

THE PROFESSIONAL AND VALUE CULTURE OF MEDICAL STUDENTS.

Annotation: *the article defines the essence of professional value culture of medical students from the psychological and pedagogical point of view; the system of professional and value of culture in medical students is regarded; the factors and means of formation of professional and value the culture of medical students are elucidated.*

Keywords: *professional and value culture, medical student, professional competence.*

Statement of the problem. The modern reform of the health system, the introduction of budgetary-insurance medicine, integration of Ukraine into the European community is required to improve the medical education system for preparing of future physicians that meet international standards. Improving the quality of training and education of future physicians requires a review of psychological and pedagogical bases of educational establishments' activity, introduction of modern concepts and approaches, amplification of students' professional culture.

This problem has been given the consideration both the experts of medical education in Europe and world specialists during the last decade. According to modern needs of the individual and society which are defined in the Law of Ukraine "On education" (1991) [10] the ways of modernization of education are defined. In the Law of Ukraine "On higher education" [11] the following main objectives of higher education are determined: meeting the needs of the individual in the intellectual, cultural and moral development, the formation of students' civil position, professional competence, preservation and instilling moral, cultural and scientific values.

In particular professional training improvement of future specialists is connected with the problem of formation and development of modern scientific thinking and professionalism in future activity. This process should occur through the education of reflective - thinking of culture as a form of organization of

professional consciousness. According to the modern paradigm of education, the creation of the professional training system is in the plane of renewing traditional, simulation and implementation of innovative learning technologies.

The object of the article is the formation of values and professional ethical culture of the future specialists in medical educational establishments. It is deemed to be more appropriate to consider in details the nature of concepts, the Genesis of the development in the scientific literature.

Training of future physicians is part of the professional education and it is aimed at providing professionals with a certain level of professional skill.

The task of educational establishments of medical profile lies in the fact that future medical professionals will master a certain amount of knowledge necessary for work in their chosen profession [8, p. 71] and they will realize the further development of their professional activities and be able to influence on this process actively and effectively. The learning process in higher medical educational institution, except special subjects should include philosophical, ethical, and emotional knowledge. We emphasize that mercy and compassion is not only the inseparable quality of the individual physician and the testimony of his professionalism, but they are also a necessary value orientation. Instilling a sense of mercy among future health professionals helps to avoid "spiritual anesthesia", "emotional burnout", teaches empathy, inner compassion needs and internal state of the patient, deep understanding the internal picture of the disease, says N. Cudryava [3].

However, the formation of professional and value of future specialists' culture is disclosed insufficiently in medical colleges. Insufficient attention is paid to social and humanitarian training and its impact on the formation of the general culture, the development of professionally-valuable qualities of future doctors. There is almost no lighting upon pedagogical conditions of professional-valuable qualities development of future doctors in the scientific works.

Analysis of the relevant literature has revealed a number of contradictions: between the modern demands of society to the level of medical care and lack of

professional and value the culture of physicians. The improvement of the quality of medical graduates and the inability to achieve it only by traditional methods of learning; the necessity for the application of new pedagogical technologies in the system of medical education and elaboration of the relevant scientific and methodological support; pedagogical potential of interactive technologies of training and lack of their usage. The overcoming of these contradictions is possible under condition of medical education improvement. The efficiency and flexibility of the system of professional training of physicians largely depends on the effectiveness of the educational process of medical educational establishments.

In the scientific literature the theoretical and methodological foundations of medical education have been outlined. They are in the development of new methods of medical knowledge, research and methodological justification. This is reflected in the writings of W. D. Belyanova [2], M. V. Muravyov [6], V. Ya. Skvortsov [9]. These scientists regard not only psychological – educational but and axiological problems of development of value sphere of personality of the future physician, the main trends in the overall interpretation of the basic pedagogical categories about aims, content, forms, methods, professional medical education as well as directions and ways of their implementation and development in the educational process of medical educational establishments.

Psychological characteristics, norms and rules of professional values of medical worker is reflected in his personal position, and the effectiveness of self-realization in the process of professional formation is determined by the forms and methods of training activities and professional development in the process of continuous professional education. Personality as a moral phenomenon is the sense, the center and the unity of acts; it is directed at other persons intentionally.

Thus, the personal and psychological aspect of the professional medical training is, on the one hand, in studying the personal qualities of the physician as the subject of professional medical practice. On the other hand it is in necessity of creating specific components of professional culture.

Therefore, the main tasks of the article is: to find out the state of research issues in scientific theory and practice of training future physicians in medical educational establishments in the development of professional and moral qualities of future doctors and to analyze views according to the content and structure of professional competence.

First of all, in our opinion, it is necessary to consider what is to be a competent professional. Is it to be aimed for the future, to anticipate changes, to be motivated to self-education, to have a high level of professional training?

Problems of formation of future specialists' professional competence become the subject of study of many scientists (Zimnyaya I. A., Markova A. K., and Bidenko V. I., Zeer E. F., Kuzmina N. V., Tatur Yu. H., Kovalenko A. Ye., Tarhan L. Z., Vasil'yev I. B. etc.). They accentuate the meaning of studying the nature and structure of professional competence in their research works.

As it is noted by Zimnyaya I.A. professional competences are formed in the educational process in accordance with the specificities and challenges of the profession, which is acquired by the student and she notes that professional competence is characterized five-component structure which contains: knowledge, application experience, value relations, regulation, readiness [13, p. 15-16].

According to Gurina R., professional competence is the ability and readiness of professional to implement acquired in the school of knowledge, abilities, skills, experience in professional activities [5, p. 82].

