

PROBLEM ISSUES OF PROVIDING MODERN HIGHER MEDICAL EDUCATION TO FUTURE SPECIALISTS AND WAYS TO OVERCOME THEM

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The strengthening of the role of information and information technologies has led to the fact that modern society exists at a new stage of development - the information stage. A fundamentally new way of communication and broadcasting of information is emerging, which has been called "screen culture". In essence, a new human habitat is being formed - an information society, the specifics of which is the transmission of information using a moving image supplemented by sounds. The influence of the information society affects the sphere of human society, their education and management processes. Under its influence, there is a change in thinking, in connection with which such concepts as "screen man", "clip thinking", "clip consciousness" appear more and more often in scientific literature.

The student cannot concentrate on information for a long time, his ability to analyze is significantly reduced. It is difficult for the owner of clip thinking to analyze the situation, since any information does not linger in his mind and is quickly replaced by new information. The level of success falls and the rate of assimilation of knowledge

decreases. People quickly forget what they were recently taught, and cannot master the works of classical literature.

Clip thinking leads to: massive attention deficit syndrome; loss of desire to learn new things; destruction of the need and ability for creativity, which is facilitated by the constant use of secondary information at the level of its processing and combination; fragmentation in desires and actions; inconsistencies in the way of thinking, the way of life; inconsistencies in decision-making regarding solving problems, even purely vital ones, and weakening responsibility for their consequences; operating only with contents of a fixed length, inability to work with semiotic structures of arbitrary complexity and to focus on any information for a long time; decrease in the ability to analyze and synthesize; "virtual drug addiction" and Internet addiction, dependence on information search, communication on the network and other types of human activity in the information space of the World Wide Web; anti-intellectualism and plagiarism; mass ignorance of the youth and the phenomenon of proud enthusiasm for their ignorance; absolute confidence in their rightness, due to the fact that people who personify anti-intellectualism are not aware of this problem; disproportions between the formal and actual level of knowledge; a sharp decrease in the coefficient of knowledge assimilation and the actual success of training; falsification of assessment.

In students, "clipping" manifests itself more clearly and this is connected, firstly, with the fact that they are "in the attention zone" of teachers who require them to read primary sources, take notes, and when they do not do this, the search for interactive methods of training and influence; secondly, with the global informatization of society over the past ten years, the pace of information exchange has incredibly accelerated, which instills confidence in a young man in a quick and simple solution to a difficult task for him: why go to the library to borrow and then read a monograph on a topic, when it is enough to open Google, find, download from the network the very first (which almost never meets modern requirements) information, or openly tell the teacher (own experience): "Why prepare at home, if you will explain everything to us anyway." This is the formation of a consumer approach to education. Or maybe there is no problem at all, but only laziness and the transformation of democracy into anarchy? No, clip thinking is a vector in the development of a person's relationship with information that arose not yesterday and will not disappear tomorrow.

In general, in modern science, clip thinking is mostly mentioned in a negative sense, in the context of the transformation of consciousness characterized by degradation. Many say about the superficial, eclectic, stereotypical perception of information. The positive points are also determined: firstly, it is a protective function that cuts off a huge amount of information, which is becoming more and more, it makes it possible to quickly get a result by operating on certain data. In any case, the factors that provoked the formation of clip thinking are known, and these are electronic publishing and network media, the Internet, mobile devices, that is, technologies that are the driving force of progress, which is known to be irreversible. Clip culture becomes an integral component that characterizes the anthropological type of a person in the information society. All this requires a separate thorough study. Clip thinking" is a new form of development of a person's relationship with information, which must be widely studied.

It is obvious that the issue here is the ratio of the ability to analyze and establish cause-and-effect relationships with the ability to quickly process incoming information and switch from one subject to another. The task of finding an ideal proportion between given properties is quite difficult. In fact, people of the new cognitive style are not intellectually inferior at all - on the contrary, they perfectly possess many of the skills they need. They just fall out of a linear text oriented culture.

The phenomenon of clip thinking, in its essence, in many ways collides with the concept of cognitive style; "differential-integral" cognitive styles are associated with individual features of understanding the educational material, for example, it is necessary to divide the material into short meaningful fragments and present specific work requirements for students with a differential cognitive style, an attempt to present a set of methodological recommendations for organizing work in class taking into account cognitive styles, which would allow not only to help a student with any style to fully master the material, but also to develop his capabilities.

