SELF-EDUCATION OF FUTURE SPECIALISTS IN THE MEDICAL FIELD IN THE CONDITIONS OF DISTANCE LEARNING

Abstract. The article reveals the features of distance learning as a means stimulating self-education during the training of future specialists in the medical field. The relevance of the research is determined by the fact that distance learning is a form of educational process organization and pedagogical technology, the basis of which is the controlled independent work of students and the wide application modern information and communication technologies in education. It was found that the introduction of remote technologies into the educational process is aimed at a deeper understanding of the educational material; formation of such competencies as: communicative (direct communication using network tools), informational (search for information from various sources and the possibility of its critical understanding), self-education (ability to study independently). It was established that self-education is both an educational process and a way of life, which is characterized by active knowledge of the world and oneself, improvement of one's personality in all spheres of education, not only medical direction, but also social, moral, aesthetic improvement. It is noted that the self-education of future specialists in the medical field through distance learning reaches its optimal level when it itself is transformed into the permanent life needs of a person and provides a basis for training. The factor that stimulates education seekers to engage in...
self-education is the need to realize utilitarian goals (promotion, recognition, reward, earnings) and the realization of aspirations to achieve spiritual values. Conclusions were made that the use of distance learning contributes to the individualization the process of professional development, encourages students of higher education to work independently, forms an information culture in them, and prepares them to master innovative means of obtaining and applying information. Therefore, future specialists in the medical field need to realize their own and the general importance of self-education, possess value orientations, motivation, and have an internal need for systematic updating and enrichment of professional knowledge.

**Keywords:** self-education, distance learning, future specialists in the medical field, institution of higher education, self-organization.

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**Анотація.** У статті розкрито особливості дистанційного навчання як засобу стимулювання самоосвіти під час підготовки майбутніх фахівців медичної галузі. Актуальність дослідження визначається тим, що дистанційне навчання – це така форма організації освітнього процесу та педагогічна технологія, основою якої є керована самостійна робота студентів та широке застосування у навчанні сучасних інформаційно-комунікаційних технологій. З’ясовано, що впровадження дистанційних технологій у навчальний процес спрямоване на глибше розуміння навчального матеріалу; формування таких компетенцій як: комунікативні (безпосереднє спілкування за допомогою засобів мережі), інформаційні (пошук інформації з різних джерел та можливість її критичного осмислення), самоосвіти (вміння навчатись самостійно). Констатовано, що самоосвітня діяльність – це і
навчальний процес, і спосіб життя, який характеризується активним пізнанням світу та себе, вдосконаленням своєї особистості у всіх сферах освіти, не лише медичного спрямування, але й соціально-моральне, естетичне удосконалення. Зазначено, що самоосвіта майбутніх фахівців медичної галузі шляхом дистанційного навчання досягає свого оптимального рівня, коли вона сама трансформується у постійні життєві потреби людини та забезпечує основу для навчання. Фактором, що стимулює здобувачів освіти до самоосвітньої діяльності, є потреби у реалізації утилітарних цілей (підвищення, визнання, винагорода, заробіток) та здійснення прагнень досягти духовних цінностей. Зроблено висновки про те, що використання дистанційного навчання сприяє індивідуалізації процесу професійного становлення, спонукає здобувачів вищої освіти до самостійної роботи, формує в них інформаційну культуру, налаштовує на оволодіння інноваційними засобами здобуття та застосування інформації. Відтак, майбутнім фахівцям медичної галузі необхідно усвідомити власне та загальносуспільне значення самоосвіти, володіти ціннісними орієнтирами, мотивацією та мати внутрішню необхідність систематичного оновлення та збагачення фахових знань.

Ключові слова: самоосвіта, дистанційне навчання, майбутні фахівці медичної галузі, заклад вищої освіти, самоорганізація.

*Formulation of the problem.* Distance learning involves a high-tech approach to the process of knowledge transfer and makes it possible to create a system of massive continuous self-learning and general information exchange. It is this system that can most adequately and flexibly respond to society's needs for the training of highly professional specialists.

Today's conditions show humanity's need for specialists who have broad content and deep knowledge, skills, comprehensively competent in professional activity and social life, capable of self-education. Therefore, the modernity of the system of higher education of Ukraine is characterized by rapid changes, because it is necessary to form the competencies of self-educational activities among future doctors. An innovation in the organization of educational activities in institutions of higher education was the introduction of distance learning. In the context of the outlined problems, the preparation of students of medical institutions of higher education for dynamic changes, who will be able to increase their potential during self-educational activities, is of great importance, which determines the urgency of forming the self-educational competence of future medical workers.

