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*I. Horbachevsky Ternopil National Medical University***PROFESSIONAL CULTURE IN THE CONTEXT OF FUTURE DOCTOR TRAINING****I. I. Ворона, I. A. Прокоп***Тернопільський національний медичний університет імені I. Я. Горбачевського МОЗ України***ПРОФЕСІЙНА КУЛЬТУРА В КОНТЕКСТІ ПІДГОТОВКИ МАЙБУТНЬОГО ЛІКАРЯ**

**Abstract.** The paper points out the specifics of medical students' professional culture formation, analyses its components and conditions. The experience of virtual training programme use in Latin classes for medical students is summarized. Development of professional culture is sure to enrich the man's inner world, as well as to contribute to his (her) professional development and personal self-improvement. Any person reveals himself (herself) most vividly while interacting with the others in performing professional duties, the outcomes often depending on the proper conduct, speaking, hearing, and language.

Training of future medical professionals is an element of professional education and is aimed at providing specialists with a certain level of professional skills alongside with the formation of proper professional qualities and development of general personal culture. Medical educational institutions are supposed to provide future specialists with adequate amount of knowledge, necessary for the work in their field and to make them aware of their professional perspectives and able to influence the process actively and effectively. It is in this aspect that the professional culture is involved, that is demeanour, speaking, hearing, and language matching the generally accepted standards and principles, primarily moral, and the requirements set to the particular profession.

Professional culture of the future medical workers is not the sum of professional knowledge, abilities, and skills only, but a part of general spiritual culture that manifests itself in professional competence, readiness for analysis and evaluation of professional and ethical issues, decision-making, communicative skills, as well as conscious striving for self-education, self-development, and constant professional self-perfection. Formation of medical students' professional culture is a "teacher-student" indissoluble connection based on humanism, creative activity, and common search for new goals and tasks, which increase future specialists' motivation to attain new peaks in the professional activity.

**Key words:** culture; professional culture; formation of professional culture; medical students.

**Анотація.** У статті вказано на особливості формування професійної культури студентів-медиків, проаналізовано компоненти професійної культури та умови її формування. Узагальнено досвід використання віртуальної навчальної програми на заняттях з латинської мови у студентів-медиків. Зазначено, що розвиток професійної культури внутрішньо збагачує людину і сприяє її професійному становленню та особистісному самовдосконаленню. Найбільш яскраво людина виявляється у діяльності з іншими під час виконання професійних обов'язків. Від культури поведінки, говоріння, слухання та мови часто залежать результати професійної діяльності.

Підготовка майбутніх медиків є складовою професійної освіти і спрямована на забезпечення фахівців певним рівнем професійної майстерності, формування у них відповідних професійних якостей з одночасним розвитком загальної культури особистості. Завдання навчальних закладів медичного профілю полягає в тому, щоб майбутні медичні фахівці оволоділи конкретною сумою знань, необхідних для роботи за обраним фахом, та усвідомили шляхи подальшого розвитку своєї професійної діяльності, уміли активно й ефективно впливати на цей процес. Саме в цьому аспекті можна говорити про професійну культуру, тобто про відповідність поведінки, говоріння, слухання, мови у професійній діяльності загальноприйнятим нормам і принципам, насамперед, моральним, а також вимогам, що висуваються саме до цієї професії.

Професійна культура майбутнього лікаря – це не лише сума професійних знань, умінь та навичок, а й частина загальної духовної культури, яка проявляється у професійній компетентності, готовності до аналізу й оцінки професійно-етичних проблем, прийняття самостійних рішень, комунікативної майстерності, свідомої готовності до самоосвіти, саморозвитку, постійного професійного самовдосконалення. Формування професійної культури студента-медика – це процес нерозривного зв'язку педагога та студентів на основі гуманізму, творчості та пошуку нових цілей і завдань, вирішення яких підвищує мотивацію майбутніх спеціалістів до досягнення нових вершин у професійній діяльності.

**Ключові слова:** культура; професійна культура; формування професійної культури; студенти-медики.

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**Introduction.** Today, professional education is not restricted to the process of professional training only. Its role in the performance of certain humanistic tasks, personal formation and development, as well as in cultural, spiritual, and moral education is constantly increasing. It means that the society demands from the professional education efficient training of the man for successful life and activity in complex and dynamic conditions of the modern world.

The success of professional activity largely depends on how individual psychological characteristics of a specialist meet the requirements of profession, and on how a person accepts traditions, rules and standards of behaviour in a certain professional sphere. It provides grounds for talking about the significance of professional culture and ways of its formation as an important factor of formation and development of professional qualities of a person.

