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Педагогічна теорія та формування особистості під час дистанційного навчання серед студентів медичних університетів

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Анотація. Педагогічна теорія є одним із критеріїв формування особистості, особливо актуальна в період дистанційного виховання студентів-медиків шляхом самореалізації, самовиховання, самооцінки. Мета дослідження полягала в аналізі розвитку особистості та встановленні ролі педагогічної теорії у формуванні особистості студента-медика. В основу поставленої мети було запропоновано 4 етапи методологічного обґрунтування, серед яких першим етапом є висвітлення особистості як поняття та її особливості; другий етап – розбір педагогічної теорії та її значення у вихованні студента-медика; третім етапом дослідження стала оцінка ролі дистанційного навчання, його позитивні моменти й недоліки; четвертим етапом – зв'язок педагогічної теорії з дистанційним навчанням та їхній вплив на розвиток особистості серед студентів-медиків. У статті проведено оцінку впливу педагогічного виховання на формування особистості студента-медика під час дистанційного навчання. Обґрунтовано вагомий внесок педагогічної теорії (виховання та майстерності) у формування особистості студента-медика під час дистанційного навчання. З'ясовано, що упродовж педагогічного виховання студент-медик здобуває освіту шляхом вивчення навчальних тем, отримує особистісний і науковий розвиток. Під впливом педагогічного виховання виявлено всебічний розвиток, самовдосконалення, правильну самооцінку, самоосвіту, що так необхідно для реалізації поставленої мети та особистісного розвитку в суспільстві. Визначено, що в період дистанційного навчання студент-медик краще розуміє свою роль у суспільстві та у виборі навчання, що допомагає йому швидше та правильніше сформувати себе як «особистість». Правильний підхід викладача пришвидшує процес формування

Ключові слова: методи викладання, особистість, самореалізація, самовиховання, самоосвіта

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Pedagogical Theory and Personality Development of Medical University Students During Distance Learning

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Abstract. Pedagogical theory is one of the criteria for personality development. It is particularly relevant during the period of distance learning through self-fulfilment, self-education and self-evaluation of medical university students. The purpose of the study was to analyse the development of personality and establish the role of pedagogical theory in the development of the personality of a medical student. The purpose was based on four stages of methodological justification, among which the 4 stage is the exposition of the concept of personality and its features; the second stage is the analysis of pedagogical theory and its significance in the upbringing of a medical student; the third stage of the study is the assessment of the role of distance learning, its positive aspects and shortcomings; the fourth stage is the connection of pedagogical theory with distance learning and their impact on the development of personality among medical students. The article assesses the impact of pedagogical education on the development of a medical student's personality during distance learning. The study substantiated the considerable contribution of pedagogical theory (education and mastery) to the medical student's personality development during distance learning. It was established that throughout the educational process, a medical student receives an education by studying the topics, thereby acquiring personal and scientific development. The study found that pedagogical education ensures comprehensive development, self-improvement, proper self-assessment, and self-education, which are essential for the achievement of the desired goals and personal development in society. The authors have determined that during distance learning, a medical student better understands their role in society and in the choice of education, which helps them quickly and correctly form themselves as a "person". The correct approach of the teacher speeds up the development process

Keywords: teaching methods, personality, self-fulfilment, self-development, self-education

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INTRODUCTION

The term "personality" comes from the Latin "persona" – a social nature of human, which is linked to the assimilation of various productive [1] and spiritual experiences of society (typical way for a person to perceive, think,

and act) [2]. Various personal factors, such as intelligence, responsibility, abstractness, etc. underlie the development of personality. These factors develop during communication, activity and self-development [3].

Review of both Ukrainian and foreign scientific findings allowed creating a model of modern personality with which teachers meet every day. Medical students' "personality" concept is crucial because they come to study as unique, already developed, and structured identities with knowledge, temperament, individual track of thought, and meaningful life credo. Such type of person can choose between having "inspired education" and manifestations of "laziness". Therefore, it is relevant to consider the concept of "personality" among medical students and a teacher. Based on developing learning and self-examination, pedagogical education [4] has a significant influence on personality development. Teaching methods are related to the purpose of learning, its content, the level of the subject's readiness to learn, the peculiarities of didactic teaching aids, and the time specified for studying the teaching material. They are implemented through a system of techniques and means of educational activities.

