

**К.пед.н. Магрламова К.Г.**

*ДЗ «Дніпропетровська медична академія МОЗ України», Україна*

## **FUTURE DOCTOR AND PSYCHO-PEDAGOGICAL PROBLEMS.**

**Abstract:** This article analyses the modern psycho-pedagogical problems of teaching in higher medical institutions. It focuses on the formation of values and morality in the future doctors.

**Key words:** medical education, values, morality, future doctor.

**Introduction.** Ukraine has chosen the path of building a sovereign democratic state. The purpose of which is growth of our Ukrainian community to the highest level of civilization, culture and integration into the European community. Medical education in this process has an important mission to update the process of education of the future doctors in the new society and to form of value orientations relevant to this society.

The deepening of crisis in medical education and its consequences during XX and beginning of XXI century showed necessity in deep changes in man's relationship to medical education in total. This confirmation is the analysis of international legal instruments – the "concept of development of higher medical education" (2008), which emphasizes that the development and reformation of national health system requires the training of a new generation of highly skilled doctors and innovative activities of a doctor in conditions of labor-market.

Mentioned above gives grounds to assert that medical education currently has become systemic.

Development and reformation of national health system needs a unified chain of command and control from the state and training of a new generation of highly qualified medical professionals, a broad introduction of innovative technologies in healthcare.

**Analysis of recent researches and publications.** The problem of development of professional formation of the doctor is considered in the scientific

works of D. Adams, F. Vartanyan, L. Green, D. A. Kindig, J. J. Cohen, T. Edward, E. Faure etc.

Analysis of scientific sources shows that the formation of competent future doctor in high institutions is in the process of education throughout life, and on the basis of full individualization of education. The system of such medical education aims to form a specialist who is ready for continuous self-development, self-improvement and self-analysis of their own activities, and capable for active self-learning and effectively applying them in practice.

The purpose of this article is to analyses the problem of training of future doctors a new society with new values and worldview.

At different stages of scientific research to achieve the goal were used the study regulations, psychological, educational, monographic and reference literature on the problems of medical education future doctors in higher education institutions with further analysis, synthesis, synthesis and generalization of materials.

At the same time the object of study in medicine are not only the human body as a holistic system, but also physic-chemical processes and psychological factors that affect human health and explain the physiological basis of the normal functioning of the organism and its pathology. This fact in the implementation of medical education creates consistency in the justification of the quality of medical education, study and solve the humanitarian level "man and his health", which divides social, psychological and educational, spiritual and moral aspects of education of the future doctors. Training of specialists with higher medical education is a long – term, systemic and systematic process that is managed on the basis of state standards, normative and methodical documentation, which defines the content of education and training in higher education institutions.

Therefore, among the challenges of facing higher education institutions, including medical, is to provide conditions for the formation of human capital of the individual, approval of participants in the educational process of moral values, social engagement, citizenship and responsibility, healthy lifestyles, develop the

ability to think freely and to organize themselves in modern conditions; develop and implement skills and talents [5]. So there is a need for new time specialists with high level of formation of professionally significant qualities and creative potential who are able to efficiently and conscientiously carry out their professional functions and social roles, constantly learning [1].

**The results of the study.** According to V. E. Mileryan, higher medical education needs to achieve three interrelated and interdependent objectives: to give graduates the knowledge and skills on modern scientific level on the most important branches of medicine; to teach continuous knowledge acquisition, self-improvement in chosen specialty, skills of self-education; to create conditions for the development of enterprising, creative personality and that the personality of the doctor. To the members of the medical profession the society at all times has brought increased moral requirements. [5].

According to M. I. Babak, the current state of medical care in the country requires fundamental changes. This thesis is important for patients and for doctors. Professional formation of the medical worker is a complex, lengthy and contradictory process that includes various content and structural components [1]. Successful in the professional activities can only be the doctor who is highly qualified and has a creative personality with a high level of professional consciousness and responsibility with the feeling the needs of society. Such a physician can be competitive, able to work selflessly, with high efficiency. Training future doctors is a long process of formation not only as a technician but as a personal. Education is essential for training specialists in any industry, the starting point for the professionalism, high standards and quality of the operation of the expert with individual personality traits [6, 9].

In the training process it is necessary to focus on the formation of future doctors such qualities as observation and insight, development of clinical reasoning, professional persistence and passion. The patient expects from the doctor to demonstrate the highest moral character, wants to see him as a highly spiritual person who will support, help, not harm and make easier ease physical

and mental suffering [1].

Patients want to see a doctor, who is characterized by honesty, integrity, kindness, tolerance, compassion, self-discipline, professionalism, serious attitude to the conduct of their work. Patients trust the doctor, and it speeds up the healing process, gives us confidence in the success of the prescribed treatment, since it is extremely important positive factor in combating the disease.