The question here is the ratio of the ability to analyze and establish cause-and-effect relationships with the ability to quickly process the information one finds, to switch from one subject to another. The task of finding an ideal proportion between given properties is difficult to imagine. If it is accepted as an axiom that in the modern world the value of knowledge is determined only by its use in practice, the only criterion for assessing this proportion can be considered the purpose for which this knowledge is acquired. It is obvious that in the information environment in which a modern person lives, the ability to quickly switch and process information is extremely necessary. A reasonable question arises here - isn't the attempt to return to traditional text-centric pedagogy an attempt to "pull" today's reality under an already dying education system that does not correspond to it? What can traditional education contrast with the network? Social networks, which continue their victorious march around the world, are increasingly integrated into the educational process - special communities are created where all kinds of manuals, lectures, video and audio materials are posted, students ask teachers to send assignments to the same place, because this method is more convenient than even e-mail. In this regard, it seems more progressive not to fight against the spread of a new type of thinking, but to try to gradually rebuild the educational process in accordance with new requirements, integrate innovative tools and methods into it, increase the degree of involvement in it, divide classes into blocks for better learning material, switching from one type of activity to another. If the last conditions are met, however, it is necessary to sum up at the end of the lesson, logically connecting the mentioned blocks. The need to implement these methods is due to the same types of perception common among young people - visual and kinesthetic. Many modern students approach higher education from a purely practical point of view, which is facilitated, among other things, by the integration of higher medical educational institutions into the Bologna process, which involves the introduction of a modular rating system of assessments. Students pay less and less attention to subjects that are not relevant for them (general education block). The advantages of competent training manuals made using this method are indisputable in today's situation, but one should not forget that the creation of such manuals includes preliminary processing of information, that is, it assumes that someone still works with the original source. This

creates a gap - clip manuals are aimed at the consumer of ready-made images and conclusions, to which the author of the manual (author-mediator) leads the reader. There is a danger of distorting information, falsifying facts, emphasizing some aspects and silencing others. Only the primary source gives an opportunity to form one's own unbiased opinion about any subject and to consider it precisely from the side that subjectively seems the most interesting to someone, otherwise, the reader risks being misled. It is impossible to ignore the fact that humanity has been gradually moving towards a new style of thinking for centuries, which, most likely, is just another stage in the development of humanity, the vector of which one generation cannot change. The question of evaluating the new cognitive style remains open.

Modern education is unable to force a person to create stable logical chains and qualitatively systematize the received data. Instead, every year the number of people with clip-on thinking in the walls of higher educational institutions will increase. And this can lead to a disaster if we do not look for ways to adapt the higher education system to modernity.

In connection with the above, we see the need to create alternative educational programs, change the structure of information provision, translate textbooks into digital form with a multi-level structure, where the first level would allow you to familiarize yourself with the general idea in a couple of dozen "clip paragraphs" in no more than twenty minutes ", and each subsequent one went deeper into the question, systematizing previously acquired knowledge. Books in this coordinate system will move to the last level and will also be forced to change qualitatively.

It is advisable to make the lesson "externally attractive" - it can be a game form, giving examples from one's own experience, interesting tasks with a practical result, etc. There should be a constant dialogue between the teacher and students, they should be given the opportunity to independently acquire (or consolidate) the necessary practical skills, learn modern diagnostic methods of research, and also prepare theoretical material in the form of a presentation on a highly specialized topic and report to all interns with further discussion. In the course of ethical and professional training, focused on the individual, subject-subject relations should take place. The efforts and active actions of all participants in the educational process are aimed at self-development, self-realization of one's own positive "I" - concept. The educational process is designed to ensure the integrity of the formation of the professional and civil status of young doctors while preserving the individuality of each person. This requirement is one of the important aspects of becoming a socially mature personality of the future specialist. A very important role is played by the creation of emotional and psychological comfort in the process of presenting educational material.

It is very important to give students (interns) the opportunity to understand why they need all this knowledge. This point should be explained as simply as possible (you can start with the current political and economic situation). In the end, everyone wants to make money in the simplest way - tell me what path the knowledge you offer will open (preferably with concrete figures).

Another problematic issue can be considered procrastination. Procrastination (from Latin *prōcrāstinātiō* — putting off until tomorrow; from *prō* + *crāstinus* — tomorrow, from *crās* — tomorrow) means a person's tendency to postpone unpleasant tasks for

later, giving priority to doing things that give more pleasure or a faster result. Procrastination is delaying or postponing a task or decision and is often conceptualized as impaired self-regulation. The phenomenon of procrastination attracts more and more attention of researchers and psychologists all over the world. About 95% of adult Westerners admit to procrastination, while a quarter of them note a tendency to chronic procrastination. It is noted that over the past 30 years, the number of people abroad who identify themselves as permanent procrastinators has increased by almost 20%.