The processes of globalisation, integration and intensification determine the emergence of innovative learning technologies. [5]. In her writings, I. Dychkivska defines innovative pedagogical education as a purposeful, systematic, and consistent practical introduction of original, innovative ways, pedagogical methods, and means that cover holistic teaching and educational process from the definition of its purpose to the expected results [6]. However, since the 20th century, the personality-oriented educational process is only a learning system that allows creating a model for selecting and evaluating the training content. It was L.S. Vygotsky who was the first to put forward ideas for developing education: "Developing education is only what is ahead of development" [7]. For her part, I.S. Yakimanskaya, who is the author of the development of personal-oriented learning technology, concluded: "Any education is developing, yet developing education is not always personal-oriented" [8].

The origins of personalised technology base on the theories of such humanistic psychologists as A. Maslow and K. Rogers: "Person is an individual integrity, a unique and highest value, which requires self-actualisation, that is, in the realisation of its capabilities" [9]. There is a positive tendency in modern scientific research to combine different types of activity, using forms and means that are interesting to students [10]. The study of pedagogical theory in different components can go hand in hand, thus significantly saving time to organise playing and learning activities and shorten the time to achieve the desired result [11].

In Ukraine, many researchers engage in developing pedagogical science and its impact on the individual. V. Onyshchenko, in particular, studied the essence of pedagogy as a science and art in the work of pedagogical

theories. In his articles, the researcher reveals pedagogical features in the present period. "Basic pedagogical ideas in kinship of categories and categorical structures of philosophical and pedagogical nosology have the potential to focus and conceptualise the pedagogical theories that will contribute to the organisation of the learner-centred education system. These theories should cover the multidimensional interaction between the subject of education and the educational system, designed to ensure the development of the essential cultural, spiritual, intelligent, moral, aesthetic, psychophysical, psychological professional neoplasms in the subject. The combination of such didactic cultural, spiritual, scientific and pedagogical representations and images forms a conceptual model for training a future specialist and citizen of society" [12].

O.V. Voznyuk also studied pedagogy and personality issues. In his studies, he covered the problems of education (the system of harmonious human development; organisation of knowledge in the education system: development of universal "knowledge matrices"; psychological mechanisms of decision-making and problem-solving; professional development of the teacher's personality; psychology of creativity and human spirituality; aspects in pedagogy and psychology; post neoclassical paradigm of art education; problems of inclusive education; new paradigm of modelling and development of the historical and pedagogical process, etc.) [13].

V. Kremen also repeatedly covered the basics of pedagogical theory [14]. In his papers, he described "pedagogical synergy as a new dimension of the educational process". It bases on the "breadth and depth" of knowledge in scientific activities. It is personal motivation that influences the different choices of studying topics and subjects by students, which explains the use of various methods of approach to studying the proposed topics of all students without exception, through their interest and non-standard approach to the presentation of the material. Pedagogical synergy provides a non-standard approach to studying all the proposed topics in the work program. It increases the student's creativity and forms a future specialist with a broad outlook through various academic disciplines.

Assessing the impact of distance learning is relevant, especially during a pandemic, when many educational institutions can only implement educational activities remotely.

Purpose of the article – to analyse personality development and establish the role of pedagogical theory in shaping the medical student's personality. *The task* is to discover the peculiarities of pedagogical education and its influence on personal development.

METHODOLOGY

The article proposes several degrees of evaluation of the influence of pedagogical education on the student's personality and its development. The first stage is to highlight the student's personality and its peculiarities during the student period. It is a student who is a partially formed individual with ambitions, a particular direction in life and profession. Therefore, it is essential to know the student's personality and to study methods of influencing the student's education and development of the professional personality to improve further self-validation in the professional activity and to coordinate the student in the right direction upon the choice of the educational content and, subsequently, in the career choice.

