ORGANIZATIONAL AND PEDAGOGICAL CONDITIONS
OF FORMATION OF PROFESSIONAL VALUE ORIENTATIONS
OF FUTURE DOCTORS

Abstract. The article reveals the essence of organizational and pedagogical conditions for the formation of professional values of future doctors. It is established that the organizational and pedagogical conditions in the process of professional training of future doctors make it possible to focus on the development of professional potential and active position of students in professional activities and contribute to the formation of professional values.

Keywords: organizational and pedagogical conditions, professional value orientations of the doctor.

The problem of formation of professional value orientations of future doctors now arises as never before as acute and appears in many ways. The content of
working and educational programs of disciplines of professional training of future doctors demonstrates the lack of attention to the formation of professional values.

Modern scientific approaches determine the basic values and value orientations of the individual, consider them as a program of personal development, which can be expanded, clarified, specified in the real processes of learning, upbringing and self-education. It is person’s values, which he consistently implements in his life that are an indicator of his maturity as a person. In this context, the problem of forming professional values of future doctors becomes especially important.

In our study, we consider the professional value orientations of the doctor as a set of dominant ideological, moral, ethical patterns of personality that determine his professional behavior, ways of thinking and axiological attitudes in professional activities. As the formation of professional value orientations we understand the process of progressive changes in their structural components, giving to the personal values as a holistic, integrative formation, a certain completeness.

Scientific analysis of the problem of formation of professional value orientations of future doctors during professional training involves determining a number of organizational and pedagogical conditions that will allow to build the process of formation of professional value orientations effectively. Therefore, the purpose of the article is to substantiate the organizational and pedagogical conditions for the formation of professional values of future doctors in the process of professional training.

It is obvious that randomly selected conditions cannot significantly affect the effectiveness of the studied process, so it is necessary to choose a set of organizational and pedagogical conditions that take into account the methodological and theoretical foundations of pedagogical research. We share the point of view of V. Belikov that organizational and pedagogical conditions are a set of purposefully constructed possibilities of content, forms, methods of integral pedagogical process (events of action), which are the basis of management of functioning and development of procedural aspect of pedagogical process [1].

Organizational and pedagogical conditions are defined as a set of objective capabilities that ensure the successful solution of tasks [2] or as a functional
dependence of essential components of the pedagogical phenomenon on a set of objects (things, their states, processes, interactions) in different manifestations.

In our study, we consider the organizational and pedagogical conditions as necessary and sufficient circumstances on which depends the effectiveness of the process of formation of professional values of future doctors. And as the organizational and pedagogical conditions of formation of professional values of future doctors we understand the set of internal features of the student’s personality and external circumstances of the educational process, on which depends the formation of professional values of future doctors.

Determining the essence and structure of professional value orientations of future doctors, analysis of research of value orientations of medics, taking into account the peculiarities of society and factors influencing the formation of professional value orientations of medical students allowed us to determine organizational and pedagogical conditions of their professional values.

The first organizational and pedagogical condition for the formation of professional values of future doctors, in our opinion, is to stimulate professional self-identification of future doctors through the demonstration of exemplary patterns of professional behavior and mentality of successful professionals in the medical field.

The pedagogical aspect of the problem of forming professional self-identification is that objective values have become subjectively significant, stable life and value guidelines of the individual. In his work L. Perminov [3, p. 36-37]. considers the self-identification of the individual as a way to human life prospects: the meaning of his life depends on what goals and values a person relates to, what ideals he focuses on in his activities, what relationships he cultivates in the world around him.

Self-identification permits a person to evaluate himself more realistically, to choose professional activities adequately. These processes contribute to the development of a motivated attitude to values, accustom to a conscious choice of decisions based on certain personal and socially significant values. Self-identification provides the experience of professional activity, and therefore is associated with professional life prospects, a way of self-affirmation and self-
improvement of the individual. It is closely connected with the choice of one’s own image, one’s destiny. This is especially important in our time, when the degree of responsibility of the individual to society increases significantly.