*Analysis of recent research and publications.* A number of researchers paid attention to the problematic aspects of self-improvement of the individual by means of training. Yu. Babansky, N. Kuzmina, O. Malikhin and others
substantiated the general didactic foundations of self-education in scientific works; systematic approaches to independent work – A. Aleksyuk, L. Kondrashova; essence, structure, content of self-education – A. Gromtseva, Ya. Turbovskyi.

Domestic scientists in the field of pedagogy and professional education also investigated the problematic aspects of distance learning, among them N. Bykov, N. Dumanskyi, O. Glazunova, P. Kaminska, N. Tverdokhlebova and others.

The organization of the educational process in the system of distance learning in institutions of higher education was investigated by V. Svyridyuk, N. Basova, N. Zhevakina and others.

Among the foreign researchers who covered these aspects in their works, we can name J. Anderson, St. Willer, T. Edward.

The purpose of the article – to reveal the peculiarities of the formation of self-education skills of future medical specialists in the conditions of distance learning.

Presenting main material. Distance learning is a form of organization of the educational process and pedagogical technology, the basis of which is the controlled independent work of students and the wide use modern information and communication technologies in education. The main goal distance learning of students is to educate a person who has the desire and ability to communicate study and self-educate.

Scientists consider distance learning as a form organization of learning, when students are distant from the teacher in space and time, but can maintain a dialogue using means of communication. Provision access to educational materials, recommendations for working with them takes place in a convenient place and at a convenient time. This makes it possible to reduce the number of classroom classes in the student's total educational load and free time for more active independent work, to ensure individualization of learning [1, P. 202-207].

This organization of the educational process involves a slightly different approach to learning, for example: independent search, analysis, systematization and generalization of information, self-organization and self-control.

The introduction remote technologies into the educational process is aimed at a deeper understanding of the educational material; formation of such competences as: communicative (direct communication using network tools), informational (search for information from various sources and the possibility of its critical understanding), self-educational (ability to study independently). As practice shows, if a student does not learn to make decisions on his own, determine the content his educational activity and find means of its implementation, he will not be able to master this or that discipline with high quality [2, P. 190-207]. In addition, distance learning also performs an educational function - it contributes to the formation of the leading qualities of a person: activity, independence, self-improvement, creativity.
In turn, distance learning students of medical institutions of higher education requires the skills of self-educational activity, therefore we note that in the «Encyclopedia of Education» self-education is defined as «independent cognitive activity of an individual, aimed at achieving results aimed at self-educational activity certain personally significant educational goals; satisfaction of general cultural requests, cognitive interests in any field of activity, improvement of professional qualifications, etc.» [3].

From the above considerations, it follows that self-education is both an educational process and a way of life, which is characterized by active knowledge of the world and oneself, improvement of one's personality in all areas of learning, not only in the medical field, but also social, moral, and aesthetic improvement. Independence in the educational process of students medical institutions of higher education does not mean refusing help, but planning one's own activities, forming one's own path of professional development, planning one's own professional career, choosing appropriate forms, methods, monitoring its progress and the ability to evaluate its results.

The primary task of the future medical worker in this process is motivation. The success of the self-education of the student and the teacher depends primarily on the correct understanding by both parties essence of the self-education process, the legitimacy student and the teacher of the relevant self-educational competencies, including in particular, organizational competencies and the development of the principles of good cooperation between them, based on the principle of trust, openness and mutual understanding. Therefore, the self-educational competence of future doctors will be intensively formed if the students have a developed motivation for professional improvement and with the help of the correct organization professional training through the introduction pedagogical incentives and participation in research activities [4, P. 29-37].

Self-education is a form of human activity that a person carries out voluntarily or under the influence of certain motives and to satisfy his own social and cultural needs [5, P. 3-4].

Self-education of future medical specialists through distance learning reaches its optimal level when it transforms itself into the constant life needs of a person and creates a basis for learning. The factor that prompts education seekers to self-education is the need to realize utilitarian goals (promotion, recognition, reward, earnings) and the realization aspirations to achieve spiritual values. Most of the definitions self-educational activities students consist not only in establishing the goals, content, forms, sources and methods of learning, but also in the results of this process, which can be expressed in the change of human values, qualities of the individual, and in turn lead to the evolution his attitude and behavior [6]. Self-educational activity in the conditions of distance education is a
set purposeful efforts and measures aimed at achieving changes in the personality precisely with the help of the formed relevant skills and efforts of the subject. The student becomes an active and independent unit of learning, and the teacher remains an educator, a mentor, a mentor who plays the role of a manager in self-education, and not just a carrier and provider knowledge [7].