The second stage included the analysis of pedagogical theory and its role in educating a medical student. The pedagogical theory is based on a comprehensive approach, which includes various education methods and teachers' pedagogical skills. Pedagogical mastery is the ability of each teacher to present teaching material at a high academic and methodological level and to encourage a medical student to engage in cognitive activities that include methodological support (use of visual objects – practical part; schematic materials – theoretical part). Each teacher should use methods of an interactive approach to the presentation of the material and encourage the analysis or comprehension of this educational material. As is well known, the “personality” of every student is individual and temperamental, and the teacher's approach to the presentation of educational and scientific material is relevant and personal. The student and the teacher have individual personal orientations; they may have different approaches, understanding, and perceptions of the studying material. Therefore, the main task for the teacher is to find a “golden mean” in the student's perception to induce them to study educational and scientific material.

The third stage of the study is to identify the role, positive aspects, and disadvantages of distance learning. At this stage, the focus is on the independent study of the material, the way every medical student comprehends it. As is well known, in medical schools, each subject is composed of several different topics. Each topic corresponds to a specific pathology. That is why, after studying such topics, a medical student must draw the correct conclusion (diagnosis) about each topic of the study. In terms of personal development, distance learning receives “positive evaluation”. In addition, distance learning lies in the theoretical review of topics and assigned tasks (questions). However, both theoretical and practical knowledge (percussion, palpation, auscultation) constitute the basis of the doctor's (medical officer) practice. When used unassisted by the patient's bed, they help

to identify functional changes in the organs and systems pathology. Therefore, it is not always possible to correctly influence the analysis of topics, assess the progress of pathology in the right way, and draw the correct conclusion (diagnosis) by using electronic resources and information and communication technologies. That is why, as noted above, the individual personality of a student always perceives the educational material differently. The fourth stage is the connection of pedagogical theory with distance learning and its impact on personal development among medical students. Since only the experience of a teacher in presenting the material and explaining it allows a student to draw the correct conclusions, the relationship between a teacher and a medical student in the study of a subject is mandatory.

RESULTS AND DISCUSSION

The concept of personality appears in the literature repeatedly. It is used in expressions for schoolchildren, students, etc. Everyone goes through the following periods: childhood, adolescence, fatherhood, and maturity. All these periods have a significant impact on the individual's development and worldview. However, the period of student life, where each student only begins to comprehend their actions in practice and correct them in the future, is not covered in the literature.

“Student” in Latin means “the one who works conscientiously”, “the one who seeks knowledge”. According to A.S. Vlasenko definition, “Student community is a particular social group comprising various social formations and is described by special living and working conditions. It is distinguished by particular social behaviour and psychology, for which the acquisition of knowledge and preparation for future work in social production, science, and culture is of utmost importance” [15].

An essential feature of the student community is that both active interactions with various social entities of society and the specifics of university education create ample opportunities for students to communicate. Therefore, a fairly high intensity of communication is a specific feature of students [16].

Psychologist Y.A. Samarin highlights the following oppositions inherent in student age:

- socio-psychological (between the student's intellectual and physical development, time limits, and economic opportunities to meet the increased needs);
- didactic (between the aspiration to be independent in the selection of knowledge and relatively rigid forms and methods of training to become a specialist of a certain speciality);
- psycho-pedagogical (between the abundance of information coming through various channels and the

expansion of students' knowledge, lack of time, and the apparent unwillingness of mental processing, which leads to superficiality in knowledge and thinking. This requires special efforts by teachers to deepen the theoretical knowledge and practical skills of students in general) [14].

Yet every student should become the subject of their scientific (educational) activity, skilfully master, implement and creatively transform it. Communication and self-awareness make a significant contribution to a student's subjectivity. This allows the student to be a strategist of their activities, set and adjust their goals, realise their motives, independently carry out actions and assess their adequacy, and "build" life plans.

The term "studentship" is entering the pedagogical discourse as a definition of the socially valuable personal quality, which needs to be developed in pedagogical interaction. Students and teachers are subjects of the educational process. A psychological and pedagogical analysis of a student's personality structure allows contemplating the level of their professional culture – a system of values that forms their inner world, which acts as a guide for behaviour and development of life and professional attitudes [17].

Upon entering a university (III-IV level of accreditation), each student has a partially or fully developed personality with a clear or partially defined purpose(s) and type of thinking. The pedagogical theory includes a set of methods essential for further forming of medical student's personality. One of the learning technologies is an interactive method, which divides the learning material into small groups or pairs (cooperative learning), playouts according to the learning plan (situational simulation), discussions or debates (consideration of controversial issues), and "learn by teaching" type (group training) [18].