Addressing the everyday spheres of human communication, modern telecommunications create certain stereotypical forms which are reflected in the images. It is where most young people find ideals, patterns and form their vision of the world around them. For today’s young people, mass media become a kind of demonstration material, a world of ideas and values, as they present typical situations of social interaction. Therefore, we consider it expedient to use in the educational process the review of artistic and documentary tapes related to the demonstration of examples of professional activities.

The second organizational and pedagogical condition for the formation of professional values of future doctors, in our opinion, is to fill the substance of certain disciplines with value-forming content, ensure its interiorisation and support by means of objective diagnosis.

The system of professional self-improvement of future doctors is to create an educational system of training, which is focused on purposeful systematic work of students on their own personality, on the development of professional values at different levels of professional training, on increasing the ability to professional self-identification through forming knowledge, skills and abilities.

To implement this organizational and pedagogical condition, we offer attending public lectures, conferences, seminars, round tables, workshops, museums, exhibitions, which allows future medics to comprehend and consolidate existing and record new information, get a sample of masterful professional performance.

The formation of professional value orientations of future doctors requires an integrated approach to both the individual and the educational process. That’s why lecture forms of the educational process should be supplemented by a system of seminars and practical classes, which are organized as discussions, debates, brain-rings, round tables, colloquia. Micro-situations-problems and situations-illustrations are modeled at seminars and practical classes. The purpose of the situation-
illustration is to offer students to analyze it and make an informed medical decision. To this end, the content of all disciplines should be focused on the formation of future doctors’ professional values.

Taking into consideration that the process of formation of professional values involves a mechanism of self-improvement, self-development, self-education, we propose to update the content of medical education by deepening the psychological and pedagogical training of future doctors, creating a cycle of psychological and pedagogical disciplines and establishing close interdisciplinary ties.

Improving the effectiveness of professional training of future doctors requires improving existing and finding new forms and methods of organizing the educational process, taking into account the use of technical and didactic tools that ensure the connection of class work and extracurricular activities. Therefore, the third organizational and pedagogical condition for the formation of professional values that we propose is the optimization of class work and extracurricular learning interaction of the participants of the pedagogical process through creation of information and educational environment and its saturation with interactive, contextual methods.

Higher education institutions are actively implementing the latest technologies, the most popular are distance learning, learning with the use of interactive methods, training technology, etc. This is due to the high level of computer literacy of students and the technical support of the medical university. With the increase of independent students’ work the need for the use of information and communication technologies in the learning process increases. Along with new computer technology and the Internet, new learning technologies are being developed. One of such technologies is distance learning, which allows you to create and use in learning electronic abstracts, encyclopedias, tests, glossaries, questionnaires, virtual laboratories, etc.

Various methods of interactive learning can be widely used in the formation of professional values of medical students. To avoid boredom during practical classes, in addition to traditional teaching methods we offer to use modern teaching methods and technologies, such as: «case studies», «business games», «video training», «aquarium».
English scientists M. Shever, F. Edei and K. Yeits developed a method of situational analysis («case study»). The topicality of the introduction of cases is due to their focus on the formation in future professionals such important qualities as analysis, critical thinking, creativity, flexibility in solving problems. The essence of this method is to use specific cases (situations, stories, the texts of which are called «cases») for joint analysis, discussion and decision-making in a particular section of the discipline. The value lies in the fact that it simultaneously reflects not only the practical problem, but also actualizes a certain set of knowledge, combines different activities, which ensures the implementation of educational goals.

Case-study is effective because students are given the opportunity to test theory in practice and activate their abilities. With this method, students have the opportunity to demonstrate and improve analytical skills, learn to work in a team, find the most rational solution to the problem posed.

