

STATEMENT OF THE PEDAGOGICAL EXPERIENCE IN THE FORMATION OF EMPATHIC COMMUNICATIVE COMPETENCE IN MEDICAL COLLEGES

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Annotation

Modern social conditions and social needs reveal the need to develop empathic communicative competence in future medical workers. Empathic communicative competence of medical college students contributes to the flexibility of professional thinking, allows them to adapt to new professional situations, to meet the requirements of the profession. The article reflects the results of observation of the experience of teaching staff of medical colleges in the formation of empathic communicative competence.

Keywords: empathic communicative competence, competence, professional competence.

Adnotare

Condițiile sociale moderne și nevoile sociale dezvăluie necesitatea dezvoltării competenței comunicative empatică în viitorii lucrători medicali. Competența comunicativă empatică a studenților din facultatea de medicină contribuie la flexibilitatea gândirii profesionale, le permite să se adapteze la noi situații profesionale, să îndeplinească cerințele profesiei. Articolul reflectă rezultatele observării experienței cadrelor didactice ale colegiilor medicale în formarea competenței comunicative empatică.

Cuvinte cheie: competență comunicativă empatică, competență, competență profesională.

Introduction

At this stage of development of society, an urgent problem is to improve the quality of medical services. Empathic communicative competence makes a medical specialist more successful and in demand. Purposefully formed empathic communicative competence of medical college students contributes to the flexibility of professional thinking, allows them to adapt to new professional situations, to meet the requirements of the profession. In the context

of a very busy admission of patients in outpatient facilities (polyclinics), the formation of empathic communicative competence must be considered as a very serious factor and as a strategy to alleviate these difficulties [6]. That is why purposeful work on the formation of empathic communicative competence of future medical workers is so important.

1. Specificity of the formation of empathic communicative competence in medical colleges

College teachers are faced with the task of preparing a responsible citizen who is able to build their activities in accordance with the interests of the people around him, creating conditions for the comprehensive development and self-realization of students' personalities, and the formation of professionally significant competencies. The organization of pedagogical conditions presupposes the maximum strengthening of the student's activity as a subject of the pedagogical process [1]. Taking into account that the empathic communicative competence of a healthcare professional correlates with the psychological effect of treatment and is the most important factor determining the success of treatment, it is manifested:

- in a positive direction of interactions and the absence of reactions of ignorance;
- in a high level of empathy;
- in relation to the patient as a value, as an active participant in the interaction.

The empathic communicative competence of a healthcare professional allows:

- to better recognize and more correctly respond to verbal and non-verbal signs of patients and extract more information from them;
- to carry out medical manipulations more effectively;
- seek approval and favor from the patient;
- to influence various forms of reflection of the disease (emotional, intellectual, motivational) and activate compensatory mechanisms,

increase the psychosomatic potential of the patient's personality, help him to restore connection with the world, destroy stereotypes formed by the disease, and create patterns of a healthy response.

The purpose of the statement was to identify the experience of teaching staff in the formation of empathic communicative competence. For this we used the following methods: document analysis and observation.

Requirements for the preparation of a competent graduate of a medical college are declared in state documents:

- Code of Education of the Republic of Moldova dated 05.17.2014;
- Strategy for the development of the education system for 2014–2020. "Education 2020", by the resolution of the Government of the Republic of Moldova dated 14.11.2014 No. 944;
- The Program for the Development of Medical and Pharmaceutical Education in the Republic of Moldova for 2011–2020, by the Decree of the Government of the Republic of Moldova dated October 27, 2010 No. 1006;
- Classifier of employment of the Republic of Moldova, approved by the order of the Ministry of Labor, Social Protection and Family dated 03.03.2014 No. 22;
- The nomenclature of vocational training areas, specialties and qualifications for personnel training in institutions of secondary technical vocational education, approved by the post by the amendment of the Government of the Republic of Moldova dated 14.12.2015 No. 853. The content of education is based on state educational standards, has a formative and developmental character and is differentiated by levels and steps. State educational standards for vocational education are developed by the Ministry of Education, Culture and Research with the participation of representatives of patronage organizations, agreed with the competent central public administration authorities and approved by the Government. The competencies required for graduates of post-secondary and post-secondary non-tertiary vocational education programs are formulated in the National Qualifications

Framework. The basis for the construction of the state educational standard is a competence-based approach. The fact that a graduate has practical experience is a fundamentally new component of the result of education, which is reflected in the standard. The curriculum for modules / disciplines of vocational education is developed by specialists in the relevant field by level of education (secondary, post-secondary and post-secondary non-tertiary) and by areas of vocational training in accordance with the National Qualifications Framework, coordinated with sector committees and approved by the Ministry of Education, Culture and Research on agreement with the competent central authorities.

The vocational education curriculum includes:

- a) framework curriculum and curricula for crafts and specialties;
- b) curricula by module / discipline;
- c) methodological guides for the application of curricula. [3]

In this context, teachers focus their activities on the achievement of the following strategic goals: ensuring a high-quality, student-centered educational process, which should contribute to the formation of professional skills of students; the development and evaluation of learning activities related to modern curricula compatible with the requirements of European education. Education reforms in the Republic of Moldova, the requirements of the Bologna Process emphasize the effectiveness of the process of professional training of future specialists. The objectives of the curriculum are related to the National Qualifications Framework, with strategic documents for the development of the educational institution, focused on the following aspects: restructuring of primary education in the field of vocational training.

The Decree of the Government of the Republic of Moldova approved the Code of Deontology of Medical Worker and Pharmacist, which regulates the norms of professional conduct, basic ethical principles and moral values, in accordance with which the profession of a medical worker and pharmacist is carried out on the territory of the Republic of Moldova. This Code has the following objectives:

- a) establishing the norms of professional behavior of medical workers and pharmacists of the Republic of Moldova;
- b) Enhancing the prestige and credibility of the medical profession and pharmacist;
- c) establishing uniform standards of conduct for all healthcare professionals and pharmacists;
- d) informing citizens about the norms of behavior, which must be followed by all medical workers and pharmacists of the Republic of Moldova.
- e) prevention of possible moral violations. [5]

Candidate of Pedagogical Sciences N.A. Zhukovskaya in her dissertation research highlighted the basic principles of the development of moral qualities among students of a medical college. ON. Zhukovskaya notes that the development of moral qualities in teaching and upbringing of students of a medical college includes organizational-motivational, analytical-diagnostic, content-activity, evaluative-productive stages, each stage has a difference in goal setting, content selection, and obtaining the final result. [2]

In modern conditions, one of the leading trends in the development of education systems in the world is the creation of an educational space. An urgent task is to find ways to achieve the compatibility of educational systems, pedagogical tools and technologies, the mechanisms of their correct compatibility. General approaches are being developed to ensure the quality of education, to the development of educational and scientific materials and programs. It should be noted that the issues of competence, competence and competence-based approach are considered in the works of teachers I.A. Zimney, E.F. Zeera, N.V. Kuzmina, A.K. Markova, L.A. Petrovskaya, L.M. Mitina, L.P. Alekseeva, N.S. Shablygina E.S. Bogacheva, N.N. Dvulichanskaya, L.V. Elagina, N.A. Zhukovskaya, I.I. Uskova, S. Marcu, V. Goraș-postică, A. Ghicov, L. Scifos, V. Botnari, as well as psychologists V.V. Davydova, P. Ya. Galperina, V.D. Shadrikova, P.M. Erdnieva.

In the dissertation research of the candidate of pedagogical sciences N.F. Mikolishina "Professional training of medical college students through the organization of a competence-oriented educational process" competence is considered as a strategic target character the quality of education is a set of key, general professional and professional competencies [4].

Analysis of educational documents and products of a projective type (curricula, curricula (programs) by discipline, didactic projects: course, seminar / workshops, laboratory work, research projects / individual lessons) and methodological (teaching aids, teaching aids), etc.) illuminates the pedagogical experience of the formation of the empathic communicative competence.

