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Pedagogical technologies of medical students' professional training

Introduction. The work of a modern physician is very complex and hard. It includes many components, that are based directly on the knowledge of professional disciplines and the ability to conduct a professional communication.

In the process of democratic development and reformation of the foundations of Ukrainian society, the role of the medical industry representatives, which is aimed at providing not only a qualified assistance to Ukrainian citizens, but also the prevention of diseases, is growing. Modern Ukrainian doctors carry out the functions aimed at improving, first of all, the quality of medical care and cooperation with patients, colleagues, pharmacists. In this regard, today special attention is paid to improving the efficiency and rising the professional training of future doctors in higher medical educational establishments.

One of the main conditions of the future physician's formation, home scientists consider the development and use of modern pedagogical

technologies. Pedagogical technologies in the modern educational space are considered as an organizational beginning, which launches and directs the creative forces of the bearers of scientific knowledge and pedagogical experience in the necessary direction, they provide the implementation of progressive conceptual approaches to the education in the real educational process [5, c. 93-102].

The purpose of the article is to analyze the modern innovative pedagogical technologies in higher medical education by identifying those that are optimally aimed at forming a professional communicative competence of the medical students.

Results of the research and their discussion. The questions of the pedagogical technologies were studied by such scientists as S.O. Sisoyeva, M.V. Grineva, G. K. Selevko, K.V. Aimedov, O. S. Tretyak, I. M. Dichkivska, M. Moore and others.

For the first time, a thorough and comprehensive analysis of phenomena and concepts "Pedagogical technology" was presented by S.O.Sisoyeva (Sisoyeva S.O., 2002) [5]. According to the scientist's thinking, the conditions for the development of intelligence and creative personality abilities, her preparation to life in the open society, independent interaction with the dynamic world of professional work depends not only on the content of education, but also on the pedagogical technologies, used in the learning process.

Pedagogical technology should satisfy the following requirements: systemic, conceptual and scientific character, structuring, manageability, reproducibility, planned efficiency, algorithmic, optimality of expenses, the possibility of replication and transfer to new conditions. Also, the technological aspects of specialists' training may be presented at the level of organization of an educational discipline, submission of training information, control and evaluation of knowledge, motivation and stimulation of teachers and students [4, p. 24-121].

Let's consider later the pedagogical technologies, used in the professional training of the medical students. Application of various pedagogical technologies, such as: problem lectures, training, informative hours on the course of the patients' diseases; demonstration health model samples' dialogues by the future doctors; exercises to develop the ability to stimulate and support the future patients; conversations about the culture of sanogeneous communication of the prominent doctors; discussion club "Lingua"; scientific exchange of views with foreign and home students; scientific and practical conferences, forums, seminars contributed to the

formation of not only stable motives and interest in learning, but also the comprehensive development of the future doctor in the process of professional training.

In the subsequent work the theoretical basis of knowledge was transferred to the students' life experience, the acquired knowledge was introduced into the practical activity for solving the actual issues of the professional activity. At this stage, applied research methods were used: brainstorming, project method, the research method.

The professional orientation of the future physicians has facilitated the use of example methods, suggestions, training, forecasting, case study, the impact of problem situations. We proceeded from the fact, that the medical students gradually became accustomed to such work, understood its meaning and purpose, and the content of the educational material, specifically selected by us, awakened their interest in their profession and becoming as a specialist.

To encourage the medical students to form professional culture speaking (PCS), we especially highlight the case-study method, which is appropriate to use in the higher medical educational institutions.

The case method, or case-study method (from English case - case, situation), - a method of active problem-situational analysis, based on the learning through the solution of specific tasks-situations (case management). It is widely used in economics and business studies abroad. Although, many of us, this method is considered new, but, for the first time it was applied to the educational process at the Harvard Law School in 1870.

