

ОСОБЛИВОСТІ ВИКЛАДАННЯ СУСПІЛЬНИХ
ДИСЦИПЛІН В МЕДИЧНИХ ЗАКЛАДАХ ЯК ВИМОГА ЧАСУ
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Чернівці (Україна); fedorkiv017@gmail.comFEATURES OF TEACHING SOCIAL DISCIPLINES IN
MEDICAL INSTITUTIONS AS A REQUIREMENT OF PRESENT TIMES

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Скрыцкая Наталья. Особенности преподавания общественных дисциплин в медицинских учреждениях как требование времени. XXI век – это прежде всего эра новых технологий, информатизации, глобализации, виртуализации и мультикультурализации. Отойти от традиционных парадигм мышления и рассуждать по-новому является вызовом современности. **Актуальностью** исследуемой проблематики является переориентация медицинского направления образования в инновационно-гуманистическую плоскость и, соответственно, поиск новых моделей научно-педагогического обеспечения преподавания общественных дисциплин в медицинских учреждениях. **Целью** статьи является определение необходимости преподавания общественных дисциплин в учреждениях медицинского образования как для украинских, так и для иностранных студентов-медиков. **Методы исследования:** аналитический, описательный, дидактический, методы анализа и синтеза. **Научная новизна** заключается в дальнейших исследованиях необходимости и специфики преподавания общественных дисциплин в медицинских учреждениях, а также в исследовании новых тенденций и вызовов в организации системы медицинского образования. **Выводы.** Результатом исследования является изучение современных требований о необходимости гуманитаризации медицинского образования на примере необходимости изучения общественных дисциплин, а также совершенствования педагогической методики преподавания для достижения максимального результата.

Ключевые слова: общественные дисциплины, студенты-медики, учреждения медицинского образования, преподаватель, профессиональная компетентность.

The 21st century is above all an era of new technologies, informatization, globalization, virtualization and multiculturalization. The modern young generation growing up in this environment should feel confident and comfortable in it. The main purpose of studying public courses in educational institutions for both foreign students and Ukrainian students is to develop new non-traditional approaches to thinking in various fields of activity and to move away from traditional thinking paradigms and to think in new ways is the challenge of today.

The urgency of the studied issues is the reorientation of the medical direction of education in the innovative and humanistic sphere and, accordingly, the search for new models of scientific and pedagogical support for teaching social disciplines in medical institutions.

Both Ukrainian and foreign scientists - V. Bachynin, G. Vasyanovych, V. Kremen, V. Lutai and many others are engaged in this problem. However, the demands of time lead to more and more challenges and prospects. Therefore, previous research and suggestions from scientists are only the basis for future practical developments.

The purpose of the article is to determine the need for teaching social disciplines in medical education institutions for Ukrainian and foreign medical students, that will facilitate the development of new scientific and pedagogical approaches in accordance with the requirements of the time.

Achieving this goal involves solving a number of problems:

- firstly, students must master and use innovative learning technologies (use of online resources for watching videos, listening to lectures, situational tasks in remote

mode, etc.);

- secondly, the teacher should create a learning process (practical classes) based on the use of practical activities (use historical action games, give as many examples as possible from the historical and cultural life of Ukraine);

- thirdly, the teacher should always improve himself in the methodology of teaching social disciplines. Participation in conferences, symposia, professional development courses will help to enhance the corporate culture of the teacher, and will also be a benchmark for student youth to be realized as individuals in the future.

New social trends and challenges have led to a new understanding of human perception in the organization of the entire education system as the main institute of socialization and training. The priorities of teaching students in medical institutions have changed. There is a combination of concurrent assimilation and perception of students together with medical and biological knowledge and skills of the fundamental foundations of human culture for the formation and education of a well-developed personality as a future skilled specialist. Ukraine, as a country trying to enter the educational European space, cannot fail to take into account the global challenges of humanizing knowledge.

Therefore, the need to teach social disciplines for both foreign students and Ukrainian students promoted by the challenge of time and is a natural reaction to the global changes. It is also the implementation of the prevailing principles of the provisions of the Constitution of Ukraine, according to which a person, his life and health, honor and dignity, integrity and security are recognized in Ukraine as

At the same time, the problem of personality development, its intellectual, informational, creative competence is of particular importance. After all, the defining characteristics of a young person (future physician) should not be special knowledge, skills but personal traits that will help determine the place and role of a person in society: relation to other people, for example, solving certain conflicts, etc.

