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PEDAGOGICAL CONDITIONS FOR THE ORGANIZATION OF SELF-EDUCATION ACTIVITIES OF FUTURE HEALTHCARE SPECIALISTS

ПЕДАГОГІЧНІ УМОВИ ОРГАНІЗАЦІЇ САМООСВІТНЬОЇ ДІЯЛЬНОСТІ МАЙБУТНІХ ФАХІВЦІВ ОХОРОНИ ЗДОРОВ'Я

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Abstract. *The article raises the question of the importance of self-education as a tool for the professional development of future healthcare workers. The author made an attempt to determine and theoretically substantiate pedagogical conditions, the provision of which will contribute to the effective organization of self-educational activities of future specialists.*

The article describes and substantiates three pedagogical conditions in detail: educational and methodological support of the educational process and organization of self-educational activities; subject-subject interaction of participants in the educational process and provision of an individual educational trajectory; organization of the educational process based on an interprofessional approach with the use of project technology. The author paid attention to the coaching procedure as a method of forming personal self-learning skills; the importance of the subject position of the student in the educational process and cooperation as a form of realization of subject-subject interaction is indicated; the use of project technology as an element of the organization of self-educational work. The place of the interprofessional approach in the organization of self-educational activities of the future medical specialist is highlighted separately.

Keywords: *future healthcare specialist, pedagogical conditions of self-education, coaching, project technology, subject-subject interaction, interprofessional approach.*

Introduction.

The realities of today, connected with the operation of martial law in Ukraine, the conduct of hostilities on a significant territory of the state, require higher education institutions of Ukraine, on the one hand, to take a more careful approach to the organization of safe conditions for the participants of the educational process, and on the other hand, to preserve in this situation the formation of modern, high-quality knowledge and practical skills among students. It is also necessary to create conditions for the education of an individual who can think imaginatively and creatively, adapt to living conditions and self-develop.

This is especially important for the training of health care specialists, which is characterized by a significant burden on students, a large number of accompanying educational classes and a busy schedule [1, p. 2216]. In such a situation, effective self-education activity has a significant impact on learning outcomes. For example, in the Standard of Higher Education of Ukraine for specialty 226 Pharmacy, industrial pharmacy, it is stated that one of the general competencies of a future pharmacy specialist is the ability to search and analyze information from various sources [2]. This, in particular, is important for students to develop the skills necessary for future pharmacists for further lifelong learning, as well as for successful professional activity.

The mentioned factors impose on the institutions of higher medical education a special responsibility for the effective management of the organization of self-education activities.

The purpose and objectives of thestudy.

The purpose of the article is to determine and theoretically substantiate pedagogical conditions on the basis of a systemic, activity-based, competence-based, interprofessional, personality-oriented approach to the organization of the educational process in institutions of higher medical education, the provision of which will contribute to the effective organization of self-educational activities of future healthcare specialists.

Research results.

Pedagogical conditions are one of the elements of the pedagogical system that reflect the totality of opportunities of the educational environment, affect the procedural and personal aspects of this system and ensure its effective development. They reveal the properties of the organization of the educational process in higher education institutions, determine its results, objectively ensuring the possibility of their achievement. The result of effective organization of self-educational activities in defined pedagogical conditions is the formation of self-educational competence.

In order to organize the self-educational activity of a student of higher education in the field of health care, it is necessary to create a number of conditions in the process of his professional training. Pedagogical conditions in scientific studios are divided into external and internal.

On the basis of systemic, activity, competence, interprofessional, person-oriented approaches to the main external conditions of the organization of self-education activities, we include the following:

- educational and methodological support of the educational process and the formation of the student's self-educational competence, provided by the teacher for effective self-educational activities;
- subject-subject interaction of participants in the educational process and provision of an individual educational trajectory;
- organization of the educational process based on an interprofessional approach using design technology.

We suggest that internal conditions include the student's attitude to self-education, motives, individual characteristics, available knowledge, abilities and skills of self-education, that is, a number of individual characteristics that may indicate the presence and severity of the influence of isolated external conditions. Therefore, in the presented study, we use them as indicators of criteria for the organization of self-educational activities of future specialists in the informational and educational environment of medical higher education institutions.

The specified external pedagogical conditions enable the permanent and effective organization of self-educational activities of future medical workers in professional education and the formation of their self-educational competence. Let's consider them in more detail.

