

**INTEGRATED APPROACH IN THE DEVELOPMENT OF COMPETENCIES VALEOLOGICAL
STUDENTS - MEDICAL DOCTOR**Ostafijchuk Y.F.¹, Prezliata A.W.², Mytskan B.M.²Ivano-Frankivsk National Medical University¹Prikarpatskiy National University²

Annotation. The analysis of the scientific - methodical sources. We prove the feasibility of using an integrative approach in the training of future health professionals. Scientists are perspectives on the essence of the concept of integration, their position relative to integrative learning in higher education. Integrative learning is seen as a new educational technology. The basic components of the integration of modern science: Interscience synthesis, synthesis of methodological, social synthesis. It is found that an integrative technology is based on the principles of integrative and personal - oriented education. Reveals the main ways of implementing these principles: the design of interdisciplinary integration, the identification of the same type of interdisciplinary topics; orientation training content on the personality of the student, the formation integrity valeological knowledge and practical skills (in the context valeological behavior). Lit their own opinions of the authors on the formation valeological competence of students of medical colleges in the integration environment. Predicted the final result of this process - a methodological willingness of future health professionals to use valeological component in professional activities.

Keywords: valeology, competence, integration, training, students, doctors.

Introduction

New educational tasks in Ukraine, including medical education, are pointed at humanization and democratization of educational process that, in its turn, determines key priorities of education and teaching, which require breeding of initiative personality, capable to creative work and self-perfection though introduction of inter-subject integration and integration links of education and science [National doctrine of education in Ukraine, 2002; National strategy of education development in Ukraine for 2012-2021].

Analysis of scientific-methodic literature [3, 8, 11, 17, 20] that now integrative approach to teaching is not only actual but also rather available. Alongside with it, by the opinion of O.V. Marynovska [18], it shifted from periphery of scientific-methodic researches to the center of them and is actively functioning at content levels of future specialists' training. However, in scientific-methodic sources the question of valeologic competences' formation of future medical workers has not been elucidated sufficiently. Just this fact conditioned the topic of our article.

The present work has been fulfilled as per combined plan of scientific & research works of Ministry of Ukraine of family, youth and sports within the topic 3.1.1 "Theoretical-methodic and program-normative principles of education of pupils and students", (state registration number 0107U000771) and combined plan of scientific-research work in sphere of physical culture and sports for 2011-2015 by topic "Methodological and normative-legislative principles of organization of education in physical culture and provision of physical culture and sports with specialists".

Purpose, tasks of the work, material and methods

The purpose is theoretical foundation of purposefulness of integrative approach to formation of medical college students' valeologic competences.

The methods of the research. For achieving of our target we analyzed 34 literature sources.

Results of the researches

To begin with, let us regard more specifically views of modern scientists on sense of concept "integration".

F. Nikulina [20] interprets this concept as a process of development, connected with combining of separate parts and elements into something whole. With it, in the author's opinion, integration processes can take place both within the frames of already existing system, that ensures increasing of its wholeness and organization level, and with appearing a new system from previously not connected elements. A little bit different opinion about this question is of M. Artsyshevska [3], who regards "integration" as a conception of theory of system, which determines status of connecting of separate differentiated parts into whole and as a process, leading to this state.

Concerning determination of original nature of concept "integration" the views of S. Goncharenko and Yu. Maliovanniy [11] are of interest, which regard this concept as a process and result of creation of integral whole. Result of integration, in the scientists' opinion, is appearing of qualitatively new integral attribute, which does not reduce to sum of attributes of combined elements, but ensures higher effectiveness of functioning of the whole.

In context of arisen problem idea of N. Kovekh [17] is, in our opinion, quite reasonable, according to which integration (combining) of just assimilated knowledge in a whole shall carry out, instead of similar elements, with the help of homogeneous components, which are expressed with those general laws for all set of knowledge elements that compose the whole. So, at level of methodic poly-functioning of term "integration", in our opinion, it means simulation of holistic, integral new-formation with the help of homogeneous components, i.e. academic subjects both of humanitarian orientation and of physical culture, which can be combined and are capable to ensure formation of personality's valeologic competences.

General idea of integrative, holistic teaching as a mean of educational-individual development of personality has now become a subject of directed theoretical thinking. “This idea is detailed by the following directions: 1) creation of personality’s form of content in context of organization of students, studying; 2) teacher’s vocation as a pedagogue-personality instead of a subject-deliver” [20,22]. Realization of these directions is possible under condition of content integration, which is realized through different kinds of teachings, developed on integrated basis. If to regard integration as a target of teaching, then, in our opinion, it can be called “creation of valeologic world vision” – i.e. holistic student’s ideas about health related activity. This position is clearly seen in ideas of followers of integrated teaching as pedagogic technology, creator of integrated courses, which would quickly and effectively eliminate defects of subjective teaching system [7,12,16,18,21].

