

Research Article

Organizational-Pedagogical Conditions Of Forming Medical College Students' Professional Competences

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Received: 01.04.20, Revised: 01.05.20, Accepted: 01.06.20

ABSTRACT

The paper reveals the essence and features of pedagogical management of the process of forming future medical workers' professional competencies; considers the methods of implementing this process; develops the main directions for improving the effectiveness of pedagogical management of the process of forming future medical workers' professional competencies; analyzes the results of experimental work; evaluates the effectiveness of the developed directions.

In recent years, due to the reforms in the domestic healthcare system, the role of mid-level medical workers has increased dramatically. A lot of legislative work has been done to increase the social significance of the profession of a nurse (order of the Ministry of health of the Russian Federation: No. 4 of 09.01.2001 "On the sectoral program for the development of nursing in the Russian Federation"). The plan of the Ministry of health of the Russian Federation from 2016 to 2021 also reflects the task of providing the healthcare system with highly qualified and motivated personnel. The solution to this problem is "the transition to practice-oriented educational technologies in the conditions of creating a system of continuous professional education aimed at training highly qualified specialists who are motivated to constantly improve their own knowledge, skills and skills necessary to achieve and maintain a high quality of professional activity in accordance with the requirements of professional standards in healthcare, standards of medical care and procedures for providing medical care".

Keywords: higher education, students, new generation standards, independent work, professional competence, competence model.

INTRODUCTION

These regulations impose new requirements on average medical personnel, and high professional competence ensures timely and high-quality work of the entire medical service. In this regard, the content and structure of vocational training of secondary medical personnel is being reviewed. First of all, this concerns overcoming his limited General professional and professional competence. This is largely due to the fact that in the course of training in a medical College, students form knowledge and skills in certain disciplines of the curriculum, namely, the integration of sections of General education disciplines with sections of special disciplines, both in the theoretical and practical parts, allows you to see the features of the future profession in its integrity and logical interdependence [1]. The Federal educational standards of the new generation (FSES) are designed to ensure the

competence approach at the state level, in which the final requirements for graduates of educational institutions are expressed in the form of lists of competencies. As evidenced by scientific and theoretical and sociological research, the effectiveness of creating and organizing a competence-oriented educational environment of professional educational institutions is significantly hindered by the insufficiently prompt response of psychological and pedagogical science to the needs of practice in modern scientific and methodological support of the future specialists' training process. The specificity of the competence approach is to shift the emphasis on the educational and developmental functions of education, on the formation of the future specialist's personality in the process of training, and his harmonious spiritual and moral development [2]. The competence-oriented educational environment of the College has a

huge potential. Therefore it is necessary to determine the organizational and pedagogical conditions for the development future specialists' competencies, the identification and practical implementation of which is associated with the understanding of productive approaches and ideas accumulated in the domestic and foreign theory and practice of professional education [3].

RESEARCH METHODS

Thus, research-theoretical psychological-pedagogical literature and practical training of health workers have allowed to reveal the contradictions between:

□ need of society, public order of middle managers with a high level of professional competence, and insufficient use of opportunities for their professional training in College, in terms of the development of these qualities;

□ awareness of the need to create organizational and pedagogical conditions for the development of medical College students' competencies in the SPO system and lack of scientific and pedagogical bases for their implementation

The revealed contradictions allowed us to formulate the problem of research: what organizational and pedagogical conditions should be created to ensure the formation of medical College students' competencies in the SPO system.

The purpose of the study: to identify, justify and experimentally prove the effectiveness of organizational and pedagogical conditions for the formation of medical College students' professional competence.

Object of research: professional training of medical College students.

Subject of research: organizational and pedagogical conditions for the formation of medical College students' professional competencies.