In a higher education institution, the organization of the educational process relies on the administration and teachers. The content of education is determined by

educational and professional training programs for specialists of various educational levels, programs of educational disciplines. By providing educational and methodical support for the educational process and self-educational activity, the teacher influences its implementation by the student, indirectly managing it. The direction of management of the professional self-education of a student of a higher education institution depends on the following factors: the development trends of variable educational systems, which are oriented to the training of specialists who are able to solve professional tasks independently and effectively; avoiding a decrease in the quality of providing educational services in the training of specialists in modern conditions of the mixed educational process; the influence of the education system on the formation of self-educational skills of future specialists; distribution of the latest educational technologies and interactive learning tools and their active use [3, p. 28-37; with. 67-68].

Educational and methodological support of the educational process and self-educational activity is provided by the teacher, which is implemented through the use of variability of content, forms and methods of organizing self-educational activities of future specialists in the informational and educational environment of medical higher education institutions. It involves interested observation, support, counseling, encouraging the progress of the difficulty in relation to the specific situation of the student's self-educational activity, coordinating the education seeker in finding strategic ways to overcome the existing problems. The priority goal of coordinating the student's educational, cognitive and self-educational activities is the improvement of educational and methodical documentation and the constant improvement of the qualifications of teachers in the subjects they teach [4, p. 123-127]. Educational and methodical support has a number of functions, among which the following are distinguished: formative, control and corrective. The formative function consists in the selection of such forms and methods of implementation of the educational process that would correspond to its content and stimulate the possibility of the student realizing his own learning trajectory in the process of educational and self-educational activities. This contributes to the development of a new concept of education, which in the center determines the personal needs and preferences of the student of education in order to create a flexible and individual educational environment [5]. Educational and methodical support of such a process determines the formation of the skills of the specified activity through the consultation and advisory assistance of the teacher, which is a guiding and corrective factor in its development. Its implementation is facilitated by the use of coaching and project technology, which provides for individual methods, forms, approaches to raising professional and personal levels in general and self-education activities in particular, for which coercion or violence cannot be used. The goal is to help students understand their own personal potential for self-education, to teach them how to use it with maximum benefit and perspective [6, p. 253-258].

A teacher-coach helps a student to develop competencies and to eliminate existing limitations to achieve important goals for him in the future professional and personal spheres. In coaching procedures, the subjects of educational activity are at the center of action, who jointly determine educational and self-educational goals and

methods of achieving them, are responsible for the results of actions. This helps to improve, in particular, self-educational activities [7, p. 62-66].

The technological chain of coaching includes a clear sequence of actions of the teacher and the student, which consists of three main stages:

1) the first stage consists of the following actions: creation of partnership subject-subject relations between the teacher and the student; formation of motivation and joint outline of tasks to be completed; overview of the current problem, which includes the search for the source, identification of internal and external obstacles on the way to achieving the desired result; analysis of the possibility of overcoming difficulties in solving the problem; choosing a specific action option and developing an action plan; determination of specific deadlines for task performance;
2) the second stage is the implementation of the plan;
3) the third stage is the final retrospective and prospective reflection, which enables the analysis and evaluation of the results of the already completed task, and the selection of measures to improve future educational activities.

So, in the coaching procedure, the teacher helps the student in self-education. The psychological effect of coaching is important, which consists in creating a supportive positive environment that stimulates and motivates the student for self-education. Modern scientific research shows that coaching technology makes it possible for students to build an individual learning trajectory, improve their own professional competences, skills, potential and creativity [8, p. 32-42].

Coaching which was transferred to the educational environment involves a set of methods of forming important self-learning skills of the individual, namely: identifying, analyzing, overcoming difficulties and problems arising in the learning process; effective communication and training in a team, group, social networks; organizational and management skills; self-analysis and self-motivation skills, etc. These skills are the basis of the self-educational competence of the future specialist, which is one of the manifestations and indicators of the social and professional maturity of an individual [9, p. 199-204].

The control function enables the implementation of the following - corrective function, which is related to the clarifications made to decisions regarding the implementation of self-education activities based on control materials. Carrying out educational and methodological support of the educational process and self-educational activity, the teacher influences the choice and implementation of the student's own learning trajectory in view of his individual capabilities, the level of formation of self-educational competence and self-educational potential, based on monitoring data. Thus, a sustainable system of self-educational activities is created and consolidated for the student. This process, however, directly depends on the very perception of the student - his motivation and expectations from learning [10, p.135-143].

