The problem of psychological competence in medical education: from professional knowledge to skills

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The article analyzes the problem of psychological competence in medical education, the main approaches to the problem of professional becoming a specialist. The stages of development of the doctor in the professional sphere, stages of formation of professional abilities from professional knowledge to skills in the process of mastering the profession are considered. The general characteristic of professional formation and level of professionalism is given. The analysis of stages of professional formation of specialists is presented, psychological and pedagogical peculiarities of formation of professional competence of future physicians at the stage of professional formation are determined. The analysis of scientific sources suggests that the problem of studying professional development is in the constant focus of many scholars who determine the nature and stages of professional development, psychological peculiarities, psychological and pedagogical conditions and factors of professional development of the individual. The professional competence of a doctor is a complex of skills acquired in the process of training the knowledge, skills and abilities necessary for the performance of their professional duties. Professional competence of physician-psychologist includes not only emotional-sensual sphere, but also knowledge and skills required for both physician and psychologist.

The educational process of preparing a future doctor should include not only a professional but also a personal development of a specialist, both at the pre-graduate stage and at the post-graduate level. The main ideas of the concept of self-regulation of the professional genesis of the physician’s personality are revealed.

Key words: psychological competence; professional development; stages of formation of professional abilities; professional becoming of specialist; medical education.

Introduction

The necessity of psychological knowledge and the low level of psychological competence of the population are put forward in the educational system, including the higher medical, complex, and responsible requirements of psychologization of the whole system of education and education professional. To solve such a problem, it is above all necessary to ensure the high efficiency of the training of professionally competent and psychologically competent medical professionals. The level of basic psychological knowledge does not meet the requirements for training specialists, which makes the task of training a highly qualified doctor is especially important. We are convinced that the new vector of education at a higher medical school should be directed not only to the acquisition of professional knowledge, and skills, which, of course, forms the basis for the professional competence of the doctor, but also the formation of the motivational and valuable areas of the individual, becoming her as a professional, which possesses a wide range of necessary professional, personal, communicative, and social competences. This, in turn, involves strengthening the psychological component of the educational space. It is this approach that will help make the training of a specialist truly personal-oriented, as it activates self-regulation, self-knowledge, and self-realization, optimizes the activity, and highlights the competence of the specialist as the main value training motive for the
professional self-realization of the doctor. Consequently, the formation of the psychological competence of a future specialist is intended to change the essence of mastering professional knowledge and become the basis of personal training for an independent, competitive professional activity.

The purpose of the article is to research the problem of studying the peculiarities of the professional competence of doctors in the process of professional development, the stages of development of the doctor in the professional sphere. Give the general characteristic of stages of formation of professional abilities in the process of mastering the profession; determine the psychological and pedagogical principles of professional formation and level of professionalism in medical education; from professional knowledge to skills.

Statement of the main material

One of the tasks of the system of national higher education is the training of highly skilled professionals, whose main indicator is professionalism, manifested, on the one hand, in the acquired knowledge, skills and abilities necessary for their successful use in further activities, in practice, and, on the other hand, in the formation of a fully developed personality.

Higher education is undergoing reorganization and euro standards. Ukraine’s accession to the Bologna process was characterized by a change in goals, objectives, and content of the educational process in higher education. In accordance with the main objective of the Bologna Process, which is the formation and strengthening of intellectual, cultural, social, scientific, and technological capabilities in Europe, the task of higher education was to prepare a competitive specialist not only professionally qualified but competent. Thus, the problem of competence, in general, is one of the most important psychological and educational issues facing personal and professional development of the modern professional.

According to research scientists from the analysis of current trends in the development of education in many countries, the selection and implementation of key competencies is becoming a priority methodological and didactic task. Of particular interest to the professional formation of future professionals, the formation of emotional competence due to high social value is important.