The theoretical and methodological basis of the study was:

- concepts of professional education development as a psychological and pedagogical phenomenon (V.P. Vakhterov, V.K. Bekhterev, P.F. Lesgaft, L.I. Pirogov, K.D. Ushinsky),
- competence approach in education (J. Raven, V.I. Baydenko, I.A. Zimnaya, etc.) [4,5];
- theory of activity and personal development (A.N. Leontiev, B.F. Lomov, B.C. Grekhnev);
- research of the theory of professional activity (V.P. Dubrova, I.A. Ilyin, A. A. Zak, etc.);
- activity approach in training (B.G. Ananyev, A.B. Zaporozhets, A.N. Leontiev, L. Rubinstein) [6];
- ideas of humanization and humanitarization of education (K.V. Zorin, I.I. Kosarev, K. V. Kudryavaya) [7];

- research of medical professional activity (I.I. Benediktov, L.A. Bykova, etc.).

The scientific novelty of the study is that

- clarified the basic concepts of forming medical College students' professional competencies, as a future medical worker determining their ability to work professionally in combination with the graduates' fundamental knowledge and skills.
- the working program of the professional module has been developed

"Performance of work in one or more professions of workers, positions of employees" in accordance with the Federal law on the profession SPO (34.02.01. Nursing, 31.02.01. Medical care, 31.02.02. Midwifery);

- organizational and pedagogical conditions for the formation of medical College students' competence are highlighted, namely, to develop a medical College students' competence model as an integral unity of key General professional and professional competencies.

-determine the characteristics of formation students' professional competences in the educational environment of the medical College in accordance with GEF SPO.

The theoretical significance of the research is determined by making a certain contribution to the theory of professional education of medical workers by increasing knowledge about the nature and conditions of the development of General and professional competencies of future nurses of the middle level, as well as specifying the theory of the competence approach in professional education.

The practical significance of the work is determined by the fact that the materials can be used by methodologists, teachers, managers of SPO, medical professionals in the formation of professional competencies, in particular, students of the SPO system, in General, and the medical College, in particular.

RESULTS AND DISCUSSIONS

Approbation and implementation of the research results were carried out during the organization of pilot work in Nizhnekamsk medical College. The results of the study were used in the development of training programs for middle-level specialists in the specialties "Medical care", "Midwifery", "Nursing". The purpose of the experimental part of the study was to identify the effectiveness of organizational and pedagogical conditions for the development of professional competencies of a specialist in Nizhnekamsk medical College.

Experimental work was aimed at implementing the following psychological and pedagogical conditions of the hypothesis:

- development of the training program;

- development of a medical College students' competence model;
- creating an educational environment;
- integration of theory and practice.

Based on this goal, the task of the experimental part of the study was to establish an objective degree of effectiveness of the organization of the educational process in the College, taking into account the described organizational and pedagogical conditions.

The study covered 3 groups of three specialties – "Nursing", "Midwifery", "Medical care". The solidity and typology will contribute to the purity of the experiment results. The study involved 90 students.

Experimental work was carried out in three stages.

Stage 1-ascertaining experiment, the purpose of which was to determine the existing level of professional competence development at the beginning of the 3rd semester. The result of educational activity should be any kind of integral object, the parameters of which are recognizable and interrelated. The product of relations between subjects is a certain professional competence as a formal indicator of personal and professional development of the student.

Stage 2-the formative stage. During this stage, organizational and pedagogical conditions for the formation of medical College students' competencies were implemented.

Stage 3-control experiment, which is an important part of the experimental work and aims to identify the effectiveness of the described organizational and pedagogical conditions for the formation of professional competencies of future nurses.

Based on the tasks set, at the beginning of the 3rd semester, diagnostic work was performed among students. During the academic year, students were trained within the organizational and pedagogical conditions.

The assessment of competencies by cognitive and intellectual criteria of students studying in the specialty "Nursing" showed that at the beginning of the experiment, most of them had an average level - these students are focused on highly specialized knowledge when choosing ways to solve tasks; they do not always carry out an adequate analysis of the situation, make mistakes when choosing a cognitive base for activities.

According to the results of the study, there is a positive dynamics in all the selected indicators, which confirms the reliability of the proposed hypothesis of the study.