The phenomenon of professional culture has become an object of study by numerous leading specialists in the field of labour sociology, economic sociology, and cultural sociology (N. B. Krylova, N. P. Lukashevych, D. Markevych, H. M. Sokolova, et al.). The academic works by V. P. Andrushchenko, H. A. Balla, M. H. Boyko, A. H. Vydra, A. V. Vyneslavskya, N. I. Voloshko, S. U. Honcharenko, I. A. Zyazyun, E. A. Klimov, V. H. Kremen, N. H. Nychkalo, V. F. Orlov, A. V. Prosfora, V. V. Rybalka, S. O. Sysoyeva are dedicated to the study of the professional culture of future specialists in various professions. However, the issue of forming future doctors' professional culture has not been fully studied so far.

**The aim** – to review the peculiarities of forming personal professional culture as an element of future doctors' training.

**Methods.** General scientific methods and modes have been used: analysis, synthesis, abstraction, comparison, as well as descriptive method including observation, alignment, and generalization.

**Results.** Culture is a fundamental concept of this study. The term "culture" originates from the Latin "cultura" that means processing, upbringing, and education. One of the general definitions of the culture phenomenon is a total result of man's productive activity, as well as the very process of producing material and spiritual values [1]. Material culture covers the whole sphere of man's material activity and its results. It comprises material wealth and various means of its production. Spiritual culture primarily includes the sphere of spiritual production – the aggregate of the forms of social consciousness,

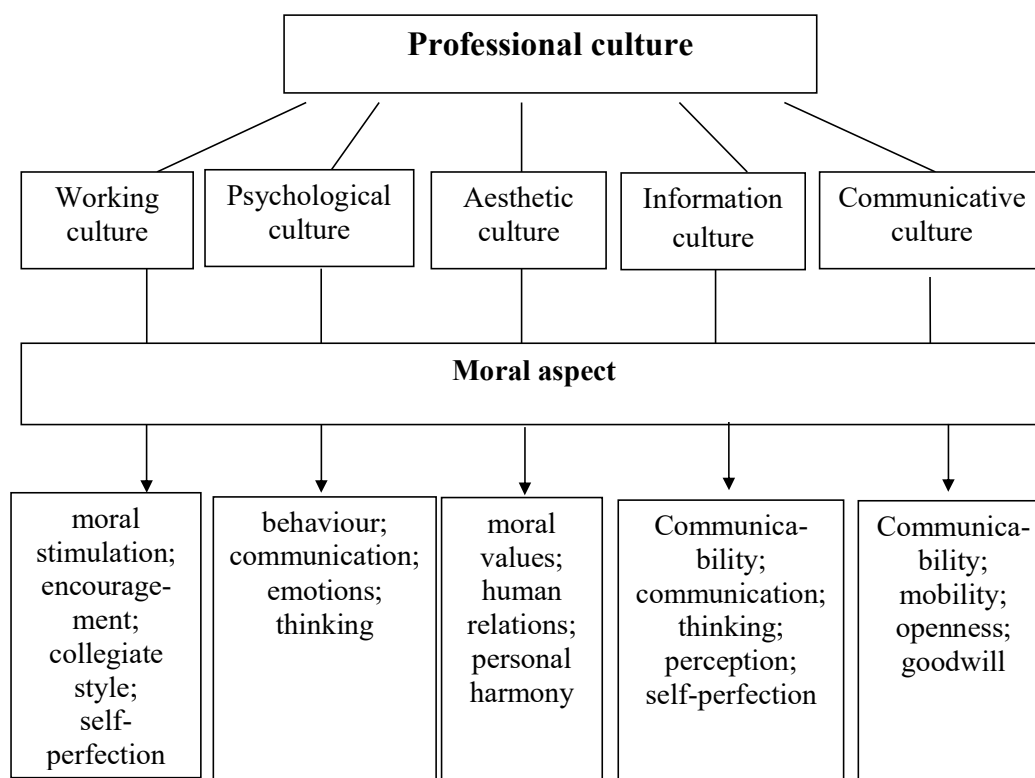
methods of spiritual values' creation and use, as well as types of human communication. The degree of spiritual culture development is determined by the degree of essential human values, versatility, and diversity of its spiritual potential self-realization and of individual self-assertion [2].

The concept "professionalism" reflects the degree of mastering psychological structure of the professional activity, which meets current social standards, and objective demands. Man's professionalism implies not only reaching high productive values, but also professional motivation, understanding of values and essence of work.