Ukrainian scientists Kovalenko, O. Ye., N. Bryukhanov.A O., Melnichenko O. O. assert that professional competence indicates that people with a high degree of flexibility of skills and a deep understanding of the relevant processes and phenomena of reality has separate groups experienced achievements regarding to those or other directions of support of professional activity [7, p. 144].

To be a competent person means respectively to apply received knowledge and experience to meet your specific situation: to understand the nature of the problem, to be able to solve it practically, therefore, the competence is considered as a special type of domain-specific knowledge and skills to make effective

decisions [14, p. 215]. It is necessary to note that the professional competency of health workers is determined not only with didactic principles and technologies aimed at the assimilation of knowledge and skills in the course of professional medical training but it depends on the level of professional thinking formation, but also depends on the level of formation of its professional and value of culture.

In the modern paradigm of education one of the original thesis is about the humanization of the individual continuous professional training. Orientation of pedagogy on the revival of national education, the formation of democratic ideology and culture, the development of ecological, ethical and aesthetic education fosters a humanistic (value) culture. The educational system should provide for the formation of personality, which is accumulated and stored knowledge based on the basis of folk customs, traditions and at the same time contribute to the formation of cultural relations in society.

Education involves the future specialists formation not only pragmatic interest to a broad education and the opportunity to develop values, creative activities, dominant components of which are professionalism, high moral, spiritual culture singly.

So, value approach, as an important methodological basis of modern educational paradigm is aimed at the formation of the productive personality type, capable for self-determination and creative self-realization in society and in the profession. It involves the observance of the principles: humanization, which is to create favourable conditions for the development of spiritual, intellectual, creative possibilities. It aims at the preparation of this highly educated specialist of the XXI century; dialogicality, which is characterized by a subject-subject style of thinking and communicating; poetry that helps to achieve socio-cultural meanings of being; axiologicality which generates value relation of the cultural entity subject to its wealth; praxeologicality which focuses on the formation of social and professional culture of human life [12, p. 38-39]. The usage of value approaching is reflected primarily in personal orientation, the direction of the person as a target, subject, result and main criteria of the pedagogical process in education.

High level of general values of the society and the nation provides adequate education and culture of its members. Any expression of value relations is a manifestation of the qualitative properties and characteristics, degree of human development. The result manifests itself in the form of communication, of communion with the existing society's values, traditions, mastery inherent in culture techniques and skills activity. It is possible to say that value is the world of human being. It is its way of living, the process of development of human powers and abilities, the indicator measures the human in man, the characteristic of development of human beings.

In this context, it is necessary to review the balance of "value – individual – education – society" in such sense that the values should be interpreted as the result of historical development of society, the individual should be considered with humanist positions creative and free person, which identifies and actualizes by oneself. In this case, education acts as the genetic code of society and culture.

Man's value relation consists of two parts: internal and external. Internal value relation consists of knowledge, feelings and skills. They are the basis of human life (education, intelligence, virtue, morality, professional training). External value relation is manifested in behavior, direct contact, dealing with people and the environment.

Based on the foregoing, the following definition is proposed: professional and value the culture of medical workers is a set of moral values and ethical norms. They have become inner personal beliefs and they guide the professional activities of physicians on the formation and reproduction of moral and ethical requirements of society. It fills a professional content business processes and enhances cultural direction, reflecting progress in its skill level and forming a responsible attitude to work.

With the growing importance of environment for the individual, its participation and inclusion in this environment, capacity, diversity and sophistication of the personality-forming influences of the environment on personality increases. Thus, the social environment depends on the level of

consciousness of each individual and the potential of its spirituality. And hence, the level of values relates to professional culture. But, interests, spiritual and human values, needs and behavior of the individual reflect the level of culture of society. Consequently, the professional development of valuable relationships internally enriches the person and promotes professional development and personal self-improvement.

Compliance with laws and regulations of the medical value relations in attitudes, knowledge, which integrate moral foundations of individual medical staff reflects the professional and value the culture of medical worker, because professionalism, ethics, morals, values are the most important social values in their professional development.

Conclusions. Thus, the formation of professional identity in medical educational establishments involves: the acquisition of knowledge, norms and rules of conduct; the development of the senses; the formation of beliefs, skills, and habits of behavior which will conform to the standards of professional and value the culture of physicians. Ability to organize their moral improvement of such qualities as empathy, complicity and mercy should be the inner spiritual necessity, moral credo of a man. It expresses their everyday helping people.

Students as future representatives of the medical profession should become an intellectual and moral elite of society. Therefore, it requires special attention to their development of general culture level, education and good breeding. The most important phenomenon is the orientation of the young generation on a common culture, erudition, and politeness in conditions of modernity. That is why the educational process of higher education should provide a comprehensive and harmonious development of the future specialist-physician personality, active life position and orientation on the achievement of socially significant success in the future. V. Behterev wrote: "If education is aimed at the enhancement of human knowledge and increasing of knowledge, education develops the mind, teaches it synthesis and analysis, it ennobles feelings and strengthens its will" [1].

Education as a sphere of spiritual life of society has the capacity for formation of the values system and the young generation value orientations. Therefore it is necessary to create in the University professional educational environment to ensure the inclusion of students in various types of educational and extracurricular activities; it contributes to the formation of the professional value orientations system of medical students. It ensures awareness of the future doctors their professional identity as the most important values.

Therefore, in modern conditions of modernization of higher education in Ukraine an important aspect of training of future specialists is the quality of their preparation and competitiveness of both domestic and global job markets. As an indicator of the quality of training is the level of development of their professional competence. Thus, the purpose of higher education is the training of the specialists on the principles of value. It will allow students to obtain the necessary for future professional activity competence.

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