

*Materials of Conferences*

**REFRESHER TRAINING  
FOR THE TEACHING STAFF  
OF THE MEDICAL UNIVERSITY  
IN TERMS OF THE COMPETENCE-BASED  
APPROACH**

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The competence-based approach in higher education appears as updating the content of education in response to the changing socio-economic reality (I.D. Frumin), as a generalized condition of a person's ability to work effectively outside the educational situations (V.A. Bolotov, V.V. Serikov) and ranks first not just the awareness of the human but the ability to solve the problems of specialist's practice which make a graduate of the University mobile and competitive in the employment market. In Russia the training of a specialist who meets modern requirements is based on the Federal state educational standards of the 3-rd generation implementing competence-based model. The transition from the qualification model of the graduate to a competence-based involves changing of all the components of the educational process: the goal-setting (goals and tasks of education), procedural (the style of interaction between teacher and students, the educational content, forms, means and methods of training) and, of course, control and evaluation which include the forms and methods for the training results control [4].

The introduction of the state educational standards of a new generation into the university practice is possible only with the implementation of programs of continuous education of teaching staff of a higher medical school. Intensive modernization processes in the system of higher education in Russia, adoption of the new Federal law on education, the competitiveness of the educational services market explain the need for competence-based educational process aimed at the improvement of professional skill of teaching staff members. Modernization of the refresher training program for the teaching staff of the Volgograd State Medical University was held in the framework of the University participation in the international project TEMPUS IV in section «the System of lifelong learning for teaching staff of medical schools».

Refresher training for the faculty members is organized by the Department of social work with a course of pedagogy and educational technologies in the context of the Program of innovative development of the Volgograd state medical University (VolgSMU) for the years 2013–2017 which emphasizes «the integration of science, professional education, medical and industrial activities

which ensures the training of specialists needed by the society».

The European qualification requirements for the faculty members of higher medical schools and the Russian system of qualification requirements created on their basis were taken into account in the process of development of a continuing education program aimed at improving psychological and pedagogical skills of the VolgSMU faculty members. As international experience shows, the framework of qualifications is formed by establishing clear links between the requirements of the spheres of practical work and the vocational training. In these terms the system of professional education, focused on the education outcomes, is based on three types of standards: professional, educational standards, and those for assessment. A portfolio of psychological-pedagogical competence, including a chart of competence, component composition, content structure and descriptors of the competence development level was the guideline in the refresher training of the VolgSMU faculty members.

A program of continuous education of the VolgSMU faculty members in the system of psychological and pedagogical refresher is based on andragogic model, since the model is appropriate for the training of adult learners, and teaching staff members meet all the criteria. The principle of flexibility and the variability of the training program is implemented in the program through constant monitoring of educational needs of the listeners by means of questionnaires and consultations with the audience. Among other methods of training there are discussions of specific cases (case-study), problem lectures, business games, brainstorming, work in small groups, trainings, regulated discussion, workshops, etc.

Self-improvement starts with knowing yourself, therefore in classes of the psychological module teaching staff members perform a self-test to evaluate pedagogical skills, the style of interaction with students, the evaluation of the ways of responding to conflict (K. Tomas), self-control in communion (M. Snyder), level of communicative tolerance. We are glad to note that collective portrait of the VolgSMU teaching staff (sample of 143 people) is characterized by a high level of pedagogical skills with a predominance of democratic style of communication, high-level communicative tolerance. The predominance of a high level of self-control in communication was demonstrated by representatives of the clinical departments while representatives of the non-clinical departments demonstrated the average level, and a compromise was the predominant way of responding to the conflict.

Teaching staff members were given a task to use of the acquired experience, in particular, on interactive methods in teaching students (the principle of educational outcomes actualization). They develop psychological-pedagogical competence, which involves mastery of the concept-categorical apparatus of pedagogics, contemporary methods of training and education, acquiring the ability to apply modern methods of performing lectures and seminars in the pedagogical process of the medical university. For professors and the heads of the VolgSMU departments the program includes workshops for discussion of the most urgent issues related to the implementation of innovative educational approaches.

In the course of training in accordance with the andragogic model, teachers acquire new experience, which is immediately used. They improve the educational process in their departments, undertake a collective assessment activities on the analysis of the obtained results and share their experience with the colleagues. Training does not involve marks for the listeners on the results of practical training. One of the main mechanisms of diagnostics of the new experience development is performing of a final qualification work. The course attendees provide reports at the final workshop. It is expected that in the second part of the report the speaker would reflect the introspection of his own teaching experience and submit his practice-oriented pedagogical guidelines, including the use of active and interactive methods, case- and gameplay methods of teaching a particular science.

Discussions of the differences between the knowledge-oriented paradigm of higher education and the competence-oriented paradigm are organized in classes. The competence experience becomes the basic category and includes the interiorized knowledge not only about the «what to do», but also the «how to do», that is, abilities and skills, which may be formed, transformed and become a consequence of purposeful training. Therefore, initially, at the design stage of the refresher course we solved a question on the choice of the necessary types of competence experience and its implementation into the seminars. The revealed types of competence-based experience are the following: the experience of search of educational and scientific information, operational experience, experience of work with the text, the experience of transformation of information into knowledge, the experience of self-assessment and reflection, experience of developing educational strategies, experience of creative research activity, experience of communication and cooperation, the experience of the presentation of pedagogical knowledge, abilities, skills, etc.

It should be noted that the types of competence-based experience necessary for a faculty member of a medical university continue to be refined. We believe that the organization of refresher training for the faculty members of higher educational establishments can be positively evaluated if in the

course of the academic process each trainee had the opportunity to carry out activities, which allow to acquire these types of experience. The use of the competence-based experience in practical pedagogical activity characterizes both the process and the current results of the faculty members training. Report on the work may be presented by the attendees in two forms: in the form of a speech with the analysis of a practical class carried out with the use of innovative method or in the form of video presentation of the practical class. Each report is followed by a group discussion.

Thus, the process of implementation of the state educational standards of the third generation into the university practice strongly requires the search for innovative approaches in psychological-pedagogical support of educational process and development of motivational and methodical readiness of the faculty members. The formation of a personality of a competent specialist in the sphere of medicine is considered to be the main task of the higher medical education due to the changing social conditions and requirements.

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#### PERSONAL AND PROFESSIONAL ENHANCEMENT UNDERLYING PROFESSIONAL AND SUBJECTIVE ATTITUDE OF MEDICAL STUDENT

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Nowadays when the higher professional training system is undergoing modernization, students' professional competence and their personal en-