We studied pedagogical documentation in order to determine the specifics of planning the process of forming empathic communicative competence of students of a medical college. The objects of study were the work plans of teachers, having studied which, we found that they lacked technologies that contribute to the formation of empathic communicative competence. Educators do not plan the conditions necessary for the formation of empathic communication competence in medical college students. Having considered the State educational standard of secondary vocational education and the requirements for the results of mastering the main professional educational program, we found that training is aimed at the formation of clinical skills and, to a lesser extent, has a humanistic orientation. Based on this standard, students should:

1. Work in a team and team, communicate effectively with colleagues, management, consumers.
2. Be ready to take on moral obligations in relation to nature, society and man.
3. Present information in a form understandable to the patient, explain to him the essence of the intervention.

An analysis of the qualification characteristics of the specialties: Nursing, General Medicine, Obstetrics shows that they contain requirements that allow teachers of academic disciplines and

professional modules of these specialties to stimulate the formation of empathic communicative competence of students of medical colleges.

2. Analysis of the pedagogical practice of the formation of empathic communicative competence in the medical college.

In the process of studying pedagogical documentation, we revealed that the work on the formation of empathic communicative competence of students of a medical college is not sufficiently reflected in the plans of teachers. The data obtained showed that in the practice of the college, insufficient attention is paid to pedagogical technologies that contribute to the formation of empathic communicative competence. In order to obtain more complete information about the state of practice on the problem of the formation of empathic communicative competence of students of a medical college, we observed the activities of teachers. The objects of observation were the means, methods and forms of the formation of empathic communicative competence of students. We have compiled questions for the experience of teaching staff of medical colleges in the formation of empathic communicative competence of students. The results of the analysis of the observation protocols showed that 100% of the respondents believe that the formation of empathic communicative competence of students is necessary. They are confident that there is a direct link between the professionalism of a healthcare professional and his ability to show empathy, empathy, emotional response and care through verbal and non-verbal communication. It is also important that in the course of professional activity it will be necessary to communicate with people of different ages, social status, different professions, nations, religions. To the question "What methods, means, forms that contribute to the formation of empathic communicative competence of students do you use?" 52% answered - conversation, work in groups; 27% - situational tasks, 13% - role-playing games, 8% - use trainings. To the question "Have the conditions been created in the medical college for the

formation of empathic communicative competence of students?" 17% answered - "partially", 21% - "no", 62% - believe that the conditions are favorable for the formation of empathic communicative competence. To the question "Do you pay attention to the formation of skills and patterns of non-verbal empathic behavior?" 37% of the respondents answered that they pay, for example, emphasize the importance of body position facing the patient, eye contact, pantomime. To the question "Is empathic communication in a clinical setting similar to practicing clinical skills in real time with real patients and under the supervision of practicing physicians carried out?" most of the respondents answered that this practice is not carried out.

CONCLUSIONS

In the course of observing the teacher's activity in the formation of empathic communication competence, it was noted that most teachers do not use active technologies that stimulate the development of experience and skills to effectively apply it when interacting with a patient. The importance of the formation of skills to manage non-verbal means of communication. We found that medical colleges do not purposefully create the necessary conditions for the formation of empathic communicative competence. The analysis of the pedagogical experience of the formation of empathic communicative competence of students of medical colleges shows certain shortcomings, in particular, which are associated with the creation of appropriate contexts for the implementation of the nominated competence. At the stage of introducing state educational standards, the teaching staff of medical colleges faced a number of difficulties. This is the lack of a unified regulatory and methodological base, the need to independently determine the structure and content of some general competencies for disciplines and professional modules from the variable part of the hours. It took the development of a model for the formation of empathic communicative competence, as well as the systematization of competence-oriented educational technologies and the development of assessment materials. We are faced with the need to

revise the principles of the organization of the educational process, and the quality of training of nurses.

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