

Problems Of The Formation Of Professional Qualities In Medical Students

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Abstract: *In this research paper is given the model of the development of the professional worldview of medical students. It is advisable to highlight the professional worldview, individual psychological qualities and the ability to competently perform professional functions. Humanistic and interactive principles of organizing the educational process, in which the professional worldview of students can be developed more productively, are adopted as the main ideological basis. The competence of a specialist in the model for students is presented as having the basics of ideological and psychological-pedagogical knowledge, considering a person and his health as the greatest value of society and able to apply this knowledge and skills to a specific patient.*

Keywords: *interaction with patients, professional activity, professional qualities, medical students.*

1. INTRODUCTION

Medical science and its study in medical universities should be a complex of basic and related disciplines about a person. Studying individual areas and teaching them by different teachers does not allow students to create a holistic view of a person, both a biological and a spiritual being. When solving the issue of maintaining and strengthening health, it should use the achievements of all disciplines about a person, concentrate in itself everything that is advanced that has been developed by science, art and, especially, philosophy about a person and his life. Medicine as a science is a complex of disciplines predominantly of a natural science profile. At the same time, medicine is humane in its essence: when dealing with a person, it requires, accordingly, attention to the cultural and spiritual aspects of human existence". In addition, the differentiation of its scientific fields and specializations in a narrower focus is still ongoing. Accordingly, the problem of treating certain diseases of the physical and biological body without the support of the spiritual forces and worldview of a person remains. One-sided specialization limits the perspective coverage, breadth and clinical vision of the problem, leads away from a holistic understanding of the patient's body and personality. " "medicine

"Split up" into a number of narrow specialties with their own language, methods and even values. In addition, in professional medical education, the links between theory and medical practice are not quite well established.

An analysis of medical practice shows that "modern medicine is being increasingly transformed from a humanistic practice into a situationally applied set of technical manipulations, which is on the verge of transition into subjective arbitrariness".

Under the conditions of specialization and differentiation of scientific knowledge, knowledge of the truth can be separated from moral postulates, giving rise to an image of inhuman science, which affects modern scientific medicine. "

Overcoming such a contradiction will help the purposeful development of students' medical worldview and holistic views of a person as a complex nonlinear synergistic system. In science, questions of this kind have practically not been studied. The solution to the problem seems to be possible through the integration of natural science, humanitarian (machine-humanitarian) and special disciplines. Understanding by students of the modern picture of the world and the place of a person in it is possible only with the development of his medical worldview, in which natural spiritual properties are integrated.

The above analysis of literary sources and our own research revealed that the problems of becoming a medical specialist in the process of developing a professional worldview are associated with:

- poor training of personnel in the field of medicine;
- integral and differential processes in medical education;
- contrast to traditional and alternative medicine;
- the interference of religion in the problems of human life and health;
- insufficient penetration of deontological, bioethical, anthropological ideas into the theory and practice of training doctors;
- misunderstanding of the value of life, health, happiness, etc.

Further analysis of literary sources revealed problems associated with the poorly developed theory and practice of professional medical education, poor preparedness of applicants, imperfect selection of applicants, unprepared scientific and pedagogical personnel of medical universities, as well as imperfect material resources of medical universities. Consequently, insufficient attention is paid to the educational aspect of the development of the professional worldview of the future doctor, there is a discrepancy in standards and curricula in accordance with the requirements of the modern labor market. There are obviously not enough works devoted to the value aspects, a holistic view of a person, the development of a humane professional worldview of teachers and students. For this, the content of medical education must be expanded by the study of natural science and humanitarian disciplines.

All this once again confirms the fact of the existence of serious educational problems, in particular, the problem of the undeveloped concept of the development of the professional worldview of medical students. In solving such problems, at all levels of professional activity, it is necessary to use: own technologies and resources, databases of electronic libraries, publishing houses and Internet WEB-sites, scientific achievements of medical universities, the development of research institutes, as well as foreign medical electronic information technologies and resources.

2. METHODS OF RESEARCH

The use of new forms, methods, technologies will change the modern system of medical education and views on the profession and the organization of the educational process will become more perfect. The possibility of developing skills and abilities of a higher level, including the ability for reflection, synthesis and analysis, identifying connections and finding ways to solve complex worldview problems, possible through the widespread use of interactive educational technologies in the educational process. In this connection, there is a need to develop a professional (information technology) worldview from the very first days of a student's stay within the walls of the university, although today they are trying to take certain positive steps to solve this problem. On the other hand, with the development of biomedical sciences, there is an expansion and deepening of knowledge about the human body, there is a continuous search for ways to restore and strengthen health, but each new concept, at best, affects only one of the aspects, sides, fragments of health, in which all aspects interrelated and interdependent. This circumstance determines the importance of health research as an integral system, carried out in a philosophical, methodological, conceptual key for the development of the professional worldview of a medical specialist.

