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Nataliia KUZNIAK, Roman DMYTRENKO

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Professional Improvement of the Higher Medical School Teachers

Nataliia KUZNIAK¹, Roman DMYTRENKO²

Abstract

The higher medical school teacher should be highly professional, goal-oriented, constantly form an inner core to the personal growth, to direct all forces to search for new ways of training and educating the students.

Keywords: lecturer, higher medical school, professional development, professional career, self-education.

Introduction

Professional self-education is aimed at the implementation of the teacher as an individual. The desire for self-improvement and self-tuition are important factors in the professional growth of the teacher in higher medical educational institution, providing an extension of teacher's creative abilities, cognitive interests and the formation of a creative personality.

Main part

The significant items for the professional growth of scientific and teaching staff are:

- the mastery of the advanced pedagogical experience, the basic research activity (acquaintance with the activity of the best teachers and their analysis, teacher more deeply comprehends the laws of the educational process, studying pedagogically correctly perceive the behavior of the student, finding the causes of conflict and ways to solve them);
- the systematic study of the philosophical, psychological and pedagogical literature, state laws of the higher education, education and

¹ Chair of the surgical and pediatric dentistry department, Higher State Educational Establishment of Ukraine «Bukovinian State Medical University», n.kuznyak@gmail.com.

² Chair of the surgical and pediatric dentistry department, Higher State Educational Establishment, of Ukraine «Bukovinian State Medical University».

training; meeting with innovators; participation in the work of methodical associations, seminars, conferences, pedagogical lectures, etc.;

- the familiarization with the educational press, radio, television, Internet. They quickly react to all the changes taking place in the system of teacher training and the educational process. They introduce the experience of teachers-innovators, scientific and pedagogical innovations, materials to different meetings, conferences, etc.;

- the introduction of a national education system that embodies educational intelligence of the people, its best scientists and progressive national traditions in family education, the educational value of folk customs, traditions, festivals, rituals (Kuzmina, 1990).

In the course of the professional self-education, the teacher has to feel the freedom of expression. Teaching activities cannot be regulated and stuck to the issues of regulations. Only with the approval of the professional freedom there can be an effective organization for the professional growth of scientific and teaching staff in higher medical school, which is a kind of finding the way, finding your own "voice", your own "handwriting". The teachers who have the freedom of expression, are able to manage their own development, and can direct their creative energies on the search for new ways of training and education of students.

The teacher needs to know his/her strengths and weaknesses, constantly form an inner core of personal growth, which is indispensable for achieving professionalism. Becoming a teacher as a professional and productive activity of the subject it is the process of approximation to the ideal of culture, peaks of professionalism, creative self-realization. Scientists note the uneven steps and stages of person's professional formation, denoting it as an individual path of professional growth and career (Kuzmina, 1990).

The professional career is a sequence of professional roles, statuses and activities in human life; it moves stage by stage on industrial, social, administrative or other hierarchy.

There are two types of the professional career: personal career that is person's increasing to the top of professionalism, quality of work results, self-realization in professional work and receive recognition on this basis; and the job career it means the promotion.

The higher medical school teacher should create the career on the basis of personal characteristics, values, skills. A successful career depends largely on how well the professional choice was made, how successful was the professional self-determination (Zyazyun, 1997).

American management expert Michael Driver identifies the following types of careers:

Linear career. The individual from the beginning of the labor activity selects a particular sector and persistently, step by step during the whole life get ahead in the hierarchical ladder.

Stable career. The teaching staff, which is characterized by a stable career configuration, being a young person chooses the sphere of the activity to the end of labour life. They improve their skills, but do not seek to promote the hierarchy (Atanov&Pustinnikova, 2002).

Spiral career. This career is typical for people who are enthusiastically working 5-7 years, and then lose interest in pedagogical work, move on to another sphere and start all over again.

