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## PROFESSIONAL TRAINING OF FUTURE SPECIALISTS IN THE MEDICAL FIELD IN HIGH SCHOOL EDUCATION

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## ПРОФЕСІЙНА ПІДГОТОВКА МАЙБУТНІХ ФАХІВЦІ МЕДИЧНОЇ ГАЛУЗІ У ПЕДАГОГІЦІ ВИЩОЇ ШКОЛИ

Стаття присвячена аналізу проблеми професійної підготовки майбутніх фахівців медичної галузі. Розглянуто підходи науковців до визначення сутності понять "фахівець", "професіонал", "спеціаліст", "фахова підготовка". Доведено, що підготовка майбутніх медиків є складовою професійної освіти і спрямована на забезпечення фахівців певним рівнем професійної майстерності. Зазначено, що професійний розвиток медичного працівника розглядатися як процес і результат взаємопов'язаних і взаємозалежних системних перетворень особистості майбутнього лікаря, формування в них відповідних якостей з одночасним розвитком загальної культури особистості.

**Ключові слова:** підготовка, професійна підготовка, фахова підготовка, фахівці медичної галузі, професійна компетентність.

**Summary.** The article is devoted to the analysis of the problem of professional training of future specialists in the medical field. The approaches of scientists to the definition of the essence of the concepts "expert", "professional", "specialist", "professional training" were consid-

ered. It has been proven that the training of future doctors is a component of professional education and is aimed at providing specialists with a certain level of professional skill. It is noted that the professional development of a medical worker should be considered as a process and result of interrelated and interdependent systemic transformations of the personality of the future doctor, the formation of relevant qualities in them with the simultaneous development of the general culture of the individual.

**Key words:** training, professional training, professional training, medical specialists, professional competence.

**The purpose of the research:** to outline the problem of professional training of future medical specialists; define the essence of the concepts "expert", "professional", "specialist", "training", "professional training".

**General statement of the problem.** An analysis of the state of health of the population of Ukraine and the activities of health care institutions shows an unsatisfactory medical and demographic situation, a low birth rate, a reduction in the average expected life expectancy, as well as an increase in morbidity among different segments of the population. Therefore, the

training of medical workers, whose activities are aimed at improving the quality and efficiency of medical care and improving the health of all strata of the population, is of great importance. The training of future doctors is a component of professional education and is aimed at providing specialists with a certain level of professional skill, forming appropriate qualities in them with the simultaneous development of the general culture of the individual. The modern reform of the health care system, the introduction of budget-insurance medicine, and the integration of Ukraine into the European community require the improvement of the medical education system in order to train specialists who would meet world standards (*Kolisnyk-Humenyuk, 2013*).

Modernization of the national higher medical education, naturally, requires practical measures to achieve compliance of the standards of professional training of Ukrainian doctors with the Western European criteria of professional readiness of a medical worker. Reforms of the health care system in modern Ukraine actualize the need for innovative changes in the professional training of future doctors, whose professional preparation directly depends on the successful functioning of medicine. Today, one of the most important components

of the process of professional training of future doctors is their focus on the development of professional competence, revealing their potential, which leads to further self-improvement and helps to achieve effective results in professional activities.

**Analysis of research and publications.** It should be noted that the problem of professional training of future doctors is not new. Peculiarities of the professional training of future doctors became the subject of scientific investigations by such researchers as O. Andriychuk, P. Babenko, T. Bukharina, M. Grebnyak, O. Humenyuk, L. Dobrovska, L. Kaidalova, M. Kropacheva, M. Lisovyi, A. Melnyk, M. Mruga, Yu. Polyachenko, V. Shirobokov, and others. Psychological-pedagogical problems of the personality development of the future medical worker are studied in the publications of I. Balyakova, L. Ostrovskaya, N. Pakhomova, E. Samborskaya, etc.. Separate aspects of medical training are considered in the works of L. Dobrovska, V. Dubrova, G. Klishch, I. Kuznetsova, A. Marlova, V. Podrushniak, O. Uvarkina, T. Shutko and others.