The humanistic orientation of medical education presupposes a departure from the one-dimensional assessment of the student as a future functionary of social production. We believe that, on the contrary, the orientation towards highly specialized training contradicts the interests of the future specialist-doctor, since the market economy can put a doctor in such conditions that his highly specialized technical and technological knowledge will not allow him not only to realize himself, and maybe even just to make money. for life. This means that it is necessary to provide such a training system that would allow a doctor to show himself against a broader background of professional activity. And this is possible due to the strengthening of general scientific and humanitarian training.

Consequently, it becomes necessary to talk about the parallel existence of two paradigms in higher medical education - competence-based and humanistic, worldview. At the same time, according to the ideology of educational standards, all efforts are directed not to the implementation of the competence paradigm, which requires students to master technological skills and skills of medical practice.

Today it is becoming clear that “the application of the ideological approach as a methodology of the conducted research requires a systematic organization of the integral educational process in a medical university. First of all, the development of an appropriate scientific concept, the selection of content and training technologies, the development of a doctor's model and the creation of a worldview environment for it, pedagogical training conditions that ensure the development of a medical specialist as an object and subject of a professional worldview based on cultural continuity”.

The idea of a person's professional and personal self-development in the dynamics of his self-improvement, self-determination in various areas of self-realization should accordingly determine the choice of means of developing a professional worldview; contribute to the achievement of the professional culture of graduates of a medical university, successful self-realization within the chosen profession. Thus, it is necessary to specifically study the potential

for the purposeful development of the professional worldview of a medical specialist aimed at creating an appropriate model.

It should be noted that the level of development of the professional worldview of a medical specialist "is determined by her ability to all-round harmonious development of the personality, the acquisition of professional knowledge, the assimilation of personal and professional qualities of worldview orientation, the ability to critically reflect on the knowledge gained and ways of their practical implementation". At the same time, special attention should be paid to the specifics and style of thinking of students, its intellectual and emotional potential, the presence of altruistic feelings and the motives for choosing a medical profession.

The main directions for solving this problem are: creating incentives and motives for learning and active creative self-educational activity through the introduction of modern innovative teaching technologies into the educational process; achieving a high level of pedagogical excellence in teaching academic disciplines; development of the material, technical and information base of the educational process; close cooperation in the dyad "student-teacher" and the activation of the cognitive activity of students through the qualitative organization of their independent work .

Today, in order to navigate a huge information flow, a doctor does not have enough ability to independently master information, but it is necessary to learn this technology of working with information, when decisions are made on the basis of collective knowledge. This suggests that a doctor must have a certain level of information culture as a component of general and professional culture.

A wide range of problems covers medical deontology related to the relationship of a doctor with a patient, their loved ones, with healthy people, with each other. The doctor's attitude to the patient is based on high professionalism and is realized through such qualities as benevolence, compassion, maximum return of their skills and knowledge. In relation to the "doctor-patient", the main principle is: treat the patient the way you would like, treat yourself. In this aspect, the relationship of a medical specialist with the patient's relatives should also be considered. A specialist with a developed humane medical professional worldview is able to mitigate the worries of relatives for the patient in cases where treatment does not give positive results in a timely manner. Students should understand that another equally important function of a doctor is the prevention of possible disorders of human diseases, which helps to significantly reduce the level of diseases. There is another debate in the medical corporate community regarding the role of medical technology in the work of medical professionals. Doctors who trust the performance of modern diagnostic technical devices are gradually separating from purely human factors that affect the health and illness of their patients.

Against the background of progressive specialization and improvement of the technical equipment of medicine, not only the holistic perception of the patient can be lost, but also interest in him as a person. This phenomenon is called dehumanization, or "veterinary", medicine. The possibilities of psychotherapy are deteriorating, situations often arise when the disease is being treated, and not the patient. All this creates the preconditions for the violation of the original principles that serve as the basis of medical practice. Thus, the lifestyle of a modern doctor, the level of professional and socio-psychological expectations put forward new

requirements for his information technology worldview, which must be taken into account in the training of specialists in medical universities.

The ideological position helps the doctor to determine the preferences of the orientation towards the preference for the divine, natural, social or humanitarian aspect of his health.

“Modern philosophical methodology contributes to a scientific, deeper knowledge of the objective world, penetration into the secrets of nature at different levels of research of a living organism . This is due to the development of natural sciences and especially medical science and practice over the past decades. Natural science knowledge, which made it possible to solve a number of important problems of medicine:

- knowledge of the mechanism of physiological, biochemical, genetic and immunological processes of human life;
- improving methods of diagnosis, treatment and prevention of various diseases; development of new, more effective drugs and medical equipment;
- the study of viral diseases, tumors, cardiovascular diseases, cell ultrastructures, tissue incompatibility, immunological tolerance, which are successfully used in practical medicine ”.

