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**DEVELOPMENT OF READINESS FOR PROFESSIONAL  
SELF-PERFECTION OF FUTURE PROFESSIONALS  
IN THE MEDICAL FIELD**

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Development of Readiness for Professional Self-Perfection of Future Professionals in the Medical Field

In article reveals the specificity of readiness for professional self-perfection in medical students during educational activities in higher education medical profile.

Such specificity is due to the requirements applicable to the medical profession and the conditions for professional activity in the constant changes and transformations taking place in society, both at the legislative level, and from the public about the quality of services.

We reveals the qualification requirements that apply to persons engaged in medical activities, national laws and EU recommendations, which reflect the basic requirements for medical education and medical professionals.

Reveal the structural components of professional self-perfection of future professionals in the medical field.

Particular attention is paid to the skills of interpersonal interaction in readiness for professional self-perfection of future doctors, which increases the effectiveness of preventive measures and constructive cooperation between doctor and patient.

*Key words:* professional self-perfection, a medical student, requirements for medical workers, self-education.

The educational activities in higher education involve active participation of students in the course of their professional training, constant improvement of their own professional competence, the development of professionally significant qualities etc. In medical institutions of higher education, there are complete specifics of the implementation of the relevant work. Development of readiness for professional self-improvement in students of medical specialties is due to the requirements applicable to the medical profession and special conditions.

The issue of professional formation personality pays attention V. Shandrikov, T. Kudryavtsev, K. Abulkhanova-Slavskay, Ye. Klimov and others. The theoretical basis of process self-perfection, its nature, characteristics and impact on the effectiveness of professional activity disclosed in the writings of A. Blinov, N. Bragina, T. Vaynilenko, A. Didenko, I. Dontsov, Yu. Orlov, L. Ruvinskiy and others.

The problems of professional self-perfection doctors and their professional orientation lighting found in dissertations O. Goray, A. Gumenyuk, I. Kuznetsova, A. Nelovkina-Bernal, Ya. Tsekhmister and others. The study of the state of formation of future medical readiness for professional self-perfection engaged L. Dudnikova, K. Sotskiy, I. Kahitina, O. Shushlyapin and others. However, issues of appropriate preparedness of future specialists in medicine today are insufficiently researched. In particular, insufficient attention is paid to problematic aspects relating to the requirements of society to the level of quality of services provided by doctors and their level of readiness for continuous professional improvement, which was the purpose of the article.

In process of modernization society always touched matters related to level and conditions of life, changes that occur in different fields. This applies in particular issues related to population requirements for the quality of medical services. This requires a high level of professionalism of doctors, which is achieved through continual professional improvement. In this case, the doctor should be established commitment to continuous improvement of their knowledge, the accumulation of work experience improve practical skills, the practical application of new advances in medical science, the use of new and innovative methods in practice and so on.

In dissertation L. Dudnikova the readiness of future doctor for professional self-improvement is seen as an integrative personal property, which is characterized by a system of professional knowledge and skills generated self-education and self-upbringing skills, professional identity, belief in social and personal significance of professional self-improvement, the pursuit of new and desire to become a highly qualified specialist [3, p. 6].

Article 74 of the Basic Laws of Ukraine on Health Protection stipulates that medical activities can engage individuals, who have appropriate special education, meets the qualification requirements [4]. These requirements established Guide professional qualification of workers – Volume 78 “Health protection” [1].

One indicator that doctor certifies compliance with special educational and qualification requirements is a graduate medical education state. Required document is certified as a specialist doctor issued for 5 years. The certificate is issued on a particular medical specialty. Accordingly, the medical practice is limited only within this specialty.

Due to the processes related to the integration of Ukraine into Europe, it is important to adherence to recommendations for medical education “Medical Directive”, prepared by the Advisory Committee on Medical training in the European Union, reflecting the requirements for basic medical education in the EU and the specialists of medical field [6, p. 5].

These guidelines define the conceptual bases of formation the curriculum of medical educational establishment, to help students get the basic elements of the medical profession, their preparation for responsible activity, the ability to adapt to change, new ideas and directions of development the medicine continue, lifelong learning [8].

