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CURRENT PROBLEMS OF THE HUMANITARIAN TRAINING OF THE STUDENTS OF MEDICAL UNIVERSITY

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ABSTRACT

The article is devoted to the topical problems of the humanitarian training of the students of higher medical educational institutions. The problems of humanitarian training, which play an important role in the formation of a modern doctor, are identified and analyzed in the article. The role of humanitarization has been studied. Two ways of its implementation at the medical university: increasing the number of humanities and changing the content of theoretical and clinical disciplines are considered. The curriculum of Donetsk National Medical University has been analyzed. The following problems of humanitarian training of students of medical universities are singled out: dominance of the environment, which reduces the motivation of students to study humanities; limited number of academic hours devoted to the humanitarian training, which results in fragmentary and superficial knowledge of students; the dominance of traditional forms of organization of humanities teaching, which contradicts the anthropocentric and humanitarian concept of modern education. Possible ways of solving the problems of humanitarian training of the students of medical university are formulated. They are the following: supplementation of the existing clinical disciplines with humanitarian content; modernization of the content of existing humanities in accordance with the world trends; reduction of the number of traditional methods of teaching and introduction of innovative and active teaching methods and technologies.

KEYWORDS

medical university, humanitarian training, humanitarization, educational content, methods of teaching.

INTRODUCTION

Modern post-industrial society is interested in the citizens who are able to act independently, actively, make decisions and adapt flexibly to the changes in their professional and social life. The rapid development of medicine and treatment methods, the dynamism of social processes necessitate the formation of the doctor of a new type: not only professionally competent, but also capable of reflection and independent thinking as well as those, who are able to make alternative decisions and act creatively. Professionals who have such qualities will certainly withstand the hard competition in the labor market.

Without proper humanitarian training, the future doctor is not able to assess fully the importance of innovations, to master them consciously and to solve various problems concerning their implementation. The development of medicine, as well as the professional activity of the doctor, should serve the person, instead of on the contrary. The main task of humanitarian training in the system of higher medical education is to study the laws of harmonious interaction of nature and society, as well as the relationship between a doctor and a patient [6]. That is why humanitarian training is becoming today an integral part of the future doctors training because it is able to form the philosophical, ethical, psychological and other views and beliefs of the future specialists.

The relevance and timeliness of this study is due, on the one hand, the social demand of society for specialists in medicine who would have not only a certain professional qualification, but also high humanitarian training, and on the other hand, the fact that the problem has not received sufficient disclosure in pedagogical science yet. The problem of humanitarian training of medical specialists is not new, but interest in it is not decreasing, because the need for both humanitarian knowledge and humanistic values is constantly growing. Therefore, we can see that the problems of the role, place, and tasks of humanitarian knowledge as a human factor in shaping the personality of the future doctor remain the most relevant.

In Ukrainian and Russian pedagogical science, general problems of humanitarian training of specialists of different higher educational institutions have been studied by such scientists as Pashkov F. and Shubin V. (search for ways of humanitarian reconstruction of higher education), Luzik E. (objectives and tasks of humanitarian training in the system of university education), Logachev V. and Garanina O. (activation of the process of humanitarian training of students) and others. The problems of humanization and humanitarization of higher education have been the subject of research of Ball G., Bobina O., Volchkova V., Gorbunov V., Efremov L., Zyazyun I., Romanova S. The research interest of many scientists is aimed at determining the role of humanities in the formation of the future specialist (Kovaleva O., Mazurkevich L., Fizer I., Malakhova N., Ostenda A., Nestorenko T.).

Analysis of the literature on the topic of research shows that the theoretical development of the problem of humanitarian training of students of higher medical educational institutions lags behind modern requirements. Publications are presented in the form of articles, the content of which is aimed at the narrow disclosure of the problem.

Therefore, the authors aim is to identify and analyze current problems of humanitarian training of students of higher medical educational institutions, and to formulate possible ways to solve them.

The object of the research is the humanities, which are taught in the process of future doctors training at the medical universities of Ukraine.

Analysis of the educational and qualification characteristics of the future doctor allows us to conclude that all the results of the modern doctor activity are aimed more at the development of information and intellectual resources than material ones. Therefore, the role of the humanitarian component in the training of doctors is growing. The modern doctor must be able not only to meet the medical needs of the society, but also to anticipate the social, economic, and environmental consequences of their professional activities, as well as to navigate in the global professional space.

The humanitarian training of students of higher medical educational institutions is radically different in its relationship between the humanitarian and clinical subjects. Increased attention to the humanitarian training in a modern higher medical institution is since along with the rapid social and economic changes there is a change in the worldview. The 21st century is a century of qualitative changes in the society, and it is the century of information. That is why the role of worldview is growing. Philosophical knowledge, in turn, is becoming a kind of guideline in a huge amount of information.

