



RESPONSIBILITY FORMATION IN MEDICAL STUDENTS IN THE COURSE OF FOREIGN LANGUAGE STUDY

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ABSTRACT

In Ukraine formation of responsibility is a teaching paradigm in the process of studying foreign languages at higher medical educational institutions. The task of humanitarian disciplines at the medical universities is to help medical students develop self-discipline and to become better students, self-motivated learners and constructive members of society. Culture, humanization of the pedagogical process, personality-oriented education and personal qualities development are considered to be the most important aspects in humanistic education. Formation of responsibility at the English lessons is a group management. Theoretical material should be fruitful and thought-provoking, giving rare opportunity to spend time on reflecting and discussing as well as on learning. All tasks used in the process of foreign languages study should be communication-oriented and adjust students to the correct interpretation of the problematic situation that requires mental stress and stimulates the activity of students' speech in the discussion of real-world facts. Teaching English through words and actions can help transfer solid character principles such as personal, social and moral responsibility to students in a long-lasting manner. Personal responsibility is an obligation to medical students and their future profession. Thus, teachers are to assist medical students to be seekers of responsibility and truth, and often these mean demonstrating varying opinions to find the one most suitable for presentation. Qualities of health care specialist should include responsibility, respect, humility, courage and willingness. The main humanistic values comprise mutual communication and understanding, spiritual, moral and physical health developing in the process of teaching English. A teacher must be competent, creative and know how to motivate a medical student properly trying to improve the environment in which personality of health care system is formed.

Keywords: Medical students, Humanistic education, Culture, Responsibility, Moral qualities, Future profession, English teacher, Foreign languages, Humanitarian disciplines, Higher Medical Educational Institutions.

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1. INTRODUCTION

The problem of education humanization in Ukraine has deep philosophical and pedagogical roots that traced the genesis of social approaches to developing adequate training principles, upbringing and education of young generation. In particular, invariant with respect to different educational systems stands the problem of forming a comprehensive and harmonious development of medical students. The concept of full and harmonious development of the individual has undergone significant changes associated with the philosophical and pedagogical transformation of views concerning nature of man. It means just qualitative learning that encompasses not only intellectual, but also social, emotional, physical and spiritual levels. The decision to divide the modern world knowledge into natural sciences and humanities has emerged in Western culture nowadays due to the occurrence of science phenomenon. Ideas of humanization of education aimed at the formation and development of the human personality as an integral part of the education system and modern didactics belong to the founders of pedagogy J.A. Comenius, I.G. Pestalozzi, A. Disterveg, Jean-Jacques Rousseau, V.A. Sukhomlynsky, K.D. Ushynskiy etc. Humanitarization primarily involves familiarizing young people with humanitarian culture of mankind. In this regard, retrospective analysis of the content of humanitarian component of higher medical education is interesting in various historical periods and in different countries.

2. RESEARCH METHODOLOGY

The problem of harmonious development of the individual as a fundamental goal of education and training is constantly changing in accordance with historically and socially evolving system of beliefs. In Ukraine, the motives of humanity, arising primarily in the political sphere, are reflected in the philosophical, educational and religious concepts. Thus, humanitarian of modern medical education implies that human life should be governed by new values and ideals, a new civilization must respond to the ideas of humanism, morality, and culture. Teachers should be able to ask and answer questions, provide hints and explanations, monitor students' understanding, provide appropriate feedback, and keep track of what has been covered in the learning process of humanitarian disciplines. Educators must be able to adjust their teaching to fit a particular problem state or learning scenario, and they must be capable of adjusting their pedagogy to accommodate students' knowledge, skills and ability levels. In this connection responsibility as a trait of character should be developed in medical students in the process of teaching foreign languages. Thus, the aim of this investigation is to study the problem of the development of students' responsibility at higher medical educational establishments in Ukraine as it has not been the subject of research or scientific literature yet.

