

DOI 10.51582/interconf.21-22.06.2021.03

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**SCIENTIFIC APPROACHES TO THE FORMATION OF
PROFESSIONAL VALUE ORIENTATIONS OF FUTURE DOCTORS**

***Abstract.** In the article we have considered and substantiated scientific approaches to the formation of professional values of future doctors. Among the existing scientific views on the problem of professional training of future doctors, we have identified those that satisfy both in the traditional and in the innovative plane: axiological, competence and technological ones.*

***Keywords:** value orientations, approach, axiological approach, competence approach, technological approach.*

Introduction. Most of the transformations taking place in society and in the field of education are focused on a specific person - the main actor and the subject of socio-historical development, its main purpose and direction. Among a number of important tasks of reforming higher education, the training of highly qualified specialists who have a system of established professional values is paramount.

The problem of studying professional values of future doctors remains relevant, because, firstly, there is no single approach to the interpretation of the concept of values, and secondly, changes in economic, political and spiritual spheres of our society entail changes in values of future doctors. Today, special attention is paid to the study of changes that occur in the minds of young people. The inevitable reevaluation of values and their crisis are most evident in the minds of this social group. The urgency of studying the value orientations of young people is due to the emergence of a number of works on various aspects of this problem. Structure and dynamics of value orientations of the personality at a young age, the role of value orientations in the mechanism of social regulation of behavior, interrelation of value orientations with individual-typical and characteristic features of the personality, with professional orientation are studied in socio-psychological, psychological and pedagogical research.

The purpose of the article is to consider scientific approaches to the formation of professional values of future doctors in the process of professional training at medical university.

Research methodology. The study uses theoretical methods of analysis and systematization of scientific sources to substantiate scientific approaches to the formation of professional values of future doctors.

Results of the research. A necessary component of the medical profession is higher medical education, which is based on certain principles, namely: continuity and gradual complication of the educational process; combination of general and specialized knowledge in the learning process; combination of theory and practice in the process of professional training of a doctor; creative approach to solving scientific problems and practical situations.

The system of higher medical education consists of the following components: professional selection; ensuring the acquisition by future doctors of general scientific, fundamental and specialized knowledge, the formation of a doctor's culture; instilling skills, habits of the work as a doctor, knowledge of the peculiarities of the health care system; improvement of professional qualification of a doctor, enrichment of forms and methods of work, generalization of practical experience to meet the needs of society development

It is well known that the value approach to life, which is formed in early childhood, begins with the separation of objects into categories of good and evil. Expressing certain thoughts about the world, a person constantly imposes on it a chiaroscuro network of universal and individual ideas about good and evil. This network is the basis of value ideas about the useful and harmful, good and bad, fair and unfair, true and false, beautiful and ugly, which explores axiology.

To date, there is a whole paradigmatic direction - pedagogical axiology, the central problem of which is the transformation of knowledge into beliefs, the mediation of the acquired knowledge fund by attitudes and values. Pedagogical axiology is based on the methodology of the axiological paradigm presented by N. Astashova, V. Kryzhko, V. Ognevyuk, N. Tkachova [1, p. 224].

According to I. Bekh, "... a significant role in the formation of professionalism is played by the value-semantic sphere of man. This is due to the fact that professional activity is one of the main means of building your own life path. But the construction of such a path will be successful only when the professional activity (preparation for it) acquires a personal touch, that is, able to reflect and embody the personality through himself "[2, p. 264] in aspects of its attitude to the level of professional training, spiritual values, culture, self-education, self-education, self-improvement and self-actualization in the future profession.

V. Tugarinov described the concept of "axiosphere", which defines the essential boundaries of axiological space, its structural heterogeneity, internal diversity and forms a hierarchy, the components of which are in interaction and unity [3].

The axiosphere includes a system of values that are internal, emotionally mastered by the individual guidelines for its activities and meet the individual characteristics of man, the level of culture and the requirements of society.

According to the Ukrainian scientist V. Kryzhko, the axiosphere of a modern specialist is a unique spiritual formation, which includes internalized values and value orientations that ensure human self-preservation in space and time. [4, p. 198], is the whole sphere of human values to the world, which includes two components: first, the world of values; second, the subjective reality of the value vision of the world of values in the form of value ideas, evaluations, ideals, canons, images. The axiosphere embraces values in their systemic existence, emphasizes the structural-ontological aspect of value relations and facts. It distinguishes value phenomena from non-value ones. However, the axiosphere does not provide full autonomy of values. It allows you to determine the communicative properties of the sphere of values with other spheres of life, consciousness and culture. In this context, value as the ontological basis of the axiosphere is a specific reality in which there are symbolically forms of human existence, society and culture [5].

