

THE EFFICIENCY OF THE COMPETENCE-ORIENTED TEACHING METHOD AT THE CLINICAL DEPARTMENTS OF I. HORBACHEVSKY TERNOPII NATIONAL MEDICAL UNIVERSITY

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SUMMARY. Among researchers, there is no established view on the structure of professional competence of future specialists in general and future doctors in particular, regarding the types of competences that should be laid as its basis. This situation served as the basis for conducting an analysis of the effectiveness of various communicative educational methods for improving professional training of master's students at the university's clinical departments.

The aim – to analyze the effectiveness of various teaching methods for the formation of professional competence of future doctors in key and subject competencies in emergency medical care.

Results. Communicative competence is a dynamic combination of knowledge and practical skills, ways of thinking, professional, worldview, social qualities, moral and ethical values, which determines the ability of a person (student) to successfully carry out professional and further educational activities and is the result of learning at a certain level of education. The formation of the communicative competence of master's students is achieved thanks to the effective interaction of the teacher and the student (communication, exchange of knowledge, practice of abilities and skills), professional and personal qualities of the teacher, which are manifested through analytical perceptive, motivational-communicative, professionally-oriented and tactical-psychological communicative skills in solving professional tasks and individual properties of the subject of professional and pedagogical activity, necessary and sufficient for mastering communicative skills at the normatively determined level. To form the professional competence of future doctors in key and subject competencies in emergency medical care, the teachers of the clinical departments use a complex of interactive teaching methods based on the principles of a participatory-interactive approach. Such teaching methods include the method of educational discussion, game teaching methods, dialogue method, method of individual and group projects, as well as independent work of master's students.

Conclusions. In order to achieve high communicative and professional competence of the future master's doctor in the specialty of emergency medical care, the teachers of the clinical departments of the university use such participatory and interactive teaching methods as the educational discussion method, game teaching methods, the dialogue method, the method of individual and group projects, as well as the method of independent works of master's students. The effectiveness of using each educational method depended on the individual characteristics of the personality of the teacher and the student, their basic level of training and motivation.

KEY WORDS: educational methods; professional competences; communication skills.

Introduction. During the last decade, the developed countries of Europe and the world have been conducting a thorough discussion on how to give a person (student) the proper knowledge, skills and competences to ensure his professional activity and harmonious interaction with the rapidly developing global society. The problem of professional competence and its formation in future specialists of various fields is one of the fundamental ones in professional education [1, 2, 3, 4]. The concept of "competence", according to the International Department of Learning, Achievement and Education Standards, is defined as "the ability to competently conduct activities, perform tasks or work" [5, 6, 7]. At the same time, this concept is interpreted as knowledge, abilities, skills and attitudes that allow an individual to effectively act or perform certain functions aimed at achieving certain standards in a professional field or a certain activity [8, 9].

Since the concept of "communicative competence" is based on the category "competence", we consider it necessary to first turn to a more detailed consideration of this concept. Based on the analysis

of the scientific works of Ukrainian and foreign scientists, it can be argued that most scientists consider "competence" as a dynamic combination of knowledge, skills and practical skills, ways of thinking, professional, worldview and public qualities, moral and ethical values, which determines a person's ability to successfully implement professional and further educational activities and is the result of learning at a certain level of education.

Therefore, they believe that in the modern world, the process of forming certain (professional) competencies contributes to the development of personal qualities of future specialists, which are manifested in the ability to work independently, take responsibility and initiative, the readiness to identify problems and find ways to solve them, the ability to acquire the necessary knowledge on your own initiative, as well as in the ability to work with other people. It should be noted that among researchers there is still no established view on the structure of professional competence of future specialists in general and future doctors in particular and on the types of competences that are its basis. Thus, various types of competences

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are considered in numerous scientific works, among which key, general, subject, general professional, professional, general, instrumental, interpersonal, systemic, etc. are most often found, which served as the basis for analyzing the effectiveness of various communication methods for better professional training master's students in the clinical departments of the university.

