M. O. Sopiha
ORCID https://orcid.org/0000-0002-0224-8814
ResearcherID B-4385-2016
O. I. Pylypyshyn
ORCID https://orcid.org/0000-0002-4073-7512
ResearcherID AAL-8532-2020

I. Horbachevsky Ternopil National Medical University

SOCIO-PSYCHOLOGICAL METHODS OF PROVIDING THE EDUCATION QUALITY OF FUTURE DOCTORS

М. О. Сопіга, О. І. Пилипишин

Тернопільський національний медичний університет імені І. Я. Горбачевського МОЗ України

СОЦІАЛЬНО-ПСИХОЛОГІЧНІ МЕТОДИ ЗАБЕЗПЕЧЕННЯ ЯКОСТІ ОСВІТИ МАЙБУТНІХ ЛІКАРІВ

Abstract. The article is devoted to the coverage of socio-psychological methods that contribute to ensuring the quality of education in the system of vocational training of future professionals in the medical field. The examples illustrate several types of methods that allow to achieve the effectiveness of this process, analyze the main directions of implementation of these methods in the process of training. It is noted that one of the key problems of professional education is the provision of optimal psychological conditions for their personal inclusion in the process of learning, where it is possible to distinguish internal and external factors affecting the quality and effectiveness of education. Internal factors include the system of values, motivation, individual-psychological age characteristics, the level of development of cognitive processes of the student's personality. External factors include: 1) the circumstances of the student's life and activities; 2) psychological and pedagogical conditions of the educational process; 3) socio-psychological conditions of the educational process; 4) used educational technologies. The article analyzes traditional and active teaching methods. The study emphasizes the need for systematic introduction of social and psychological methods, use of new forms, updating of content, means, principles and methods of training in the educational process of institutions of higher education in order to improve the quality of professional training of future specialists in the medical field.

Key words: quality of education; teaching methods; case method; game method; training; cross-cultural context of training; analysis of internship results; coaching.

Анотація. Стаття присвячена висвітленню соціально-психологічних методів, які сприяють забезпеченню якості освіти у системі професійно-педагогічної підготовки майбутніх фахівців медичної галузі. На прикладах проілюстровано кілька видів методів, які дозволяють досягти ефективності цього процесу, проаналізовано основні напрями впровадження цих методів у процес професійної підготовки. Відзначається, що однією з ключових проблем професійної освіти є забезпечення оптимальних психологічних умов для їх особистісного включення в процес засвоєння знань, де можна виділити внутрішні і зовнішні чинники впливу на якість і ефективність освіти. До внутрішніх факторів можна віднести систему цінностей, мотивацію, індивідуально-психологічні вікові особливості, рівень розвитку пізнавальних процесів особистості студента. До зовнішніх факторів належать такі, як: 1) обставини життя і діяльності того, хто навчається; 2) психолого-педагогічні умови освітнього процесу; 3) соціально-психологічні умови освітнього процесу; 4) використовувані освітні технології. У статті проаналізовано традиційні та активні методи навчання. У дослідженні наголошено на необхідності системного впровадження соціально-психологічних методів, використання новітніх форм, оновлення змісту, засобів, принципів та методики навчання у навчальний процес закладів вищої освіти задля підвищення якості професійної підготовки майбутніх фахівців медичної галузі.

Ключові слова: якість освіти; методи навчання; кейс-метод; ігровий метод; тренінг; крос-культурний контекст підготовки; аналіз результатів стажувань; коучинг.

Introduction. The quality of education of future physicians is an integral characteristic of the educational process and its results. In principle, the assessment of the quality of education is solemn to the evaluation of the education system as a whole.

Researchers note that the problem of the quality of education is much more serious than many people think [1].

Many researchers [2] identify several factors that ensure the quality of training and the development of the learner's personality.

Teaching methods are divided into traditional and active [2]:

– traditional teaching methods, which include lectures, seminars, computer training, instructional videos;

– methods of active learning, among which by far the most widespread are trainings, business, role-playing, imitation and organizational and managerial games, organizational and behavioral modeling, analysis of practical situations that allow you to get a large amount of knowledge in a short time and focus on the applied aspects of students.

The aim – view the socio-psychological methods which provide the quality of education for future doctors.

Theoretical framework. One of the key problems of professional education of future medical workers is the provision of optimal psychological conditions for their personal inclusion in the process of mastering knowledge, where it is possible to identify internal and external factors affecting the quality and effectiveness of education. Internal factors include the value system, motivation, individual psychological age-related characteristics, the level of development of cognitive processes of the learner's personality.

External factors include:

– circumstances of the student's life and activity;

– psychological and pedagogical conditions of the educational process;

– socio-psychological conditions of the educational process;

– educational technologies that we use.

Most people learn effectively by combining different ways of getting information. Someone perceives information well by ear, in psychology they are called audials, for others it is is important – to see, they are called – "visuals", it's convenient for someone to apply in activities, they are practices. In addition, students have different abilities and life experiences, different motivation for learning. Highly motivated employees can learn on their own. Working with other employees requires the use of many ways to enhance their learning activities [3].