Formation of culture is influenced by both external (ethnic background, social relations, surrounding, educational activity, teaching staff) and internal (emotional state, psychological features, professional competence, adaptability, self-perfection, communicability, inborn capabilities, professional choice) factors. Professional culture, which includes creative mastering and development of personal knowledge, doing work and possessing strategy in performing tasks and professional intuition, is an essential element of personal culture as a society member. Undoubtedly, professional culture is related to the general culture, though having its specifics. General personal culture reflects the width of covering the value content of spiritual and material culture, as well as personal involvement in the creation of values, willingness, and ability to produce them, whereas professional culture reflects manifestation of the general culture in specific conditions of professional activity (Fig. 1).

The concept of professional culture has been suggested and defined by Y. Isayev: "Professional culture is a way of the teacher's personal self-realization in various types of pedagogical activity and communication, aimed at mastering, transfer, and creation of pedagogical values and technologies" [3]. The system of professional culture formation is regarded by Y. Isayev as an integral interaction of structural and functional components.

Today, the term "professional culture" is often used in the pedagogical context as a synonym for "pedagogical culture" or "pedagogical competence." O. Sytnyk argues that professional culture of the future specialist includes general culture, pedagogical culture, ethical culture, aesthetic culture, philosophic culture, etc. Hence, the scientist defines it as a total of general personal culture and professional knowledge in the main trends of pedagogical activity [6].



**Fig. 1.** Components of professional culture.

Professional culture is an integral concept, which reflects the level of skills attained and implies creative attitude towards work, ability for decision-making and their evaluation from two standpoints concurrently – specifically technological and sociocultural – and is formed on the basis of constructive combination of professional and social competence [4].

In V. Semychenko's opinion, the process of professional culture formation includes help for the future specialist in understanding the core of the profession chosen, its requirements, objectives, content and functions of professional activity, possible individual strategies in performing professional duties, specifics of professional skill and ways of mastering it, as well as modes of creative adaptation to the content and structure of professional activity [5].

Yu. Chernova notes that today professional culture is a social demand rather than professionalism, since growing dynamism of social development requires adequate prognosis and humanism-based actions. Actually, this is what we call professional culture [7]. The level of future specialists' professional culture is directly related to their professional skill. A student with the low level of professional culture is unduly trained for the practical fulfilment of his professional duties, since high level of professional culture correlates with high level of professional

skills and contributes to the increase of specialist's professional qualities and, in what follows, his competitiveness.

Organization of integral educative process and its orientation to the development of all professional culture components; structuring of the professional training content on the basis of integral link with mastering socio-humanitarian and professionally oriented subjects; formation of professional qualities, based on the combination of technical, information, and artistic composition competences are effective ways of professional culture formation for future medics. The main constituent levels of the future specialist's professional culture are professional skills, motivation/value, emotional and sensitive components. It should be taken into consideration that these components are on the whole interrelated and their intercomponent links are interdependent.

Increase of the professional culture of medical students should be attained through optimization of their interrelations with the teachers due to the implementation of personally oriented interaction model between them and application of interactive teaching methods. On the whole, educational space should become a source of the future specialist's self-development and constant self-perfection, eventually resulting in the increased level of the professional

culture. Formation of the future medical workers professional culture includes:

- planning of structural and functional process of professional culture formation (objectives, approach, principles, criteria, levels, and indices of future doctor's professional culture trend);

- teachers' readiness for the formation of students' professional culture on the basis of integrated types of culture;

- students' readiness for mastering professional culture.

Basics of professional and general culture are provided by comprehensive training that includes fundamental methodological and outlook training; extensive humanitarian training; theoretical and practical training in the core discipline, creative training in the speciality; research and experimental training; formation of independent work skills.

Today, the doctor is supposed to have a clear view of moral content, value, and outcomes of own activity, as well as integral world outlook together with well-developed economic and environment thinking; to possess communication culture and knowledge of juridical system, etc.

Among the components of professional medical culture, one can distinguish psychological culture as a man's care for mental health, which includes knowledge of oneself and the others, culture of

behaviour and communication, as well as aesthetic culture. Speaking of the professional medical culture, self-perfection, professional/ethical education and professional/ethical duty, responsibility, solidarity, mutual support, tolerance, and sympathy should be added.

**Conclusions and Prospects for Research.** Current trends of medicine and medical education development put new demands to the quality of future doctors' professional training. In higher medical educational institutions, the humanitarian paradigm of the education should be primarily directed to the personal development of a future specialist through mastering national and universal values as medical education can not be restricted to the medical knowledge only, though it plays a major role in the medical activity. Therefore, formation of students' professional culture is another peculiarity of professional training, since qualification level of the future specialist depends on his professional culture.

The health professionals' culture combines behaviour culture, communication culture, medical service culture, organizational culture, etc. Obviously, these elements are associated with professional communication, and, in our opinion, further research should be focused on the study of foreign language competence effect on the formation of professional/communication culture of medical students.

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