In accordance with the concept of professional development of the person, the professionalism of the doctor includes not only the effective performance of his professional activities, but also the maturity of the personality of a specialist, a combination of professionally important qualities with psychological in the process of qualified medical interaction. The analysis of world trends in vocational education shows the growing demands for professionalism and personal qualities of the doctor. It should be noted that the professionalism of the doctor is determined by the level of his competence, which is one of the most important personal qualities.

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The professional competence of a doctor is a complex of skills acquired in the process of training the knowledge, skills, and abilities necessary for the performance of their professional duties. In view of this, it is reasonable to assume that the main task of education and training is the result of professional development of a specialist in a higher medical school is the formation of professional competence of medical students.

In accordance with the concept of professional development of the person, the professionalism of the doctor includes not only the effective performance of his professional activities, but also the maturity of the personality of a specialist, the combination of professionally important qualities with psychological in the process of qualified medical interaction, including because of professional self-realization.

In the context of the issue that has been raised, special attention is paid to scientific research of psychological and pedagogical orientation, as well as to the methodological problems of continuing vocational education, didactics of professional education, issues of professional readiness, and peculiarities of development and formation of future specialists in the process of professional training. Several works are devoted to the study of the personality-professional formation of a specialist, in particular a doctor.

The period of study at the higher medical school plays a special role in the process of forming the personality of the doctor, which is why, according to our deep conviction, the question of the personal formation of a specialist, in particular the doctor, in terms of their future professional activities, should be constantly at the center of attention. To this end, the educational process of preparing a future doctor should include not only a professional but also a personal development of a specialist, both at the pre-graduate stage and at the post-graduate level.

Professional development of the personality of the doctor takes place not only during studying at a higher medical school. An important role is played by the qualities of the person who are developing and improving in the process of obtaining education and in the further work activity. Professional formation of the future doctor is a step-by-step moment of individual and personal development of a specialist.

If we consider professionalism as a system of professional knowledge, skills, skills, their personal content, one can safely consider the training of future specialists as a period of professional development. This is a process of individual formation of professionally important qualities and abilities, professional knowledge, and skills, which leads to self-realization of the person in the profession, the
formation of professional competences. The analysis of the concepts and models of professional and personal development and the formation of specialists at the stage of professional training was carried out in our previous studies. It allowed identifying and outlining several stages of the person’s professional psychology from the stage of professional psychological readiness and adaptation to the stage of professional skill, which is the source of not only personal qualities of the doctor, but also his professional competencies.

The first important stage is the professional self-determination of the future physician, considering his professional interests, inclinations. It includes the choice of professional education and the level of professional training. The second stage is the process of professional training of a medical student, mastery of professional knowledge. The third stage, when the graduate began practical activities, including professional training in internship. He can apply the acquired theoretical knowledge, to improve his skills and practice skills. Important is the psychological readiness for professional activity and awareness of the professional identity of the future physician. Fourth stage is performance of professional duties. It is a period of gaining experience, independent performance of qualified professional activity, formation of professional competences, own professionalism, career development. Important are further professional self-development and self-improvement. The fifth stage is highly skilled work, professional mobility, and professional skills.

Professional development of the person, from our point of view, involves the formation of professionally important knowledge, skills, individual properties, and ways to perform professional duties in the process of therapeutic interaction. In general, one can identify the main components of the professional becoming a doctor. First, the orientation of the individual, which includes motives, value orientations, socio-professional status, etc. Secondly, professional competence is a set of professional knowledge, skills and abilities, methods of professional activity. Thirdly, professionally important qualities of the doctor.

In general, the work of a doctor is a multidisciplinary activity, which, in our opinion, includes several components: professional orientation, social interaction, communicative abilities; personal qualities of a specialist, his emotional and psychological properties, which are complementary and aimed at helping the patient. In this regard, in general, one can distinguish the integral characteristics of the professional activity of the doctor and state that the professionalism of the doctor should determine the relationship, on the one hand, his professional knowledge, skills and skills, and, on the other, psychological properties. In turn, this approach allows us to assert that the professional competence of a physician, as an integral part of his professional activity, from our point of view, consists of several important competencies: professional competence; social competence; communicative competence; personality-individual competence; emotional competence.