These methods use visibility in audio and video presentations, photographic material, and synchronous schematic reproduction of nosology. Video materials with the patients' stories, the history of the disease, the pathogenic data of the disease illustrate such cases in medicine. It is also integral to use audio material that presents various auscultation pathologies that will differ from the norm. This study of the material will allow us to understand the pathology better and assess its impact on the body and mild, moderate, or severe clinical course. The audio material always presents auscultation changes at the five points of auscultation of the heart, pleural friction noise, and possible pathological rale. Since it is a practical part of the lesson that helps to better understand auscultation changes in various pathologies and norms, this method is relevant when studying nosology during distance learning. Using systematic schematic methods in video materials will allow us to better

understand the pathogenic links of the disease, their manifestation in the laboratory, and instrumental methods of patient research. It will also help us to predict possible patient complaints and changes during an objective examination.

The correct presentation of educational material to a medical student will allow them to draw the correct conclusion (diagnosis). Nevertheless, students have their individual psychology, so the perception of the material will, of course, be different. As a result, pedagogical education includes a psychological basis, can represent different mental phenomena from a state of fear "before being punished for negligence and formal attitude to study until deeply satisfied and aware of the internal need for learning" [18].

Having entered a higher medical educational institution, every student is an individual with a developed personality. However, the pedagogical mastery aims to develop medical students' personalities through self-fulfilment, self-education, introspection, and responsibility for drawing the correct conclusion (diagnosis). During this critical period, medical students experience difficulties in the new environment, adapt, and become responsible for their actions. As is well known, by evaluating the psychology of a student, modern Ukrainian pedagogical theories contribute to a student's development. In recent years, moral and legal education has fostered in students' diligence and morality. It enhanced their self-esteem and self-confidence, developed norms of conduct, and the ability to build harmonious relationships with the environment.

The pedagogical theory is a branch that explores general educational patterns and means of solving educational problems [19]. It studies the laws of transmitting social experience to the older generation and of active learning by the younger one ("General pedagogy"). The subject of pedagogical theory is not only the analysis of scientific views on the essence, tasks, content, and methods of education ("Philosophy of education"), but also the practice of fostering, teaching, and education itself [16].

Therefore, each teacher has an individual approach to presenting the teaching material and explaining it during practical and seminar classes. Pathology is the first thing to study in a higher medical educational institution. It includes a survey of the medical student themselves, their understanding of the problem. The teacher enhances the understanding of the material by providing photos presenting the patient's appearance (possible skin manifestations: pale skin (anaemic syndrome), yellowing of the skin and sclera (cholestatic syndrome in hepatitis), etc.), their position ("beggar" pose – Bekhterev's disease, "ulnar deviation" – rheumatoid arthritis, etc.), its state of severity (in the supine

position – severe state of flow, in sitting and standing positions – medium and light state of flow), etc. Yet, the basis is the correct presentation of the material by the teacher, which would attract the medical students' attention and interest them in analysing the material. In addition, the students are also very receptive to the material in the video presentation, which clearly and succinctly presents the changes of the above pathologies and their correct analysis in the pathogenesis of the disease. As practice shows, such type of analysis of medical topics is well-received among students and helps them memorise the subject better. With the help of visual materials, they have a better understanding of nosology.

The use of the above-mentioned interactive methods of presentation will enable students to be in the role of patients themselves, provide correct explanations for the disease's complaints, and explain their condition correctly. They become persons with different moral and legal views, correct upbringing, and subjects of educational material analysis.

During their studies at a medical university, medical students skilfully control and adjust their time under the influence of pedagogical upbringing and the approved

work programme. The allocation of study hours depends on preparation for practical and seminar activities. Personal time depends on the direction of self-development and self-improvement (favourite complementary development (hobby) not involved in learning; behaviour development among classmates and classmates). This combined effect on the student's personal development makes it possible for everyone to understand their role in life and identify important goals in self-learning and self-improvement.

Apart from the pedagogical process of education, a medical student receives education by studying the teaching topics, resulting in personal and scientific development. Therefore, throughout the study, a medical student learns the basics of pedagogical theory: upbringing, education, training, development, self-education (independent development of teaching medical material and independent work), and self-improvement (favourite complementary development (hobby)).