In the context of the aforementioned, perhaps the most important place is occupied by the discipline "History of Ukraine and Ukrainian Culture" the main task of which is not only to acquaint students with historical facts and events, but also to form critical thinking about the assimilation of a particular educational material. Expressing your own thoughts, modeling certain situations will produce some practical skills in mastering the discipline.

Such disciplines of socio-humanitarian profile as "Cultural Studies", "History of Ukraine", "Philosophy", "Political Science", "Sociology", "Ethics", "Aesthetics" will contribute to the expansion and deeper perception of students - physicians of both theoretical knowledge and practical skills of the future medical profession.

The teaching of the aforementioned disciplines in medical institutions is necessitated by the development of educational and work programs, guidelines and developments for students and teachers, methodological recommendations for independent work of students, the publication of teaching aids. Publication of student manuals in diagrams and tables is quite relevant. These materials will promote quicker understanding and remembering the required information. We believe that an important role in teaching the abovementioned disciplines is cultural and historical knowledge, which not only aims to promote the formation of the individual citizen, but also to acquaint students with the theory of culture, its tasks and functions in society, sociocultural norms and values of human lifeform, along with feature familiarizing physician with the real evaluation of all socio-political processes that are going on and will take place in Ukraine. The cultural component in the medical system of education is provided with high spiritual potential and is realized by a number of social relationships: culture of work, culture of technologies of production of medicines, culture of communication of the doctor and the patient, tolerance, respect, patience, patience and other traits of character that will be able to shaped in medical institutions.

"The main task in the process of forming a personality culture is to ensure the systematic and integrity of its knowledge, the unity of worldview and the interaction of intelligence and intuition"¹. All this requires new approaches in the practice of teaching, the implementation of new principles of cultural and historical knowledge; expanding and updating their subject matter and content. It would be useful in this context to teach topics in applied cultural studies: art market, business culture, culture of management and marketing, economic and legal aspects of cultural policy, etc. The role of the teacher is perhaps most important here □ to expose the students to all the versatility of knowledge and thereby to arise their interest in philosophical, historical,

cultural or sociological knowledge; to promote the development of students' ability to independently seek the realization of theoretical knowledge acquired.

For the practical implementation of theoretical knowledge, the teacher should always use creative approaches in his pedagogical practice, thus creating the conditions for modeling various learning situations. Educational content of the cycle of social and humanitarian disciplines can be fully implemented taking into account the specificity of the audience (Ukrainian students, foreign medical students), the level of student preparation (current and systematic), the peculiarities of the audience's interest (manifestation of interest in a particular issue of interest in the course homework - essays, slides, oral reports, oral supplements, the desire to complete test tasks, or to take tests, crosswords, etc.).

Within the framework of professional education, the teaching of social disciplines is a natural component of theoretical perspectives of the future physician about the social functions of his profession and the professional ethics of specialists. It also promotes the understanding of cultural and historical values, promotes general and professional enculturation, and engages in a system of value-meaning and regulatory frameworks. Successful implementation of creative approaches to the teaching of social cycle disciplines for non-core specialties (medicine) is achieved through the ability of mental activity, namely the complex application of knowledge from different academic disciplines in practice².

It is undoubted that the use of the potential of the educational process, updating the content of curricula, innovative methods in teaching social disciplines, "involving" students in new teaching methods, where the teacher is primarily a colleague and partner for students, not a teacher, forms a new cultural and philosophical component in becoming a future physician.

