is seen in the identification of the meaning of education, the formation of a new image of human, adequate to his existence (O. Bolnov, G. Roth, M. Lanchevild, M. Mid). Some of scientist was investigating the

deepening conflict of generations, discovered the existence of a gap between generations and showed that there was a special phenomenon in society, which was called “prefigure culture” (“anticipation”) in one of the articles [2]. Within such a culture, each generation forms ideas about life based not on what is available, but on what is thought, that is, based on an ideal image, and not from reality, in which students and teachers perceive life so differently, but both have something to learn from each other.

The modern real danger of ideological and value vacuum in the education system of the higher medical school forces to the warning programming, the accurate formulation of the purposes of training and education. Here, the initial priority can be the formation of a free-responsible personality of a medical profile, able to work constructively in problem situations, combining professional competence with a cultural and educational aspect, civic responsibility, possessing appropriate intellectual abilities and moral consciousness. Trying to comprehend the new and alternative pedagogical experience, combining it with modern forms of cultural life, we come to the problem of the lack of a unified medical and pedagogical practice (traditional education, developing, new humanitarian, esoteric, etc.).

As shown by our research, today in Ukraine there are three main trends in the field of education: the crisis of the classical model, the creation of experimental schools, alternative forms of education, integration into world culture; democratization of the school, establishing links with the main maturing subjects of culture, the creation of a system of continuous education, humanization and computerization of education. One of the trends can be identified and the restoration and development of traditions of the Ukrainian school.

In the traditional sense, the term “education” means nothing more than the process of training and education. The principal difference between the concept of the modern paradigm of higher medical school education is primarily that education is considered as an activity, the purpose of which is “personal development through education and training” [6]. Then the modern paradigm of education is understood as a system built taking into account the values of the new century: subjectivity, dialogic, existential, developmental orientation, integrated, fundamental and continuity.

Education, being a “derivative” of culture, represents its definite “trajectory” and is normally adequate in its epistemological characteristics to the signs of the

culture that gave rise to it [3]. Therefore, the crisis of modern education is the exhaustion of the cultural adequacy of the educational paradigm created for industrial culture.

Our research has shown that the methodological basis of bringing education into line with the current culture were the idea of conformity to culture, nominated by the I. Pestalozzi, and experience of “Pedagogical anthropology” by K. Ushinskii, which formed the basis of the culturological approach in education of XX century. Its founders (V. Kraevskii, I. Lerner and M. Skatkin etc.) actualized the problem of educational content. According to these scientists, the main content of education should be not only science, but pedagogically adapted culture as a whole.

In the analysis of psychological and pedagogical literature, we came to the conclusion that education at the present stage of development of society becomes a field of cultural education [4].

We have established that education, in the new cultural paradigm, is a part of the process of socialization, a formal process on the basis of which society transfers values, skills, knowledge from one person or group to another. The functional point of view on education, expressed by E. Durkheim more than half a century ago, emphasized the transfer of values of the dominant culture as the main task of education. Education can be seen as a means of social contact along with religion, the family, the legislative system, which together contribute to the maintenance of stability in society. Education in a broad sense can be considered a kind of filtering device; a reasonable way to distribute people according to their merits [9].

Culture is the highest manifestation of human education and professional competence. It is at the level of culture that human individuality can fully express yourself [8]. As a result of our research, we have established that the assimilation of culture is a task of education and training. People are unique in the sense that their behavior is only partly instinctive. Human behavior is free from direct genetic control. Culture structures human life.

It can be assumed that education as a phenomenon of culture will change in the direction that took shape as a result of changes in science and philosophy: from “classics” through “non-classics” to “post-non-classics”. The principles of pluralism, tolerance and a new understanding of the holistic-personal attitude to the student, characteristic of post-non-classical thinking, not only assume, but also set this kind of vector of development and education as a holistic

phenomenon of culture, seeking to preserve its place in culture.

Our studies have shown that it is possible to try to identify the essential status of education of medical students, if we treat it as a phenomenon of cultural creativity, i.e. to consider it in the context of cultural processes in the formation of cultural aspects.