At the same time, in many companies, innovation processes are too difficult, since the management systems of some companies slow down innovation processes or block or completely kill them. This state is confirmed by reports and results of a survey of the world's leading medical companies.

The worldview space of the university, where humanistic views are formed, is not a holistic consideration of the human body, and new trends that have emerged under the influence of Western countries and are associated with the latest achievements in the field of biotechnology have an impact. Reckless and careless use of them can cause a threat and risk to human biological nature when they are introduced into practice. The most widespread of them was the "ideology of transhumanism", the ideas of which spread the prospect of an absolute modification of the modern physiological and mental image of a person.

In Western and Eastern medicine, "theories of personality and mental health" focus mainly on the causes and symptoms of neuroses and psychosis. At the same time, they do not reveal the causes and consequences of the normal functioning of the psyche of a healthy person. At the same time, Eastern medical traditions emphasize the state of optimal health and extended being of a person. An attempt to combine these theories shows that mental health basically has a person's attitude to himself and the world, his optimism about his health. use both the achievements of traditional medicine and the mental characteristics of patients, which implies the development of professional

worldview of students.

At the present stage, human health and illness are considered not as "natural", natural, quite expected phenomena, but are associated with social conditions and economic problems of human life. These problems have become the subject of research by a number of foreign scientists in philosophy, psychology and medicine, the results of which are also desirable to study in the framework of the development of the professional worldview of students.

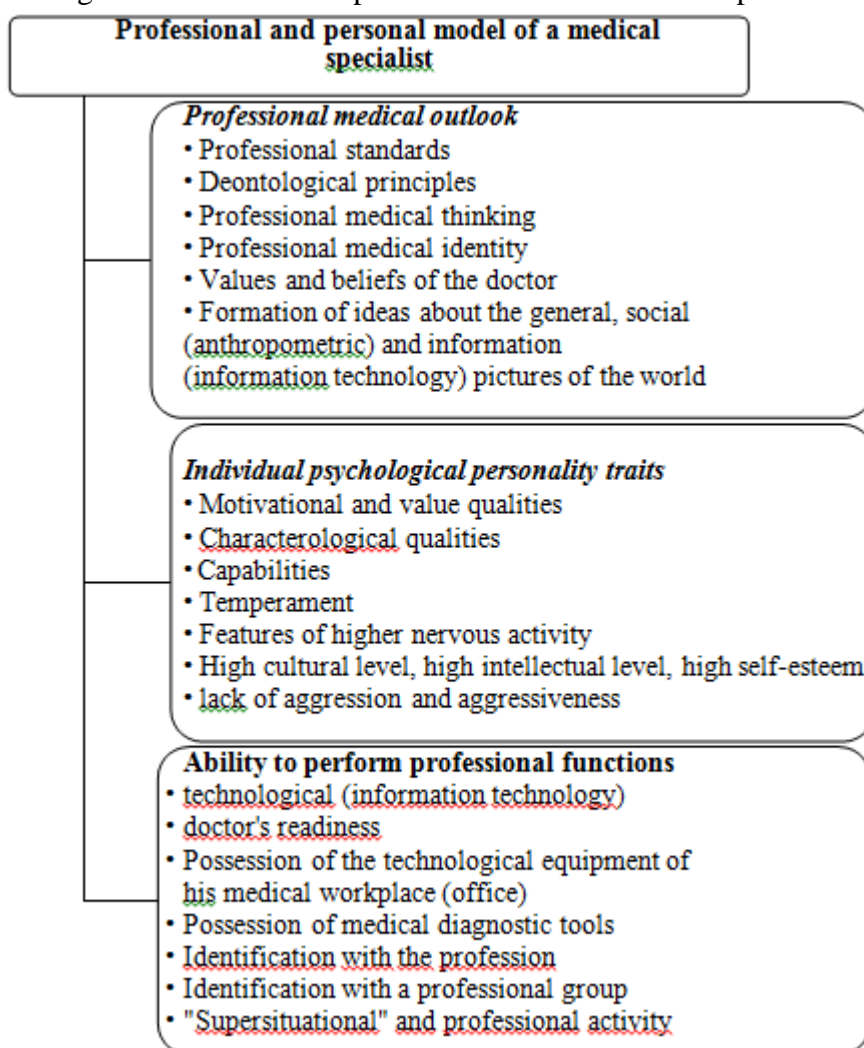
From such a position, one must admit that health is the only treasure that cannot be found, stolen, or obtained by fraudulent means. Only scientifically grounded, humanely directed everyday work of medical workers, supported by the state and the patients themselves, can ensure the health of society and the individual. And since the backbone element of this health

care system is a specialist, then all efforts should be directed to a high level of his qualifications and competence.