The aim of the study – taking into account modern approaches to the classification and use of structural components of the professional competence of master's doctors of various specialties, we singled out and analyzed the effectiveness of various teaching methods for the formation of professional competence of future doctors in key and subject competencies in emergency medical care.

Material and Methods. In modern pedagogy, there is no universally recognized list of key competencies of future doctors, which is confirmed by a significant number of scientific works of Ukrainian and foreign scientists. However, in our opinion, among the various types of key competences that should be formed in future doctors, communicative competence occupies a special place.

The study of the problem of forming the communicative competence of future doctors also showed the ambiguity of the interpretation of this concept in the scientific works of Ukrainian and foreign researchers [10, 3, 4]. The presence of a broad discussion regarding the definition of the essence and content of this phenomenon allows us to conditionally single out certain approaches to its interpretation, according to which communicative competence is understood as:

- a system of internal resources for effective interaction: communication positions, roles, stereotypes, attitudes, knowledge, abilities, skills;

- synthesis of professional personal qualities, which are revealed through analytical-perceptive, motivational-communication, professionally-oriented and tactical-psychological communication skills in solving professional tasks;

- the complex integrative quality of the personality, which mediates the professional activity of the social worker, aimed at establishing, maintaining and developing effective interaction with the patient or other participants in the social process;

- an individual property of the subject of professional teaching activity, necessary and sufficient for its implementation at the normatively specified level, which is positively correlated with its main effective parameters;

- the quality, accuracy, productivity, reliability of the use of diagnostic and treatment methods in accordance with state and international recommendations (protocols);

- a three-level education (strategic, operational-tactical and technical levels) with relations of subordination and coordination, which includes knowledge, skills and dispositions – an integrative characteristic of a person, which is the basic basis of his professional competence and synthesizes a complex of motivated knowledge, skills, qualities necessary for successful professional and pedagogical interaction;

- the integral quality of the manager's personality, which synthesizes the general culture of communication and specific manifestations in professional managerial activity, which gives grounds to designate it as personal and professional communicative competence.

Taking into account the above approaches to understanding the essence, content and structure of the concept of "communicative competence", we understand the communicative competence of future doctors as a system of knowledge, abilities and skills, values and value orientations, personal qualities, the level of which depends on the degree of their readiness and the ability to communicate in native and foreign languages regardless of the specific situation, effectively organize professional communication with other participants in the communication process (colleagues, patients, etc.), work in a team, resolve conflicts, adequately perceive oneself in communication during interaction, encourage partners to communication to joint fruitful work to achieve the set goal, as well as to quickly learn new and more effective forms of communicative behavior. Analytical consideration of the outlined positions gives reason to assert that the formation of communicative competence of future doctors takes place under the condition that a participatory-interactive approach is implemented in the educational process of a higher educational institution, since competences are formed and improved precisely during the joint educational and cognitive activity of students, and the central categories of this approach are "interactivity" and "interaction". That is, the process of professional training of future doctors for the formation of communicative competence should take place during such subject-subject interaction, during which its participants not only perceive and evaluate each other, but also in a certain way feel an active influence on themselves [11, 7]. Taking into account the above, it can be concluded that the effective organization of this process is possible thanks to the application of a certain set of interactive teaching methods based on the principles of a participatory-interactive approach.

Results and Discussion. Such teaching methods include the educational discussion method, game teaching methods, the dialogue method, the method of individual and group projects, as well as

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the independent work of master's students [12]. Thus, the method of educational discussion is such a group form of organization of the educational process that contributes to the awareness of future doctors of the existence of different views, judgments, points of view on the problems they are discussing. The use of the dialogue method involves constructive interaction between future doctors, doctors and patients, during which there is a two-way exchange of information, views, points of view on a certain problem. It is its implementation in the process of foreign language communication that allows medical students to obtain not only thorough knowledge of the disease (pathology) being studied, but also to obtain information from various fields of knowledge and social life, necessary for successful future professional activity, and also promotes the development of communicative abilities, which are manifested in the ability to communicate in a foreign language regardless of the specific situation, effectively organize professional communication with other participants in the communication process, adequately perceive oneself in communication during interaction, learn quickly. new and more effective forms of communicative behavior, etc.