According to the educational and professional program, humanitarian training of medical university students is aimed at mastering universal values, learning national culture, forming the philosophical worldview and laws of the world, deepening knowledge of the native language and at least one foreign language. The humanities have the man and his development in society as an object of study. Only based on the most important philosophical question of Human, his attitude to another person, and approaches to the solution of this problem, it is possible to understand properly the content of professional requirements [4]. Humanities produce humanitarian knowledge, but they also aim to humanize the science by saturating it with the principles of humanistic thinking, which, in turn, guarantees the conscious and humane use of scientific advances. In addition, humanities can help future doctors in intellectual development and enrichment of the individual. Clinical sciences that study physical reality at different levels cannot do this. Humanitarianization is becoming one of the foundations of the system of fundamental training of the students in higher medical educational institution as a harmoniously developed personality. The humanization of higher education takes place in two ways. The first way includes an increase in the number of humanities. The purpose of the humanities is to increase the level of education and the degree of intelligence of future doctors. The second way of humanization is the enrichment of clinical subjects, professional and practical training with humanitarian content, which reveals the dependence of scientific and technological progress on personal and moral qualities of the student as well as his/her creative abilities. This makes it possible to destroy the technocratic worldview, namely, to involve professional training into humanitarian culture. Thus, there is an integration of the content of humanities and clinical subjects. „Foreign language for professional purposes”, „History of Medicine”, „Philosophy of Education”, etc., are the examples of such integrated subjects.

Today, the educational environment of modern medical university is characterized by the cult of clinical subjects, as well as by the secondary attitude to the humanities. Such an environment is not able to ensure the spiritual and moral development of the student, who will become a specialist whose professional duty will include the work with different categories of patients. Therefore, a modern graduate must be able not only to make certain professional decisions, but also to solve problems that arise when communicating with patients or when managing a team of doctors. In a democratic system, which often has contradictory views on good and evil, it is not enough to be only a good person. It is necessary to be intellectually able to evaluate the alternatives that this system offers [8]. That is why, in addition to the special training of high-quality, future doctor should be able to communicate with people, be competent and creative and have organizational skills. This increases the importance of such subjects as History of Ukrainian Culture, Basics of Psychology, Philosophy, Psychology of communication, Aesthetics and Ethics, etc.

Language training occupies the first place in the system of humanitarian training of students of medical university. Learning a foreign language is compulsory for the first-

year students and elective for the second- and third-year students (medical department is an exception). This situation is primarily due to Ukraine's integration into the global system of higher education. But we must also recognize the fact that knowledge of at least one foreign language helps students not only find a job in the labor market, but also reveals the prospects for cultural development.

The range of humanities in the plans of the educational process of higher medical institutions is not wide. Table 1 shows an extract from the curriculum of Donetsk National Medical University.

Table 1. Humanities at Donetsk national medical university

№	Subjects	Academic hours					Years of study, terms					
		Total	Lectures	Practical	Laboratory	Independent work	1st		2nd		3rd	
							1st semester	2nd semester	3rd semester	4th semester	5th semester	6th semester
Medical department												
1.	History of Ukraine. History of Ukrainian culture.	90	20	40	0	30	90	-	-	-	-	-
2.	Ukrainian language (for professional purposes)	90	0	50	0	40	90	-	-	-	-	-
3.	Latin language	90	-	70	0	20	45	45	-	-	-	-
4.	Philosophy	90	10	30	0	50	-	90	-	-	-	-
5.	Psychology basics	120	10	20	0	90	120	-	-	-	-	-
6.	Foreign language (for professional purposes)	360	-	280	0	80	40	40	60	60	40	40
7.	Psychology of communication (elective subject)	90	-	20	0	70	90	-	-	-	-	-
8.	Deontology in medicine (elective subject)	120	-	20	0	100	120	-	-	-	-	-
Stomatology department												
1.	History of Ukraine. History of Ukrainian culture.	90	10	20	0	60	90	-	-	-	-	-
2.	Ukrainian language (for professional purposes)	90	0	50	0	40	-	50	-	-	-	-
3.	Latin language	90	-	60	0	30	45	45	-	-	-	-
4.	Philosophy	90	4	36	0	50	-	90	-	-	-	-
5.	Psychology basics. Pedagogics.	90	20	20	0	50	90	-	-	-	-	-
6.	Foreign language (for professional purposes)	360	-	210	0	150	40	40	40	40	50	-
7.	Medical law	30	5	10	0	15	30	-	-	-	-	-
Pharmaceutical department												
1.	History of Ukraine. History of Ukrainian culture.	90	4	26	0	60	90	-	-	-	-	-
2.	Ukrainian language (for professional purposes)	90	0	50	0	40	-	90	-	-	-	-
3.	Latin language	90	-	60	0	30	45	45	-	-	-	-
4.	Philosophy	90	20	20	0	50	-	90	-	-	-	-
6.	Foreign language (for professional purposes)	270	-	240	0	30	40	40	40	40	40	40