Future doctor in training must master the basic principles of medical morality such as a system of rules and requirements for conduct and moral character of the doctor, realized in professional activity. Morality regulates the attitude of the doctor to the patient to a healthy person, to colleagues to society and the state. Morality (from the Latin. *moralis* — moral, *moris* — custom) is a set of historically conditioned rules, regulations, customs, principles of communication and behavior of people, their relationship in the production process of material and spiritual values that define their responsibilities to each other, to social groups, layers, classes, society, and the implementation of which is based on public opinion. Value this is a phenomenon that has a value for the person or company for which he works, spending energy, time, health, for which she lives. Value is a path that we choose. In the life of every person there is a certain system of values. Ethical values are standards of conduct that were installed throughout the life of mankind. It is unwritten rules of human behavior. Without them, there are no normal relations in society. Laws and ethical positions in medicine attitudes and knowledge that clearly integrate moral foundations of the doctor's personality and the entire healing, the theory and practice relationships with patients, society and colleagues.

Medical ethics includes guidelines about medical debt, according to the doctor, medical secret, good and evil, and other moral and philosophical categories and priorities in health. Medical deontology this is a dogma of professional responsibilities in medicine; she applied the part of the concept of the doctrine of medical ethics. Honor and dignity, authority and duty of the doctor – traits are interrelated; medical ethics associated with the competence, qualification of

doctors. The harmonious combination of moral qualities with the professional knowledge, skills and expertise ensures the effectiveness and efficiency of the performance of professional duty. Medical professionalism is formed gradually, starting with the theoretical knowledge and the ability to speak correctly about the disease, to present the facts so that they contribute to the deterioration and improve the patient's condition. It is therefore necessary to develop students' culture of professional communication, as it is also one of the damn professional doctors of the future to guide them on constant voice of improvement.

Motivation and value component refers to the process of preparing future professionals to take into account the individual characteristics of the student. Among personality traits, which should have a future doctor responsibility in his work and people, integrity, the unity of words and deeds physical, mental and moral health, education, cultural literacy creativity, and self-control. [7, p. 23].

In the context of our study the system of values in medical education can be considered at two levels: I - level of values associated with the static system of education: purpose, values; the content of education as a value; the methods and forms of joint activity of the teacher and student as the value. II – level of values associated with the dynamics of the educational system: technology of learning, technology education as a value.

Personal values  $\Rightarrow$  the system of value orientations  $\Rightarrow$  system of motives medical behavior  $\Rightarrow$  the attitude to the patient  $\Rightarrow$  active position in relation to the medical activity [1].

Today, in the context of medical education is extremely important to increase the motivation to learning through the introduction of new information technologies and the training of future doctors, improving of technical facilities of medical institutions and the creation of University clinics. The motivational and value component of the process of formation of creative potential of future doctors is determined by a set of phenomena, motivations that encourage students to work independently, self-education, self-education according to internal needs and external conditions, which are of personal importance.

On the basis of theoretical analysis of the topic of our research focuses on the formation of three areas of study doctor of the future: intellectual-cognitive, motivational-value and activity and practice. And providing benefits to one of the areas method, which helps for medical knowledge acquisition, the development of medical thoughts and motives which is appointed to the basic traditions of medical education.

**Conclusion.** An important pedagogical task in the formation of the future doctor becomes the achievement of such level of quality of higher medical education, which will give him the opportunity to engage in active professional activity, to be able to operate in different professional situations and prove himself as a competent person with formed spiritual, moral and attitude.

So, now we need to revise some certain aspects of professional training of future doctors such as the motivation of certain categories of students and teachers; ensuring the availability of University clinics; the enforcement of conditions of medical students in accordance with the requirements of the time; the reorientation of outdated traditional training methods for innovative pedagogical technologies; requires raising the level of social protection of teachers. The training of specialists (and future doctors) should focus on expanding medical horizons, the formation of professional consciousness of future doctors, strengthening the focus on the personal development of the individual student that promotes self-realization and professional self-realization. Training of the future doctors is a long process of formation not only as a technician but also as a personal.

## **References**

1. Babak M.I Formation of a medical personality as a person of the third century /M.I. Babak // Medical education. 2002. - №1 – p 49-50
2. International Relations. Medychnyi instytut Sumskoho derzhavnoho universytetu, 17.03.15, <http://med.sumdu.edu.ua/index.php/uk/2012-12-10-19-31-29/2013-08-08-14-31-14> [in Ukrainian].
3. Ishchenko, A.Iu. (2014) Global trends and problems of education: prospects for Ukraine. // Ctratehichni priorytety, 4 (33), 98-102. [in

Ukrainian].

4. Kosarev I.I., Popkov A.V. Pedagogical aspects of higher medical education. – M.: FGUP Experimental publishing. 2003 – 274p
5. Mileran V.E. Basal metodological preparation of lessons in the medical institutions: Methodological Book / V.E. Mileran, - K.: Chreschatik, 2004. – 80 p
6. Nikitin V.A., Social work: problems of theory and preparation of specialists. Educational Book. – M.: Mjskow psycho-social institute, 2002. – 236 p
7. Perederiy V.G. Strategy of eurointegrational changes of medical and pharmaceutical education in Ukraine / V.G. Perederiy // Medical education -2005. - №5 – p. 9-11.