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## GENERAL ASPECTS OF THEORETICAL AND PRACTICAL FOUNDATIONS FOR THE TRAINING OF FUTURE DOCTORS IN HIGHER EDUCATIONAL INSTITUTIONS

### **Abstract**

*This article offers theoretical substantiation and practical solution of the problem of professional training of future doctors in higher educational institutions of Great Britain, as well as the possibility of their implementation in the system of higher medical education in Ukraine on the basis of comparative analysis of the innovative ideas and the positive experience.*

**Key words:** *professional training of future doctors; theoretical and methodological foundations for the training of future physicians; preparation of future doctors in higher education institutions.*

**Actuality.** The national healthcare system is currently in search of ways out of a crisis situation and building a new model close to European standards. Such a process necessarily requires a change in the paradigm of basic secondary and higher medical education. That is why, in the conditions of the rapid development of innovative technologies and evidence-based medicine, the introduction of new treatment methods and diagnostics of diseases, the latest information and modern medical technologies into the practice of health facilities, allowing to work in a single professional world or European space, acutely on time there are issues of reforming the medical education system. The need for reforming higher medical education in Ukraine requires the study of foreign experience in the training of future doctors in the world's leading educational institutions. The experience of Great Britain, where the training of future doctors is carried out in accordance with European standards and aimed at the formation of a professional elite of society, is of considerable interest to the subject [1,2].

The purpose of the article is to identify the conceptual and methodological and theoretical, structural and systemic and content, organizational, programmatic and didactic peculiarities of the training of future doctors in higher educational institutions of Great Britain and to substantiate the possibilities of creative introduction of the innovative experience of the training of future British doctors in the prognostic development of the system. medical education in Ukraine.

A bibliographic analysis of the problem of training of the future family doctors in UK's higher educational institutions has created the opportunities for the synthesis and systematization of the research by UK scientists and scientists in the following areas: problems of the professional training of the future British doctors in the context of integrational processes in medical education; the main strategies for the development of medical education in the activities of international organizations; the problem of standardization and quality of higher education in the UK based on integration processes in education; the problems of foreign education of the future doctors in the UK; the methodological and theoretical basis of professional training of medical students; development of a system of future doctors training in UK

higher educational institutions; the state programs and regulatory documents of professional training of medical students in higher medical educational institutions; peculiarities of the introduction of consulting programs for the future doctors; didactic basis for organizing of future doctors training in the UK medical educational system; the principles, forms and methods of organizing the professional training of future physicians and models of subject-subject relations in their educational group; the use of interactive pedagogical technologies in the training of future physicians; specificity of pedagogical teaching activity in higher medical educational institutions; psychological and pedagogical conditions of teachers activity in higher medical educational institutions; the specifics of pedagogical personnel training for the training of future doctors in higher medical educational institutions; methodological and technological basis for the introduction of the experience of future doctors training in the UK and the prognostic development of the medical education system in Ukraine [3].

The methodological principles of the justification of the concept of professional training of future doctors are: the philosophical status of knowledge theory on the interaction and interdependence of the phenomena of objective reality, the unity of general and personal, theory and practice; position on the theory of the development of human capital; general philosophical ideas of humanization of education; ideas of comparative studies; conceptual status of pedagogy concerning professional development of personality; general scientific approaches (systemic, functional, axiological, personally oriented, subject-subject, interdisciplinary, competence); the principles of scientific, integrity, continuity, social conditionality, objectivity, a combination of learning and productive work, a proactive approach in the training, individualization and differentiation of training [4].

The development of the system of future medical doctors training in the UK was under the influence of factors that influenced to the development of higher medical education such as: European integration trends in the development of medical education; globalization processes that taking place in the world educational space with the development of human capital; the dynamism of the educational needs of an adult, society

and the labor market; the innovative nature of the laws of the developmental educational systems that ensure the competitiveness of higher medical education in the UK. The theoretical substantiation of the conceptual framework for the development of the system of professional training of future doctors in higher educational institutions in Great Britain taking into account the world trends in the development of higher medical education, progressive ideas in the experience of the United Kingdom, as well as national educational traditions.

