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ADAPTATION OF THE FUTURE DOCTORS FOR THE TRAINING IN HIGHER MEDICAL EDUCATIONAL ESTABLISHMENT

Abstract: The main problem of this article is professional adaptation of the future doctors in higher medical educational establishment. This article gives us a research analyses, species of adaptation and were described the stages of professional adaptation. There were discovered the process of improvement of professional training, which is able to provide effective direction on receiving higher medical education.

Key words: adaptation, future doctor, higher medical educational establishment.

Introduction. In the conditions of rapid transformational changes of modern society, the healthcare system of Ukraine needs a competitive, competent graduate student of medical school. Who is ready to solve difficult professional and life goals? A necessary component of solving these problems, formation and development of professional identity of future doctor is its adaptive behavior. In addition, the annual increase of the social order for training in higher medical institutions of our country, foreign experts, due to its entry into the international educational space and promotion of Ukrainian educational services abroad. It requires adaptation to the training of professionally oriented environment of the University and students from other countries.

But in the educational activities of higher medical educational institutions there are a number of contradictions can reduce the efficiency of professional training of the future doctors. In particular between the growth of requirements to professional activity of doctors and lack of scientific and methodological support at every stage of their professional training; between the dynamic nature of the development of the healthcare industry in the new market conditions in Ukraine and the lack of this registrations in the content of professional training of future

doctors; between available and required knowledge, abilities and practical skills; between the modern requirements of the labor market and their ability to adapt to the professional activities.

Analysis of recent researches and publications. Analysis of publications revealed that philosophers, sociologists, educational specialists, psychologists are active in research of social adaptation of students.

In scientific works of D. Adams, F. Vartanyan, L. Green, G. Kaplan, D. Kindig, J. Cohen, T. Edward, E. Faure and others are considering the problem of developing of professional formation and adaptation to the professional activities of the doctor.

Some aspects of this problem were studied in the framework of general psychology, psychophysiology, social psychology, pedagogy. The studies on this issue were mainly associated with the study of general regularities of the adaptation of process, its structure, mechanisms and principles of the response; issues of social adaptation of personality as a specific form of social activity, as a tool for adaptation to the environment and as a defense of mechanism or a way of self-actualization.

However, in the scientific literature, in the practice of professional training the few works were devoted for the solution of the problems of adaptation of the future doctors in higher medical educational institutions that has allowed to identify the purpose and objectives of our article.

The purpose of this article is to study the adaptation process of future doctors to work in higher medical educational establishment.

According to the objectives of the study we followed such kind of tasks:

- to consider the process of adaptation to the professional activity in higher medical educational establishment;
- to define the concepts of "adaptation" and "professional adaptation";
- to identify the stages of professional adaptation of future doctors;
- to identify the problem of low level of professional adaptation and suggest possible solutions to these problems.

The complexity of future doctors is primarily due to the lack of professional

skills, methods of psychological adaptation to the new social conditions and roles.

Entering to a higher medical school, the future doctor is actively involved in the system of professional and socially psychological relations in a medical institution. However, during the training, the student already has its own purpose and the value orientation of their behavior, which has its own “pros” and “cons”. Thus, there are certain differences and difficulties.

The main material. Adaptation is a method, which helps us to carry out such as socialization, development of personality and upbringing. Socialization can be done through the adaptation of the individuals to the social environment. L. Orban-Lembrik notes that socialization varies depending on the content of its stages, goals that the person has, but the main method by which it is carried out – it is an adaptation []. There are some kinds of adaptation such as physiological, psychological, socio-psychological, physiological and professional. In our article we pay attention to and put emphasis on professional development in higher education.

Professional adaptation is a complex system of activities. It includes:

- master the necessary knowledge, skills and abilities;
- ability in quick orientation in different work situations;
- ability to control and program their actions.

We can give some stages of professional adaptation:

1) first social adaptation (the first 1-2 month of training) includes activities to familiarize the student with the higher education institution, conducting briefings and visits to the first lectures.

2) training and professional adaptation (about 3-4 years, the period of development of the profession) the study of basic subjects.

3) social and industrial adaptation – practical training in medical institutions.

If the adaptation we can understand as an individual ability to realize own potential in the new conditions, it is possible to tell, that the characteristics of the individual, which is self-realization and self-fulfilling could correspond to the adapted personality [3].

Many studies analyzed that the effectiveness and success of education depends on the ability of the student to master the new environment of higher education. The beginning of classes and the changes of everyday life is an inclusion of the student in a complex system adaptation [9].

Systematization of theoretical skills highlighted the diversity of approaches and interpretations of the concept of "adaptation" in social psychological science. So, N. Beresovin considers the adaptation like "a complex dynamic process resulting in interaction of psychological, social and biological factors [3].