The analysis of the scientific literature made it possible to single out the following areas of research: determining the methodological foundations of the training of medical workers, the formation of their professionally important competencies and qualities (L. Babinets, I. Humenna, V. Donchenko, A. Yemets, V. Kovalenko, A. Kudrya, N. Lobach, V. Makarenko, Makhnovska, O. Nalyvaiko, A. Perepilytsia, G. Stechak, O. Uvarkina, O. Chernyshenko, O. Yudina, etc.); formation of students' professional orientation towards the medical profession (R. Ivanenko and Yu. Kyushina); formation of research competence of future medical specialists (T. Babenko, I. Huk, O. Makarenko, etc.); personal and professional development of a doctor (I. Vitenko, O. Denisova, B. Yasko, etc.). Specific scientific works of Ukrainian researchers: Ya. Ba-

zylevych, A. Yemets, G. Lysenko, I. Palamarenko, L. Sydoruk, etc. are devoted to the peculiarities of the professional training of family doctors.

Despite a significant number of scientific works devoted to the issues of training students of medical institutions of higher education, the problem of professional training of future specialists in the medical field remains relevant.

**Presentation of the main research material.** Modern psychological and pedagogical research actively studies the problems of professional training of specialists in various fields, primarily pedagogical. At the same time, certain aspects of the professional formation of doctors and the formation of their readiness to perform professional duties have also become the subject of separate scientific studies.

The problem of the organization of educational activities in higher education institutions of Ukraine is reflected in normative and legal state acts, in particular in the laws "On Education", "On Higher Education", the State National Program "Education" (Ukraine of the 21st century), the National Doctrine of the Development of Education of Ukraine in the 21st century, the National Strategy for the Development of Education in the Country for 2022–2032, "On Amendments to the Fundamentals of the Legislation of Ukraine on Health Care to Improve the Provision of Medical Care", Concepts for the Development of Health Care for the Population of Ukraine, Concepts for the Development of Higher Medical Education in Ukraine etc.

Modernization of the health care system involves, first of all, improving the quality of providing assistance to the population, which requires a high level of theoretical training of medical personnel, their competent performance of professional manipulations, practical mastery of modern technologies, and the ability to improve professionalism throughout all work activities. The main task of the medical edu-

cation system was and remains the quality of training of doctors at all stages of becoming a specialist. The quality of medical education in Ukraine, as well as in the EU, should be based on four principles of quality assurance in the European Higher Education Area (ESG): primary responsibility for the quality of higher medical education rests with higher medical education institutions; ensuring the quality of medical education, which must be controlled by state and non-state organizations; ensuring the quality of medical education will take into account the needs and professional expectations of future doctors, health care institutions and society as a whole. The need for uniform educational standards to ensure the quality of training of doctors is an important condition for the recognition of their qualifications in the industry and the world, the possibility of mutual recognition of educational levels and the positioning of a doctor according to his competence and professional skills, which must be controlled by the state.

In the aspect of the initiated research, it is necessary to determine the essence of the concepts "expert", "professional", "specialist", "competence", etc. The explanatory dictionary interprets the concept of "specialist" as someone who perfectly masters a certain specialty, has a high qualification, deep knowledge in a certain field of science, technology, art, etc.; specialist; one who has made some occupation his profession (*Busel, 2005*).

According to scientists, the concept of "specialist" means much more than just belonging to any specialty. Specialist training, or professional training, like any activity, has a specific purpose. Traditionally, the purpose of professional training of a specialist is determined by qualification characteristics and qualification requirements. Professional training should be oriented to the model of the future specialist, which reflects the structure of his activity, and the training process itself

should reflect the specifics of the future professional activity (Stechak, 2016).

