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Forming of Political Competence in Medical Students in the Process of Learning Medical Law

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Abstract.

In today's world organization of the health care system and the formation of politically competent health care professionals is seen as an important national issue, the effective implementation of which requires joint efforts and levers of government, medical and educational communities, and the public sector as well. Therefore, the article analyzes the components of competence nature, including cognitive, affective, volitional qualities, skills and experience. Their impact and role in the process of formation of a medical student's personality is monitored, the author's specified interpretation of the '*political competence*' concept is offered, and the political competence forming algorithm in future medical professionals is inferred. At the same time, attention is focused on whether it is advisable to conduct different types of interdisciplinary integrated classes, considering the specifics of medical law as a cross-field educational course. They would contribute to the systematization of professional knowledge and skills of students, forming of critical reasoning in the process of solving problem situational tasks.

Wide combinatorial potential of medical law is designed to intensify educational and cognitive activity of students, and to catalyze the process of adapting future experts for carrying out their professional duties. Therefore, political competence can be regarded as a means of accumulation of general educational, professional and special knowledge. Such properties of it are socially demanded in today's information society that is characterized by a high level of professional mobility, rapid knowledge share in the form of information, and psychological openness and readiness to accept innovation as well.



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Problem statement and analysis of the recent research

Building a democratic, legal and social state necessarily involves the formation of a high level of legal awareness and culture and the consolidation of the rule of law as one of the fundamental principles of the constitutional order. In this context, the regulatory and legal provisions of healthcare as complex interconnected social relations involving the presence of certain rights and mutual obligations of all participants of medico-legal relations have become a priority. Since medical law as a branch of law possesses comprehensive character and thus the specifics of pedagogical problems of modern medical education are conditioned by the necessity for future medical worker's to obtain key competencies by implementing innovative technologies in the educational process.

The relevance of the study is also determined by the fact that, despite the considerable amount of theoretical and empirical research, the importance of studying this problem is increasing due to the world globalization processes that cover the world educational space too.

The studies of domestic scholars N. Bibik, L. Vashchenko, S. Honcharenko, O. Hura, O. Lokshyna, O. Pometun, L. Horuzha and others are dedicated to the theoretical and practical development of the 'competence' concept. However, competence nature and determination of its formation algorithms require further studying.

Objective of the research

According to the National Strategy for Education Development in Ukraine until 2021 its purpose is to increase the availability of high quality, competitive education in accordance with the requirements of the innovative sustainable development of society and economy. One of the instruments providing personal development of a human according to the individual abilities and needs based on the life-long training is a competence approach. Therefore the objective of the article is to trace the political competence forming technology as a set of professional, social, civil, communicative, multicultural, information, health preserving, and personal value competencies in future doctors. [1]

Results of the research

In the education system the concept of 'competence' is not only limited to obtaining knowledge, abilities and skills. This quality can be seen as establishing links between knowledge and a situation, or in the broad sense as the ability to find out and identify the steps to solve the didactic tasks and problem-based situations. Being competent means to mobilize the obtained knowledge and experience in a particular situation, that is competence at the same time closely combines mobilization of the knowledge, skills and behavioral relationships aimed at specific activities under certain conditions.

Competence has complicated nature. It includes the following components: cognitive, affective, volitional qualities, skills and experience. The cognitive qualities of future healthcare worker include achieving positive outcomes of a patient's treatment, prediction and prevention of possible obstacles to achieving the aim, analyzing personal experience, the results of their professional activities for a deep understanding of the treatment process, and prediction of its possible consequences. The affective qualities of a medical field professional include emotional aiming at performing a task, focusing on the productive use of the advantages and disadvantages of feelings and emotions, aiming professional duty at incentive for performing tasks, and sthenic feelings of success or asthenic of failures. Volitional qualities of a medical specialist are targeted on preventing medical errors, the mobilization of the internal strength and energy for the successful performing of professional duties and purposeful scientific organization of labor.