After analyzing the curriculum, we can say that the humanities have a very limited number of academic hours, which causes fragmentation and superficiality of knowledge. In some semesters no humanities are studied (foreign language for professional purposes is a subject of free choice of students in 2-4 semesters). In our opinion, a significant amount of learning material, its complexity and diversity do not allow students to master it completely when using traditional lectures and practical classes. There is a mechanical introduction of humanities into the initial process of the medical university, which results in students' impossibility of a holistic understanding of future professional activities, their ability to consider the doctor's activities in unity with social and spiritual values of society and dominance of a narrow approach to medical problems. In our opinion, a combination of fundamentality, gradual knowledge of a doctor, formation of creative thinking and philosophical principles of worldview can contribute to full-fledged professional training of a specialist. One-sided vocational education creates a worldview that often leads to social conflicts. To avoid this, it is necessary to combine the humanities and medical sciences into efficient synthesis.

Having analyzed the problems of humanitarian training of students of higher medical educational institutions, we can identify the following:

- the dominance of the educational environment, which reduces the motivation of students to study humanities;
- a limited number of academic hours devoted to humanitarian training, which results in fragmentary and superficial knowledge of students;
- the dominance of the traditional form of organization of humanities teaching, which contradicts the anthropocentric and humanitarian concept of modern education.

All the above allows us to conclude, that even though considerable experience has accumulated in the field of humanitarian training of students in higher medical institutions, there is an urgent need to intensify the process. Although, the humanities are not specialized, they should be considered by students, and above all by the teachers themselves, as compulsory ones but not as additional. Changes are needed in the attitude to humanitarian training of students of medical universities, because it is due to the current social and cultural, political and economic situation. Society needs specialists who are capable of variable creative activity, have a high level of thinking culture, are characterized by emotional stability, and developed self-awareness.

We see the ways to solve the existing problems of humanitarian training of students of higher medical educational institutions not in increasing the number of humanities, but in supplementing the clinical disciplines with humanitarian content; in modernization of the content of existing humanities in accordance with the world trends; reducing the number of traditional classes and introduction of innovative and active teaching methods and technologies. This approach, in our opinion, will contribute to the dialectical thinking of students, formation of their scientific worldview, integral views and beliefs. This is the purpose of any education.

Of course, it is not possible to study the problem of humanitarian training of students of higher medical educational institutions within one article. So, the authors of the article aim to continue research and consider the problems of updating the content of humanities, which are taught at the medical university.

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AKTUALNE PROBLEMY KSZTAŁCENIA HUMANITARNEGO STUDENTÓW UNIWERSYTETU MEDYCZNEGO

STRESZCZENIE

Artykuł jest poświęcony aktualnym problemom szkolenia humanitarnego studentów wyższych medycznych instytucji edukacyjnych. Artykuł identyfikuje i analizuje problemy szkolenia humanitarnego, które odgrywają ważną rolę w kształtowaniu mentalności współczesnego lekarza. Zbadano rolę humanitaryzacji. Rozważane są dwa sposoby jego realizacji na uczelni medycznej: zwiększenie liczby nauk humanistycznych oraz zmiana treści dyscyplin teoretycznych i klinicznych. Przeanalizowano program nauczania Donieckiego Narodowego Uniwersytetu Medycznego. Wyróżnia się następujące problemy kształcenia humanitarnego studentów uczelni medycznych: dominacja środowiska, która zmniejsza motywację studentów do studiowania nauk humanistycznych; ograniczona liczba godzin akademickich przeznaczonych na szkolenia humanitarne, co skutkuje fragmentaryczną i powierzchowną wiedzą studentów; dominacja tradycyjnych form organizacji nauczania humanistyki, co jest sprzeczne z antropocentryczną i humanitarną koncepcją nowoczesnej edukacji. Sformułowano możliwe sposoby rozwiązania problemów kształcenia humanitarnego studentów uczelni medycznych. Są to: organiczne uzupełnienie istniejących dyscyplin klinicznych, o treści humanitarne; unowocześnianie treści istniejących nauk humanistycznych, zgodnie ze światowymi trendami; zmniejszenie liczby tradycyjnych metod nauczania oraz wprowadzenie innowacyjnych i aktywnych metod i technologii nauczania.

SŁOWA KLUCZOWE

uniwersytet medyczny, szkolenie humanitarne, humanitaryzacja, treści edukacyjne, metody nauczania.



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