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PREPARE OF FUTURE DOCTORS FOR INTERCULTURAL INTERACTION IN PROFESSIONAL ACTIVITIES

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ПІДГОТОВКА МАЙБУТНІХ ЛІКАРІВ ДО МІЖКУЛЬТУРНОЇ ВЗАЄМОДІЇ У ПРОФЕСІЙНІЙ ДІЯЛЬНОСТІ

Стаття присвячена визначенню поняття "міжкультурне середовище майбутніх лікарів" й окресленню шляхів формування означеного конструкту в освітньому процесі закладів вищої медичної освіти. Зазначено, що проблема формування готовності майбутніх лікарів до міжкультурної взаємодії у професійній діяльності не була предметом окремого дослідження та потребує практичної розробленості. Методами дослідження є аналіз наукової літератури, анкетування студентів з метою виявлення їхнього ставлення до міжкультурного середовища, у якому вони навчаються.

Розглянуто підходи науковців до визначення сутності понять "підготовка", "професійна підготовка", "фахова підготовка". Зазначено, що професійна підготовка є визначеною логічно структурованою єдністю організаційних і психолого-педагогічних заходів, які забезпечують формування у студентів професійних знань, умінь і навичок, особистісних і професійних компетентностей, що в сукупності утворюють їх особистісно професійну готовність. Визначено, що міжкультурне середовище майбутніх лікарів є процесом розкриття професійного й особистісного потенціалу завдяки засвоєнню вітчизняними й іноземними студентами досвіду співпраці та партнер-

ства в медичній сфері, обмін інформацією, передовими ідеями та технологіями. Установлено, що важливим аспектом професійної діяльності майбутніх лікарів є їх готовність до ефективної взаємодії з представниками інших культур у подальшій професійній діяльності, формування в них здатності до обміну професійним досвідом у галузі медицини з вітчизняними та зарубіжними партнерами. Доведено, що професійна підготовка майбутніх лікарів зумовлює необхідність формування міжкультурної комунікації під час навчання в закладах вищої медичної освіти.

Ключові слова: майбутні лікарі, міжкультурна взаємодія, професійна діяльність, підготовка, професійна підготовка.

Summary. The article is devoted to the definition of the concept of "intercultural environment of future doctors" and the outline of the ways of forming the specified construct in the educational process of institutions of higher medical education. It is noted that the problem of forming the readiness of future doctors for intercultural interaction in professional activity was not the subject of a separate study and needs practical development. The research methods are the analysis of scientific literature, student questionnaires to identify the attitude of medical students to the intercultural

environment in which they study. We considered the approaches of scientists to defining the essence of the concepts of "training", "professional training", "speciality training".

It is noted that professional training is a certain logically structured unity of organizational and psychological-pedagogical measures that ensure the formation of students' professional knowledge, abilities and skills, personal and professional competences, which collectively form their personal and professional readiness. It was determined that the intercultural environment of future doctors is a process of revealing professional and personal potential due to the assimilation of domestic and foreign students of experience of cooperation and partnership in the medical field, exchange of information, advanced ideas and technologies. It was established that an important aspect of the professional activity of future doctors is their readiness for effective interaction with representatives of other cultures in their further professional activities, the formation of their ability to exchange professional experience in the field of medicine with domestic and foreign partners. It has been proven that the professional training of future doctors causes the necessity the formation of intercultural communication during training in institutions of higher medical education.

Key words: future doctors, intercultural interaction, professional activity, training, professional training.

The aim of the article is to determine the essence of the concepts "training", "professional training", "speciality training" and the formation of intercultural communication of future doctors.

Statement of the problem. Globalization processes taking place in Ukraine at the current stage of social development, changes in value orientations, expansion of intercultural contacts require modernization of education, directing it to prepare young people to solve professional tasks in a multicultural environment.

Given the fact that today in institutions of higher education, especially medical ones, representatives of many countries and nationalities are studying, there is a need to prepare future doctors for effective interaction with representatives of other cultures in further professional activities, forming in them the ability to exchange professional experience in the field of medicine with domestic and international partners. Therefore, the formation of the readiness of future doctors for intercultural interaction in professional activities is an important task of institutions of higher medical education.