According to L. Petukhova and O. Spivakovsky, the use of information and communication technologies testified to their advantages over traditional teaching methods in the context of implementing a personality-oriented approach, as they contribute more to the implementation of the principles of individualization and differentiation of the educational process, expanding its content, increasing the intensification and effectiveness of training in general [4, p. 7].

A perspective way of organizing the learning process based on the widespread use of ICT in higher medical education is a combination of traditional and distance learning technologies. The process which combines traditional technologies with innovative e-learning, distance and mobile learning technologies is called «blended learning». Blended learning as a tool for modernization of modern education is represented in practice by creation of new pedagogical methods based on the integration of traditional approaches to the organization of the educational process, where knowledge is transferred, and e-learning technologies [5, p. 19].

Sabina Moebz and Stefan Weibelsal define that learning that combines distance and traditional communication in integrated learning activities is blended [6]. Researcher Betty Collins describes «a hybrid of traditional full-time and online
learning, in which learning takes place both in the classroom and outside it, and the online component becomes a natural extension of traditional classroom learning» as blended learning [7].

Scientists V. Kukharenko, A. Stryuk, Y. Trius characterize blended learning as a purposeful process of acquiring knowledge, skills and abilities in the context of integration of classroom and extracurricular educational activities of educational process subjects based on the use and complementarity of traditional, electronic, distance and mobile learning in the presence of student’s self-control over time, place, routes and pace of learning [8].

Y. Trius affirms that the use of traditional, innovative pedagogical technologies and information and communication technologies of learning on the principles of mutual complementarity improves the quality of education [9, p. 304].

We propose to create a learning environment where future doctors and teachers can carry out the learning process in convenient circumstances and at a convenient time; the teacher summarizes the study material and stops on difficult moments in the classroom, the rest of the material students learn independently; both face-to-face and online consultations are conducted; students spend more time in the classroom mastering practical skills, etc. Such organization of training allows students to independently acquire new knowledge with the help of electronic resources at a convenient time, and in classes in communication with the teacher and classmates to practice new skills. This environment will allow future doctors to form a responsible attitude to learning, time planning, choosing the pace of learning the material and allows to organize joint work on projects, holding discussions, seminars organized in the form of electronic teleconferences, forums, and accelerate the development of online communication skills. During such training there is a process of organization of independent cognitive activity of future doctors and this allows to balance basic and their accompanying knowledges due to independent study of theoretical materials and doing additional tasks. The use of modern software and hardware makes learning more effective.
One of the options for using such methods and technologies is the Edx package - which represents a site content management system specifically designed to create quality online courses by teachers.

Edx is a free online learning system that brings together up to 1 billion users who have attended more than 1,000 courses online. Edx is an automated system based on computer and Internet technology for a learning management system. Edx is a web application hosted on a server and accessed through a browser.

This learning management system allows the teacher to create a course website and control access to it so that students who enroll in the course have the opportunity to view it. In addition to access control, it provides a wide range of tools that make the course more effective.

The result of such training is the formation of the personality of the future doctor with the necessary set of key competencies capable of solving a variety of professional problems. The learning process according to this model is aimed at developing future medics’ self-control skills. In our opinion, such training helps to increase the effectiveness of training, as there is not only classroom learning activities of the student, but also constant and regular independent work using modern software and hardware, which leads to the continuity of the educational process. Such training activates the analytical abilities of future doctors and develops critical thinking due to the fact that they receive educational material not only from the teacher during lectures, but also have to independently seek, select and process the necessary material. The use of the latest technologies, methods, tools and means in teaching allows to use the potential of educational content more thoroughly.

Thus, the identified organizational and pedagogical conditions in the training of future doctors can improve the learning process, create a mechanism that will contribute to the accumulation of relevant knowledge and life experience, as well as support the intellectual efforts of students, stimulate cognitive activity. All this will thus increase the motivation of students to study, will cultivate in them internal cognitive, active, conscious motives that will affect all kinds of activities of future doctors.
References: