

NEW HEALTH SYSTEM AND MODERN MEDICAL EDUCATION**Kravchenko A.I.***Candidate of Medical Sciences, Assistant Professor,
Department of Propedeutics of Internal Medicine***Magrlamova K.G.***Candidate of Pedagogical Sciences, Senior Lecturer,
Department of Language Training**State Establishment "Dnipropetrovsk Medical Academy of Health Ministry of Ukraine"***ABSTRACT**

This article explains medical education as a continuous process. And shows the main stages of educational process of a modern doctor, some modern techniques that can help to improve medical education in higher medical institutions. It gives us several problems of medical educational process and the way how we can deal with these problems.

Keywords: medical education, future doctor, modern methods, approaches.

Actuality of the problem. Different historical educational literature can prove, that history can give us an evidence, that education in different period of life is a basic factor of human development of our society. But just only XX century is a century of education that gives us visible results in different spheres of social life. If we speak about XXI century we say this is a century of modern new technologies, new understanding of our life, new modern specialists with new thoughts and new ideas that not harm our humanity.

The quality of educational system determines the progress of society in lots of things. Although if we will look at the system of education we can say that it depends not just on the deepness and strength of scientific base but it depends on the economical condition of the country too.

Our society makes high demands to modern life. The specialist has to use modern methods of treatment and continual gain knowledge in his specialty. A doctor has to be very light in communication to make feel comfortable his patients and colleagues. And all these basic knowledge the future doctor gain in higher medical institution.

Basic training is the first step for future doctor in choosing the way of being a doctor as a specialist. There are lots of methods and ways to encourage and prepare future doctor to the profession in higher medical institutions. In spite of this fact the model of medical education of the XXI century must undergo changes and revolutionary transformations and orientates in not on past but just only on future, future of human civilization, also with changes of developmental paradigm.

Analysis of the latest researches. The problem of professional preparation of future doctors and other theoretical and practical aspects were the subject of scientific research of foreign and Ukrainian authors. The question of presenting the medical education was used in works of many scientists such as L. Klos, I. Krukovska, M. Kushik, M. Shegedin and others. Fundamental questions of professional preparation of future doctors as peculiarities of organization and content of preparation of medical specialists were studied by M. Baranchuk, I. Bulakh, O. Volosovetch, U. Voronenko and others.

Separate aspects of foreign practice of organization

of higher medical education were dedicated such scientists as O. Avdeev, I. Bulakh, L. Kovalchuk, N. Kuchumova, V. Moskalenko, I. Palamarenko, U. Polyachenko. Different aspects of professional preparation of doctors were investigated by foreign scientists such as: E. Briges, P. Gallinger, K. Morris, V. Mottem, D. Nubl, R. Kennon (Great Britain), V. Kostiliola (Italy), A. Kerrer (Canada), T. Shultch, A. Shvedler, E. Gan, A. Shmidt (Germany), V. Matvcka, U. Ctroe, L. Churilov (Russia), M. Adums, B. Cporn, D. Vernon, R. Bleyk (USA), M. Jamul, D. Jack, V. Slott (France) and others.

Professional efficiency of the specialist depends of professional level, that characterize the set of professional skills and personal competence. Professional competence is a consisting of knowledge, skills, proficiency, experience, readiness to perform professional functions and duties. Personal competence discover through independence, imitativeness, persistence, ability to self-study. Nowadays our future doctors have such kind of characteristics as solid capacity of theoretical knowledge and the insufficient and even scanty of practical skills whereas the employer needs and wants to find and interested in optimal combination of these qualities.

Unsolved problems. The analysis of scientific literature gave us a possibility to identify some problems:

- the current global trend renewing and upgrading the professional training of doctors and the desire of perception and the realization of this idea in higher medical educational institutions of Ukraine;

- the level of implementation of innovative technologies and new forms of organization and provision of medical care;

- the objective necessity of the analysis of foreign experience of professional training of doctors and the low level of learning and adaptation in the Ukrainian pedagogical theory and practice.

The purpose of the article. The main aim of the article is to draw attention to the new health system requirements that dictate the necessity for changes in the system of medical education, from traditional forms to those that allow you to create a modern doctor with new approaches to activities.

Main material. Medical education needs to adapt to society's changing attitudes. Medical school with all

complexity and variety of the educational process not only gives future doctor a certain amount of knowledge and practical skills, but also must form him as a person, who is able to combine professional training with high human qualities that ultimately creates the appearance of a doctor. We live in the age of global problems which are problems concerning the survival of humanity. Producing and implementing strategies for dealing with this problem is a collective endeavor that requires new ways of thinking and new worldviews. Computer, informational and telecommunication technologies all influence the formation of a new style of being a modern doctor. Because of a big aspiration for changes we did new system of culture and a new system of moral and ethical values.

If we will look at our medicine now we can see that it has turned forward and we have learned to do what our colleagues in past ages never even dreamed of, but education of a physician has not lost its significance. And the educational process, moving gradually to self-development and it should continue from the future doctor's first day to the last days of the life.

At present a lot is done to prepare the future doctor, and we can't allow that a patient be cured by local grey cultureless person having a medical degree. In the twenty-first century, the doctor should have diversified knowledge, communication skills with people of different ages and conditions, be interested in the arts, science, technical advances. As only through the established communication and trust to each other, the doctor may be a valid authority for their young and adult patients.

Modern trends in education adequately correspond to new educational paradigm. They realize the tasks of the study process under giant flows of information and the world changeability. There are lots of new approaches, but we choose the most effective and the most interesting and interactive, that student like to deal with them. E-teaching and e-learning, these are the main points in modern education. And on-line courses, open source software and m-learning this is the new trends in e-learning and e-teaching. All this methods and techniques give us a real result, if we will use them in our teaching and learning.

E-teaching is an innovative teaching strategy using the e-learning technology to empower both learners and teachers thus providing opportunities for superior learning experiences. It offers modular courses wherein most of the lessons will be conducted online to cater to the needs of students who cannot attend regular classes due to demand of work in most places in the country.

E-learning is based on different learning theories and it is a technologically supported learning and it is the usage of Internet, YouTube, Skype, Twitter, Smartboards, Blogs and Podcasting and they are some of the successful methods or tools that have changed the way of becoming a good future doctor or just a good specialist. These tools are powerful as they are capable of bringing a change and reform traditional forms of learning. E-learning has lots of advantages such as easy access to materials, flexible space, time and pace of study and immediate feedback. The tools for teaching and treatment approaches that served yesterday's doctors

are inadequate for tomorrow's doctors. Medical schools need to respond to this ever changing world with exciting curricular innovations designed to prepare future physicians for practice in the 21st century. They must respond to the rapid social, economic, and technological changes in the healthcare profession. The cultivation of competent professionals demands good medical education with new approaches [9].

E-learning and e-teaching have rapidly developed over the year. E-learning is like the fast changing pace of technology, the shortening product development cycles, lack of skilled personnel, competitive global economy, the shift from the industrial to the knowledge era, the migration towards a value chain integration and the extended enterprise, whereas e-teaching provides all of the primary information and advice resource needed for learning and teaching matters for all academic methods of e-learning, using traditional pedagogical methods with modern, cutting edge technologies [6].

On-line courses and open source software involve many components and believed that information technology could transform learning and were able to master the required skills (Java, HTML, graphics packages etc.), and they used whatever available resources. Recently open source learning environments are becoming widely adopted by educational institutions.

Despite of this with the increasing interest in open education and the availability of these growing collections of educational tools and resources, we risk missing the transformative and innovative opportunities, be it for improving teaching and learning in a single classroom or creating the necessary educational capacity for nation building.

Professional education must be continuous. Currently, it presents the thematic improvements, being on the workplace with the aim of developing practical skills and abilities in related fields. A special role in the process of continuous professional education of general practitioners should play a technology of distance learning, wide usage of modern information resources, allowing to realize in practice the principles of the transition from education of necessity to self-education "on demand" when a client needs knowledge itself acts as a doctor [5].

For many decades, high school has been focused on quantitative criteria: to produce more specialists. So the theory, practice teaching and the organization of educational process were subordinated to this main idea. In connection with the demands of society and the state to improve the quality of vocational training searching, are developed tested a variety of innovative methods and means of training [1]. From our point of view, it is impossible to completely break the traditional teaching system, as without the knowledge that it gives, it is impossible in the future even with the use of cutting-edge active learning methods to develop the necessary professional competencies (skills). Traditional and innovative educational technologies are two interrelated sides of a single process of training, a kind of steps to the heights of professional excellence. In this respect a very important role pay attention on teachers, they should clearly determine the specific gravity of each of the forms of teaching that will promote a confident reliable

and stable work of graduates of higher educational institutions [2]. Perhaps the most significant sign of e-teaching and e-learning promise of deep transformation is that it is becoming an essential part of the discourse on educational opportunity and change at institutional, national, and international levels.

Conclusion. To improve the role of professional health education is necessary to make better the quality of the educational environment; to improve the software and methodological support, as well as forms and methods of teaching and learning activities of students; to promote the improvement of creativeness and research activity of teachers and students. And of course medical education is a complex process that has different features in each country of the world, as must be agreed upon with the education system of the state, and must also meet the needs of the health system.

For the formation of professional skills it is necessary to use various forms of training and e-learning: multimedia lectures, seminars, discussions, demonstrations, clinical cases, round tables, self-study with the analysis of various information resources and creation of messages and discuss them in groups, conducting mini-conferences with the performance of students on various topics. Also actively introduce role-playing and business game, modeling work of a doctor.

The main and the most important fact of this article is that our medical schools need to introduce new information technologies to the medical students and use them in educational process in medical schools. And this is the first step for medical schools to improve medical education with using interactive and e-methods and approached to improve the situation in medical schools with old way of education. Although richly usage of these modern techniques will help us to born a digital modern future doctor who can gain complex medical topics with out any hesitation.

References

1. Arshinov, V. Causality, Emergence, Self Organisation / V. Arshinov, C. Fuchs. – Moscow: NIA-

Priroda, 2004. – 330 p.

2. Bilinska M.M. Public administration of standards in the changes condition of higher medical education in Ukraine: monograph / M. M. Bikinska. – K.: Publishing NADU, 2004. – 246 P.

3. Billings J.A, Block S. Palliative care in undergraduate medical education. Status report and future directions. JAMA 1997;278:733–8

4. Continuing professional Development (CPD) of Medical Doctors. WFME Global Standards for Quality Improvement // WFME Office: University of Copenhagen, Denmark, 2003, 29p.

5. Desyatov T. M. Tendency of continuous development in European countries (the second part of XX century): monograph / T. M. Desyatov. – K.: Artec, 2005. – 405 p.

6. E-Learning Concepts and Techniques. E-book. Available at : <http://www.dotlrn.org/product/http://iit.bloomu.edu/>

7. General Medical Council. Tomorrow's Doctors. Recommendations on Undergraduate Medical Education. The Education Committee of the General Medical Council. – London, 1993. – 28 p.

8. Kurtz S, Silverman J, Draper J. Teaching and Learning Communication Skills in Medicine. Oxford, England: Radcliffe Medical Press, 1998.

9. Pan, C. C. Promoting synchronous interaction in an e-learning environment / C-C. Pan, M. Sullivan // T.H.E. Journal. – 2005. – Vol. 33, No 2. – P. 27–30.

10. Sterling, S. Sustainable Education: Re-visioning Learning and Change / S. Sterling. – Green Books/Schumacher Society, 2001. – 91 p.

11. Wood DF (2003). 'ABC of learning and teaching in medicine. Problem based learning.' British Medical Journal, vol 326, page 328.

12. Zhizhko T. A. University philosophy of XXI century: prognostical analysis: monograph / T. A. Zhizhko. – K.: Publishing NPU of M. P. Dragomanov, 2010. – 376 p.