In the process of study, the medical student is formed as a person: his level of intellectual development increases, development occurs in the social, cultural and national environment. All this is due to the teaching of the disciplines of the social and humanitarian profile. Together with the acquisition of professional and medical skills, the medical student joins the social environment - communication, relations with people, moral values, celebrating events in Ukrainian history, celebrating certain holidays, expressing their own opinions and positions. All this requires not professional skills, but a philosophical or cultural approach. Nowadays only a small percentage of doctors can tolerate their opinions, communicate with patients on a high ethical and moral basis; continue a dialogue with the patient depending on their interest or hobby for the sake of their comfort and psychotherapy. The future profession starts from the beginning of study, and therefore from the first courses the cycle of social and humanitarian disciplines should be available in all medical establishments and periodically continue to be taught until 3 - 4 courses. The peculiar dissimilation of the educational process (1, 2 social subjects per week) will allow the student to express their own position from the experience gained in life, to repeat the learnt mate-

¹ Kolomiets' O. "Cultural Component in the Education of Specialists of New Quality. Social and Humanitarian Sciences and Contemporary Challenges: *Proceedings of the III Ukrainian Scientific Conference Social and Humanitarian Sciences and Contemporary Challenges*, 2018, P. 118-122 [in English].

² Savchyn L. "Professional Formation of Personality: Problems and Perspectives", *Materials of the II International Scientific-Practical Conf. Khmelnytskyi, Vyd. "TUP"*, 2003, P. 111-120 [in English].

rial (from history, for example) and to take a new look at the current developments. After all, the student gain new experience, thus implementing social sciences is vital for realization the students' potential in the right direction. It should be noted that the medical industry itself, with all its forms, technologies and methods of application in society, is an integral part of the national culture and, therefore, incorporates language, culture, numerous traditions, including folk medicine, philosophy as a thinking process and interacts with other fields of science³.

The whole cycle of social and humanitarian disciplines should ensure the maximum disclosure of students' potential, their intellectual, creative and moral qualities, activate cognitive activity, encourage creativity and self-improvement, and promote motivation to study the above-mentioned disciplines.

The priority task among medical students is also the formation of communicative competence, an important component of which is sociocultural competence, which requires students to have some knowledge about the national and cultural characteristics of the country in which they live and study (foreign students, for example). Through communication, Ukrainian students should bring an informative knowledge of Ukrainian customs, traditions to foreign students or share information with each other. Linguistic competence provides students with the ability to discuss problems, argumentative their own position, develop their own perspective on certain events and bring it to a logical conclusion, as well as facilitates dialogue between friends, teachers, parents, acquaintances, which will contribute to the future development and the formation of new professional qualities, the realization of oneself in society.

In the future, the principles of language competence will play a major role for the doctor. Failure to properly communicate with the patient, ignorance of their psychological problems, age specificity can lead to incomplete collection of medical history, untimely detection of symptoms and, accordingly, erroneous analysis. Very often, patients are referred to doctors who cannot explain the symptoms of the disease, the elderly with hearing, vision, psychological disabilities, people with congenital physical disabilities, each of whom the doctor should approach, communicate objectively, collect a complete anamnesis and prescribe an effective treatment.

Studying the disciplines "Law", "Medical Law" also includes a whole set of important tasks that future medical professionals will face. For example, part of the legal mechanism for regulating health care is the issue of informed consent for medical intervention. This is where the link between medical and social disciplines arises when knowledge of clinical symptoms allows us to prescribe the necessary examination methods, but the patient is not sufficiently aware of such techniques from a legal point of view. This is where the doctor's legal knowledge is needed to establish a dialogue between the patients and to explain them the need for a particular procedure in order to quickly identify the disease and prescribe effective treatment⁴.

Through the study of the disciplines of social and humanitarian cycle in medical institutions, students have the

ability and desire to learn independently, to seek information on their own using various sources, to apply the acquired knowledge of the social and humanitarian cycle in practice (during communication, for example), developing skills to act correctly in one or another situation, a constant desire for self-development and self-improvement in order to form oneself into a harmonious and comprehensively developed personality. In order to accomplish such tasks, we consider it advisable to use the group and individual forms of work, modeling of subjects of dialogue on different topics using as extensive information as possible. An important component of class is the supplement of students answers by each other and the critical component of thinking (the teacher only sets the tone of the class, and students continue to lead it independently).

Discussions, debates, trainings, simulation games, roundtables must also be present in the educational process of teaching social disciplines. They enable medical students to make the right decisions both during their studies, and in their future professional activities.