Basing on the said above we hope that integrative approach will facilitate formation in students’ minds valeologic competences instead of fragmentary knowledge; competences, which would be characterized by certain combination of knowledge and social experience, practical skills and abilities, which shall be realized in every-day life [30,32].

Thus, such integration we call inter-subject one and regard it as a base of valeologic competences’ formation [14,21]. On the base of analysis of literature sources (S. Goncharenko, 1997) concept “valeologic competence” is interpreted by us as a system of beliefs, demands, strives, formed in conditions of inter-subject integration and oriented on personality’s health related activity, i.e. practicing of healthy life-style.

Scientific researches of S. Goncharenko (1994), S. Bilevich (2000), T. Pushkariov (2001), Yu. Bitsiura (2002) witness that in modern science there are three main directions of integration (inter-science synthesis, methodological synthesis, social-problem synthesis), which created theoretical-methodological pre-conditions of integration in education [4]. Integration as a phenomenon of inter-scientific scale has its own evolution, history of development, accumulated experience of 80-s, 90-s years, when conception of “inter-visual links” gave way to conception “integration” and became an inter-disciplinary term, reflecting general scientific regularity of realization in whole number of integrative-pedagogic conceptions, analysis of which permitted integration of ideas in educational space as per the following directions:

- education as a form of reflecting of science and culture development’s integration trends in general, integral picture of world, which becomes a basis of human world vision [3];
- education as branch of human activity with subject – professional-personal formation of person in system of vocational education [11].

Analysis of literature sources [1,5,9,13,15,24] prove convincingly that initial ontological basis of integrative approach is, by its nature, studying activity of future medical specialists, while gnosiological principle, in our opinion, is a system of valeologic knowledge, which includes integration of knowledge, skills, value orientations, experience of health related activity. Accordingly, we shall regard philosophical- methodological basis as interconnection of life-sense, value-targeted and social-anthropological principles of future medic’s self realization in professional medical activity. With it, leading psychological basis of this approach we consider multi-dimensional human nature, all variety of human links with surrounding world, while pedagogic-systemic character of educational process-as ensuring wholeness of personality’s-professional formation of student-medic [25, 26, 31].

As per researches of scientists [12, 14, 16] the essence of integrative approach to professional-personality’s formation of future medical specialist is wholeness of integrative-organized educational process, with the unity of its directions: inter-visual, internal-visual, inter-personal and internal-personal integration, which stipulate systemic approach to a person and is, by its nature, an integral (systemic) and holistic (whole) one.

As we can see determination of these directions of integrative approach is determined by the process of professional-personality’s formation itself, which includes motivation, activity, communication and self-cognition of a student. Mechanism of inter-action of these directions, in our opinion, can ensure wholeness and effectiveness of process of professional-personality’s formation of future medical specialist. Inter-visual integration of medical-biological, humanitarian, psychological-pedagogic and methodic academic disciplines is carried out on the base of leading system-formation concepts and ideas of human formation in profession [17, 29, 33].

The sense of inter-visual integration, in our opinion, implies orientation of teaching at higher school on realization of strategic target: formation of students’ integral style of valeologic mind and behavior (personal and social) for successful solution of complex professional-valeologic tasks.

For achievement of this target, in opinion of F. Nikulina [9], every academic discipline solves integrative targeted task and ensures actual contribution in formation of a graduate’s readiness for fulfillment of professional functions. The outcome of integration is students’ ideas about holistic results of their professional-personal formation, formation of image of a professional medic. Holistic understanding of studying activity’s sense and methodological readiness to carry it out, i.e. ability to see its systemic character, implement valeologic component in practice of professional activity is a predictable result of inter-subject integration of general cultural, psychological-pedagogic and special knowledge and means of activity.

Internal-visual integration continues inter-visual one and bases on it [18]. It is also based on understanding of academic discipline as differentiated and as a component of integrated system. Determination of sense, content, structural and technological connections between sections and parts of academic discipline, in our opinion, will permit to organize studying of academic material as a system, opened to new connections.

Analysis of literature sources [6, 11, 17, 20] witnesses that internal-visual integration of academic discipline is realized through block-module construction of its content on the base of integration of theory and practice, i.e. complex of professional knowledge. It creates favorable conditions for realization of integration approach to visual didactics that ensures methodologically formation of integrative professional thinking of a specialist [19, 23].