The systematic introduction of this method into the learning process began at the Harvard Business School and dates back to 1920. At present, there are two classical school case-study schools: the American (Harvard) School and the European (Manchester) School. They are somewhat different approaches to defining the purpose of this method. Representatives of the American school use the method to consider the students' learning of the algorithm of finding the only correct solution, and European ones think the students' teaching to achieve multivariable in solving the problem.

The case-study method makes it possible to apply theoretical knowledge of the medical students to the solution of such practical tasks as: identification, selection and solution of the problems; information processing, analysis and synthesis of arguments; work with suggestions and conclusions; evaluation of alternatives; decision-making; listening and understanding of other people - group work skills.

The main function of the case-method study is to teach future doctors to solve complex unstructured problems that can not be solved by analytical means. Case activates the medical students, develops analytical and communicative skills.

How is study done? Let's consider this situation on the example of teaching such a professional discipline as "Infectious Diseases". Teachers select several case histories, which are being studied by the medical students. To each of them the tasks are added. The case histories are graded according to the degree of complexity, from simple to more complex. An example of a simple situation: evaluate the patient stage of pathogenesis during the week admission at the hospital on the basis of the provided data.

An example of a higher complexity: the patient Petrova N. has got into an infectious department with an increase in body temperature to 40 degrees, severe headache, dry and strong cough, reddening and edema of the throat, an increase in lymph nodes, rash. The patient was hospitalized and prescribed proper treatment and diet. Condition of the patient is satisfied with the depressive syndrome. Tasks for students: to collect anamnesis, to administer further analyzes, to define a strategy of the treatment and to give psychological support. The task must be performed according to the proposed model: a doctor - a patient; a doctor – a nurse; a doctor – a doctor.

Thanks to this training, the medical students form and develop the following skills: analytical (to distinguish types of information, to classify, to focus on the main, to analyze, to think clearly and logically); practical (use different methods and principles); creative; communicative (to hold a discussion, convince the audience, defend their position, draw up a short but sure report); social (to evaluate the behavior of people, listen, support the debate or express an opposing view); introspection (to apply different approaches to the topics of discussion, to compare their judgments with the proposals of others).

Case analysis can be both specialized and comprehensive. Specialized analysis should focus on a particular issue or problem. Comprehensive (detailed) analysis involves a deep immersion in the key issues of the case [2, p. 21]. The teacher, who uses this method of teaching must clearly understand its features.

Thus, we believe that the case method serves as the basis for obtaining specialized knowledge, as well as promotes the interest of the medical students and enables to form a professional communication culture. This method involves both provoking a discussion or discussing the problem and solving it.

The forms of training organization characterize the external aspect of the mastering knowledge process: the place and duration of the study, features of teacher and student communication. Thus, the form of study reflects the external, organizational characteristics of the pedagogical process [1, p. 193].

In the higher medical educational institutions, various forms of the learning organization are used: individual, group, classroom and non-auditorium. Concerning the specific forms of organization of educational and cognitive activities of the medical students at the universities of Ukraine, the most common are lectures, practical classes, seminars, educational business games, independent work, etc.

A generalized analysis of modern psychological and pedagogical, medical literature, as well as many years of experience in the medical education shows, that the training of future physicians requires the formation of a motivational aspect to study.

We analyzed the influence of pedagogical technologies on the formation of the motivational aspect of the medical students to study.

The analytical processing according to the motivational criterion was subjected to the results of questionnaires and testing of 289 medical students identified through the sociological laws.

To identify the motives for performing professional activities, the medical students were offered a modified M. Magomed-Eminov [3] A. Mehrabian's test questionnaire to measure the motivation of an achievement, designed to diagnose two generalized persistent motives of the personality: the motive of striving for the success and the motive of avoiding the failures. The conducted survey made it possible to find out which of these two motives is dominated in the medical student: 32% of the respondents preferred the first motive, 68% of the recipients took the first one.

As a result of repeated diagnostics of the motivational criterion, after the introduction of molding measures (problem lectures, training and individual lessons on the topic of professional communication culture, the case-study method, brainstorming, portfolio method), positive dynamics was observed. 89% of the future physicians preferred the motivation to the success and 11% of the participants resulted in the motive for avoiding failure.

A powerful factor in shaping the motivation to the professional activity of a future doctor, based on Zaporizhzhya State Medical University is the exchange of students with foreign medical institutions,

participation in various educational programs (“Tempus”, “Erasmus +”, “Smart”). The obtained knowledge allows medical students to participate in foreign conferences, online activities for the professional activities, blogging actively.

Results. Thus, summing up the above, we note that the training of the medical students is carried out using the latest pedagogical technologies, which contribute, first of all, to solving motivational issues for learning, creating conditions for a sense of success, movement forward, the responsibility for one's educational process.

In our opinion, the most effective, interactive pedagogical technologies, that are oriented towards the personality is the development of future cognitive, prognostic, creative, interactive skills of the future physicians, which are the basis for the successful formation of a highly-skilled,, aimed at continuous professional growth of a specialist capable of conducting qualitative professional dialogue.

The formation of positive motivation contributes to the awareness of the future physicians of the close relationship and the mutual influence on a high level of development of communication skills and successful activities in the future profession. Creation of a stable positive motives system contributes to a better learning of knowledge, skills important for the future professional activities, influences the development of scientific activities of the medical students, serves as a means of preventing professional deformation.

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Abstracts

TREHUB SWITŁANA, BUREHA JURIJ, MASŁOWA IRYNA. **Technologie pedagogiczne szkolenia zawodowego studentów medycyny.** *Artykuł porusza problem skuteczności wpływu rozwojowego, możliwości i ograniczeń współczesnych innowacyjnych technologii pedagogicznych w wyższej szkole medycznej, mających na celu kształtowanie profesjonalnej kultury komunikacji przyszłych lekarzy. Opisano rolę pedagogicznych technologij nauczania w procesie realizacji kompetencyjnego podejścia na wyższych uczelniach medycznych. Podkreślono ukierunkowanie na osobowość innowacyjnego nauczania na uniwersytetach medycznych. W artykule uzasadniono opinię, ze najbardziej skuteczne są te techniki nauczania, które są ukierunkowane na osobowość studenta medycyny, na poszerzenie u przyszłych lekarzy nie tylko wiedzy i umiejętności profesjonalnych, a przede wszystkim na rozwój cech, ukierunkowanych na tworzenie i rozwój umiejętności komunikacyjnych i psychoterapeutycznych podczas profesjonalnego dialogu. Podkreśla się wagę metody nauczania studium przypadku, która służy jako narzędzie, pozwalające na zastosowanie wiedzy teoretycznej studentów medycyny w rozwiązywaniu zadań praktycznych, poprawienie umiejętności i zdobycie doświadczenia w zakresie identyfikacji, wyboru i rozwiązywania problemów zawodowych. Podano dane dotyczące oceny cech szczególnych motywacyjnego komponentu gotowości studentów medycyny do prowadzenia dialogu sprzyjającego zdrowiu między lekarzem a pacjentem przy Katedrze Języków Obcych Narodowego Uniwersytetu Medycznego w Zaporożu.*

Słowa kluczowe: *technologie pedagogiczne, kształtowanie zawodowej kultury komunikacyjnej, motywacja, studenci medycyny, metoda nauczania studium przypadku.*

ТРЕГУБ СВІТЛАНА, БУРЕГА ЮРІЙ, МАСЛОВА ІРИНА. **Педагогічні технології професійної підготовки студентів-медиків.** *У статті розглядається проблема ефективності розвивального впливу, можливості та обмеження сучасних інноваційних педагогічних технологій у вищій медичній школі, які спрямовані на формування професійної культури спілкування майбутніх лікарів. Охарактеризована роль педагогічних технологій навчання у процесі реалізації компетентнісного підходу у вищих медичних навчальних закладах. Висвітлено особистісно-орієнтовану спрямованість інноваційного навчання в медичних вишах. Обгрунтована думка, що найбільш ефективними є такі педагогічні технології, які орієнтовані на особистість студента-медика, на розвиток у майбутніх лікарів не тільки професійних знань, умінь і навичок, а, насамперед, якостей, які спрямовані на формування і розвиток комунікативних знань і психотерапевтичних навичок під час професійного діалогу. Підкреслюється важливість застосування кейсового методу навчання, який слугує інструментом, що дає змогу застосувати теоретичні знання студентів-медиків до вирішення практичних завдань, удосконалити навички й набути досвіду виявлення, відбору і вирішенню професійних проблем. Наведено дані щодо оцінки особливостей мотиваційного компонента готовності студентів-медиків до проведення оздоровчого діалогу між лікарем і пацієнтом на базі кафедри іноземних мов Запорізького державного медичного університету.*

Ключові слова: *педагогічні технології, формування професійної культури спілкування, мотивація, студенти-медики, кейсовий метод навчання.*

ТРЕГУБ СВЕТЛАНА, БУРЕГА ЮРИЙ, МАСЛОВА ИРИНА. **Педагогические технологии профессиональной подготовки студентов-медиков.** *В статье рассматривается проблема эффективности развивающего влияния, возможности и ограничения современных инновационных педагогических технологий в высшей медицинской школе, направленные на формирование профессиональной культуры общения будущих врачей. Охарактеризована роль педагогических технологий обучения в процессе реализации компетентностного подхода в высших медицинских учебных заведениях. Освещена личностно-ориентированная направленность инновационного обучения в медицинских вузах. Обоснованно мнение, что наиболее эффективными являются такие педагогические технологии, ориентированные на личность студента-медика, на развитие у будущих врачей*

не только профессиональных знаний, умений и навыков, а, прежде всего, качеств, направленных на формирование и развитие коммуникативных знаний и психотерапевтических навыков во время профессионального диалога. Подчеркивается важность применения кейсового метода обучения, который служит инструментом, что позволяет применить теоретические знания студентов-медиков к решению практических задач, усовершенствовать навыки и приобрести опыт выявления, отбора и решения профессиональных проблем. Приведены данные по оценке особенностей мотивационного компонента готовности студентов-медиков к проведению саногенного диалога между врачом и пациентом на базе кафедры иностранных языков Запорожского государственного медицинского университета.

Ключевые слова: *педагогические технологии, формирование профессиональной культуры общения, мотивация, студенты-медики, кейсовый метод обучения.*

TREGUB SVITLANA, BUREGA YURYI, MASLOVA IRYNA.
Pedagogical technologies of medical students' professional training.

The article deals with the problem of the effectiveness of the developmental influence, the possibilities and limitations of modern innovative pedagogical technologies in higher medical school, aimed at shaping the professional communicative culture of future doctors. The role of the pedagogical learning technologies in the process of implementing the competence-based approach in higher medical schools has been characterized. The illuminated personality-oriented direction of innovative education in medical universities. There is a reasonable opinion, that the most effective are such pedagogical technologies, focused on the personality of a medical student, on the development of the future doctors not only professional knowledge and skills, but, above all, the qualities aimed at developing of communicative knowledge and psychotherapeutic skills during the professional dialogue. It is emphasized the importance of case study method applying, which serves as a tool, that allows applying the theoretical knowledge of the medical students to solving practical questions, improve skills and gain experience in identifying, selecting and solving professional problems. The data on the evaluation of the motivational component peculiarities of the medical students' readiness to conduct a cyanogenic dialogue between a doctor and a patient based at the Department of Foreign Languages at Zaporizhzhya State Medical University are given.

Keywords: *pedagogical technologies, the formation of a professional communicative culture, motivation, medical students, case-study method.*