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FEATURES OF THE 1ST YEAR STUDENTS' ADAPTATION TO THE STUDY PROCESS AT THE MEDICAL UNIVERSITIES IN UKRAINE

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Actuality

The problem of the medical staff preparation has always been very important one because of the high requirements to people working in this sphere. That is why studying at the Medical University is accurately considered to be one of the hardest. The specific of medical education and willingness for work with ill people demands a big amount of knowledge and, consequently, a good preparation base. That is why students, especially, those ones who are first in families to become doctors, may suffer different problems while studying medicine. Accordingly, a great number of the 1st year students break up studying because of such issues and waste a year of studying or even more.

Subject of research

Subject of this research is the specific of the medical education and its impact on the students of the 1st year of study, ways of preventing these effects.

Aims of work

1. To outline the most important problems students suffer during the education process

2. To propose ways of decision of these problems and offer how to avoid such issues

3. To study psychophysiological features of student's adaptation to studying at the Medical University, according to the form of the pre-university background.

4. To assess psychological status and levels of intellectual development, anxiety and attention.

Methods of work

The research is based on survey conducted among 22 1st year students of the medical faculty of the Dnipropetrovsk State Medical Academy. In the survey all of them were questioned about the most important issues they struggled with at the beginning of their studying. All the answers were thoroughly processed and analyzed.

Today the educational process at the Medical University is directed on the formation of the professional competence, the main items of which are set out in the qualification characteristics of the doctors-specialists. The general requirements include the following: "The doctor (graduate) must be prepared for independent professional activity and perform such ba-

sic functions as: organizational, diagnostic, consultative, curative and preventive ones. They must combine deep theoretical training with practical skills, constantly improve their professional competence and level of general culture. The doctor – specialist must actively use medical diagnostic equipment, be able to navigate in modern scientific and technical information, effectively use it to solve practical problems, show initiative, integrity and conscientiousness in work, promote a healthy lifestyle and follow its principles... “[1].

The main types of training at the lessons at the Medical University are lectures, seminars, consultations, practical classes, laboratory works, patients’ curation, clinical-oriented practice. In addition to the basic curriculum, there are often conducted different extra facultative classes, created to deepen student’s knowledge and investigate information over the main program.

The actual academic study load of medical students is from 36 to 40 hours per week, instead of 24 hours, accordingly, there is an excess of the educational load by 1.5 times, and not always this load corresponds to the level of psychoemotional readiness of students and takes into account their level of health and functional reserves [2].

Moreover, students of medical universities are suffering more difficulties if to compare with students of other universities, because their future profession requires not only a sufficiently high level of knowledge basis, but is also associated with a high responsibility for the life and health of their patients.

The format of educational activity at the medical college and associated with it study loads are considered to be the leading factors affecting the adaptation of the students’ organism to the study process. At the same time, the inadequate complexity of the educational material in comparison with the school curriculum leads to mismatches between the empirically established methods of training in higher education institutions and the time limit. The result is a daily routine non-compliance, a decrease of the working capacity, which affects the efficiency of study and, in some cases, leads to some diseases connected to study overload [3].

For the outlining of the psychophysiological features of the 1st year student’s adaptation to the studying process there was conducted a research (E.L. Rachevsky, 1997; V.C. Ushakov, 2000; N.I. Kharlamova, 2000; N.G. Shilina, 2000) according to which the following was found out:

1. Students who just entered the Medical university, regardless of the form of pre-university training, practically do not differ among themselves according to the parameters of higher psychophysiological functions. During the first two courses in the period of acute adaptation, the form of behavior of students remained constant, nevertheless, there could be changes of concern dynamic characteristics: there were speed increases of psychomotor reactions and memory activity.
2. The parameters of higher psychophysiological functions (such as

memory, attention and behavioral homeostasis) did not differ in the students of the first courses, regardless of the form of pre-university training.

3. The successful study of first-year students is always achieved in connection with a large neuropsychic tension.

The process of mastering the curriculum in a medical college is determined by the integral structure of the interrelation of many variables: the functional state, working capacity, adaptability to the changed activities. At the same time, students do not need a one-stage adaptation to university conditions, but a constant tension of intellectual, spiritual and physical forces, the need for which varies depending on the stage of instruction and the change in the blocks of the subjects under study – general education, medicobiological and clinical [4].

According to the survey conducted among the students of the Dnipropetrovsk State Medical Academy the following was outlined:

1. 20 of 22 examined 1st course students proved that they have difficulties in studying, 2 of 22 answered that they were not sure about it.

2. In accordance to those who struggled with difficulties the top-difficult issues at the Medical University are:

- Enormous amount of information that includes unknown before disciplines such as Latin language, History, Medical Biology, Anatomy and a need to study Latin terms in most subjects. (50%)

- Self-preparation as a main part of study process, when the topic is not explained by the teacher and you learn it yourself. (30%)
- Fatigue caused by combination of classical lessons and either practical skills or work at the hospital departments as a part of study process. (10%)
- Not being used to specific materials for study (especially at Anatomy lessons). (10%)

Consequently, there should be created some methods to avoid forthcoming of these issues at all stages of study, starting from school preparation for entering the Medical University up to graduating and becoming a doctor-specialist.

Firstly, each university should provide psychological help for students, because entering the university is always connected with a new independent stage in life, and many teens start their separate from parents living which may lead to high level of stress. In addition, at this period of life the 1st year student meets new system of study that differs a lot from that one accepted at school.

Secondly, students should obligatory visit the “Open days” at the university before it’s entering to get answers to all their questions and know for what to be ready when the study process starts.

Thirdly, there should be established curators, as they are not typical for all Medical universities, to help the 1st year students to cope with all problems they may have at the university.

Conclusion

Thus, the education of students at the Medical University is a serious stage in creating of the personality and becoming a doctor-specialist in future. In addition, the study of the adaptation of students in a new socio-cultural environment is a perspective direction of educational discourse. It is necessary to continue working at improving and updating educational activities aimed at systematic increase of the level of adaptation of students, which in future will help to create a competent and competently able doctor-specialist.

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