In the context of the pandemic, distance learning is developing in various educational institutions. The advantages and disadvantages of distance learning among medical students are shown in Figure 1.

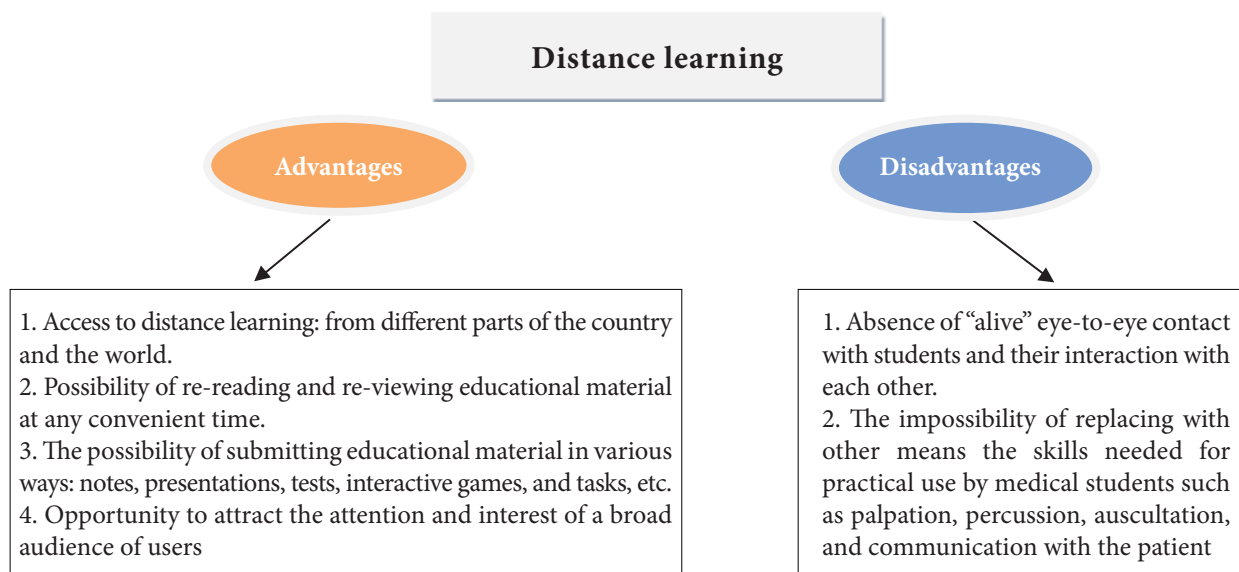


Figure 1. Advantages and disadvantages of distance learning among medical students

With the help of information and communication technologies, a teacher explains to medical students the need for education and the importance of making the right choice concerning their future profession. The awareness of the role in medicine enables students to realise themselves and adopt goals. Distance learning helps the teacher manage the learning process and provide all the necessary materials to prepare for the classes.

During distance learning, medical students develop their identities. They independently determine the

importance of the knowledge and skills acquired during the training. In addition, students increase their awareness of medical topics and devote more time to their self-development and later in their professional activities. Pedagogical theory only strengthens the self-development of medical students; it coordinates them "in the right direction" and helps them draw the correct conclusion (diagnosis). Combining these foundations (pedagogical theory, distance learning) enables medical students to find their goals and attain them in the future.

CONCLUSIONS

The development of a medical student's personality depends directly on the pedagogical influence of the teacher (pedagogical theory). Through pedagogical influence, a student develops self-esteem and responsibility for education, making it possible to achieve self-fulfilment and medical goals. Furthermore, through education, the development of ethical norms, and self-fulfilment a medical student "produces in oneself" an individual able to behave with dignity among classmates, fellow students, and in society.

Given the personality of each medical student and their psychological development, they perceive the influence of pedagogical education in a different way.

That is why developing each student's personality at most requires an individual approach. One of the issues of further research lies in the application of pedagogical theory with various teaching methods, including electronic resources and information and communication technologies, and considering the individual capabilities of medical students, through which the teacher maximally shapes the personality of the future doctor that is capable of evaluating the clinical picture of pathology and its development based on the studied pathogenic link, with statement of the correct conclusion (diagnosis) and individual approach to tactics of treatment of the identified disease.

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