Hence *political competence* is the ability to solve problems, of both educational and situation-and-practical content, provided as by the possession of the acquired theoretical knowledge,

inductive-and-deductive mental approach, as by the inclusion of professional intuitive feeling that is formed in students during training.

Basing on knowledge of psychology of activity as the driving force of personality development, and given psychological characteristics of a human it is possible to determine the following political competence forming algorithm in future medical experts: inclinations – abilities – skills – experience – competence. All the above mentioned components are formed, developed and polished in the educational process of the specialized educational institutions and in further professional activity.

For the formation of multicultural competencies the important factors are: to promote advances in medical science; education on the example of the lives of prominent medical personalities; to emphasize the importance of studying health law for the rights and obligations of participants in the medico-legal relations and as a result civilization progress of the state [4, p. 221].

Political competence is formed not only in the classroom but also during the extracurricular work of medical students in the form of interdisciplinary scientific research studies. However, the most effective formation of a politically competent specialist of the healthcare industry is implementing of the interdisciplinary integrated classes by the scientific staff. The main purpose of such classes is to systematize knowledge and skills of students in different subjects to form professional reasoning, analysis and individual approach to problem solving.

Relying on personal professional and pedagogical experience, using methodical ingenuity, it is appropriate to implement different types of integrated classes: introductory, thematic, heuristic, final integrated lectures, interdisciplinary polemical practical classes, conducting of which may occur both within one department and with the participation of teachers from other departments.

Combinations of educational subjects for conducting of the integrated classes can be various. However, in this respect medical law as an academic course with large combinatorial capacity, wide systematic interfield view in the most organic way combines with the scholarly courses adjacent to it such as jurisprudence, forensic medicine, medical psychology, bioethics and others.

Such classes extend students' outlook, cause interest, and stimulate their mental, educational and cognitive activity, forming the political competence itself. These occupations accelerate adaptation process of medical students of educational institutions to specific professional situations, form skills in using theoretical knowledge in different subjects in practice.

This is one of the latest modern technologies, which is aimed at generalization and systematization of students' knowledge obtained during studying subjects both of generally-educational and professionally-oriented and special cycles. Due to the integrated classes, political competence, professional mobility and openness to the psychological perception of innovation in the information space are formed in students. Such classes with minimal time expense bring students to the conscious social position, to effective professional work in different specializations of the healthcare industry.

Considerable potential for forming of a politically-competent medical student accumulates his/her self-development and self-education as a desire, need and willingness to learn constantly.

Self-education is a self-initiated process of mastering his/her own subject of knowledge. There are necessary three conditions for a student to acquire self-educative skills: the presence of a desire to learn; possessing a system of training methods needed for self-education; regular exercising in self-education. The experience of pedagogic activity allows defining of the following algorithm, according to which the students study: theory – experience – assessment – action. It is possible to change the learning algorithm: theory – action – assessment – experience. They can be arranged in any order using each of the stages as a spur to interest in the study [3]. The ideal result will be the achieving of such a level of self-educational competence of students at which they will be able to independently formulate a problematic task, to find out a way to solve it, and to monitor and objectively assess the results of their activity.

Conclusions

The traditional forms of education organization in the process of mastering of medical and legal knowledge, especially non-traditional ones, form critical thinking, creative potential, active civil point of view of students, and promote development of the personality and social progress in general.

Such a study, which is called “training, aimed at changing”, provides the individual with the means to develop and change the human himself/herself, his/her social life. Thus, a medical student programs his/her future working process basing on his/her own political competence that provides dynamic skills. Those who possess them, are aimed at solving both theoretical and practical issues, and are prepared to introduce innovations and constantly improve themselves. They are able to perform new functions, continuously learn and skilfully collaborate with others.

Dynamic knowledge, political competence are aiming students at future successful activity in the medical field, initiative features, justified risk in finding of the newest approaches to the issues of the traditional tasks implementation. As a result, a competent expert is able to actively influence the processes in the Ukrainian society and the world, and realize himself/herself in life.

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