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**MODERN DIRECTIONS OF IMPLEMENTATION OF ADVANCED
PEDAGOGICAL EXPERIENCE IN THE SYSTEM OF MEDICAL
EDUCATION IN UKRAINE**

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The article presents an analysis of modern areas of implementation of best practices in the system of medical education in Ukraine. The author finds that the study of advanced pedagogical experience and its promotion in modern medical education institutions is carried out in two directions. The first direction is implemented in the system of methodical work of medical education institutions, the second – through advanced training. Methodical work is carried out in «Schools of the young teacher», «Schools of pedagogical skills», «Schools of adaptation of young and inexperienced teachers», work of methodical office, methodical council, methodical association, educational-methodical laboratory, cycle commissions. Advanced training is implemented through the organization of refresher courses, retraining, postgraduate education.

Key words: advanced pedagogical experience, medical education, medical professional colleges, methodical work, advanced training, Ukraine.

У статті представлено аналіз сучасних напрямів впровадження передового досвіду в систему медичної освіти України. Автор визначає, що вивчення передового педагогічного досвіду та його популяризація в сучасних медичних закладах освіти здійснюється за двома напрямками. Перший – реалізується в системі методичної

роботи медичних закладів освіти, другий шляхом підвищення кваліфікації. Методична робота здійснюється у «Школах молодого викладача», «Школах педагогічної майстерності», «Школах адаптації молодого та малодосвідченого викладача», роботи методичного кабінету, методичної ради, методичного об'єднання, навчально-методичної лабораторії, циклові комісії. Підвищення кваліфікації реалізовується шляхом організації курсів підвищення кваліфікації, курсової перепідготовки, відділення післядипломної освіти.

Ключові слова: передовий педагогічний досвід, медична освіта, медичні коледжі, методична робота, підвищення кваліфікації, Україна.

Problem statement. The urgency of managing the development of schools of excellence in medical education is enhanced by modern requirements for the level of quality in this area, dynamic changes in the domestic health care system. This is due to the social, economic, ethical and legal characteristics of their activities, the development of medical science and evidence-based medicine, intensification of international cooperation in the field of medical and pharmaceutical education. A number of fundamentally important provisions are presented in the Concept of Education Development in Ukraine for 2015-2025 years [2], Law of Ukraine «On Higher Education» (2014) [1], where it is emphasized that the quality of higher education is the level of knowledge, skills, abilities and other competencies acquired by a person, which reflects his / her readiness in accordance with the standards of higher education. Because the result of training health professionals is knowledge, ways of thinking, attitudes, values, skills, abilities, other personal qualities, which a person is able to demonstrate after the successful completion of an educational program or individual educational components, the requirements to practical training of

medical workers which are a basis of competitiveness of these experts and the basic indicator of quality of the received medical education amplify.

In addition, the relevance of the management aspect in the activities of schools of excellence due to the existing gap between the requirements of the labor market to a competitive specialist and the results of educational activities of medical colleges.

Literary review. Some issues of the impact of best practices on the quality of practical training of medical workers are revealed in dissertations on the history of formation and development of medical education in different regions of Ukraine and in foreign countries, presented in studies G. Demochko (2011), T. Kiryan (2013), L. Klos (2002), I. Krkovska (2007), M. Kushyk (2009), Yu. Lavrysh (2009), N. Lytvynenko (2010), G. Pylyp (2010). Ways to optimize the practical training of future professionals in the educational process of medical institutions are revealed in dissertations O. Zhernovnykova (2009), O. Kryvonos (2008), M. Lysovoyj (2006), K. Lyushuk (2005), O. Markovych (2008), A. Melnyk (2008), O. Molchanova (2003), O. Nelovkyna-Bernal (2010), S. Poplavska (2009), O. Ruda (2010), M. Slabyi (2010), T. Temeryvska (2004), S. Tyholaz (2011), O. Uvarkyna (2003), O. Shvydkoj (2003), N. Shygonska (2011), Yu. Yurchenko (2008).