Professional competence of physician-psychologist includes not only emotional-sensual sphere, but also knowledge and skills required for both physician and psychologist. Representatives of the profession should be able to establish contacts, stay connected, interact, reach mutual understanding while performing their professional duties, to understand the behavior of people and their emotional states, needs, provide emotional support, emotional adequately respond to anger, sadness, frustration, criticism from others, to maintain balance in conflict situations, to find an individual approach that is to be prepared for effective communication and emotionally intelligent behavior.

Therefore, given these considerations, we have developed a specialized training course entitled "Psychology of healthcare professionals" aimed at preparing students studying "doctor" specialty such as "medical psychology" to develop professional competencies and professional identity of future medical psychologists. The purpose of the course is formation of a mature personality and professional identity of the person-medical psychologist; development of emotional competence of the future specialist; forming awareness of their own professional capacity and prevention of "burnout" syndrome.

The professional competence of a doctor is a unity of his theoretical and practical readiness for professional activity. Professional readiness, in turn, consists of the sum of knowledge, skills and abilities, patterns of development and the formation of a specialist's personality. At the same time, special knowledge is a necessary, but insufficient condition for professional competence. Important are professional skills and skills, which, of course, are based on theoretical knowledge, through which the structure of the professional competence of the doctor is revealed. The content of the professional competence of the doctor appears in the generalized ability to professionally act, which involves the presence of analytical (analyzing, comprehending, correctly diagnose, formulating the problem, finding methods for optimal treatment, etc.); prognostic (related to the management of the medical process, provide a clear idea of the purpose of the activity, the expected result, prediction of non-predicted results, the definition of stages of the medical process, its prediction, etc.); reflexive (directed at oneself, understanding and analysis of own actions, actions); communicative (ability to communicate verbally); perceptual skills (as well as skills), and professional interaction skills (ability to establish relationships, choose patients, colleagues the most appropriate ways of behaving, apply, distribute attention, and provide a favorable atmosphere), etc. For a doctor it is important to establish the level of effectiveness of their own activities: the adequacy and correctness of the complex of certain tasks, interventions; the effectiveness of diagnostic methods, methods of treatment; conformity of applied forms to individual, age, and other characteristics of patients; causes of success, mistakes, failures, difficulties in the process of medical interaction, etc.

The results of the analysis of curricula and training programs of medical specialists show that there is an objective contradiction between the real need of a future specialist in mastering knowledge of psychology and the opportunity to get them in the process of studying at a higher medical school. To solve this contradiction, on our deep conviction, we can by means of forming the professional psychological competence of the future doctor, because it combines, on the one hand, with professional
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The problem of psychological competence

1. Introduction

2. The problem of studying the peculiarities of the professional competence of doctors in the process of professional development and its influence on professional activity remains insufficiently investigated, and the insufficient level of development of professional competence of graduates of medical universities negatively affects the effectiveness of future professional activities. The formation of professionalism of a future specialist depends on the level of development of professional competence. Educational process and the need for professional psychological competence of future professionals, as promotes their general culture, empathy, understanding that in the emotional sphere inherent driving force of active treatment of life, to different types of activities. The development of professional competence of experts will contribute to their professional development and personal improvement, updating the adaptive abilities, prevention of “emotional burnout” harmonious functioning of society, life achievement.

3. The professional competence of a doctor is a complex of skills in the process of training the knowledge, skills, and abilities necessary for the performance of their professional duties. Analyzed psychological and pedagogical peculiarities of the professional formation of the future physician allow us to talk about the possibility of developing professional competence of a specialist. Educational process and the need for professional psychological competence of future professionals, as promotes their general culture, empathy, understanding that in the emotional sphere inherent driving force of active treatment of life, to different types of activities. The development of professional competence of experts will contribute to their professional development and personal improvement, updating the adaptive abilities, prevention of “emotional burnout” harmonious functioning of society, life achievement.