It is proved that the preparation of future doctors in Great Britain is carried out in the conditions of globalization and integration processes of formation of a single European higher education area, as well as dynamic changes in the national and world labor market, the needs of science and practice. Medical education is an integral part of the state educational policy, which is ensured by the relevant legislative-normative base, qualification standards of the medical sector, algorithmic structure of obtaining educational qualification levels. The professional training of future doctors taking into account the requirements of the world and national labor market, taking into account the economic and social development of the country. Important factors on the British labor market are legislative support, the development and implementation at the national level of educational and training programs, professional advisory support on the basis of the implementation of information and communication technologies [5].

It is determined that the system of professional training of future doctors in the UK has specific features such as: the organization of vocational training is carried out in accordance with the goals and laws of the development of British society and educational standards; the professional training of future doctors is considered as a systemic, multidimensional phenomenon that has a holistic, continuous, adaptive nature, encompassing a set of interconnected structural elements (legislative framework, educational institutions and centers, state programs of future medical doctors training, multilevel educational (preparation of bachelors, masters, doctors of philosophy, etc.) and consulting programs, content, forms, principles of organization of training of students of higher medical educational institutions, innovative teaching technologies, pedagogical, personal, scientific and methodological support etc.) affecting the quality training of future doctors in the UK. The system of professional training of future doctors is an open, multifunctional, adaptive structure that includes system-based components that provide dynamic and forward-looking development based on the innovation and professional orientation of educational programs; the presence of highly trained teachers who train future doctors [6].

A conclusion is made regarding to the organizational and didactic basis for the training of future physicians, based on general methodological and pedagogical principles that ensure continuity in learning; receiving educational services taking into account the level of training and individual characteristics, needs and professional experience of future doctors; application of open system of diagnosing and monitoring of intellectual achievements of entrants; diversification of educational qualification levels, specialties and educational programs on the basis of the interdisciplinary

approach; ensuring the quality of educational activities and their effectiveness; multi-level approach to the formation of professional competence and creative abilities; standardization of content of different educational levels of medical training on the basis of a competent approach; orientation to the perspective development and needs of society, etc. In clinical practice, education UK there is a constant search for innovative forms and techniques of professional training of future doctors who provide the quality and performance of vocational training based on subject-didactic interaction studies focus on the development of critical thinking and creative professional, personal reflection on the basis of the interdisciplinary of the content of the disciplines and the introduction of interactive, discussion, heuristic situational forms and methods of education.

There is an attention an important condition for providing high quality of medical education is a profile training for teaching staff in higher educational institutions, who provides regulatory, scientific and methodological support. Training and professional competence of teaching staff is based on the integration of scientific and methodological, ideological, professional, psychological and pedagogical training, participation in grant projects and programs of self-development and international cooperation.

It was concluded that the improvement of the national system for training future doctors is in the context of European integration processes strengthened on the basis of taking into account possibilities of creative usage of advanced ideas, experiences the UK in terms of integration, demographics and migration, and dynamic changes in the labor market at the national and regional levels, at higher educational establishment. A necessary condition for the successful functioning of training future doctors in Ukraine are focus on international experience in training future doctors, its comparative analysis and creative use of innovative ideas in education of Ukrainian medical universities.