3. PREVIOUS STUDIES

In Ukraine there are no investigations concerning the problem of formation of medical students' responsibility in the process of teaching humanities in particular foreign languages. The researchers only investigated psychological and pedagogical problems of the development of

responsibility among students at medical colleges. But foreign investigators conclude that “medical schools do indeed have a duty to teach their medical students to be socially responsible. They define a socially responsible individual as a person who participates in activities that contribute to the happiness, health, and prosperity of a community and its members. They suggest that medical students should participate in carefully designed, socially responsible activities in order to (1) practice and have reinforced such qualities as reliability, trustworthiness, dependability, altruism, and compassion; (2) partially reimburse society for the cost of their medical education; (3) increase their exposure to a population-based approach to health care; and (4) help medical schools fulfill their social contract with the public” (Faulkner and McCurdy, 2000). Lots of researchers consider that “Professionalism is an important theme in medical education. Caring is important in professional identity formation and ethics of caring is a moral framework for caring. This study explored the development of ethics of caring using empathy, compassion and taking responsibility as descriptors of caring” (Konkin and Suddards, 2012). Nevertheless, in Ukraine search for new approaches to teaching and learning foreign languages at higher medical educational establishments is activated; the development of new educational technologies aimed at implementing the principles of humanistic pedagogy into the process of learning, personal and competency approaches are elaborated. A critical priority of the development of free, creative and responsible personality of health care system, able for self-realization, self-expression and self-development has to be revealed in the context of teaching humanities at higher medical educational institutions.

4. CONTEXT OF STUDY

In Ukraine social significance and complexity of the medical professional duties require high level of training, fundamental knowledge of the theory and practice of medicine, mastering skills, tactics, techniques, and appropriate methods of medical practice. Doctor's activities aimed at protecting the interests of patients (the subject of health care) and society as a whole determining the ability to meet the main needs and aspirations in preserving human life and health. The main danger of the civilization of XXI century is dehumanization of the human being, students' transformation to hi-tech machines of wishes and mass consumption without humane, cultural and personal characters. The present generation is totally aware of personal, social and moral responsibilities towards future; nevertheless, there is a moral obligation to formulate behavioral guidelines for medical students within a broad and future-oriented perspective related to professional duties. Thus, personal responsibility is an obligation to medical students and their future profession. As a responsible person one has to determine what is right or wrong, what is good or bad and what is within doctor's control with patients. If a doctor doesn't want to take personal responsibility, he/she will have an inclination to put the blame for his/her lack of growth and success in life on everyone else but himself/herself. Admitting that everyone is responsible for his/her own life makes us proactive and more determined. Therefore, medical students have to value feedback and other colleague's opinions or ask for help when one needs it. But it is necessary for future doctors to evaluate them clearly and to make decisions based on

personal values. And one of the best ways to encourage accountability among doctors' staff and colleagues is to become a personal role model. So educators of higher medical educational institutions must teach, show the way, take the lead and then behave and act responsibly themselves. And only after that they could take responsibility for actions and things they control. If doctors do not control the outcome of their actions, then choice is a sham, since doctors' efforts are to no avail. Before medical students learn to make wise choices, they must have power and know how to use it. Making choices implies that they have certain control over somebody's destiny, namely patients, their health and lives. The investigator promoted activation via the following learning activities: "Negotiate a common understanding issues and goals" (Nelson, 1999). The main task of humanitarian disciplines is teaching responsibility to medical students and helping them to develop self-discipline and to become better students, self-motivated learners and constructive members of society.

Teachers of humanity disciplines should remember that all forms of responsible behavior can be organized, however, under one single heading: learning humanities means to be responsible with time. Many current instructional models suggest that the most effective learning products or environments are those that are problem-centered and involve the student in four distinct phases of learning: (a) activation of prior experience, (b) demonstration of skills, (c) application of skills, and (d) integration of these skills into real-world activities (Merrill, 2002). Thus, at the English lessons medical students have to read and discuss real-work situations and current practical issues of doctor's practice mastering personal characters and practical skills of future career and developing social responsibility. Chores in the classroom, open-ended assignments and the opportunity to participate in class decision-making will help medical students become accustomed to greater responsibility studying English. Therefore, personal responsibility is something that keeps doctors motivated and their work becomes noble. Personal responsibility is a critically important life skill that can have a major impact on individuals throughout their lives. For parents and teachers, teaching personal responsibility is a tremendous responsibility in itself. By shaping children's understanding of responsibility at an early stage of life, future doctors have a greater chance of molding their attitudes and behaviors. As a result, teaching English through words and actions can help transfer solid character principles such as personal, social and moral responsibility to students in a long-lasting manner. As the researcher proved, it is necessary to create "well-developed professional communication skills, collaborative work practices, effective self-management and a clear understanding of social responsibility" in medical students at higher educational institutions (EL-Sakran and Prescott, 2012; 2013).

