

## SIGNIFICANCE AND PROBLEMS OF FORMATION OF PSYCHOLOGICAL AND PEDAGOGICAL COMPETENCE OF THE TEACHER OF MEDICAL INSTITUTIONS OF HIGHER EDUCATION TO IMPROVE THE TRAINING OF FUTURE SPECIALISTS

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Shows the importance of psychological and pedagogical competence of teachers in the context of the requirements of the society for medical education and training of future physicians. In the structure of the professional competence of teachers of high school selected and analysed psycho-pedagogical competence as its integral part. Reviewed the contents of the competence and structure of professional competence of University lecturer. All kinds of competence together with the psychological knowledge of the structure of professional competence are considered essential to enhance the professionalism of teachers and high school.

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**Keywords:** higher medical educational establishment, teacher, psychologo-pedagogical skills

The modern stage of development of the society and the socio-economic transformation, the development of information and communication technologies, education oriented to the humanities are characterized by rapid modernization in higher education. Innovative in training qualified competitive specialists is a strategic direction of higher vocational education. The system of medical education, is one of the most conservative areas of human activities, however, should reflect, maintain and provide modern requirements. The modern system of preparation of specialists in the Medical University is carried out with the basics of traditional or classical approach, which includes a description of the basic concepts of medicine, biology and other specific techniques [7]. In the traditional approach to organizing higher medical education based on an explanatory-illustrative and telling cognitive-centered principles. The teacher plays the role of an active participant in the educational process: he structures the content of discipline, explains, illustrates, demonstrates the challenge of making all students memorize. As a result of such training when controlling knowledge (test test) the student reproduces information by subject, which it introduced 'teacher. Junior courses in the basic training of the student-focused learning quite a lot of information that is repetitive. The information is not carried out through student activities: analysis of the phenomena of the professional activities, etc. [3, 9].

However, teaching at the medical school, compared to others, has a number of features. The doctor's training involves not only mastering the students information knowledge, but also the formation of medical thinking, which is achieved through the formation of general cultural and professional competences. And it is critical to build predictive clinical thinking doctor, starting with the first course, when medical students first encounter with sick and the foundations of medical practice.

The current level of development of medical science and practice places high demands medi-

cal graduates by degree of mastery of practical skills, ability to quickly navigate the complex clinical situations. The system of higher medical education is designed to prepare young professionals with a high level of theoretical training for its medical specialty, able to respond quickly and effectively to the latest achievements of medical science with a wide spectrum of clinical thinking and skills of epidemiologic assessment of the situation, ready to introduce new technologies in practical health care. As a basic component of the educational system of medical institutions of higher education includes a detailed model of doctor-specialist with reflection needed for a level of business and personal qualities, knowledge and skills. In this regard, the educational process in the University provides for the gradual and progressive mastery of each student's knowledge at the theoretical and practical level, with mandatory implementation of features such as personality and, of course, the development of intellectual abilities that define an individual way of thinking conducive to the self-development of personality.

Statement of the problem of teacher's psychological-pedagogical competence of medical educational institution is analysing the requirements for health education society, produced by professionals and, consequently, to the teacher; features of student training as future specialists in the field of public health [10]. Main contents of psychological and pedagogical competence lies in the unity of the psycho-pedagogical knowledge, skills, and qualities of a teacher, to effectively implement the pedagogical activity, pedagogical communication processes organized purposefully and with personal development, self-education, improving teacher performance and personality.

Professional competence: the ability and willingness of an act in a professional situation appropriate, correctly, that is, independently and effectively solve tasks on the basis of knowledge and experience, as well as using

your own ideas, evaluate solutions and streamline its activities. Professional competence: includes components of professional, personal and social competence [4, 5].

The notion of «professional competence» over the past 40 years has developed into a global integrated understanding of specialized knowledge, practical skills, clinical experience in everyday practice in the interests of serving the people and society [2]. In this regard, the strategic direction in the preparation of qualified competitive specialists is to acquire professional skills. The knowledge and skills for teachers – original (base), for a student-learning products [9]. Typically, this learning in senior high school courses and the subsequent form of postgraduate education (internship and residency). Here the primary role in the formation of a specialist teacher of his personality plays a psycho-pedagogical competence and medical professionalism. Instructor-medical complex combines two types of activities: medical and teaching. And how to combine and to really bring these two sides of the professional activities of a teacher of medical institutions of higher education, will depend on the quality of the report prepared by the specialist.

The analysis of the teacher-doctor identified several parties in this dynamic multilevel process that are always present in the good teacher – doctor and to foster all intending to teach in medical school [7]:

- medical activities-awareness of all components and methods of these activities
- medical activities of teacher reflection in managed learning organizations-understanding of all the prerequisites for the successful implementation of these activities
- pedagogical reflexion-use patterns of mežutočnogo interaction, awareness of all these patterns.

At the present stage in the preparation of highly qualified specialists – doctors combination plays a significant role of major training components: psycho-pedagogical competence, doctor's professionalism as a teacher and the use of innovative teaching technologies. Properly formulated teacher stages diagnostic search open information, training of clinical tasks for the discipline during the practical exercises-lets discuss all diagnostic options offered students search, show correct and incorrect ways to develop abstract thinking and clinical.

But the clinical education is a special area where transmission and reproduction occur not only knowledge and clinical skills, but above all practical abilities and skills. As a possible innovative educational technologies can be used successfully proven the «case method» – to check the degree of practical skills, «business game» and «Standardized patient»

– which gives students an opportunity to work out the psychological basis of doctor-patient interaction [8]. And, of course, virtual technology (trained at the ISS, mulážah and simullácionnyh machines), which in medical science, practice, and education are one of the most sought-after and actively developing direction in international medicine [1].

Thanks to the use of this method in teaching of practical skills: you can simulate the clinical situation as close to the real but safe for patients; professional activity can be repeated on several occasions to develop skills and eliminate errors; the conditions are being created to develop and maintain the skills of professional action in rare situations required by each doctor (cardio-pulmonary resuscitation) [6].

Application of the successive stages in the process of learning to obtain theoretical knowledge and practical skills pins forms of occupational competence and professional specialist-medica, allows you to define the priority of individual approach in teaching physician clinician. Information-educational technologies are an important tool in training highly-qualified specialists in the sphere of medicine and increase the motivation of teachers to greater psychological and pedagogical competence in their professional activities.

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