Analysis of recent research and publications. It should be noted that the problem of professional training of future doctors is not new. Thus, certain aspects of the training of medical students are considered in the works of N. Avramenko, L. Gepenko, I. Gumennaya, O. Gumenyuk, O. Korzh, L. Novakova, I. Palamarenko, L. Rybalko, F. Shcherbakova, O. Yatsyshina and other. The specifics of the professional training of future doctors became the subject of scientific investigations by such researchers as O. Andriychuk, V. Babalich, P. Babenko, I. Bulak, T. Bukharina, O. Vasylieva, L. Dobrovska, H. Yepifantseva, L. Kaidalova, O.. Despite a significant number of

scientific works devoted to the issues of training students of medical institutions of higher education, the problem of forming the readiness of future doctors for intercultural interaction in professional activities was not the subject of a separate study.

Presentation of the main material.

In the aspect of the initiated research, it is necessary to determine the essence of the concepts "training" and "professional training". The analysis of scientific sources made it possible to come to the conclusion that there is no single view on the interpretation of the concept of "preparation" today. Thus, in reference sources, the concept of "preparation" is interpreted as:

- stock of knowledge, skills, experience, etc., acquired in the process of training, practical activity (*Velykyi tlumachnyi slovnyk, 2005, p. 767*);
- formation and enrichment of instructions, knowledge and skills, which are necessary for the individual to adequately perform specific tasks (*Pedahohichnyi slovnyk, 2001, p. 342*).

According to V. A. Semichenko, the essence of the concept of "preparation" is revealed in its two meanings: 1) as some specially organized process of formation of readiness to perform future tasks; 2) as readiness - the presence of competence, knowledge, abilities and skills necessary for the successful performance of a certain set of tasks (*Semychenko, 2007, p. 23*).

According to the definition of M. Vasylieva, "training" is the process of forming and improving knowledge, abilities, skills, and personal qualities necessary for the performance of activities carried out during training, self-education or professional education (*Vasylieva, 2003, p. 168*). Therefore, on the basis of the above, the concept of "training" will be understood as a purposeful pedagogical process aimed at acquiring theoretical knowledge and forming practical skills and abilities necessary for future professional activities.

The acquisition of certain knowledge, skills and abilities by students takes place in the process of professional training in institutions of higher education, which is aimed at in-depth familiarization of future professionals with the scientific foundations of the future profession; acquisition of special practical skills and abilities; the formation of personal and professional qualities of a person, necessary for work in a certain field of human activity.

According to N. Nychkalo, the training of qualified, competitive specialists with a high level of professional knowledge, abilities, skills and mobility that meets the requirements of scientific and technological progress and market relations in the economy; raising socially active people members of society, forming in them a scientific worldview, creative thinking, better human qualities, national consciousness is the main task of professional education (*Nychkalo, 2001, p. 11*).

The analysis of psychological-pedagogical, philosophical, and cultural literature proved that there is no single approach to defining the concept of "professional training" (*Nikulina, 2016, p. 11*).

Most often, this concept is proposed to be understood as the process of providing students with relevant knowledge and the formation of skills and abilities, somewhat less often – as the result of educational activities (*Yahupov, 2002, p. 239*).

In the Law of Ukraine "On Higher Education" dated 01.07.2014 No. 1556-VII, professional training is defined as obtaining a qualification in the relevant field of training or specialty (*Zakon Ukrainy, 2004, p. 108*).

In the reference sources, the concept of "professional training" is defined as: the process of forming a specialist for one of the branches of labor activity, associated with mastering a certain type of occupation, profession, a set of special knowledge, abilities and skills, qualities, work experience and norms of behavior that provide the possibility of successful work in a certain profession

(*Tlumachnyi slovnyk, 2007, p. 381*).

Professional training is considered by researchers as: the process of professional formation of future specialists; a means of increasing the individual potential of a person, developing his reserve forces, cognitive and creative activity on the basis of mastering general scientific and professionally significant knowledge, abilities and skills (V. Sagatovsky); the pedagogical process of forming special knowledge, abilities and skills, appropriate norms of behavior and professional qualities necessary for productive activity in future specialists (T. Kacherovska); a system of organizational and pedagogical measures that ensure the formation of a person's professional orientation, a system of knowledge, skills, abilities and professional readiness, which, in turn, is defined as the subjective state of a person who considers himself capable and prepared to perform certain professional activities and seeks to implement it (T. Tanko).