Motivating students is one of the most difficult tasks of being a higher school educator and the same belongs to parents as well. This is especially true for students who are struggling and who have been unmotivated for years. These students begin to exemplify learned helplessness. It means that students consider themselves to be failures and don't see any reason to try and better themselves. They feel they are lost cases and give up on the thought of achievement. Yet there are ways parents and educators at medical establishments can make a difference:

- to give frequent, early, positive feedback supporting students' beliefs that they can do well;

- to ensure opportunities for students' success by assigning tasks that are neither too easy nor too difficult;
- to help students find personal meaning and value in practical material;
- to create an atmosphere that is open and positive;
- to help students feel that they are valued members of a learning community.

At each of these stages "the learner will likely improve with coaching" (Jonassen, 1999). Nevertheless, teachers' job is first, to empower the students to make choices, and then, to teach them to make good choices. It is necessary to mark that "The most important role of the coach is to monitor, analyze, and regulate the learners' development of important skills" (Jonassen, 1999).

Therefore, in Ukraine formation of responsibility is a teaching paradigm in the process of studying foreign languages. Teachers of higher medical educational institutions are able to effectively train medical students in any humanity subject using textbooks, internet resources, and modern interactive technologies. Teachers of foreign languages do much more than standing in front of a classroom talking. They have an important responsibility for the progress and education of the students they teach, and this means lots of assessment and administrative work. Theories abound in our present-day culture and traditions which are closely interconnected with respect and responsibility in teaching English. Teachers are to assist students to be seekers of responsibility and truth, and these often demonstrate varying opinions to find the most suitable for presentation. The main responsibility of a teacher is to help students understand English and be able to write, read and speak. A teacher must be competent, creative and know well how to motivate a medical student. Teachers' duties are to range from the preparation for course work, planning of classes and checking of work handed in. Effective instruction must engage students of medical establishments in all four levels of performance: the action-level, the operation-level, the task-level, and the problem level (Merrill, 1994). They also have to arrange any extracurricular activities and set targets for students using legal medical facts from the original literature or doctor's practice. First, it is apparent to deal with formation of responsibility consistently. It is important to note that formation of responsibility at the English lessons is a group management: all for one and one for all. It is important to get students working together on understanding and mastering course material and practical experience. It is useful to create projects and assignments to help students with their own learning, but students need to understand early that learning comes with personal responsibility. As the researcher states, "Successfully creating an interactive classroom requires a teacher who believes that students are capable of independent learning, given proper guidance and support" (Silverthorn, 2006).

Therefore, English teachers have to develop the following traits of character as patience, tolerance, kindness, goodwill and empathy in every student of medical establishments as educational background mostly points out the phenomena of future achievements in professional activity. The most effective learning environments are problem-based and involve the student in four distinct phases of learning: (1) activation of prior experience, (2) demonstration of skills, (3) application of skills, and (4) integration of these skills into real world activities (Merrill, 1994). Teaching skills can be developed and a teacher must work to personalize and polish these skills

till they become like second nature to medical students. Thus, personal qualities required for future doctors are:

- to be good communicators with patients, their relatives, colleagues as well as other teaching staff;
- ability to work in stressful situations and under pressure;
- good listening skills;
- planning and organizational skills;
- Respect, patience and responsibility.

Methods of forming social competence as an integral part of responsibility in teaching English include careful selection of educational material, continuous concentric accumulation of knowledge, gradual skills and abilities formation and constant reliance on language, speech and personal socio-cultural students' experience. Young person should see benefits of hard work and further education reinforcing the connection between education and future career.