In modern system of medical education inter-subject integrating, inter-disciplinary complex approach belongs to most available [27, 28, 34]. Reformation of modern medical school requires realization of this idea in new forms. We mean new organization of educational process, with students-medics study not separate disciplines – to learn and forget-but in order to receive knowledge and skills, envisaged by educational-qualification characteristic.

One of means, which are used for realization of integration in content and forms of education is inter-subject links, which facilitate formation of students' holistic knowledge and skills [12]. V. Vernadskiy, in his time, noted that "...growth of scientific knowledge in 20th century quickly eliminates borders between separate sciences. They still more specialize by certain problem. It permits, on the one hand to profoundly study a phenomenon extremely deeply and, on the other hand, to embrace it from all points of view" [8]. Prediction of the scientist has justified, because modern methods of medical education's improvement require both differentiation and integration of educational process. Analysis of scientific-methodic sources [2, 4, 7, 9, 13, 19] convincingly proves that content integration of educational process shall be based on holistic understanding of a person, his (her) life activity, health, considering evolution after-effects and modern development under influence of biotic physical-chemical and ecological factors, caused by anthropogenic impacts.

To day, in context of arisen problem, interest is caused by researches [17], which witness that realization of inter-subject integration gives positive results in close unity with other active methods of teaching and education and is closely connected with methodological view on problem of synthesis and analysis of scientific knowledge as certain expression of differentiation of sciences.

Analysis and understanding of scientific achievements [S. Bilevich, 2002; S. Goncharenko, 1994; V. Glomozda, 1991; T. Kobekh, 1997; O. Marynovska, 2002 et al.] convincingly proves that integrative technology is based on principles of integrative personality-oriented education, which, in context of our problem, are realized under following conditions:

- psychological-pedagogic projecting of inter-subject integral interaction of teacher and student (V. Glomozda, 1991);
- prevailing connection of similar academic topics of medical-biological disciplines and physical education (V. Ilchenko, 2005);
- orientation of integrated content of educational process on personality (A.S. Goncharenko, Yu. Maliovanniy, 1994);
- formation of holistic valeologic knowledge and practical skills about health related activity, practicing of HLS (N.O. Zemska, 2011);
- development of personality's valeologic potential of student on principles of inter-subject integration (G.L. Apanasenko, L.A. Popova, A.V. Maliovaniy, 2011).

With it, considering general didactic principles, we marked out the following ones, which, in our opinion, were the most significant in conditions of valeologic competences' formation on integrative basis and would be tested in our dissertation researches:

- inter-subject integration of medical-biological knowledge, skills as well as values of motion activity, ensuring sufficient content base of students-medics' valeological education;
- systemic character, ensuring continuity of formation of valeologic world-vision of future medical specialists by means of physical education;
- cultivation of fundamental and methodological character of students-medics' physical education in context of valeologic competences' formation;
- realization of personality-oriented educational process on principles of value-motivational approach to development of students' personalities in conditions of inter-subject integration and inter-personal communication and self-realization both students and teachers;
- adaptation to educational inter-subject, integrative environment;
- professional orientation in using of valeologic knowledge in professional medical activity.

The elucidated above principles can be used for formation of valeologic competences of medical college students in integrative conditions.

Conclusions:

Considering the above said we think that as on to day there exists a demand in development of new technology of future specialists' training on principles of inter-subject integration. We hope it will permit to prepare future medical specialist with qualitatively new level of thinking, who would be able to appraise patient's state of health, integrating results of anatomic, physiological, ecologic - valeological, bio-chemical and clinical data. Such approach completely meets ancient postulate of medicine "Cure patient, but not disease; remove reason instead of after-effects".

The arisen problem will find its logical continuation in further dissertation researches on topic "Formation of valeologic competences by means of physical education in conditions of inter-subject integration of medical colleges' students".

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Information about the authors:

Ostafijchuk Y.F.: javir55@mail.ru; Ivano-Frankivsk National Medical University; Galitcka, 2, Ivano-Frankivsk, 76000, Ukraine

Prezliata A.W.: bogomdan_21@mail.ru; Prikarpatskiy National University; T.Shevchenko str., 44-a, Ivano-Francovsk, 76018, Ukraine

Mytskan B.M.: bogomdan_21@mail.ru; Prikarpatskiy National University; T.Shevchenko str., 44-a, Ivano-Francovsk, 76018, Ukraine

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