In addition to abilities, skills and internally formed structures and algorithms, pedagogical conditions, i.e. the practical implementation of the results the formation of self-educational activities, are great importance in self-education in the conditions distance learning. After all, you also need to be able to work with information, it is not enough to just be able to find and read it, it is important to understand it and be aware of the areas of its practical implementation. Therefore, it is expedient to distinguish three main links formation of self-education skills students of medical institutions higher education: access to information; ability to process information; favorable conditions for self-education.

Thus, according to scientists L. Bilousova and O. Kyselova, it is worth highlighting the main functions of the self-education activity of the future medical worker: motivational (activity, self-actualization and self-realization of the medical worker); developmental (self-development of medical and professional qualities and abilities); cognitive (systematization of knowledge, cognition and self-knowledge); informativeness (understanding various information, assessment of the significance or secondary nature of this information); methodological (directs the activity of a medical worker and theoretical understanding to scientific research); diagnostic and prognostic (improvement of qualifications, formation of self-educational competence of a medical worker); communicative (interpersonal communication); reflective (results of self-education and ways to improve it) adaptive (medical worker in the field of professional activity in the information world); interactive (active and creative activity of a medical worker leading to self-development and self-education) [8, P. 11-20].

An important role in the process of organizing independent work is assigned to the formulation of a didactic goal, which ensures a purposeful study of the material, and individual tasks, which should direct and control the student's independent work, suggest ways to advance in the study material, in a certain sequence based on methodical recommendations, instructions, explanations, a reference system that accompanies the material and gives the student opportunity to study independently, self-educate and self-control [9, P. 489-493].

Independent work as a type of educational activity will be effective if:
1) this work is clearly organized by the teacher;
2) is a component of the educational process, and not an episodic phenomenon;
3) the student can properly self-organize;
4) systematic pedagogical control (assessment and correction of knowledge) is carried out by independent work of students [10, P. 152-169].

Self-organization of students involves conscious activity related to the ability to self-organize in the educational process, which is manifested in purposefulness, activity, conscious motivation, planning of one's activities, independence, speed decision-making and responsibility for them, critical evaluation of the results one's actions, a sense of duty:

1. In the process of self-organization, skills and personal qualities are formed, which ensure the effectiveness of the educational and cognitive activity students (independence, cognitive activity, the ability to creatively solve tasks, readiness to make decisions and bear responsibility for them).

2. In the process self-organization, there is an organization and purposeful change of the student's personality as a subject of the learning process.

3. Self-organization is related to self-determination, as it is considered as a person's choice of his own life path, his place in society, lifestyle and types of activities based on free expression of will [11, P. 216-223].

The effectiveness of the educational process is ensured by many factors, the determining factor among which is the student's ability to independently acquire new knowledge at various stages professional formation. Taking this into account, the teacher of a higher school faces the task of forming the personality of a student - a subject educational activity who knows how to plan activities, study successfully, analyze his own achievements, correct shortcomings and bear responsibility.

So, self-organization is a process of conscious work on:

– independently for the purpose of self-improvement. It will be effective for students to pay attention to the following practical advice: determine the main time blocks in accordance with the content of the activity (virtual classroom work, household time, free time, as well as time for independent preparation);

– make a daily schedule;

– set a goal for each case;

– objectively analyze and evaluate one's work;

– try not to back down in the face of difficulties.

Adherence to these tips will affect the entire educational process, facilitate the cooperation of all its participants, help to use time more rationally, which will create a basis for the professional activity of future medical specialists [12, P. 193-198]

Conclusions. Therefore, the use of distance learning contributes to the individualization of the process of professional development, encourages students of higher education to work independently, forms an information culture in them, and prepares them to master innovative means of obtaining and applying information.
Thus, after analyzing the specifics of self-education, we can come to the conclusion that future medical professionals need to be aware of the importance of self-education for themselves and society as a whole, have value orientations, motivation and an internal need for systematic updating and enrichment of professional knowledge, development of emotional and volitional mechanisms in overcoming difficulties, and in addition, to possess the entire complex self-education skills and abilities.

References:


Література:


