



ISSN: 2277- 7695

TPI 2016; 5(5): 81-82

© 2016 TPI

ICV Factor: 6.79

www.thepharmajournal.com

Received: 15-02-2016

Accepted: 17-03-2016

Serhii Stotskyi

Department of Obstetric and Gynecology, Ivano-Frankivsk National Medical University, Ivano-Frankivsk, 76005, Ukraine.

Natalya Genyk

Department of Obstetric and Gynecology, Ivano-Frankivsk National Medical University, Ivano-Frankivsk, 76005, Ukraine.

Natalya Kinash

Department of Obstetric and Gynecology, Ivano-Frankivsk National Medical University, Ivano-Frankivsk, 76005, Ukraine.

Corresponding Author

Serhii Stotskyi

Department of Obstetrics and Gynecology, Ivano-Frankivsk National Medical University, Ivano-Frankivsk, 76005, Ukraine.

Higher medical education in Ukraine Problems and Prospects

Serhii Stotskyi, Natalya Genyk, Natalya Kinash

Abstract

The quality of professional education is essential to the development of modern education. The reforming process of modern vocational education in Ukraine actualizes the problem of improving the quality of undergraduate and postgraduate doctors' training. The goal of this research was to identify the ways of improving the quality of doctors' education in Ukraine on the basis of world experience analysis and to determine the prospects for strengthening the competitiveness of the national higher medical education in the world market.

Keywords: Higher medical education, reform, ways of development.

Introduction

The Strategic areas of restructuring of the national system of higher medical education are defined both intra processes and the tendencies of global development, and therefore they involve bringing its structure, content and quality in compliance with state requirements and demands of the health system as well as with international standards.

Modernization of the existing health care system in Ukraine is complex and controversial. Recently it undergoes significant changes due to both internal and external factors.

The quality of professional education is essential to the development of modern education. The reforming process of modern vocational education in Ukraine actualizes the problem of improving the quality of undergraduate and postgraduate doctors' training.

Having declared the course to European integration as a priority vector of its public and educational progress, including the issues of medical education development, necessitate the critical and creative understanding of the positive theoretical and practical experience in the field. The basic principle of building the content of medical education in Ukraine is the focus on the ultimate goal and competence approach, which is facilitated by the implementation of credit-modular system that provides conditions for active participation of the students in the educational process on the basis of a fledged partner interaction with the teacher, the increase of their individual work, the extension opportunities for individualization of the learning process and so on.

The goal of this research was to identify the ways of improving the quality of doctors' education in Ukraine on the basis of world experience analysis and to determine the prospects for strengthening the competitiveness of the national higher medical education in the world market.

Methods and materials: The analyzed materials of Bologna process, legal acts of Ukraine in the field of education.

Results and discussion

Any kind of reform is a difficult and painful process. However, the reform of medical education according to the Bologna process is really the only way for our country to give every citizen a modern medical care, and for the students to get the world-class education to become competitive and be able to choose work in any country.

During the twenty year period of Ukrainian independence the national system of higher medical education undergoes permanent reforming because of intensive state-building processes based on rethinking and reassessment of our historical tradition and the borrowing of reform achievements abroad. Having proclaimed the course to European integration requires the improving of the quality of future doctors' training in accordance with international and European standards in order to enhance the competitiveness of national higher medical

education, optimization the conditions for the international mobility of medical students and empowerment of Ukrainian medical specialists in the domestic and international labor markets.

The main idea of the reform is to improve the system of training of the medical personnel based on international standards, taking into account the national priorities and characteristics of the health care. The realization of this goal involves the following tasks: bringing the higher medical education its structure, content and the terms of training in accordance with international educational standards taking into account the needs of the country's health; providing highly qualified specialists which are necessary for the state and the implementation of competitive education and scientific research in high medical schools and postgraduate institutions; improving the system of continuous professional development of the specialists and the establishment of the institute of residency for postgraduate doctors ' training phase ^[2, 5].