In modern scientific studies, the concept of "professional training" is considered as a system and process of personal and professional readiness formation. As a system, professional training is defined by a logically structured unity of organizational and psychological-pedagogical activities that ensure the formation of students' professional knowledge, abilities and skills, personal and professional competences, which together form their personal and professional readiness.

T. Shanskova also considers professional training as a process that involves orderly and organized in time, distributed according to certain standards and directions, consistent interaction of the teacher with students, the purpose and result of which is the formation of personal and professional readiness in them (*Shanskova, 2016, p. 40*).

A. Nikulina in his research considers professional training as a specially organized process of professional development of the teacher, which ensures the acquisition of professional knowledge, abilities,

skills, practical experience and personal qualities, which provide the possibility of successful professional activity (*Nikulina, 2016, p. 14*).

In his research, N. Kolesnyk interprets professional training as a process of professional development of a specialist, which ensures the acquisition of basic knowledge, abilities, skills, practical experience, norms of behavior, which ensure the possibility of successful work in a certain profession, as well as a process of communicating relevant knowledge, not to mention the result of training (*Kolesnyk, 2007, p. 87*).

With regard to the professional training of future doctors in medical institutions of higher education, we agree with the definition of N. Avramenko, who considers the specified phenomenon as an organizational and pedagogical process, marked by the tendency of the transition from educational to professional activity, aimed at forming professional competence, psychological readiness and ability in future doctors to self-improvement and learning throughout life (*Avramenko, 2019, p. 56*).

The realities of today contribute to the fact that foreign students are studying in medical institutions of higher education. The effectiveness of studying foreign students depends significantly on the level of adaptation. The period of adaptation of students who come to study is a long and difficult process, because they came from different countries, so they have different entry level of knowledge, different culture, religion. It includes many aspects, among which the language of communication is quite significant.

Scientists H. Kardashevska and O. Movchan consider the issue of the need for the formation of intercultural communication as an important component of the professional development of the personality of a future specialist-doctor. According to scientists, intercultural communication should involve the doctor's understanding of all the people with whom he interacts in his professional activities. Differences in

culture are not generalized into rules, and therefore "in the professional communication of a doctor, cultural errors acquire special importance, because they can cause not only difficulties in communication, but also become the cause of deterioration of the patient's condition, reduction of treatment efficiency" (*Kardashevska, Movchan, 2012, p. 41*).

In our understanding, the intercultural environment of future doctors is a process of revealing professional and personal potential thanks to domestic and foreign students' assimilation of experience of cooperation and partnership in the medical field, exchange of information, advanced ideas and technologies.

As part of the pilot experiment, in order to identify the attitude of medical students to the intercultural environment in which they study, a questionnaire was conducted among the second-year students of the Ivano-Frankivsk National Medical University. Students were asked to answer some questions. Yes, to the first question "What do you understand by the concept of "intercultural communication"?" the following answers were received: 76% of students answered that they did not know the exact meaning of this concept, 24% of future doctors tried to define this concept ("communication of different cultures", "a doctor's understanding of all people", "knowledge of other people's culture", etc.). To the second question "Can you communicate in an intercultural space?" 92% of future doctors answered that they know English well, so they believe that there should be no problems with communication, 8% of students admitted that they have insufficient knowledge of English. Answering the following question "Where do you get information about other people's culture?" 53% of respondents noted that they look for answers themselves via the Internet, 24% independently study literature about the culture of another nation, and 23% turn to their colleagues for clarification. For the question "Do you need knowledge of other people's culture for professional

development?" 98% of respondents answered "yes" ("it is interesting to learn about medical experience in other countries", "about the traditions and customs of other countries", "it is necessary for my professional development"), only 2% did not answer the question. The analysis of the answers showed that future doctors want to gain more knowledge about the intercultural environment and the possibility of communication in it.

Conclusions. The professional training of future doctors necessitates the formation of intercultural communication during training in institutions of higher medical education. This will provide wide access to the diversity of educational and cultural assets of different countries and will contribute to the assimilation of domestic and foreign students with the experience of cooperation in the medical field.

We see the prospect of further scientific research in the development of educational and methodological materials for future doctors regarding intercultural communication, tolerance and identity.

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