The basis of the axiosphere is the phenomenon of "value chain" [6]. But these values are not in one-dimensional, but systemic connections, determining the nature of the formed value orientations. Values find their existence only in the system, and that is why the existence of the axiosphere of science (where it is represented as a system of methodology and paradigm, methods, principles, postulates, approaches, concepts, theories and other tools for achieving truths), the axiosphere of religions (consisting of sacred books, dogmas, doctrines, rites, ceremonies, liturgies, commandments, special religious practices, etc.), the axiosphere of politics (where the values of political culture, power, ideologies function) - a natural result of their formation.

The elements of the axiosphere are in a dynamic relationship, because in any society there are two interrelated processes: the creation of new values and the transmission of values from generation to generation. The problem of the transfer of value experience is more complex, the wider the scale of society, the greater the amount of already accumulated values.

Spiritual values are a means of expressing a person's social maturity. The spiritual component of the axiosphere of the future doctor can be represented as existential, moral, humanistic, aesthetic, each of which occupies a certain place in

the hierarchy of values. If we imagine a "pyramid" of spiritual values, then a special place in it will have an understanding of the nature of the meaning of life in the spiritual life of the doctor. T. Kalyuzhna believes that the meaning of life captures the spiritual core of self-consciousness of the individual, it is the axis of human beliefs. All other life goals are subordinated to him [7, p. 72]. In this sense, humanism is aimed not only at professional and communicative characteristics of professional activity, but also at the results of a holistic professional process. The motive of the modern doctor's activity can be considered as a special attitude to life and health, as a spiritual reproduction of the social potential of the individual. The meaning of a doctor's life is related to the self-realization of his personality, which includes creative, communicative, aesthetic, emotional and other aspects. The doctor's ability to make decisions is formed in the course of various professional situations. Readiness to make decisions is inspired by the meaning of life. Another important tool for spiritualizing the professional process is the conscience of the doctor, who needs the highest inner strength and constant work on himself.

The axiosphere of the doctor is value orientations, values, attitudes, orientation. Modeling of such a system is a diagnostic and prognostic process that has a spiritual content and purposefully influences the development of identity, inner depth of personality and multifaceted manifestations of self-realization of the doctor.

The development of the axiosphere of the modern physician is of fundamental importance. First of all, the axiosphere helps to fulfill goals and design activities, determine priorities and criteria for professional activity.

According to V. Kryzhko, the value of activity depends on many components: social prestige of work, realization of personal abilities, possibility of self-expression, realization of creative potential [4, p. 29]. In the structure of a doctor's professional activity we distinguish the following important personality traits: purposefulness, organization and expediency of carrying out activity, control.

Thus, for the formation of the axiosphere of the future doctor requires special activities for the formation of value orientations of the doctor, requires a targeted educational program for the formation of axiological qualities of the doctor's personality. Among the positions that purposefully influence the axiosphere, the

most significant were the cultural environment, communicative experience, self-education, the development of moral norms in education.

Therefore, we believe that the leading factors in the formation of the individual axiosphere of the future doctor are:

- social expectations of society in relation to the subject of the health care system, which determine the initial state of the axiosphere of the future doctor and its further transformation in the process of education in higher medical education;
- educational environment of the institution of higher medical education;
- professional morality and ethics of a doctor;
- state of professional activity of the doctor;
- the content of higher medical education.

The axiological function of the health care representative is related to the value system. It is generally accepted that values as the meanings of life and being are not inherent in man or society. Their appearance is the result of human activity, its interaction with the world, with people, so the birth of new value systems is possible through the reflection of the world around us and ourselves.

The axiological approach is based on a number of philosophical and sociological concepts. According to them, human actions can be understood only in relation to the values (benefits) that determine the norms and goals of human behavior. The axiological approach allows to emphasize the educational process on the development of universal, professional and personal values of future doctors, which is the foundation for constructing their inner world, stable life position and successful professional activity.

The choice of the axiological approach is explained by its possibilities which allow to form in future doctors' understanding of importance of universal and professional values, programming of the future activity of the doctor in the professional environment, communicative tolerance, development of professionally important qualities for successful professional activity.