The areas of undergraduate medical education reform in Ukraine include:

1. The implementation of training of generalist physicians to provide primary health care as the most effective in most countries.
2. Matching the terms and directions of the training of future doctors with the requirements of the labor market and the European Union.
3. Integration of theory and practice; providing the objective monitoring of the quality of training using the standardized methods of measurement of achieved level of knowledge and skills to the requirements of educational qualification characteristics.
4. The dynamic nature of education and training provided by the constant adjustment of educational content according to the achievements of world and domestic science and practice of medical affairs.
5. The creation of the programs that implement the advanced information technologies of education, and promote the borrowing of all progressive in the world and domestic science and practice ^[2].

The main problems of medical education in Ukraine today are the incomplete compliance with EU WFME; reducing the quality of training of medical personnel because of low motivation of students and teachers to self-improvement; discrepancy of learning terms to the requirements of time, the use of outdated pedagogical techniques, low level of teachers' social protection, informatization of educational process etc. ^[4, 6]. The misunderstanding of the goals and objectives of European integration by the teachers and community, inadequate legislation, insufficient funding of high school, high teaching load prevent from the implementing of changes. However, the training of highly qualified personnel creates new challenges which Europe lives today – the migration of specialists (international and domestic).

Conclusions

1. The process of improving of medical education is aimed at combining the three integrally related components: the state, the higher medical institutions and the doctor.
2. The national policy of medical education should aim at improving the medical education and its integration into the international education system.
3. National standards of education as a normative basis of higher medical education should be based on the international standards system.

4. Continuous professional development of every doctor is an important area of improving of the whole system of higher medical education.
5. Comprehensive strengthening of the doctor's professional motivation by the state encourages him to continuous professional development.

References

1. Aleksandruk DP, Kapechuk VV, Ostrowskyi MM. Pershyi dosvid vprovadzhennia Bolonskogo protsesu/Pershi rezultaty ta perspektyvy reformyvannia systemy medychnoi osvityv Ukraini: Tezy dopovidei navchalno-metodychnoi konferencii ZMAPO 1-2 June Zaporizhzhia, 2006, 8-10. [In Ukrainian].
2. Konceptcia rozvytku Zaporizkoi medychnoi akademii pisladyplomnoi osvity (integraciia u svitovyi medychnoosvitnii prostir) /Konceptsiia diyalnosti I rozvytku Zaporizkoi medychnoi akademii pisladyplomnoi osvity zatverdgena Konferenciinym trudovym kolektyvom akademii on January, Zaporizhzhia 2007; 31:100. [In Ukrainian].
3. Levkivskyi KM. Pro stan I perspektyvy rozvytku vyshchoi osvity v Ukraini/Dopovid na parlamentskykh slukhanniakh. - K.: Parlam. Publishing house, 2004, 184 [In Ukrainian].
4. Polyachenko JV, Perederiy VG, Volosovets AP. Medicynskoe obrazovaniie v mire IV Ukrainie. IPP Contrast, 2005, 464. [In Ukrainian].
5. Pydaev AV, Perederii VG. Bolonskyi process v Evrope. Chto takoie I nuzhen li on v Ukrainie? Vozmozhna li integraciia medicynskogo onrazovaniia Ukrainy v Yevropeiskoe obrazovatelnoie prostranstvo? Odessa: Odeskii gosudarstvienni meditsynskii universitet, 2004, 192. [In Ukrainian].
6. Bulakh IE, Volosovets OP, Voronenko YV. Systema upravlinnia uakistiu medychnoi osvity v Ukraini, ART-PRESS, Donetsk, 2003, 212. [In Ukrainian].
7. Poriadok sertyfikatsii systemy upravlinnia yakistiu: DSTU ISO ISO7000: [Chynnyi vid 2006,] Office. vydav. K.B.V, (Normatyvnyi dokument Ukrmetrteststandard), 2006, 75, 05-29. [In Ukrainian].
8. Cochun IV, Akulova OM, Ilkaiev DV. Poniattia kompetentnist ta kompetenciia u pidgotovci phakhivciv Dergavnoi slugby medytsyny katastrof. Medytsynskiy zhurnal. 2008; 4:150-152. [In Ukrainian].