

Секційна платформа №2

**ОРГАНІЗАЦІЙНІ, ПРОФЕСІЙНІ ТА СОЦІАЛЬНІ РОЛІ
У ДІЯЛЬНОСТІ СУЧАСНОГО ФАХІВЦЯ**

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**THE MODERN IMAGE OF A TEACHER OF A HIGHER MEDICAL
EDUCATIONAL INSTITUTION**

The equal relations between the participants in the educational process - the teacher and the student - are recognized in the conditions of the modern personality-oriented approach to education. Following this approach allows you to achieve educational goals-competence to the maximum extent: not only to transfer theoretical knowledge, but also to form the skills that a graduate of a higher educational institution should possess.

The improvement of the teacher's professionalism, on which the organization and formation of an effective polysubject educational environment, depends first of all in the context of the modernization of higher medical education. The integration of two professions in the activities of a doctor-teacher complicates his professional functions, obliges to improve not only special, but also psychological and pedagogical competence [1].

The purpose of the research is to study the structure of the competence of the teacher-clinician of the Higher Medical Educational School.

The professional competence of the teacher of the Higher Medical Educational School is a complex characteristic of the leading ability of the teacher to be the subject of his own activity. To understand professional competence, it is necessary to present it as an integration of three structural components:

- professionally defined concept “I am a teacher” (in professional activity, in communication, in the system of one's own personality);
- professional-activity consciousness, focused on the values of personality development and understanding of the means (norms) of pedagogical activity;
- information and instrumental readiness for activity (normative, heuristic, creative - as designing one's own activity).

As applied to the professional-pedagogical activity of a doctor, competence is considered in two aspects: in the field of therapeutic and preventive activity as a specialist and in the field of professional-pedagogical

activity as a teacher. The competence approach in educational conditions integrates professional-pedagogical abilities formed in a higher school teacher, associated with training and formation of professional orientation of students in the specialty and development of professionally important qualities of a teacher-physician personality [2].

Methodological competence is understood as a complex professional and personal education that allows you to efficiently and efficiently carry out pedagogical activities, which include planning and designing the educational process; solution of methodological problems; control over the course and results of the educational process and their adjustment; providing the educational process with high-quality teaching and methodological materials; raising the level of their professional methodological qualifications. The methods of teaching special academic disciplines of natural science and professional cycles are insufficiently developed in medical universities, for example, “Methods of teaching histology, embryology, cytology”, “Methods of teaching microbiology and virology”, “Methods of teaching neurology and medical genetics” and others. This also applies to teaching methods of humanitarian disciplines, such as “Philosophy”, “History”, “Culturology” for students of medical specialties. Good textbooks and manuals are available. Teachers try to actively apply the latest technical means in the classroom, try to use modern forms and methods of teaching (role-playing games, business games, solving situational problems). However, there is a lack of recommendations on the organization, planning, design of teaching subjects. There are few developed effective models for the formation of professional competencies of future specialists in the medical field.

Communicative competence is one of the important components of the professional training of specialists of the subject-subject type of activity, to which the doctor's profession belongs.

One of the types of competencies is humanitarian. It assumes the ability of the teacher of the Higher Medical Educational School to see, hear, accept and understand subjective reality; to produce new forms of culture; helps him to resolve the contradiction between non-interference in the inner world of students and a positive influence on their value-semantic sphere.

Many teachers of medical universities believe that professional competencies in the field of medicine, combined with subject competence, are sufficient to organize the educational process at the level of higher school. However, the main competencies of the teacher-clinician are not limited to the totality of the competencies of the doctor and the teacher. Here, competencies of a special level are distinguished, which can be defined as supra-situational, that is, here we are talking about the global responsibility of clinical teachers for the system of medicine and medical education in general. They train a new generation of doctors, and practical experience is a prerequisite from this point

of view, thus a position of “doctor-doctor” communication between student and teacher appears. The transfer of experience, the formation of professionally significant qualities of the personality of the future doctor, the development of his general cultural and professional competencies is intended to contribute, among others, to the methodological competence of a teacher of a medical university. Developed methodological competence supports the teacher’s desire for self-education and improving his professional and pedagogical level, allows one to identify himself as a teacher, teacher, master. And this is the pedagogical significance of the teacher’s methodological competence. Now it is not enough just to know a well-taught subject, it is necessary to have the ability and readiness - the competence to teach it well in the open space of a modern Higher Medical Educational School.

The information competence is the basis for the formation of a professional in any field of activity, being the most important characteristic of a specialist with higher education. The pedagogical conditions contributing to the formation of information competence include the strengthening of motivation in professional training and the transfer of information competence into a subjective need and the purpose of educational activities, the development and application of a didactic complex of information support, as well as monitoring the formation of information competence using innovative educational technologies in organizing work, transformation and stabilization of the professional orientation of educational activities.

It is impossible not to admit the fact that the academic competence of the teacher of the Higher Medical Educational School, his knowledge of the subject taught, its clear and popular presentation, knowledge of related subjects are highly valued in higher school.

The priority competences of the teacher are didactic in relation to academic in modern higher school. It is necessary that the teacher of the Higher Medical Educational School not only lucidly presented knowledge, presented the material in a popular and understandable manner, but also could intelligently and subtly manage the cognitive activity of students [3].

The didactic competence is not reduced to the transfer of educational information, but to the organization and stimulation of interpersonal interaction between the participants in the learning process at the partnership level.

Higher medical school teachers are a special category of teachers with specific functions, conditions and methods of work, qualification and personal characteristics. Today, in the context of the reform of higher education, the responsibility of teachers of medical universities for the results of their work is increasing, therefore, it becomes important to ensure that the qualifications of teachers correspond to the competence-based approach in higher professional education in the context of its continuity.

Thus, each teacher of the Higher Medical Educational School is obliged to

conduct not only educational, but also methodological work. Methodical work improves his professional qualifications and pedagogical skills. This work includes the development and implementation in the educational process of new pedagogical technologies, innovative teaching methods, the creation of textbooks for students and methodological developments for teachers. Only a teacher with professional and general competencies will be able to prepare a graduate not only for professional activity, but will also contribute to the formation of his personal qualities and prepare him for self-education and self-education.

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ВЗАЄМОЗВ’ЯЗОК ГЕНДЕРНИХ СТЕРЕОТИПІВ З РОЗВИТКОМ ГЕНДЕРНОЇ ІДЕНТИЧНОСТІ

У сучасному суспільстві, все частіше зустрічається такі поняття, як - трансгендорность, варіативний гендер або гендерна неконформность і інше. Цігендер – це людина, ч’я біологічна стать і гендерний вираз збігається з очікуваннями суспільства, на відміну від трансгендерності яка характеризується, не збігом біологічної статі з внутрішнім самовідчуттям – гендерною ідентичністю. Така людина, найчастіше, має проблеми з соціалізацією, що в свою чергу, обумовлюється невідповідністю її поведінки по біологічній статі та гендерній самовираженості: поведінка, манери, інтереси та зовнішньої вид, що непокоять суспільство і відносить до відповідних понять жіночності і мужності.