In pedagogy, the axiological approach serves as a kind of "bridge" between theory and practice. On the one hand, it provides an opportunity to study various phenomena and events in terms of their ability to meet the pressing needs of people,

and on the other - to solve the problem of further humanization of society and, in particular, education.

To better understand the essence of the axiological approach, it is also useful to cite the views of M. Oxy, according to which the implementation of this approach involves compliance with this requirement in the formation of value orientations of youth, it is necessary to make full use of opportunities of collective as the main conductor of social values and group norms for persons who are a part of it. [9, p. 26-27].

The relevance of the axiological approach to solving the problem of forming professional values of future doctors is due to current trends in the world educational space, the need to build a hierarchy of values of personal education in higher medical education.

The need to use an axiological approach is associated with the definition of conceptual foundations and the search for value bases for the formation of professional values of future doctors.

Competence approach is a necessary basis for solving the problem of professional training of future doctors as subjects of professional activity with the formed system of professional value orientations. The subjectivity of the individual, his system of value orientations are reflected in professional competencies, which reveal the readiness and ability of future doctors to work.

In our study, the competency approach is based on the recognition of professional value orientations of future doctors as a result of professional training in higher medical education. The essence of this approach is in the construction of such an educational process, which exists not only to acquire professional knowledge, skills and abilities and professional qualities, but also provides for their actualization and mobility of the future doctor in solving professional problems, performing professional tasks, etc.

In this regard, the recognition of professional competence and giving it priority status in the training of future doctors helps to improve the effectiveness of its formation.

Competence approach, which focuses primarily on a new vision of goals and evaluation of the results of vocational education, also has its requirements for other

components of the educational process - content, forms, methods, pedagogical technologies, tools for monitoring and evaluation.

The technological approach in education is actively used as a logically ordered and reproducible system of actions of subjects aimed at achieving the educational goal, as well as its reflection in the form of a description, as a cycle of operations in the logic of the goal and the leading method or algorithmic order. goals:

- a special type of knowledge about the guaranteed and reproduced way to achieve the educational goal in the process of the subject;
- scientifically substantiated project of actions of subjects for achievement of the purpose with the necessary tools for this purpose [10, p. 20].

The technological approach characterizes the focus of pedagogical research on optimization, improvement of learning activities, increasing its effectiveness, instrumentality, intensity. The technological approach takes into account the objective didactic laws and ensures in specific conditions the compliance of the result of the activity with the previously set goals. The peculiarity of educational technologies is that the sphere of pedagogical activity cannot be characterized by a clear subject field, unambiguous functions, separation of professional actions from personal-subjective parameters. In addition, the remoteness and variability of the outcome of educational activities can not provide a clear prediction and modeling [11, p. 138-147].

Yu. Dziubenko and L. Oliynyk consider the formulation of the diagnostic goal (with determination of the level of mastering) to be the main characteristics of the technological approach to learning; objective control of the effectiveness of training and determining the level of achievement of the goal; achieving the final result with an accuracy of at least 70% [12, p. 146].

Technological process is a system of technological units focused on a specific pedagogical result. Such units include: criteria, indicators, levels, components, qualities.

Under the formation of professional values, we understand the process of progressive changes in their structural components (axiological, psychological, motivational, cognitive, prognostic), giving personal values as a holistic, integrative formation of a certain completeness.

Conclusions. Thus, summarizing the principle of generalization, we accept the idea that the formation is a certain stage of the relative completeness of the development process. The basis for this conclusion was primarily the following scientific and pedagogical approaches to solving the problem of professional training of doctors, which satisfy both in the traditional and in the innovative plane: axiological, competence and technological.

At the same time, the axiological approach allows to emphasize the possibilities and resources of the educational process of training future doctors on the development of universal, professional and personal values, it is the foundation for graduates to construct their inner world, axiosphere, stable life position and effective professional activity.

The competency approach is based on the recognition of professional values of future doctors as a result of professional training in institutions of higher medical education. The essence of this approach is to design such a learning process, which exists not only to master professional knowledge, skills, abilities and professional values, but also provides their relevance and mobility of the future doctor in solving professional problems, performing professional tasks at a high level.

The technological approach characterizes the focus of our research on optimization, improvement of learning activities, increasing its effectiveness, instrumentality and intensity. The technological approach is used as a set of philosophical, theoretical and methodological views on creative design, which guarantees the achievement of the goal and allows you to check the signs of change that have been identified.

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