Subject-subject interaction of participants in the educational process and provision of an individual educational trajectory is the next pedagogical condition for the organization of self-educational activities. The mechanisms of development of relations in the implementation of interaction are diverse, complex, closer to the

personality of the subject himself. That is why the purposeful, active, conscious self-education activity of the student creates an internal inclination to study, communication, and the relationships themselves acquire a solid basis for their formation: knowledge is actualized; the necessary methods are selected, various skills are tested, various ways of self-education tasks are tried and the most productive ones are selected. Subject-subject relations between the participants of the educational process determine the active position of the student in the process of self-education; joint solution of the problem is a way of interaction of its subjects in the horizontal plane; dialogical and polylogical organizational forms implement humanistic relations of participants in the educational process; the acceptability of the coexistence of opposing points of view in the process of achieving a common goal enables critical thinking and creativity. Such interaction is built on the basis of cooperation and equal partnership on the part of students among themselves, and the use of coaching and consultations, less often advice on the part of the teacher. The importance of the implementation of subject-subject relations is determined by taking into account the socio-psychological features of the student's personality, the level of formation and development of the self-education activity of a specific person, which contributes to the construction of the student's individual learning trajectory.

It should be noted that the student is in a state of professional development. This period is defined by extreme sensitivity to changes in oneself, psychological flexibility and the desire for self-affirmation both professionally and personally. That is why the subjective position of the student in the organization of self-educational activities acquires such great importance. Based on it, the student manages his development of self-educational activity, selects and uses selected and acceptable ways and methods of self-educational activity. In this way, the future specialist builds his own learning trajectory, which is the most acceptable and suitable for the student's personality and helps him develop professionally. It is not about adapting the goals and content of education to individual students, but about the choice of forms and methods of education that take into account the peculiarities and capabilities of an individual student, and thus make the learning process more accessible and not complicated. The individual educational trajectory determines what and how the student studies, as well as in what mode his educational activities will be organized. That is, the determining factor is the individual educational route, as well as the outlined means and methods of its implementation [11, p. 56-61].

The individual educational trajectory connects and integrates all elements of both the specified pedagogical condition for the formation of self-educational competence, which is the basis of the self-educational activity of students, and the following specified conditions. Its implementation enables cooperation between the student and the teacher, students among themselves; develops practical skills and contributes to the formation of "hardskills" and "softskills"; allows the student to show his subject position in educational activities; satisfies the cognitive and educational needs and interests of the student as fully as possible; contributes to the management of own educational activities; expands the ability to master information, which includes goal setting, search and selection of information, its systematization and integration into the selected material; provides an opportunity to develop self-

control skills.

Cooperation as a form of implementation of subject-subject interaction in the educational process is a combination of joint efforts in the performance of self-educational tasks. It contributes to the depth of their understanding and awareness by the student; increasing cognitive activity and creative independence; the most important social skills are improved, namely tact, responsibility, the ability to build one's behavior taking into account the position of other people, etc. The main principles of pedagogical cooperation are interaction, partnership, humanism, creativity, personality development, collectivism, joint activity, dialogue and mutual enrichment. It makes it possible to determine a common goal, to perform individual actions by each participant in the educational process, to be coordinated, and to obtain a common result [12]. Cooperation has its own forms of implementation, namely: participation, commonwealth, co-creation, empathy and co-management.

Pedagogical cooperation between the student and the teacher creates certain conditions for successful learning and organization of self-educational activities, thanks to which the student mobilizes the knowledge necessary for independent creative activity; takes the initiative to acquire certain knowledge and information, actively implement this knowledge; realizes the need to acquire certain knowledge, based on his cognitive needs, and addresses the teacher with specific questions. The positive attitude of students to the educational process is formed by creating conditions of cooperation based on the cooperation and support of students from the teacher's side. The atmosphere of mutual respect, demandingness and trust promotes a positive mental state of students, supports in them confidence in their abilities and belief in success. With such an approach to the educational process, all its subjects receive support, since educational tasks are performed through business-like and full mutual understanding and mutual assistance. Therefore, students feel psychological comfort, self-confidence, freely demonstrate creative activity, professional skills, self-analysis and projecting skills. The personally oriented educational process is the basis of the true equality of all subjects and ensures the possibility of success for all its participants. It is this approach that allows the student to accept responsibility and adjust to the process of active learning.

Based on the "subject-subject" paradigm, the teacher actualizes values that are professionally necessary, creates an individual system of professional orientations that determine the dynamics of improving pedagogical interaction. During cooperation between a teacher and a student, it is important to consider that mutual understanding cannot be clearly defined, fully exhausted, and the results of interaction fully predicted. But normatively open learning, focused on the personality of the student, determines the change in the individual pedagogical style of the teacher, necessitates the establishment of joint actions, the search for new methods and technologies of learning and self-education [13].