Modern living conditions require a person to work in multitasking mode. The development of information technologies, the availability of the Internet cause the phenomenon of procrastination in the youth environment to become increasingly pronounced. Most psychologists associate this phenomenon with the accelerating scientific and technical progress, with increasingly tight deadlines for the completion of works and increased requirements for their quality. This phenomenon is more characteristic of citizens of technologically developed countries. It is noted that "white-collar workers" (mental labor specialists) are much more prone to procrastination than workers engaged in physical activity. The modern world is changeable and requires mobility, flexibility, the ability to act under conditions of uncertainty, and a high level of self-organization. Global changes in the conditions of life and work in a saturated information environment force us to optimize the usual ways of perceiving information, set new tasks of an adaptive nature that every person can cope with. As a result, phenomena that threaten the psychological well-being of members of society arise and intensify. The essence of the "procrastination" phenomenon is that, while maintaining visible activity, human activity ceases to be productive. The sheer amount of procrastination is significant, with students reporting that it typically takes up more than one-third of their daily activities. Although a person understands the importance of planned tasks (work, study or household), he postpones their implementation until the last moment, and time is spent on extraneous, insignificant, and sometimes simply mindless activities (watching TV series, playing computer games, wasting time in social networks, "higher" cooking, etc.). Procrastination should be distinguished from laziness. A lazy person does not want to do anything and does not feel any anxiety about this matter. A procrastinator, on the contrary, would be happy to do something, but he does not manage to start. Procrastination should not be confused with rest. During rest, a person is filled with new energy, and when procrastinating, on the contrary, he loses it. Such a trend threatens the very idea of higher education — the personal and professional formation of a specialist, which is programmed by educational activity even at the undergraduate level of education. The negative consequences of procrastination are manifested not only in a decrease in success and productivity of activities, but also in acute emotional experiences caused by one's own failure, feelings of guilt, and dissatisfaction with the results of one's activities.

The rational distribution of the individual's time in his life is a manifestation of timeliness — the most important quality of the personality that is acquired and developed in the process of life. The timeliness of development in certain life stages and the timeliness of personal mastery of one's profession are determined by the need to adapt to the course of natural, biological and social processes. At each stage of professional and personal development, goals and deadlines for their implementation

are determined, which is directly related to building one's time perspective. Abilities, abilities, and skills of rational time allocation ensure orientation of the individual in situations of uncertainty and multitasking, determine the arrangement of temporary priorities, which is a necessary requirement for personal and professional self-realization.

Achievement motivation can influence procrastination because creative work is inherently exciting and necessarily more rewarding. However, it is important to note that the drive to achieve is not limited to intrinsic motivation, it can also include extrinsic elements. Ensuring the purposeful work of each intern on increasing the level of their adaptive capabilities, i.e. optimizing the level of individual health, is an effective way that contributes to the transformation of existing unstable motivations into a holistic motivational sphere with a stable structure and successful professional socialization. And individual health is the key to success in life and the success of the entire society. Self-awareness and implementation of the motivational sphere supports an optimistic emotional background. This, according to modern research, is practically confirmed by the absence of emotional burnout.

It has been proven that when entering a new educational institution, students' motivation is mainly determined by a new social role. But it cannot support their educational work for a long time and gradually loses its importance. The successful formation of the professional readiness of young specialists consists not only in identifying the real level of existing motivation, but also in adjusting the formation of the motivational sphere and controlling the change of the motivational component in the process of their educational and practical training, aimed at the gradual acquisition of professionally significant skills and abilities. An important element of the educational process in medical universities is the development of students' motivation for professional activity, oriented towards implementation, both during the educational process and in further professional activity, taking into account the inclusion of this motivation in the broad context of the life of a modern doctor. This has high social significance for the development of the state, society, and individual. As a result of the andragogical analysis of ways to improve the process of professional training in medical universities and the implementation of modern educational development trends in them, it is possible to theoretically distinguish a professional and motivational approach to the training of students in universities, and in practical terms - a motivational component of the educational process, which includes, first of all everything, the development of students' motivation for professional activity, which is an important condition for ensuring the quality of training of doctors. The emergence of a motive is considered as the realization of needs during search activity and thus the transformation of its objects into motives. The central regularity follows from this: the development of the motive occurs through a change and expansion of the scope of activity, transforming objective reality. Motives are the continuation of education regardless of the form in which it will be carried out (education in the form of full-time and part-time studies, self-education during professional activity); achievement of competence, i.e. compliance of one's awareness and general professional qualities of a specialist with the requirements of professional activity; clearly expressed selective nature of motives and goals from the point of view of choosing a future specialty.