G. Ball identifies two main approaches to understanding adaptation: wide (adaptation of organism in the environment, aimed at preserving homeostasis); narrow (individual subordinations to the environment, which does not depend on it, while the environment is as the immediate environment) [1]. According to in the first case of adaptation is the first phase of the personality formation of an individual that is entering into a relatively stable social community. In the second case of adaptation, according to the G. Piaget, it is considered in the unity of mutually opposite processes (accommodation and assimilation) balance the subject with the environment. [1].

According to F. Berezovin, thanks to the process of adaptation we can achieve by the optimizing and the functioning of our body systems and the balance in the system "man – environment". The author concluded: considering the possibilities of the adaptation mechanisms that are implemented in the process of evolution, it is possible to ensure the existence of the organism in our environment that is constantly changing [2].

Requirements that apply to the future doctors, as noted V. A. Osipenko the qualities are divided into three groups: professional; personal; business. The professional requirements are characterized by any competent professional. They include: – high level of education, work experience, competence in the respective profession; – mindedness, erudition, deep knowledge of both your own and related fields; – commitment of continuous improvement, critical reflection and transformation of reality; - ability to plan their work.

A. Nalchadjan include the main elements of the adaptation structure [3] a cognitive component and a mental reorientation. Thus, the cognitive component involves the perception and interpretation of the situation, and adaptation and assimilation of new behaviors, norms, values, rules of the new environment. This component depends primarily on attitudes, cognitive features of the individual, for example, how it is a cognitive simple or complex, his general intellectual level of development, the characteristics of such mental functions as attention, thinking, mobility and strength of nervous system.

There are several approaches to the study of the process of adaptation of future doctors to the conditions of higher medical educational institutions. The research of sociologists, and psychologists have studied the problem of adaptation of students in higher medical institutions, are in the particular interest to us. Ukrainian scientists claim that under the adaptation of the students we can understand the process of determining the main settings of the student social and personal characteristics in accordance, to the state of dynamic equilibrium with the new conditions of the university environment as an external factor in relation to the students [4]. The main content of the process of adaptation of younger courses students the authors define as the formation of a new attitude to the profession, development of new educational forms, assessments, ways and methods of independent work and other requirements, adaptation to a new type of educational collective, its customs, traditions, learning new types of scientific activities, adaptation to new living conditions in student hostels, the new models of student culture, new forms of using of free time.

However, the effectiveness of adaptation depends on the number of possible options for adaptive strategies, creativity in the process of matching the appropriateness of certain behavioral programs, skills of implementation and flexibility in case of necessary changes. The most important personal factors of the social adaptation is a social intelligence, identity, effectiveness and self-actualization [5]. The potential adaptability of the individual determine the individually-psychological characteristics like ability, regardless of the objective

severity of the situation and the subjective assessment of its importance to mobilize their own resources, to adequately simulate the optimal behavioral strategies and react flexibly to possible changes in the situation. Adaptability as an individual property and characteristic is the buffer zone that will facilitate the social adaptation, self-realization and self-development [6].

Analysis of scientific researches shows that the problems professional adaptation of students in higher medical educational institutions in the contemporary literature paid significant attention, in which it is established that the adaptation of students of higher educational institutions for training activities under the influence of social changes is very difficult.

Conclusions. So, if we look through our article we can say that the adaptive behavior of students is a complex, interdisciplinary, procedural education, which is the result of activity of the student and it involves concentration and the use of personal regulation. The first-year students have difficulties in learning knowledge, because they have not formed such personality traits as: willingness to learn, ability to learn, to monitor and evaluate themselves, their own individual features of cognitive activity, the ability to correctly allocate their time for independent work. An important task of psychologists and teachers is to help first-year students of higher medical educational institutions in overcoming these difficulties.

Given the above, the process of adaptation can be distributed in the following way: in the sphere of activity, adaptation is seen as a process of learning new activities, and most important is understanding and assimilation of the main activities (creativity in training their specialty); in the field of communication adaptation is seen by its expansion, incorporating new types (independent choice of the purpose of the communication, the lack of strict family control).

Thus, adaptation of students is recognition of those changes that occur in the consciousness of personality in the process of learning new activities and communication. But, the adaptive behavior of medical students is the behavior associated with the need to adapt to the conditions of higher educational institutions, which is a purposeful sequence of social actions and behavior of the

student for the profession and implementation of strategic goals in life. All these lead to a qualitative adaptation in a typical problem situations without undesirable changes in the structure of the individual medical student and at the same time without violating the norms of the social group in which adaption occurs. An important point in improving the adaptation process in higher education institutions, and the business is the conducting of business trainings and seminars, psychological consultations.

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