CONCLUSION

The research has shown that an important direction in the development of secondary

vocational education is the definition of organizational and pedagogical conditions for organizing the educational process in a medical College on a competence-based basis, the identification and practical implementation of which is associated with the understanding of productive approaches and ideas accumulated in the domestic and foreign theory and practice of professional education. The overall result of the work done is to set and resolve a number of theoretical, methodological and organizational problems related to the implementation and maintenance of secondary vocational education FSES. On the basis of the research, theoretical provisions have been developed that can be qualified as the basis of a modular competence approach in secondary vocational education. The results of the study allow us to draw the following conclusions:

1. the third-generation FSES for secondary vocational education is currently considered as a fundamentally new type of design of the quality standard for modern vocational education, caused by the need to increase its adequacy and adaptability to the strategic objectives of socio-economic development of Russia [8]., world and European trends in the reform of professional schools. Fundamental differences - new generation FSES of secondary vocational education is the shift from disciplinary and content (while maintaining its strengths) on competencies and expected results of the educational process, in addition, the GEF is a significant increase in the capacity of institutions of secondary vocational education to anticipatory adaptation which involves identifying General and professional competences.

2. the Central concept of professional education is professional competence, which is the most important element of the system of professional training. The competence approach is initially focused on achieving certain results, acquiring significant competencies. It is positioned as an approach to education and its design model, based on competence and competencies as the final results of professional education, which characterize the effectiveness of specialist training. The competence of a medical College graduate is a set of competencies consisting of such components as: key, General professional and professional competencies.

3. The Prospects for updating the content of education at the stage of SPO are associated with the elimination of interdisciplinary gaps

The competence model of an average specialist or medical worker is a set of competencies:

- Key, which characterize the General civil qualities of an adult, his cultural level and

capacity and are formed in the cycle of Humanities and social disciplines;

- General professional competencies that are invariant to the direction of training, ensure readiness to solve General professional tasks. These competencies are formed in the cycle of General professional disciplines, the cycle of natural science and mathematics, as well as the course of philosophy, sociology, fundamentals of scientific and methodological activities, information technology, etc. [9].

- Professional competencies provide binding of specialist training to specific objects and subjects of work for this direction; they involve mastering algorithms for modeling, design, research in a specific area and are formed in a cycle of special disciplines.

4. Organizational and pedagogical conditions for the formation of a competence-oriented educational environment of a medical College are the following:

- development of professional training module programs in accordance with the FSES;

- development of a competence model of a medical College student;

The competence model of an average medical professional is a set of competencies: professional, General professional.

- creating an educational environment;

Effective formation of professional competencies of future nurses includes the following stages:

Propaedeutical-training of medical College teachers in the methodology of developing software documentation, taking into account the requirements of the Federal state educational system of professional education of the new generation.

Theoretical - work on the creation of programs and educational and methodological complexes, academic disciplines and professional modules [10], taking into account the requirements of unity of theoretical and practical training.

Practical - implementation of the training and methodological support of the competence-oriented educational environment developed at the theoretical stage.

Correctional - monitoring the results of work on new program documents, making adjustments based on monitoring data, updating methodological materials that accompany the educational process-integration of theory and practice. The most significant results obtained personally by the author and having scientific novelty and value are as follows:

- A medical College students' theoretical competence model has been developed that can serve as a theoretical and methodological tool for the development of competence-oriented

education. This model serves as the basis not only for building a competence-oriented educational space of a medical College, but also for practical design of educational environments of any types of organizations of secondary professional education.

- The organizational foundations of the competence-based educational process are substantiated, which open the possibility of creating a complete and flexible content of secondary vocational education in accordance with the requirements of the Federal state educational system, features and trends of modern development.

- A system of psychological and pedagogical diagnostics and monitoring of competence formation of medical College students has been developed.

As a result of solving the problems, the goal of the study was achieved; the provisions of the working hypothesis were confirmed. The results obtained can be considered as a basis for further in-depth research of the problem of medical College students' professional training through the organization of a competence-oriented educational process, which is certainly important in the current educational situation. Further development of this and similar issues will contribute to the enrichment of the theory of the competence approach in secondary vocational education.

ACKNOWLEDGEMENTS

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

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