The need to use game-based learning methods in the process of training medical students is explained by the fact that the success of their future professional activities is related to the level of formation of communicative competence, which is necessary for specialists in modern socio-economic conditions (striving for success, mobility, activity, confidence in one's own opportunities, responsibility, the ability to work in a team and defend one's own views, etc.).

Since the method of individual and group projects involves the performance of a certain task independently or in a group, the specifics of its use include a certain sequence of actions, namely: defining a problem, finding a solution, achieving a result, and evaluating. The main goal of its implementation in the process of professional training of future doctors is to acquire one's own experience in finding a creative non-standard solution to diagnostic and treatment problems in each specific case (for a specific nosology) and to produce new ideas (choice of additional methods of examination and differential diagnosis). To solve a certain problem, students have time to do it independently and can use different sources of information. Based on the results of the work, an individual participant or a group of participants prepares a presentation.

The main criteria for evaluating the results of creative activity include the presence of medical students' communicative and adaptive qualities, self-organization and the ability to use various sources of information and research methods. Note that in

group projects, the contribution of each project activity participant is assessed. Each participant is responsible for the work performed, both as an individual performer and as a member of the project group. The use of the method of individual and group projects makes medical students active subjects of educational activity, contributes to the identification and development of cognitive abilities, interests, subjective experience of students, the formation of the ability to adequately evaluate one's own results of educational activities and determine new perspectives, the ability to express and defend one's own point of view, and also encourages students to find their own ways of acting.

Equally important for the successful preparation of students (especially at the master's level) for professional activity is the wide use of the method of independent work (self-training) in the educational process [13]. The principles of independent work of students are based on the need to deepen the acquired knowledge with further generalization and consolidation. At the same time, the independent work of students determines the obligation of systematic control, once again confirms the need for clearly defined content and methods of completing tasks, concentrates the analytical component in the selection of the necessary literature. Of course, students familiarize themselves with the necessary list of used sources in advance. However, in the process of preparing for a problematic task or writing an analytical note, one should not only use already known sources, but also expand this list.

Methods of activating the independent work of master's students are aimed, first of all, at creating problem situations with the following models of their solution, familiarization with modern theories that function in information institutions and projects. It is also necessary, if possible, to take into account all the latest methods aimed at creating optimal processes in the management of information institutions and the organization of simulation projects for each nosology, urgent clinical condition or pathological syndrome. The final stage of independent work of master's students in a specific educational medical discipline should be passing border control during seminar classes and defense-presentation during the final classroom or semester exam.

Teachers of the clinical departments of I. Horbachevsky TNMU use all the listed training methods to achieve high communicative and professional competence of the future master's doctor in the specialty of emergency medical care. Note that all used teaching methods have a high coefficient of "useful action", which, as a rule, depended on the individual characteristics of the teacher and student and their basic (previous) level of training. The effec-

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tiveness of the educational process also depended on the level of motivation of the students of this subject and the teacher's ability to increase the level of motivation by substantiating the relevance of one or another nosology, the prospect of achieving the final result, etc.

Conclusions: 1. Communicative competence is a dynamic combination of knowledge, skills and practical skills, ways of thinking, professional, worldview and public qualities and moral and ethical values, which determines the ability of a person (student) to successfully carry out professional and further educational activities and is the result of training at a certain level of education.

2. The formation of communicative competence of master's students (future doctors) is achieved thanks to the effective interaction of the teacher and the student (communication, exchange of knowledge, practice of skills, professional and personal qualities of the teacher, which are revealed through analytical-perceptive, motivational-communicative, professional-oriented and tactical-psychological communicative skills in solving professional

tasks and individual properties of the subject of professional teaching activity, which are necessary and sufficient for mastering communicative skills at the normatively specified level.