Consequently, a comprehensive study of human health requires taking into account the first and second factors of human health. The transformation of spiritual, moral and values into the field of medicine makes it possible to significantly influence the evolutionary process of human development through the training of students with a humanistic worldview, which makes it possible to consider a person as an integral system.

Such an attempt to restructure medical education is one of the rare attempts to present an ideal professional and personal model for training medical students. The professional and personal model of a medical specialist in our view is as follows (Fig. 1).

Fig. 1. Professional and personal model of a medical specialist



3. RESULTS

The professional and personal model of a medical specialist proposed by us includes three groups of subjective components:

The professional worldview in our view includes deontological principles and professional norms and traditions of medicine. Medicine exists parallel to the history of mankind, and

during this time it has accumulated its methods, means and procedures that can be taken as human values in this area of knowledge and practice. In parallel with scientific medicine, folk remedies for maintaining a healthy lifestyle have been established in every nation. Many folk remedies have a healing effect on the patient, although their therapeutic potential has not yet been identified. Each student needs to know these values and their importance in the medical practice of a doctor in order to establish their professional worldview.

But the values of medicine exist outside of human actions as norms, procedures, and in order to understand and evaluate them, medical thinking is necessary, the result of which is medical consciousness. Professional medical thinking and self-awareness form the basis of the professional worldview of a doctor. The development of the worldview is associated precisely with these processes of the cognitive activity of students. Qualitatively, the passage of thinking and reflection on the values of medicine and other sciences about man ultimately leads to beliefs as an integral part of the worldview. Beliefs are valuable in that they give the specialist's actions confidence in the expected results of the impact on a person's disease. It should be borne in mind that beliefs can sometimes become a hindrance to variable thinking, the search for new approaches, means and procedures for treatment. The appearance in the student's understanding and explanation of an anthropological approach, the need for a holistic study of a person and his health, an expression of his attitude to the values of medicine, the proposal of his ideas for restructuring and updating well-known medical procedures can be considered signs of the development of a medical professional worldview. The presence of a basic professional medical education may indicate a deep understanding of the methodological foundations of applied medicine and the professional norms and deontological principles learned during the years of study at the university. The educational and, then, professional environment has a great influence on the system of values and beliefs of a doctor.

The individual psychological qualities of the personality of a student, a specialist in the field of medicine, as indicated in our model, include: features of higher nervous activity, style of thinking, emotional spheres, temperament, abilities. They bear the imprint of heredity and are based on the intellectual potential of the student's personality. In addition, we consider aggressiveness or altruism, benevolence in character due to the fact that the medical profession belongs to the helping. Taking into account these characteristics, the motivational-value characteristic, which integrates the natural and social properties of the individual, acts as a generalized one. The described quality may not affect the normative nature of medical activity, but without it, one cannot talk about the humanistic worldview of a competent doctor and a student who wants to become a doctor.

In more detail, the individual psychological qualities of a student of a medical university and a specialist in the field of medicine, which increase the effectiveness of professional activity;

The ability to perform professional functions, we identify with the competence of the student and the competence of a specialist. which, in turn, is determined by the level of information technology readiness of the doctor and the technological equipment of his workplace, i.e. the level of proficiency in medical diagnostic tools and their capabilities in providing the information necessary for effective work.

4. CONCLUSION

Consequently, the theoretical significance and practical value of the named model is that:

- forms an individual style of professional medical activity due to the unique combination and compensation of some personality traits with others. In this regard, it is necessary to list personal psychological contraindications to the medical profession, such as low self-esteem, insufficiently high intellectual level, low cultural level, aggressiveness;
- offers an assessment of the level of professional activity of a student of a medical university. His "supra-situational" activity (that is, the desire to go beyond a narrow task in accordance with a comprehensive vision of the medical situation) not only expands the context of diagnosis, treatment and prevention of diseases, but also creates the preconditions for the formation of new possible areas of professional medical activity;
- serves as a starting point for the development of an appropriate professional standard and content of the corresponding professional educational program ”.

The characteristics of the constituent components of the professional medical worldview and the factors influencing its development became the basis for the development of the concept and model for the development of the professional worldview of medical students with adequate content that reflects the values and meanings of the medical profession.

For this, it was necessary to study the characteristics of the values of medicine, the science of everyday practice and the life of people, as well as the specificity of their perception and awareness by teachers and students. In parallel with the highly specialized fundamental values of medicine, aspects of humanitarian, informational and ideological knowledge, accompanying the development of the professional worldview of students of a medical university, were also considered.

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