Various aspects of the practice of educational work with students of medical colleges are substantiated in dissertations O. Andryichuk (2003), H. Mazepa (2001), L. Prymachok (2011). The question of adaptation to the conditions of study in medical colleges is reflected in the research L. Grygorchuk (2000) and T. Pavluk (2007). Pedagogical principles of organization of scientific and methodical activity of teachers of medical schools are a subject of scientific researches T. Lebedynets (2008). Some aspects of the management of professional training of medical college students are considered O. Strelchenko (2008). Control as a function of managing the process of learning knowledge is devoted to research L.

Artemchuk (2003), L. July (2005), A. Semenets (2011), O. Sylkova (2003) [4; 5; 6].

The purpose of the article is to represent modern directions of implementation of advanced pedagogical experience in the system of medical education in Ukraine.

Presentation of the main material. The problem of generalization and introduction of the advanced pedagogical experience in the system of domestic medical education remains extremely actual. Since recently, in a pandemic caused by Covid-19, education seekers are forced to switch to distance learning, the problem of applying advanced pedagogical experience. Now more and more in scientific circles it is a question of introduction of information and communication technologies, Internet resources, Google-tools that allows to pass from off-line to on-line training, peculiarities of the organization.

It is established that the study of advanced pedagogical experience and its popularization in modern medical education institutions is carried out in two directions. The first direction is realized in the system of methodical work of medical education institutions, the second – through improvement of qualification.

The study of activities for the study and implementation of advanced pedagogical experience of 84 domestic medical colleges and medical schools allows us to find out that the first direction – methodical work – is carried out by the organization of «School of the young teacher», «School of pedagogical skill», «School of adaptation of the young and inexperienced teacher», work of a methodical office, methodical council, methodical council, methodical object.

«School of young teachers», «School of pedagogical skills», «School of adaptation of young and inexperienced teachers» provide young

teachers with a variety of methodological, professional and informational assistance.

In the organization of scientific and methodical work, among other tasks, these schools provide for the effective implementation of modern achievements of pedagogical and medical science, advanced pedagogical experience. The purpose and objectives of their activities provide assistance to young teachers in solving specific problems regarding teaching methods, acquaintance with modern methods and technologies of teaching students, providing consultations and assistance in professional development, development of own style of work, development of professional potential.

Directly work of these schools cover: implementation of measures to deepen pedagogical knowledge, skills, abilities, study of directive materials, documents Ministry of Education and Science; raising the educational, scientific-methodical and cultural level of a young teacher; mastering of perspective pedagogical experience by young teachers; acquaintance and introduction of modern methods of training and education of students, forms of the organization of educational activity of students during employment, new pedagogical technologies; organization of individual work with students, conducting seminars, reviews, competitions, excursions.

The methodical office is also a working body for studying and disseminating advanced pedagogical experience. The methodical office collects the best samples of educational documentation, methodical achievements of teachers, development of demonstration classes, educational hours, and materials to summarize the experience of educational work of the best pedagogues. The methodical office occupies a special place in the activity of each medical college / school, where the best samples of teaching materials of teachers are accumulated, a bank of pedagogical ideas is created, the work of creative methodical associations

is initiated, the work of cyclic methodical commissions is coordinated, strategies for the introduction of modern teaching technologies and advanced pedagogical experience are being developed.

Methodical work analyzes the educational and methodical work of teachers, identifies, studies and disseminates advanced pedagogical experience. Also studies the pedagogical experience of other institutions, their publications and disseminates among teachers. The methodical council is a permanent body of the medical college.

Methodical work defines the main directions of methodical work of the institution, contributes to the introduction of progressive forms and methods of teaching and education, organizes measures to improve the educational process and improve the quality of training of medical education, assists in the effectiveness of the organization of methodical and educational work, monitors the decisions and measures taken.

Among the main issues considered in the methodological work, attention should be paid to promoting the introduction of innovative technologies and progressive forms of organization of education in the educational process, development of measures to increase the professional competence of teachers, promote learning, generalization and dissemination of advanced pedagogical experience.

The methodical association also aims to improve the scientific and methodological level of organization of educational work in the institution of medical education, study and generalization of the best experience of the complex approach to the organization of educational process in student groups, introduction of achievements of world pedagogical science, traditions of national pedagogy.

Each cycle commission works on a single scientific and methodological problem of the medical education institution. Among the main tasks of the cyclic commission should be to improve the quality of

practical skills and abilities due to the diversification of pedagogical technologies and methods, study and implementation of new tendencies of modern education, achievements of pedagogical science and pedagogical experience in the educational process.