3. To form the professional competence of future doctors in key and subject competencies in emergency medical care, the teachers of the department use a set of interactive teaching methods based on the principles of a participatory-interactive approach. Such teaching methods include the method of educational discussion, game teaching methods, the dialogue method, the method of individual and group projects, as well as the independent work of master's students.

4. Teachers of clinical departments of I. Horbachevsky TNMU use all the above-mentioned educational methods to achieve high communicative and professional competence of the future doctor-master in the field of emergency medical care. The effectiveness of using each educational method depended on the individual personality traits of the teacher and student and their basic level of training and motivation.

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ЕФЕКТИВНІСТЬ КОМПЕТЕНТІСНО-ОРІЄНТОВАНОГО МЕТОДУ НАВЧАННЯ НА КЛІНІЧНИХ КАФЕДРАХ ТЕРНОПІЛЬСЬКОГО НАЦІОНАЛЬНОГО МЕДИЧНОГО УНІВЕРСИТЕТУ ІМЕНІ І. Я. ГОРБАЧЕВСЬКОГО

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РЕЗЮМЕ. Серед дослідників немає усталеного погляду на структуру професійної компетентності майбутніх фахівців у цілому і майбутніх медиків зокрема та на види компетентностей, які необхідно покласти в її основу. Така ситуація стала основою для проведення аналізу ефективності різних комунікативних навчальних методик для кращої професійної підготовки студентів-магістрів на клінічних кафедрах університету.

Мета – проаналізувати ефективність різних методик викладання для формування професійної компетентності майбутніх медиків з ключових та предметних компетентностей з невідкладної медичної допомоги.

Результати. Комунікативна компетентність – це динамічна комбінація знань, умінь і практичних навичок, способів мислення, професійних, світоглядних і громадських якостей та морально-етичних цінностей, яка визначає здатність особи (студента) успішно здійснювати професійну та подальшу навчальну діяльність і є результатом навчання на певному рівні освіти. Формування комунікативної компетентності студентів-магістрів досягають завдяки ефективній взаємодії викладача і студента (спілкування, обмін знаннями, відпрацювання умінь, навичок), професійно-особистісних якостей викладача, які виявляються через аналітико-перцептивні, мотиваційно-комунікаційні, професійно-орієнтовані й тактико-психологічні комунікативні вміння у розв'язанні професійних завдань та індивідуальних властивостей суб'єкта професійної викладацької діяльності, необхідних і достатніх для засвоєння комунікативних навичок на нормативно заданому рівні. Для формування професійної компетентності майбутніх медиків з ключових та предметних компетентностей з невідкладної медичної допомоги викладачі клінічних кафедр ТНМУ імені І. Я. Горбачевського використовують сукупності інтерактивних методів навчання, які ґрунтуються на принципах партисипативно-інтерактивного підходу. До таких методів навчання належать метод навчальної дискусії, ігрові методи навчання, метод діалогу, метод індивідуальних і групових проєктів, а також самостійної роботи студентів-магістрів.

Висновки. На кафедрі невідкладної медичної допомоги ТНМУ імені І. Я. Горбачевського використовуються такі партисипативно-інтерактивні навчальні методи для досягнення високої комунікативної та професійної компетентності майбутнього медика-магістра з фаху невідкладної медичної допомоги, як метод навчальної дискусії, ігрові методи навчання, метод діалогу, метод індивідуальних і групових проєктів, а також метод самостійної роботи студентів-магістрів. Ефективність використання кожної навчальної методики залежить від індивідуальних особистісних рис викладача і студента та їх базового рівня підготовки і мотивації.

КЛЮЧОВІ СЛОВА: навчальні методики; професійні компетентності; комунікативні навички.

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