The main task of a professional doctor is to save the patient's life. But today is the question of ensuring the quality of his life. This requires from doctor not only medical care, but also to communicate with the patient, that would meet their needs and expectations. Therefore, a mandatory element of readiness for professional self-development of future doctors is the skills of interpersonal interaction, which increases the effectiveness of preventive measures and constructive cooperation between doctor and patient.

Y. Ostraus, by considering professional self-development of future family doctors, says that this process involves a conscious, purposeful, systematic activity, the content of which is independent and deepening general cultural professional knowledge, development of personal qualities, skills and abilities necessary for future

professional activities of doctor with to achieve peak personal and professional development [5,p. 303].

Structural components of professional self-development of future professionals is a professional self-education and professional self-training, which is achieved by motivating students to perform tasks for independent work, self-improvement personal qualities, needed for successful professional activity [7, p. 41].

A special role in the development of readiness for professional self-improvement of students belonging to a teacher, who has to focus their attention on self-development, self-responsibility, to motivate self-upbringing activities during the educational process.

Thus, we attempted to identify features of the development of readiness for professional self-perfection of future professionals in the medical field, the specifics of which is due to the requirements applicable to the medical profession and the conditions for professional activity in the constant changes and transformations taking place in society, both at the legislative level and members of the public on the quality of services. These requirements do not exclude the subjective factor – interpersonal interaction between doctor and patient. The basis of future doctors up professional self-education and professional self-training, where plays an important role motivational component. Therefore see further research to identify the most effective means to motivate future professionals in the medical field to the development of professional self-perfection.

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Черних Ю. А.

Розвиток готовності до професійного самовдосконалення у майбутніх фахівців в галузі медицини

В статті розкрито специфіку розвитку готовності до професійного самовдосконалення у студентів-медиків в процесі навчально-виховної діяльності у вищих навчальних закладах медичного профілю. Така специфіка

обумовлена вимогами, що висуваються до професії лікаря, та умовами здійснення професійної діяльності під час постійних змін і трансформацій, які відбуваються у суспільстві, як на законодавчому рівні, так і з боку населення щодо якості надання відповідних послуг.

Розкрито кваліфікаційні вимоги, що висуваються до осіб, які займаються медичною діяльністю, національним законодавством і рекомендації ЄС, що відображають вимоги до базової медичної освіти та до фахівців медичної сфери. Розглянуто структурні компоненти професійного самовдосконалення майбутніх фахівців в галузі медицини.

Особливу увагу приділено формуванню навичок міжособистісної взаємодії у розвитку готовності до професійного самовдосконалення майбутніх лікарів, яка підвищує ефективність лікувально-профілактичних заходів та конструктивну співпрацю лікаря і пацієнта.

*Ключові слова:* професійне самовдосконалення, студент-медик, вимоги до медичних працівників, самоосвіта, самовиховання.

Черных Ю. А.

Развитие готовности к профессиональному самосовершенствованию у будущих специалистов в области медицины

В статье раскрыта специфика развития готовности к профессиональному самосовершенствованию у студентов-медиков в процессе учебно-воспитательной деятельности в высших учебных заведениях медицинского профиля. Такая специфика обусловлена требованиями, которые предъявляются к профессии врача, и условиями осуществления профессиональной деятельности при постоянных изменениях и трансформациях в обществе, как на законодательном уровне, так и со стороны населения относительно качества предоставления соответствующих услуг.

Раскрыты квалификационные требования, которые предъявляются лицам, занимающимся медицинской деятельностью, национальным законодательством и рекомендации ЕС, отображающие требования базового медицинского образования и к специалистам медицинской сферы. Рассмотрены структурные компоненты профессионального самосовершенствования будущих специалистов в области медицины.

Особое внимание уделяется формированию навыков межличностного взаимодействия в развитии готовности к профессиональному самосовершенствованию будущих врачей, которое повышает эффективность лечебно-профилактических мероприятий и конструктивное сотрудничество врача и пациента.

*Ключевые слова:* профессиональное самосовершенствование, студент-медик, требования к медицинским работникам, самообразование, самовоспитание.

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