The second direction – improvement of qualification – is realized by the organization of courses of improvement of qualification, course retraining, postgraduate education, advanced training courses and retraining of junior medical and pharmaceutical specialists.

Among the main tasks of the courses of improving the qualification of pedagogical workers of medical education institutions in the context of the problems outlined by us, the following deserve attention: study of advanced pedagogical experience, modern production, management methods, acquaintance with the achievements of science, technology and production, prospects for their development; development of proposals for the improvement of the educational process, introduction into practice of teaching the best achievements of science, technology and production.

During the course retraining during theoretical and practical classes students get acquainted with modern diagnostic and therapeutic technologies, achievements in medical science, issues of theory and philosophy of nursing, medical psychology, palliative and hospice medicine, infectious safety and infection control, labor protection, medical ethics and deontology, study the current legal documents in the field of health care, form modern approaches to a healthy lifestyle.

Courses of advanced training and retraining of junior medical and pharmaceutical specialists are aimed at specialized improvement of professional training of specialists through deepening, development.

According to both directions of identification, study and generalization of the best practices of pedagogical workers, organizational forms are used, which can be conditionally differentiated into three groups: individual, group

and mass. Individual forms include individual methodological assistance to pedagogical staff of medical education institutions, which includes: systematic study and analysis of the work of teachers; assistance in choosing forms and methods of teaching students, improving methods of conducting educational classes and extracurricular activities; organization of open classes, individual and group consultations, assistance to teachers in the development of educational and methodical documentation (on the basis of standard), methodical recommendatory and pedagogical recommendations; assistance in self-education, preparation of reports and speeches at conferences, pedagogical readings, conducting experimental research work, introduction of educational results of scientific technologists in the educational process.

Seminars-practicums are considered to be group forms of expansion of advanced pedagogical experience, «School of the young teacher», mutual attendance of classes, master classes, exhibitions of printed works and a portfolio of the colleagues, presentations of pedagogical experience and interesting new techniques (technologies) in teaching disciplines, thematic and subject weeks, «round tables», «pedagogical readings», «pedagogical lecturers».

Mass forms of work of dissemination of advanced pedagogical experience are less numerous and cover pedagogical readings, pedagogical weekly (decades) of cycle commissions, scientific-practical conferences, olympiads, competitions of professional skill, exhibitions of educational and methodical materials of teachers «Fair of modern pedagogical experience», competitions of professional skill.

In order to create an effective system of exchange of best practices of the work of teachers, the forms of methodical work are constantly being improved, among which, along with the traditional ones, non-standard forms are practiced, which are actively used. An example is the workshop

«Teacher upgrade» on the organization of the robot in the Google Classroom application, methodical seminar «Pedagogical organizer: time management of the teacher», psychological and pedagogical work «Development of empathy in students as a psychological and pedagogical problem», the work of creative groups («Workshop as an active developmental method of group work», focus group on «Web-quest as a means of activating student educational activities», diffuse group on mastering the methods of interactive work. Author's blogs from academic disciplines, educational portals, on which educational and methodical materials are placed, can also be included in non-standard forms, that allow to implement elements of distance and «mixed» learning, form the cognitive activity of the student, improve the skills of independent work in the information databases of the Internet. Encouraging teachers to study best practices takes place in the preparation and conduct of subject-methodical weeks, which include brain-rings, trainings, information digests, presentation contests, oral journals, educational quizzes, flash mobs, intellectual-entertaining and intellectual games, quests, trainings.

Drohobych branch of Monada Medical College, Lviv region [3], has experience in creating a fund of video films (63 educational videos), which are widely implemented in the educational process. To implement the curriculum for medical education in the college, 48 packages of computer programs are used, which provide teaching of 17 disciplines. The available «Test Designer» allows you to create optimal options for tasks (tests) in any discipline in order to update the basic knowledge, motivation of cognitive activity, control of intermediate knowledge.

Among the methods of studying and disseminating best pedagogical experience are «brainstorming», business and role-playing games, various methods of interactive and problem-based learning.

Conclusions. Thus, the study of the activities of modern domestic medical colleges and schools for the generalization and dissemination of advanced pedagogical experience confirms the considerable attention to this problem, which is currently being implemented in the system of methodological work and training.

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