It should be noted that block of humanity disciplines must be based on the identification of opportunities for teaching ethical standards and personal behavior to medical students. Understanding the concept of the subject in modern sciences implies that a person is at a higher level of activity, integrity, autonomy, etc. (Brophy, 1986). It means that students not only need to learn the material, they must also learn to make decisions about what they need to know and how they will acquire that knowledge. Theoretical material as an excellent possibility should be fruitful and thought-provoking, giving rare opportunity to spend time on reflecting and discussing as well as on learning. Thus, the physiology professor suggests, "I believe that by having the expectation that they will learn the material on their own, we are fostering the skills and attitudes that they need to become self-directed life-long learners" (Silverthorn, 2006). A student who has decision-making power feels an increased sense of motivation. All tasks used in the process of foreign languages study should be communication-oriented and adjust students to the correct interpretation of the problematic situation that requires mental stress and stimulates the activity of students' speech in the discussion of real facts (Riabushko, 2003). Thus, students take greater interest in material being taught when it directly impacts the world they live in. According to psychologists' opinion, the features of the subject are found in the inner freedom of the individual in interest to learning, the ability to explain personal actions and critically evaluate them, the ability to create new ways of action, the ability to think over their actions, make adjustments, as well as the ability to independently solve educational problems, ability to do self-assessment (Coldberg, 1993). Finally, and perhaps most importantly, Ukrainian people have strongly indicated desire for graduating health practitioners which have a demonstrated ability to communicate with and relate to their patients, in addition to having the necessary highly developed levels of skills within their field.

It is also necessary to develop students' moral qualities as future medical specialists and caregivers using dialogue in the process of teaching English. Notion of personality is regarded as a basic component of the pedagogical process, which is the nucleus of humanization of education and upbringing at the actual stage of the development of the pedagogical science, which in turn

leads to the reformation of the educational system on the whole. Dialogue is a major part of discourse for the transmission of culture and creating personal character. The ideas and history which have brought students to this time need critical analysis and deep investigation as they enter an uncertain future. Teachers as well as doctors can touch in spirit people who come to them conceptually and actually – today and toward the students' future. Teaching is politics that requires thoughtful teachers who can treat both their subjects and students with love and hope which inspires the students to become more polite, tolerant, developing self-awareness, managing themselves effectively, continuing personal development, and acting with integrity. The ability to reflect and to acknowledge how your own values, principles, and assumptions can differ from those around you is a key step in developing self-awareness as a part of personal responsibility of medical students. Doctors should remember that a "personal quality" is a "state of mind" that can be attained by anyone at any medical situation. Teachers' knowledge and thinking can be transformed to the next generation and provide paths toward critical thinking and meaning in medical students' future. The researchers (Rilling and Dantas-Whitney, 2009) correctly prove that "The goal of using and creating language for real-world purposes within language instruction is to bring authenticity to the learning experience, not to the texts themselves". The main subject of teaching medical students is the nature of being humane. Thus, it is necessary to improve the environment in which personality is formed. Some responses to students' queries – and thinking about those responses – fill out the nature of teaching English: interview as a dialogue. The main humanistic values as a part of responsibility comprise mutual communication and understanding, spiritual, moral and physical health. Physicians must be committed to lifelong learning and be responsible for maintaining the medical knowledge, clinical and team skills necessary for the provision of qualified health care. Physicians have a duty to uphold scientific standards, to promote research, to create new ideas and ensure its appropriate use. The professionals are responsible for the integrity of this knowledge, which is based on scientific evidence and physician's experience. It is considered to be the most important aspect in humanistic education including culture, humanization of the pedagogical process, personality-oriented education and personal qualities development.

5. CONCLUSION

Strategic directions in the system of higher medical education are to search for new organizational forms and methods of students' training, upbringing and education. Practical implementation of these approaches highlights the challenge of developing each humanitarian discipline, methodical system of higher education that is consistent with the pedagogical model of professional competence formation in graduates. Professional training of future medical specialists promotes responsibility, professional self-development and achievement of personal humanistic qualities. Qualities of health care specialists should include responsibility, respect, humility, courage and willingness which have to be developed in the process of teaching English. Future doctor has to gain own respect, self-reliance and accountable life. The first key of responsibility that a doctor has for his/her patients is to be clinically competent. Medical professionals have a

lot of opportunities to compromise their professional responsibility by pursuing private gain or personal advantage. Responsibility as a special trait of character requires performing particular actions including highly specialized knowledge, skills, abilities, and ways of thinking, communicating and understanding of actions in medical students which have to be developed in the process of teaching English.

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