When organizing training at a medical university, it is necessary to plan the program in advance so that this training takes place with complete separation from production, and take measures to prevent students from separating from classes in order to solve a number of "urgent" issues in the unit. Such cases are often found in the practice of conducting training programs with various categories of students and inevitably affect the quality of training, reducing the effectiveness of the group as a whole.

The socio-psychological aspects of staff training can be attributed to several types [4–6] that allow to achieve the effectiveness of this process.

Case method. A rather complex multidimensional training technology, which includes operations of the research process, analytical procedures. The case study method is used for training purposes, as a way to assess it; it allows you to demonstrate various analytical data and professional competencies, while you can use different types of cases according to their complexity: problematic training situations; illustrative learning situations; cases without forming a problem; applied exercises and others.

Working with a case has its own specifics. Creating cases depends on a number of factors: the degree of complexity of the topic or material. Cases offered to students of specific situations can not only consolidate knowledge, but also develop the skill of group analysis of problems and decision-making. The main results achieved in the process of analyzing practical situations are related to developing the skills of a systematic analysis of information, identifying key problems, generating and evaluating possible solutions, etc.

Game methods in training. Business, organizational, managerial and role-playing games in the process of preparing a reserve group is a unique mechanism for the formation and transfer of social experience that directly affects the improvement of learning efficiency due to the active inclusion of students in the process of not only obtaining but also using knowledge. At the same time, creative and competitive atmosphere, emotional tension, high inclusion and motivation of participants working in small groups are the essential elements of games. Participating in games, participants master new behaviors, look for the most optimal tactics and strategies, and work out various techniques [4]. Game situations can be carried out in the form of role-playing games, where each participant plays the role specified by the script. The model of the game includes not only production aspects, but, first of all, the social and cultural components of managerial activity. The game activity itself involves active interaction

between the participants, and focusing tasks on real-life situations for the enterprise and reflecting on the results of each stage of the game allows participants to bring new experience and behaviors into the practice of future doctors. The situations played out become the basis for a joint group analysis, in which members of the group understand the mechanisms of interpersonal interaction.

Trainings. Under the socio-psychological training in psychology understood the specific forms of correction and acquisition of new skills in the interaction in the group. In the process of group solving specially defined situations, participants not only consolidate the necessary skills, but also change their attitude to their own experience and approaches used in the work. The training is distinguished from traditional forms of training by a minimal amount of theory and focus on practice, and various training methods and techniques of active learning are widely used during the training. Possible directions for the development of trainings may include leadership and leadership in the organization, managerial communication and negotiation skills, conflict management, delegation of authority, team building technology, decision making technology, effective management model, time management, etc. At present, trainings are becoming more and more widespread, in which participants master various aspects of managing subordinates and teams, learn algorithms for solving managerial problems, and work on developing their leadership potential.

Cross-cultural context of preparation. Management of subordinates involves knowledge of the needs and psychology of people belonging to different social groups, national, ethnic and religious communities. Each of them has its own traditions, its own set of values and stereotypes of behavior. In the learning process, not only the production and managerial, but also the social aspects of the manager's professional activity should be modeled, the cross-cultural context of training is an integral part of this. In the course of training, future leaders should acquire skills in interacting with certain representatives of various national-cultural and ethnic groups or with these groups themselves. Important aspects of this process are an understanding of the national character, mentality and traditions, which can become the subject of reflection for the development of managerial decisions.

Analysis of the results of internships. The purpose of internships is to obtain a comprehensive under-

standing of the features of the enterprise as a whole, to get acquainted with the features of the activity, industrial relations, problems and opportunities of various departments (departments, shops, sections). The constant exchange of experience and understanding of the problematic situations arising during the internship in the group will undoubtedly be a useful procedure that will expand the participants' ideas about the specifics of managerial activity, as well as their role and personal resources in the process of its development and implementation.

Coaching. Coaching is an individual counseling technology aimed at making changes, setting goals and achieving them as quickly as possible with minimal losses and the most complete use of internal and external resources of a person and an organization. The main goal of coaching as a method is to individually help a future leader to find a solution to a problem on his own. The main distinguishing feature of coaching is to help a person find their own solution on their own. In many situations, the coach does not provide new knowledge at all, but helps to believe in oneself, take a fresh look at the situation and achieve better results. Young doctors often face obstacles in their activities, due primarily to internal restrictions. Through dialogue, the coach encourages them to become more aware of their goals, resources, and limitations.

The result of such training should be not only the acquisition of new knowledge, but also the formation of new patterns of behavior, awareness of personal resources, their strengths and weaknesses, opportunities and limitations in the upcoming professional activity.

Conclusions and Prospects for Research. Time tirelessly goes forward. And one of the key problems of future doctors' professional education is the provision of optimal psychological conditions for their personal inclusion in the process of learning, where it is possible to distinguish internal and external factors influencing the quality and effectiveness of education.

In the future, when organizing training, it is necessary to plan the program in advance in such a way that this training is fully separated from the production, and take measures that prevent the separation of students from the classes to solve a number of "urgent" issues in the unit. Such cases are common in the practice of conducting training programs with different categories of students and will inevitably affect the quality of training, reducing the effectiveness of the group as a whole.

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E-mail address for correspondence: sopigamo@tdmu.edu.ua