4. Conclusion

The problem of studying the peculiarities of the professional competence of doctors in the process of professional development and its influence on professional activity remains insufficiently investigated, and the insufficient level of development of professional competence of graduates of medical universities negatively affects the effectiveness of future professional activities. The formation of professionalism of a future specialist depends on educational and cognitive activity, which encompasses not only mastering of the system of knowledge, acquisition of skills and abilities, but also constant self-improvement.

Thus, the logic of constructing our concept of professional development of the personality of the doctor.

Competence, and on the other hand, the individual properties of the individual. Today, the course of psychology is taught in all the higher educational establishments of our country, medical, which confirms its importance for the training of future specialists, including doctors. Unfortunately, traditional training today does not completely meet the requirements and does not meet the challenges of time and society regarding the level of training of health professionals in higher education. The curriculum of the future doctor's professional training provides for the study of the third course of the normative discipline "Medical Psychology", which, in turn, requires the availability of basic psychological knowledge, which is envisaged in the course "Fundamentals of Psychology", which is taught in the first year. It is worth noting that the development of professional-psychological competence of the doctor should be based on the basic psychological competencies of the doctor: communicative and emotional. Accordingly, according to our definition, communicative competence is considered as the ability to establish and maintain the necessary contacts with others as a professional property that manifests itself in the individual psychological characteristics, behavior and communication of a specialist and is realized in the professional orientation of the doctor to interact with the patient.

Emotional competence includes personal property specialist: sensitivity, balance, reflection, anxiety, empathy, tolerance and so on. It is an essential factor in the professional formation of future professionals. Established that it is high emotional competence is a prerequisite for success in occupations which involve intensive interaction with other people. The ability to perceive the feelings of another person as their own ability to emotional response is an essential component of communication, mutual learning specific way, especially in a system of professions.

That said, increased emotional competence of professionals is an important task of modern education, relevant not only for professional development, but also personal development. Analysis of scientific and methodology encyclopedic definitions of emotional competence can be formulated as an awareness of emotional personality. That is, the level of emotional competence may indicate the integrity of emotional life.

New to overseas territories of the concept of emotional competence appears in the writings of Goleman. According to his definition, emotional competence - the ability to recognize and acknowledge their own feelings and the feelings of others for self-motivated to manage their emotions and relationships with others. In his view, emotional competence includes two components: personal competence (understanding oneself, self-regulation, and motivation) and social competence (empathy and social skills). Analysis of literature shows that researchers have emotional competence is no single opinion on the definition of the concept, its content, structure, and factors that determine its development. It is also worth remembering that emotional competence enables us to build their own inner world, environmental interaction and so on continually and actively.

Thus, emotional competence provides a coherent and progressive development of personality and emotional sphere is a set of knowledge and skills that enable to adequately act on the entire processing of emotional information. Emotional competence enriches the experience of personality, contributes to the rapid analysis emotogenic situations. It is our deep conviction that emotional competence can and should act as a special aspect of the training because the orientation of their own emotional world, and therefore, adequate behavior allows you to interact harmoniously with the world.

Incidentally, scientists, psychologists say that poor management of emotions leads to neurosis, of mental, physical, and physical health. Eliminate the negative impact of emotions, in our opinion; it is possible by increasing the emotional competence of experts.

And if it is indeed possible to develop, it must, in our opinion, to introduce to the sphere of education, psychological and pedagogical technological successful formation of emotional competence of students, conduct educational and training work with them. Thus, the material shows that the emotional component is very important in the educational process and the need for professional psychological training of future professionals, as promotes their general culture, empathy, understanding that in the emotional sphere inherent driving force of active treatment rights to life, to different types of activities. The development of emotional competence of experts will contribute to their professional development and personal improvement, updating the adaptive abilities, prevention of “emotional burnout” harmonious functioning of society, life achievement.

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allows us to conclude that the professionalism of the personality of the doctor and his professionalism are realized in professional activity. Each stage of professional development is characterized by a peculiar relationship of personality and professional characteristics, which are manifested in the process of professional activity, which, in turn, requires the former professional competence of the doctor.

References