The tools of pedagogical cooperation can be called pedagogical coaching and the project as a technology for self-education. The subjects in them are a teacher-coach or tutor and a student who jointly determine the goals and methods of achieving them, analyze the course and results of educational and self-educational activities, and are responsible for these results, which contributes to the improvement

of the specified activity. Collaborative pedagogy involves real purposeful relationships between partners for joint design or research. Therefore, the next external condition for the organization of the student's self-educational activity is the organization of the educational process on the basis of an interprofessional approach with the use of project technology.

The interprofessional approach is best implemented through the use of the project method in educational activities. The specified approach enables a comprehensive consideration of the problem underlying the project, making it multi-layered, not one-dimensional.

Project technology is an element of the organization of self-educational work of a student in a developed informational educational environment. The main goal of the project method is to provide students with opportunities to independently acquire knowledge in the process of solving practical tasks or problems that require the integration of knowledge from various subject areas. The basis of the project method is the development of students' cognitive needs, the ability to independently construct knowledge, the ability to navigate in the information space, and the development of critical thinking. In the project, the teacher coordinates, is a partner, an expert and an additional unique source of information.

The purpose of using technology is independent study of part of the curriculum, systematization, deepening, generalization, consolidation and application of knowledge in practice, development of the ability to work independently. The project method is always focused on the independent activity of students - individually, in pairs or in a group, which they perform at a certain time. This is a form of organization of educational work in which students plan certain practical works (projects) and acquire the necessary knowledge and skills for their implementation. The project method always involves solving a certain problem, which consists, on the one hand, in the use of various methods and means of learning, and on the other hand, in the integration of knowledge and skills from various fields of science, technology and creative spheres. The result of the implemented project should be: if it is a theoretical problem, then its concrete solution; if practical - a concrete result, ready for implementation [14, p. 165-172]. Therefore, the student understands real professional processes and objects while working on an educational project. This involves the future specialist pharmacist in specific professional situations that allow him to penetrate into the essence of phenomena, processes and construct new objects in the information and educational environment of medical higher education institutions.

Pedagogical science recognizes that knowledge is better consolidated when students are involved in active actions. At the same time, it is desirable that these are collective actions that involve joint setting of goals and tasks, and to perform them using team work methods. The peculiarity of using teamwork in project technology is that team members get the opportunity to analyze tasks from different positions, performing certain collective roles, and the resulting synergistic effect gives a strong impetus to the development of the entire team. Participants of the team process have a pronounced orientation to cooperation, flexibility when changing positions, and a desire for individual development. In addition, the knowledge of each individual in

the team is enriched by the work methods practiced by other team members. Team members are focused on cooperation, show flexibility when changing positions, desire for individual development. That is, the joint implementation of the project strengthens not only the positive characteristics of this technology, but also the above-mentioned conditions for the organization of self-education activities.

The mechanism of implementation of project technology in higher education consists of five main elements [15, p. 203-208], which contribute to the formation of the student's self-educational competence. Based on the analysis of professional literature, we single out the following:

- the organization of a stimulating information space that develops the student's personal potential;
- the organization of various types of activities as a condition for the self-realization of each future specialist, namely educational, cognitive and scientific research activities;
- the organization of productive communication and the manifestation of the subject position of the student;
- the psychological and pedagogical support of students, helping them in self-discovery, self-evaluation, self-determination and self-actualization;
- the teacher's implementation of the role of tutor, coach, consultant.

The specified mechanism follows the above-defined conditions for the organization of self-educational activity, which proves the correctness of the choice of the project technology for the formation of the student's self-educational competence and the organization of self-educational work in the informational and educational environment of medical higher education institutions.

Analyzing the main requirements for the use of the project method in the educational process, it is worth emphasizing their potential for the formation of the student's self-educational competence in the context of the pedagogical conditions of the organization of his self-educational activity.

These requirements include: definition of a problematic task (situation), the implementation of which requires a critical and comprehensive analysis in the process of its study; theoretical, practical, cognitive significance of the project; organization of research work of education seekers (individual, pair, group); creation of a substantive part of the project with recording of phased results; choice of research methods; collection, systematization, analysis of information; discussion of work results (presentation, publication, website, etc.); design and presentation of results; project assessment; conclusions, determination of promising directions for further research [16, p. 126-133]. Each of the specified requirements, stimulating and conditioning the self-educational activity of the student is implemented through the formation of self-educational competence.

A detailed examination of them proves that the selection of material and its analysis is carried out by the student on the basis of a certain level of educational information he has already learned. That is, he operates with the knowledge that he personally acquired, exactly the analytical skills that he personally acquired, and exactly the way that a specific individual preferred.