For the formation of motivation at the undergraduate level, the following can be used: available conscious information, professional orientation, conscious choice, preliminary motivation. It is proven that the system of increasing motivation to study is based on the systematic work of teachers of the department to improve the level of professional and pedagogical qualifications. It is recommended to involve students in scientific work with the subsequent presentation of their results, as well as work and study outside of class under the supervision of a teacher with an objective assessment of acquired knowledge and skills. It is the close cooperation between the teacher and the student in the classroom and outside the classroom, the highly professional level of teaching with the use of innovative teaching methods that make up the reserve for increasing the motivation of students to study.

To overcome these negative phenomena, it is necessary to carefully review and modernize the educational process. The development and implementation of new technologies in educational practice can significantly improve the professional training of future doctors.

The active implementation of multimedia technologies in the educational process of general and professional schools is the most important factor in the modernization of education. Currently, these technologies are among those that are developing most dynamically and are a promising direction in the field of information. Multimedia equipment is specific computer elements that provide recording, processing, storage and reproduction of multimedia data (boards, complexes and multimedia centers).

The further development of multimedia is in the direction of combining various types of data in digital form on one medium within one system. A characteristic feature of a multimedia product is the presence of several storylines in its content. Therefore, the user himself is able to independently rebuild the necessary material on the basis of "free search".

The relevance of the use of multimedia technologies in the educational process is connected with the further development of information and the daily spread of the global computer network Internet. The need to use multimedia technologies is also due to the transition from the paradigm of knowledge education to competence education, which involves the development of students' creative abilities through interactivity. In this regard, multimedia opens up vast cognitive possibilities.

By increasing the share of information presented in a visual form, multimedia resources open up new opportunities for the teacher to present educational material (color dynamic illustrations, sound accompaniment, fragments of "live" training sessions, etc.). Electronic means of obtaining, storing and processing information bring with them new types of educational activities (creation of educational sites, electronic manuals, compilation of dictionaries, reference books, etc.).

When using multimedia resources during a practical lesson, the teacher can flexibly change the forms of educational interaction with students (variation of frontal, group and individual forms, limits of student independence, individualization of learning based on taking into account the cognitive interests of students, providing the opportunity to work in an individual mode and pace, etc.). It is also possible to apply new forms of educational interaction of students with the teacher and among themselves.

A fundamental issue in the creation and practical application of multimedia resources for the higher education system is the orientation of teaching methods to the formation of positive moments based on the interest and needs of students. Only on the basis of a high motivation to use multimedia resources is it possible to effectively teach students to purposefully use the educational potential of such resources.

Conclusions. Modern medical education requires the formation of a qualitatively new approach to the educational process, which will be based on the formation and development of clinical thinking, taking into account the psychological characteristics of modern youth. The "clip" way of working with information adds dynamism to the cognitive learning activity, which allows you to have time to complete the necessary tasks, sometimes even formally, in the conditions of a growing volume of educational material. "Clip" behavior allows you to see multifaceted, multivariate, ambiguous approaches to analysis or solving specific issues and tasks (such thinking helps the audience to better realize and understand the most diverse connections between phenomena and events). However, the negative consequences of this process cannot be neglected. The construction of the educational process in accordance with the needs of the educational program must take into account its own tasks against the background of progressive changes in the thinking of young people. The obtained results coincide with those that the professional training of students who are just mastering the basic disciplines and interns who have completed the basic training course gives similar, but at the same time, different data of the same survey. It is not possible to definitively determine in which group the level of "clip thinking" prevails. However, this fact indicates the irreversibility of changes in the "new thinking", which should be taken into account in teaching activities.

The motivation of the professional choice of young people at the stage of admission to higher education is far from awareness. When choosing a future specialty, the generation of millennials mostly relies on the authority of their parents and the prestige of the specialty. The motivation to start becoming a specialist not at the clinical departments, but at the very initial stages of training is not effective enough due to the lack of interest of the teachers of the departments of basic disciplines. The motivation for professional choice when studying at clinical departments cannot be limited to a specific educational program. It is necessary to encourage students to work in student professional circles and professional societies, to elements of scientific work, etc.

Multimedia technologies immeasurably expand opportunities in the organization and management of educational activities and allow the practical realization of the great potential of promising methodical developments within traditional education, which were previously ineffective.

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