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## **DEVELOPMENT OF PROFESSIONAL COMPETENCE OF FUTURE MEDICAL WORKERS IN THE CONDITIONS OF EUROPEAN INTEGRATION**

In the article the author analyzes the theoretical bases of formation of professional competence of future medical professionals, highlights the work of scientists concerning the different aspects of the problem. It is stated that the professional training of future medical professionals at the current stage of development should be based on humanistic theory and the desire of the person for self-education, self-improvement and self-realization. The author focuses on the necessity for a systematic approach concerning the professional training of future physicians, a conceptual understanding of the main tasks of professional development of the person and their implementation throughout life.

*Key words:* future medical specialist, professional development, professional competence, competence approach, self-education.

In the context of today, special attention is paid to the preservation of the health of the nation, the Ukrainian people, the peoples of the world as a whole. That is why the problem of forming a health care professional as a specialist in the new era needs to be solved immediately. The focus is on the development of the professional competence of the future specialist, which is a set of knowledge, know-how and skills of the person, enabling the provision of qualitative medical services for the purpose of “preservation and restoration of physiological and psychological functions, optimal working capacity and social activity of a person in the maximum biologically possible individual duration of life” [17].

In the context of European integration, the requirements for the health care system and the professional training of medical professionals, who must be ready for the introduction of the new medical reforms, are significantly increased. As today’s realities testify to the spread of the coronavirus, medical professionals should be flexible and mobile and able to analyze the situation, make responsible decisions, and implement innovations into medical practice. This is largely the case for the training of future physicians on the basis of a competency-based approach according to which the students acquire the necessary knowledge and values, professional know-how and skills in their chosen profession. This enables correct and fast actions in non-standard situations, independence in making the decisions; identifying the initiative, etc. This is emphasized in the main normative documents on education and reform of the medical field in Ukraine.

The main purpose of professional training of future medical professionals at the present stage is to introduce innovations, best European educational practices [16], to

create the conditions for continuous education based on the latest technologies; study, generalization and implementation of advanced medical experience in practical activity; motivation for self-education and self-development. First and foremost, it is about training of a highly-qualified health care professional based on humanism and a practically oriented approach, stimulation for self-education, self-improvement and self-development throughout life.

The national system of training of medical workers is focused on mastering of knowledge system by the future specialists, assimilation of external requirements, special abilities and skills. In addition to the proper level of theoretical training, the basic tool of the modern physician's work should be his/her own personality: moral values, world outlook and beliefs, self-esteem, motivation to implementation of innovations and so on. The tool of modernization of education at the present stage is the competence approach, which "is focused on the professional competence as the quality of the personality of the future specialist, characterizing the level of his/her integration into the professional environment, as well as in different social environments, entering which shows the necessity to perform different social roles". [3, p. 14].

The concept of "*competent*" (from Latin *competes*, from *compete* – proper, capable) in the directories is interpreted as "the one who possesses the knowledge, who has the right to do or decide anything, to judge anything" [1]. Competence is the ability to perform tasks, including the concept of qualitative characteristics of personality (mobility, initiative, creativity, etc.). In the works of scientists, competence is considered as a manifestation of professionalism associated with the subsequent evaluation or measurement of the eventual result of a specialist's activity. In particular, scientists relate professionalism to various aspects of a specialist's growth, highlighting a number of his/her competencies.

The experience of modeling the competences of Western Europe, which is reflected in the works of scientists (A.N. Chomsky – Massachusetts University, J. C. Raven – London), shows that the model of a modern specialist should include several competencies. In particular, in the materials of Council of Europe (1990), the following ones are distinguished: political and social; intercultural, communicative, informational and communicative and self-education competences. As the realization of medical reform in Ukraine involves the analysis and implementation of the best experience of European countries, it is necessary to distinguish the main ones identified in the professional education of the European Union [11]:

- *social competence* – the ability to take responsibility, jointly solve and participate in the implementation of tasks; ability to combine personal interests with the needs of the enterprise and society; humanism, tolerance of different ethnic cultures and religions;

- *social-information competence* – information technology mastering and critical thinking of a specialist;

- *cognitive competence* – readiness for continuous self-education, the necessity to realize personal potential, the ability and skills of self-education, systematic self-development;

- *communicative competence* – skill mastery of communication using different languages; the ability of the individual to construct his or her speech behavior in accordance with real situations of communication, first and foremost professional ones;

- *special competence* – the level of preparedness of a specialist for independent performance of professional actions, evaluation and analysis of his/her own results of practical activity, etc.

Scientists believe that the professional competence of the future medical specialist reflects the formation of diagnostic, clinical and prophylactic competence. In particular, it includes such components as: 1) intellectual; 2) active; 3) subjective (self-reflection, self-regulation, self-determination). The latter one is its integral component and expresses the level of activity of the specialist, without the formation of which the implementation of other components will be impossible. Thus, the structure of the subject component includes: actualization of subjective manifestations in professional competence; working out of tasks of self-realization in the future professional activity of the person (predicted results of activity; isolation of ways of their achievement; main stages of self-realization); self-realization in specific types of activities (construction and implementation of actions according to the set tasks and plan); analysis and evaluation of results of self-realization (isolation of results of self-realization; analysis of isolated results with planned ones; isolation of gaps in the course of medical practice; planning of ways of realization of the achieved earlier).

Prominent place in the content of professional competence is taken by knowledge (general, professional), know-how and skills (communicative, professional, research and scientific), personal qualities (sense of responsibility and professional duty, charity, sincerity, courage, creativity, tolerance, tact readiness for professional activity) [9, p. 45] This is explained by the fact that among the main ways of revival of the national system of medical services, the creative self-realization, increase of professionalism, formation of ability of the health workers rapidly respond to the needs and challenges, to master advanced technologies of medical practice are of high-priority. On the other hand, it requires the development of mobile professional health worker, capable of changing the types of activities, generalized use of professional techniques to perform any task.

The main condition for the development of the personality of the future medical worker is the re-orientation of the educational process of the IHME from a narrow-subject nature of the presentation and the study of disciplines into the professionally oriented ones, taking into account the real needs of practice. In accordance with the conceptual provisions of the regulatory framework concerning European integration, the modern content of education acquires signs of multicomplexity, including not only knowledge but also ways of practical activity, creative experience, value orientations of the individual, which provide an appropriate level of professional competence. Thus, updating the system of professional training of specialists in the medical field of the new formation requires the development of professional competence, an appropriate professional level, which in turn serve to increase the efficiency of adaptation to the professional environment, the dynamics of modern realities.

In the process of professional competence formation, special attention should be paid to the orientation of the future health worker's personality – motives, necessities and social requirements, which are the regulators of behavior, choice of value orientation. Occupational orientation is based on the interest of the future healthcare professional in the chosen profession, which is reflected in the attitude towards colleagues, patients, administration of the medical institution, medical practice in general, the desire for self-education and self-improvement, etc. Only in such

conditions it can be affirmed that the professional competence will be formed at the proper level, which will allow the healthcare professional to provide qualitative medical services.

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