Undoubtedly, in order to increase the interest of students in the teaching of social disciplines, the teacher should take into account the wishes, needs and opportunities of the student audience in the discussion. Undoubtedly, in order to increase should take into account the wishes, needs and opportunities of the student of a particular issue, but without departing from the approved curriculum of the course. The extent to which the teacher has a high quality and effective teaching methods being able to convey the information to students depending on the student audience their behavior and up-to-date awareness.

Thanks to the teaching of social and humanitarian disciplines in medical institutions (and in non-specialized institutions as a whole!), the educational process in general is optimized, the quality of students' knowledge is controlled, new opportunities for independent extra-curricular work are used. It is the students' self-extracurricular work that facilitates learning as much as possible, but the overload with compulsory specialized medical disciplines that require a lot of time and effort could be an obstacle. Therefore, often students come to seminars insufficiently prepared and without performing individual works - essays, answers to test tasks, slides, etc. The teacher has to make every effort to conduct the course at the proper level, to evaluate each student and at the same time not to reduce the students' interest in studying the disciplines of the social and humanitarian cycle.

Conclusions. Therefore, teaching social disciplines in medical institutions for foreign and Ukrainian students is conditioned by the challenge of time and the natural reaction to the global changes. New social trends dictate new conditions and create new requests and offers. In order to educate a well-developed personality and a future physician with a high intellectual level of knowledge, it is necessary to make a significant focus on teaching the disciplines of the social cycle. It will help to shape a particular pattern of behavior of the future physicians in society and thus help them to adapt to the diverse challenges of life.

³ Yatsyshyna O., Melnychuk I. "Humanitarian Education of Future Doctors: Philosophical Aspect", *Scientific Journal of Uzhgorod National University*, Series: Pedagogy, Social work, 2016, N1, P. 342-344 [in English].

⁴ Semenets` V. "The Role of Social and Humanitarian Disciplines in the Higher Medical Institutions", *Social and Humanitarian Sciences and Contemporary Challenges: Proceedings of the III Ukrainian Scientific Conference "Social and Humanitarian Sciences and Contemporary Challenges"*, 2018, P. 122-123 [in English].

Скрицька Наталія. Особливості викладання суспільних дисциплін в медичних закладах як вимога часу. ХХІ століття – це перш за все ера нових технологій, інформатизації, глобалізації, віртуалізації та мультикультуралізації. Сучасне молоде покоління, яке виростає в цьому середовищі, повинно відчувати себе в ньому впевнено та комфортно. Головною метою вивчення суспільних курсів в навчальних закладах як для іноземних студентів, так і для українських, є вироблення нових нетрадиційних підходів мислення в різних сферах діяльності. Відійти від традиційних парадигм мислення та міркувати по-новому є викликом сьогодення. **Актуальністю** досліджуваної проблематики є переорієнтація медичного напрямку освіти в інноваційно-гуманістичну площину та, відповідно, пошук нових моделей науково-педагогічного забезпечення викладання суспільних дисциплін у медичних закладах. Даною проблематикою займаються як українські, так і зарубіжні вчені – В. Бачинін, Г. Васянович, В. Кремень, В. Лутай та багато інших. Однак вимоги часу призводять до все нових та нових викликів та перспектив. Тому попередні дослідження та пропозиції науковців є лише основою для майбутніх практичних напрацювань. **Метою** статті є визначення необхідності викладання суспільних дисциплін в закладах медичної освіти як для українських, так і для іноземних студентів-медиків, що сприятиме розвитку нових науково-педагогічних підходів у відповідності з вимогами часу. **Об'єктом дослідження** є особливості викладання суспільних дисциплін у закладах медичної освіти з урахуванням сучасних викликів та проблем. **Методи дослідження:** аналітичний, описовий, дидактичний, методи

аналізу та синтезу. **Наукова новизна** полягає у подальших розвідках необхідності та специфіки викладання суспільних дисциплін в медичних закладах, а також у дослідженні нових тенденцій та викликів в організації системи медичної освіти. **Висновки:** результатом дослідження є вивчення сучасних вимог щодо необхідності гуманітаризації медичної освіти на прикладі необхідності вивчення суспільних дисциплін, а також вдосконалення педагогічної методики викладання задля досягнення максимального результату.

Ключові слова: суспільні дисципліни, студенти-медики, заклади медичної освіти, викладач, фахова компетентність.

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