The concept of cultural education we mean the unity of the cultural activities of being in a culture and a mechanism of succession, which is based on the ability to objectify the essential creative power that manifests as the generation of new cultural forms, meanings, values, and the introduction of the existing cultural meanings through their identification, interpretative and evaluation – in your spiritual space.

As a result of our research, we came to the conclusion that since the logic of personality formation seems to repeat the logic of the formation of the system of cultural creation at the level of society, the role of education in higher medical school is huge in the process of formation of medical students, especially in the modern, so called information society.

Harmonious interaction of education and culture contributes to the transfer, assimilation and consumption of knowledge and values of modern youth [10]. The assimilation of culture is the main means of education and development of medical students in the process of education in higher medical school. Culture acts as a value, so the introduction to it in the process of professional education should be combined with the understanding of the medical students of the values of culture.

In the modern education system of higher medical school, a paradigm (scientific and general cultural) is still being reproduced, which appeals to the values of classical education, which in their consistent implementation led to the separation of theoretical understanding from living reality, from the world where values really develop and work. And as a consequence, there is a position of such attitude to the world in which the departure from responsibility, from decision-making is the norm. In this case, the type of rationality is reproduced, which is not related to expediency, but to goal-setting.

But, the new modern paradigm of education sets the task of forming moral and volitional qualities, creative freedom of medical students on the basis of self-education and education in higher medical school.

In this regard, the problem of humanization and humanitarization of education is recognized, which acquires a deeper meaning under the new methodology

than just familiarization with the humanitarian culture, which is the need to humanize the activities of professional teachers and physicians. For this purpose it is necessary to create conditions for formation of culture of system thinking, uniform vision of the world without “physicists” and “lyricists”.

The gap between medical and humanitarian training led to the impoverishment of the humanitarian content of the educational process of the medical school, reducing the creative and cultural level of the medical specialist.

The principles of humanization and humanitarization allow us to shape and develop future physicians creativity based on deep understanding of the history of culture and civilization, cultural heritage, commitment to continuous improvement and self-development, which is very evident in the further professional activity of graduates of the medical school.

Another basis of modern higher medical school education is the personality-oriented paradigm of education, which recognizes the uniqueness of each student and the individuality of his educational trajectory. The difference between this approach to content targeting, i.e. that which is focused on this approach: the identity of the student (the development of leading areas), but not on the basics of science.

Conclusions and Prospects for Research. Thus, the system-value approach in higher medical school allows:

1. The teacher to seize active control of the educational process, vision and forecasting its prospects of development and growth, and also see the place of their discipline in the general education field and offers the system of criteria of choice of methods, substantial components, the direction of each moment of class, in particular to determine the intensity of motion from the reproductive system methods of presentation to search and produce (the birth of new knowledge), involves working in combinatorial mode.

2. The medical student is comfortable to exist in the educational space, as well as to create conditions for the gradual formation of self-consciousness, which makes it possible to become a person of culture, not subculture, and, finally, the right of conscious and free choice of his place in culture and society.

The formation of professional and personal culture of medical students in the system-value approach of education comes from new forms of relations between teachers and medical students: joint productive activities, constructive communication in the process of professional education.

The departure from authoritarianism in the process of translation of culture and the change of role functions is organically associated with a change in the nature of the subject. Its content in these conditions cannot act as a kind of non-negotiable norm. Scientific knowledge, moral principles, philosophical and ideological attitudes are designed to be formed in the process of education as personal beliefs, developed by intense intellectual and mental efforts, which are associated with a critical analysis of possible alternatives, the collision of different positions.

In the course of the study, we identified the limitations of the implementation of the manifestations of the modern paradigm of education. The most serious are stereotypes of pedagogical consciousness, force of habit, non-objective attitude to medical students,

superficial understanding of dialogue, development of integration, underestimation of imaginative thinking. Another limitation is the outdated system of basic and additional vocational education. Fear of transformation, change and modern technologies also play a significant role.

Thus, the analyzed material gives us the basis to conclude that the system-value approach is a methodological tool in the process of professional training of medical students. The greatest effect will be achieved in the formation of professional and personal culture of medical students with the harmonization of two parts of a single culture of knowledge: rational-scientific and associative-figurative, which is the most important condition for stimulating the cognitive interests of future specialists of higher medical school.

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