By choosing a problematic task, the student demonstrates his own ability to set goals, distinguish and define a specific problem that needs solving. Planning work on the project is related to the individual's ability to self-manage, or his ability to be part of a team and bear responsibility for his own part of the overall work.

The process of directly creating the content part of the project, the choice of research methods is based on the acquired knowledge and acquired personal experience of educational activities by the student, which are analyzed and either used in their existing form, or acquired or synthesized into new methods of research activity for a specific person. The integration of acquired new knowledge is carried out by an individual in an original way inherent in a specific personality, or consciously chosen by him.

We will give an example of the use of the project to organize self-educational activities of the applicant. Future pharmacists when studying at the Cherkasy Medical Academy in the information and educational environment of the medical higher education institution, namely the organization of the educational process based on an interprofessional approach with the use of project technology, it requires separate efforts. On the one hand, it is carried out in most classes precisely because the profession of a pharmacist contains the knowledge of several professions, namely: a specialist in chemistry, a commodity expert, an economist, a medical worker. That is, this condition is integral to the preparation of a future pharmacist. But as a technology, it can be most fully realized in the implementation of an educational project, in which it is worth involving future medical specialists of various professional directions, namely paramedics, physical therapists, occupational therapists or nurses together with pharmacy students. By performing a joint project, students create the interprofessional connections they need in their future professional activities. Future specialists:

- ✓ gain knowledge in another, tangential field of medical knowledge;
- ✓ increase their own interest in the chosen profession and in the medical field as a whole;
- ✓ motivate themselves to expand their range of knowledge and skills;
- ✓ develop a creative approach to solving professional problems and go beyond their own profession;
- ✓ are aware of the interdependence and effectiveness of the application of various purely branch knowledge and skills with regard to the ultimate goal - the implementation of pharmaceutical care, which requires comprehensive health maintenance and prevention of diseases of citizens.

Therefore, the implementation of an educational project is the most suitable method that allows you to implement an interprofessional approach in the training of future medical workers.

That is, the specified requirements for the use of the project method in the educational process stimulate the formation of self-educational competence of the student at each stage of research activity in the informational and educational environment of medical higher educational institutions, which affects the effectiveness of the organization of self-educational activities of students of higher education.

Conclusions.

So, the following can be counted among the main pedagogical conditions for the organization of self-educational activities:

- the educational and methodological support of the educational process and the formation of self-educational competence of the student, provided by the teacher for effective self-educational activities;
- the subject-subject interaction of participants in the educational process and provision of an individual educational trajectory;
- the organization of the educational process based on an interprofessional approach using project technology.

These pedagogical conditions enable the effective organization of self-educational activities of future healthcare workers in professional education due to the formation of their self-educational competence. The criterion of optimality and effectiveness of the choice of pedagogical conditions is the final result - this is a transition to a higher level of organization of the student's self-educational activity in the informational and educational environment of medical institutions of higher education.

So, in a practical context, we understand pedagogical conditions as a set of factors that ensure the organization, regulation, interaction of objects and phenomena of the educational process to achieve the set goal. In this regard, we have made an attempt to determine and theoretically substantiate and describe in detail the pedagogical conditions, the provision of which will contribute to the effective organization of self-educational activities of future specialists in the field of health care.

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Анотація. *У статті порушено питання важливості самоосвітньої діяльності як інструменту фахового розвитку майбутніх працівників охорони здоров'я. Автором здійснена спроба визначити, теоретично обґрунтувати педагогічні умови, забезпечення яких сприятиме ефективній організації самоосвітньої діяльності майбутніх фахівців.*

У статті детально описано та обґрунтовано три педагогічні умови: навчально-методичний супровід освітнього процесу та організація самоосвітньої діяльності; суб'єкт-суб'єктна взаємодія учасників освітнього процесу та забезпечення індивідуальної освітньої траєкторії; організація освітнього процесу на основі міжпрофесійного підходу із застосуванням проєктної технології. Автором приділена увага коучинговій процедурі як методу формування навичок самонавчання особистості; зазначена важливість суб'єктної позиції студента в освітньому процесі та співробітництва як формі реалізації суб'єкт-суб'єктної взаємодії; використанню проєктної технології як елементу організації самоосвітньої роботи. Окремо висвітлено місце міжпрофесійного підходу в організації самоосвітньої діяльності майбутнього медичного фахівця.

Key words: *майбутній фахівець з охорони здоров'я, педагогічні умови самоосвітньої діяльності, коучинг, проектна технологія, суб'єкт-об'єктна взаємодія, між професійний підхід.*