Short-term career. An individual often changes one job to another. Accidentally and temporarily reaches a slight increase. As a rule, it is the unskilled, often undisciplined staff.

Plateau-like career. If a person successfully copes with all responsibilities, it is considered a worthy promotion. However, after a few rises, they reach a level that is the limit of their competence.

At this level, an individual remains to the retirement.

Downward career. The person successfully starts his career several times get ahead in the career ladder. However, due to unforeseen circumstances (illness, alcohol abuse, etc.) the quality of its performance is reduced, which entails a return to the lowest level of the career ladder (Atanov&Pustinnikova, 2002).

Personal career development is an integral life strategy of scientific and teaching staff. It is deserved, if it is based on personal growth, substantive and successful self-improvement which is associated with hard work, achievement of real results, and the teacher's attitude to it as to the life call. It is great, if it is led by job and career. However, not everyone wants to get a career promotion. Some believe that an increase in employment leads to administrative, professional replacement of the content of activity, so it takes the same 25-40 years of life. Their career is also successful, and meaningful, filled with spirituality, accompanied by the growth of public recognition, honors, awards, students love (Moroz, 2001).

So, the professional career is primarily a movement. And that movement cannot be without the purpose, aimed at achieving the life and professional success, personal attractive professional perspectives.

Professional activity certainly is accompanied by changes in the personality structure of scientific and teaching staff: there is a strengthening and intensive development of the qualities that contribute the successful implementation of activities, as well as suppressed and even destroyed structures that do not participate in this process. The positive impact of profession on the personality is in the formation of professional

consciousness, teachingorientation, pedagogical thinking, in the development of professionally important qualities, mastery of teaching experience, etc.

Professional development is not only the growth and improvement, but also the destruction and degradation of the professional person (authoritarianism, emotional indifference, expansionism, lack of communicative flexibility), that are characterized by a change in the psychological structure of the individual in the process of teaching.

The sensitive (favorable) period for occupational strain is a professional crisis that is appeared in the deep dissatisfaction of the activities, their results, the sense of incapacity, inability to self-realization, the imbalanceof the ideas, and the possibility of obtaining results.

The most common means of preventing this phenomenon is the continuous psycho-pedagogical education of the teacher and skills improving.

Self-education contributes the formation of individual style of pedagogical activity, it helps in understanding the educational experience and its own independent work, and it also is the means of self-knowledge and self-improvement through teaching development (Popkov, & Korzhuev, 2001).

One of the modern methods of professional self-improvement is the method of "portfolio" that is a description of the work with the analysis of its effectiveness, the most successful methodical, research work of students, etc. It can also contain documents that capture professional development (certificates, diplomas, awards, characteristics, etc.), research, creative work, their own articles, articles by the well-knownscientists; covering the features of the problem the portfolio is working on, psychological studies, summaries of the workshops, educational activities. The method of "portfolio" helps teachers of higher medical schools not only to systematize the pedagogical experience, accumulated knowledge, but also to give an objective assessment of their professional level (Natazon, 2002).

In order to bring a real image of the ideal, we have to be able to manage our own self-development. First of all it is the ability to take responsibility for their own lives and professional activities, to build a professional educational strategy that takes into account individual characteristics, features requests, meet the need for education and advanced training in the chosen field, intellectual, physical, spiritual development. And all this involves mastering the skills of self-organization and self-regulation. The self-organization is the psychological readiness to pedagogical activity in the self-regulation i.e. the conscious control of their behavior, psyche, energy potential, emotional control, preservation of the ability to think critically and

solve complex problems (Main researches of pedagogical and psychological sciences in Ukraine, 2002).

Conclusion

So, the basic professional development path is vocational training, career development and self-education of the teacher. Professional development is a fundamentally new method of life of the teaching staff and the creative self-realization in a profession that allows you to display their personal and professional opportunities. The shortest formula for professional activities it is constant work, creativity, harmony, knowledge, feelings and behavior.

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