The concepts of professional and specialist are very close in meaning. A professional (from the Latin *professio* - profession; *profiteri* – to call one's business) is a person who has chosen a certain occupation as his profession and is an expert in his field (Busel, 2005), and a specialist (from the Latin *specialis* – special) is a person that has achieved high mastery in something, possesses a certain specialty as perfectly as possible (Busel, 2005). The professional development of a medical worker (the process of formation and development of a professional) begins during the period of training of a specialist in higher education and can be considered as a process and result of interrelated and interdependent systemic transformations of the future doctor's personality. The problem of becoming a professional is, first of all, the problem of the personal and social development of a specialist, who must see his profession in the entirety of its broad social connections, know the requirements for it and its representatives, understand the content and specifics of his professional activity, orient himself in the circle of professional tasks and be ready to solve them in the conditions of modern society.

The term "professional training" is defined as "a system of professional and pedagogical activities that ensure the formation of professional knowledge, abilities and skills and readiness for such activities; is carried out as part of training in pedagogical colleges, universities, and advanced training faculties" (Kochan, 2005, p. 122); "a system of organizational and pedagogical activities that ensures the formation of professional orientation, knowledge, skills, and professional readiness in an individual" (Gmyzina, 2014, p. 114).

According to O. Pavlyk, the professional training of specialists is a complex psychological and peda-

gogical system with a specific content, the presence of structural elements, forms of relationships, features of the educational process, knowledge, skills and abilities specific to this specialty (Pavlyk, 2004, p. 4). N. Kolesnik defines professional training as a process of professional development of a specialist, which ensures the acquisition of basic knowledge, abilities and skills, practical experience, norms of behavior that ensure the possibility of successful work in a certain profession; and also as a process of communicating relevant knowledge (Kolesnyk, 2007). Under professional training in the broadest sense of the word, N. Horbach understands "the process and result of activities aimed at mastering a certain stock of professional knowledge, skills, and personal qualities necessary for the successful performance of professional activities, that is, the professional competence of a specialist" (Horbach, 1999, p. 21).

At the current stage of the development of pedagogical research on various aspects of the training of future specialists in medical institutions of higher education, scientists are actively discussing the problems of the methodology of professional education. In particular, education in medical higher education institutions is considered as a systematic, multifactorial, specially organized dynamic innovative process, built on the principles of professional methodology – the process of formation of doctrine about the optimal organization of professional development of students. Optimizing the professional training of future medical workers in higher education institutions involves defining and substantiating the essence of the process of professionalization of medical students and carrying out a methodological analysis of the main components of the profession of future medical specialists.

In the process of training a future doctor, it is necessary to take into account not only the knowledge that students acquire during their

studies in specialized subjects (human anatomy, histology, physiology, internal medicine, pharmacology, and others), but also those obtained from other subjects, such as: foreign language, general psychology, philosophy, sociology, Ukrainian language, cultural studies, basics of economic theory, life safety, basics of law, etc. This will help to prepare the student for various non-standard situations, the solution of which requires independent thinking and the ability to predict the consequences of one's actions. All these sciences inevitably affect the student himself and enable him to realize their importance for the profession of a doctor. If the future doctor knows his native language perfectly, it will help him easily establish contact with the patient and can play the role of a psychotherapeutic factor. But the English language will give you the opportunity to always stay abreast of new developments in the field of medicine, because a lot of medical literature is printed in English. Therefore, for the formation of a real medical specialist, an expert in his field, knowledge of all educational disciplines is necessary.

**Conclusions and perspectives of further research.** The most important task of modern higher medical education is to create conditions for students to develop a wide range of competencies, stable practical skills, the ability to quickly make decisions and flawlessly perform most manipulations and interventions, especially in emergency situations. Thus, studying at a medical university requires not only high-quality professional training of future doctors, but also the cultivation of such qualities that will contribute to the further formation of a specialist's personality. All subjects taught at the university are very important and are a component of the development of a future medical worker. Important for research is the fact that the global medical labor market needs qualified specialists in this field. A medical student is primarily focused on

acquiring professional knowledge, skills and abilities. Practical activity of the student helps to master and improve practical skills. The combination of theoretical knowledge and practical skills is an important condition for the training of future doctors. The future doctor must be prepared to systematically process a large amount of information, must work hard and go to the goal of becoming a professional in his field.

We see the prospect of further research in the need for a systematic study of the problem of complex scientific and methodological support for the training of future specialists in the medical field.

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