The scientific novelty and theoretical significance of the study are that:

for the first time in the national pedagogical science, on the basis of the interdisciplinary approach, a systematic analysis of the problem of the professional of future doctors training in Great Britain such as:

- theoretical and methodological principles of future doctors training;
- the main approaches of European integration processes and their influence on the development of higher medical education and the quality of future doctors training are determined;
- determined the nature component of the current system of future doctors training in the UK (legislative framework, educational institutions and centers, state-run training programs for future doctors, multi-level educational and counseling programs);
- the structural and content (standardization, diversification of educational programs on the basis of the competence approach, the continuity of education (the degree of bachelor, master's degree, doctor of philosophy, etc.), procedural features (the integration of traditional and innovative forms and teaching methods, the informatization of the educational process, the logical combination of training in large and small groups, distance learning);

- organizational (variety of forms of preparation for admission, orientation to the free choice of an individual trajectory of study, diversification of diplomas, nostrification of diplomas, the possibility of foreign language training for foreign students);

- a comparative-pedagogical analysis of the training of future doctors in medical universities of Great Britain and Ukraine;

- the possibility of using progressive ideas in the UK's higher medical education experience has been substantiated to improve the system of training of future doctors in Ukraine at the national, regional, as well as at the level of employment services and higher medical educational institutions;

- modern requirements (demographic, educational, personal, informational) of the labor market for the training of future doctors are described;

- the peculiarities that predetermine the development and functioning of the system of professional training of future physicians are substantiated;

- the content characteristics of educational programs of different directions and qualification levels were revealed, as well as the peculiarities of implementation of counseling programs for future doctors;

- the didactic framework for the future doctors training in the UK medical education system (forms of training, the use of interactive pedagogical and design technologies, professional modeling, contextual education, laboratory training, assessment of the academic achievements of future physicians (portfolio, practical tasks and control situations with participation) are defined, patients or students of the role of the patient), the model of subject-subject relations in group studies of students); The psychological and pedagogical conditions of professional activity of pedagogical staff for the training of future doctors in higher medical educational institutions are researched; the situation regarding: the influence of international medical organizations on the substantiation of strategies for the development of future doctors training in higher education institutions of Great Britain has been improved; conceptual ideas for the development of professional training for future doctors; the implementation of personality-oriented and axiological approaches to the professional training of future physicians; further development of the position regarding to the dynamics of the formation and development of the system of future medical doctors training in the UK; Masters of Science and Doctorate in Philosophy [7].

New developments, theoretical ideas and approaches based on the theorists and practitioners of Great Britain on the development of the system of professional training of future physicians have been introduced to the scientific course; A comparative analysis of the medical education system in different regions of the United Kingdom: England, Ireland, Wales and Scotland is provided.

Materials of research can be used in medical, comparative, historical and pedagogical, socio-philosophical and economic research. The findings of the study are a substantiated system of ideas for developing concepts, normative documents and legislative acts on the issues of vocational training of future doctors, as well as for the further development of strategies for reforming the system of higher medical education in Ukraine. The isolated positions and generalizations in the study will contribute to the improvement and updating of the content of curricula for future doctors, bringing to European standards the classifier of specialties and standards of training of doctors. The

obtained results can be used in the teaching of professional medical disciplines and general pedagogical (pedagogy of higher education, comparative pedagogy, history of pedagogy) and special courses. The results of the study can become a scientific source in the practical work of higher educational institutions, social institutions, medical education retraining establishments, higher educational institutions of different levels of accreditation, and health authorities.

**Conclusions.** An important condition for ensuring the high quality of medical education is the specialized training of pedagogical staff for higher medical education institutions, which is provided with normative and scientific and methodological support. The training and improvement of the professional competence of the teaching staff is based on the integration of scientific and methodological, ideological, professional and psycho-pedagogical training, participation in grant projects and self-development programs and international cooperation.

The improvement of the domestic system of training future doctors in the context of European integration processes will be strengthened by taking into account the possibilities of creative use of progressive ideas in the UK experience in the conditions of integration, demographic and migration processes, as well as dynamic changes in the labor market at the national and regional levels, at the level of higher education institutions. A prerequisite for successful functioning of the system of professional training of future doctors in Ukraine is the orientation on the world experience of preparing future doctors, its comparative analysis and the creative use of innovative ideas in the educational process of domestic medical universities.

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