

ИЗУЧЕНИЕ ОБРАЗОВАТЕЛЬНЫХ ПОТРЕБНОСТЕЙ В КОНТЕКСТЕ ВОСПИТАТЕЛЬНОГО ПРОЦЕССА В ВЫСШЕЙ ШКОЛЕ

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Аннотация. Поколение современной студенческой молодежи в высшей медицинской школе – это будущее здравоохранения через 7–10 лет, и каким оно будет, зависит в большей степени от поставленных целей и задач, успешности образовательного процесса, методологии его реализации. Перед руководством университетов, профессорско-преподавательским составом, кураторами и тьюторами студенческих групп стоит задача не только заложить прочную основу фундаментальных профессиональных знаний, прикладных навыков и способов деятельности, но содействовать социализации, становлению адаптивности, самостоятельности и инициативности личности. Несмотря на то что закономерности и постулаты воспитания остаются неизменными, условия трансформирующейся социально-культурной реальности обуславливают острую необходимость модернизации воспитательного процесса, актуализации образовательного потенциала университетской среды. В становлении социально-психологической зрелости личности и профессиональной компетентности будущих специалистов актуальной является проблема образовательных потребностей. Образовательные потребности не являются универсальными и напрямую связаны с ценностно-смысловым компонентом мотивации личности. Их выявление и реализация в педагогической практике значимы для формирования индивидуальной образовательной траектории и определения вектора саморазвития студентов. В статье представлены результаты исследования личностной значимости образовательных потребностей студентов второго и пятого курсов медицинского вуза и предложена прогностическая модель с рекомендуемым уровнем их выраженности.

Ключевые слова: образовательные потребности; мотивация; индивидуализация обучения; воспитательный процесс; личностно-ориентированный подход; практико-ориентированный подход; проблемно-ориентированный подход

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THE STUDY OF EDUCATIONAL NEEDS IN THE CONTEXT OF THE EDUCATIONAL PROCESS IN HIGHER SCHOOL

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Abstract. The generation of modern student youth in higher medical school is the future of healthcare in 7–10 years, and what it holds to us depends to a large extent on the success of the educational process, on the goals and objectives set, and the methodology for its implementation. The administration of universities, faculty, curators and tutors of student groups face the task to not only lay a stable basis of fundamental professional and applied knowledge, skills and methods of activities, but also to promote socialization, the formation of adaptability, autonomy, independence, and initiative of an individual. Despite the laws and postulates of education remain unchanged, the conditions of the transforming socio-cultural reality determine the urgent need to modernize the educational process, to enhance the educational potential of the university environment. In the formation of the socio-psychological maturity of the individual and the professional competence of future specialists, the problem of educational needs is of current importance. Educational needs are not universal and they are directly related to the value-meaning component of a person's motivation. Their identification and implementation in pedagogical practice are significant for the development of an individual educational trajectory and the determination of the vector of students' self-development. The article presents the results of a study of the personal significance of the educational needs in second- and fifth-year students of a medical university and proposes a prognostic model with the recommended level of their manifestation.

Keywords: educational needs; motivation; individualization of education; educational process; personality-oriented approach; practice-oriented approach; problem-oriented approach.

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The changes in the state and economic system that took place in Russia in the 90s of the 20th century and at the beginning of the new millennium created a fundamentally new situation in tertiary education. Concerning the educational component, its current state can be assessed as rather difficult due to the disintegration of the main elements in educational policy and values system, the search for new educational strategies and the development of new standards. Further, and importantly, another

challenging factor which should be addressed is that society itself is experiencing a comprehensive crisis.

The education of student youth in higher school is complicated by the inconsistency of the current situation. On the one hand, the freedom of activity, opportunities for social development, independence and initiative of the individual have been expanded. Predominantly, students demonstrate broadmindedness and the ability to take into account and adapt to the changing circumstances of modern life. We observe the emergence of the new socio-cultural type of youth capable of actively participating in the revival and consolidation of Russia due to their ability to cope with arising challenges and ambiguity.

On the other hand, the existing problems in the socio-cultural environment negatively affect the formation of awareness and positive attitudes in students.

The realities of a modern information-technological society are characterized by both positive trends in development of all spheres of social and economic life (e.g. the advancements in communication technologies, medicine, education, industry, trade), and negative aspects concerning the commercialization of all spheres of public life, onomania, absolutization of material values, self-centredness. Information overload and uncritical absorbing of content lead to superficial thinking and subjectivity in assessing the surrounding reality. Incremental digitalization and prevalence of virtual communication challenges the socialization and affects the emotional well-being [1], [2].

In connection with the reform of education and the change in the educational paradigm, the problem of personality and attitude development of youth at all educational levels is especially acute. Modern realities of university life indicate that in the post-Soviet educational space the conventional educational component, as a rudimentary organ of the old system, has lost its significance, while the new educational paradigm is just emerging and acquiring new axiological meanings. In this situation, educational processes are weakening, and their functioning mainly depends on the pro-

fessional expertise of teachers, tutors, the initiative of the administration and the traditions of a particular educational institution.

In the process of social development, the content of education changes, but pedagogy traditionally considers a person as to its subject, and educational influence is focused on improving him. This gives grounds to define the phenomenon of education as a transformative activity of teachers and educators, aimed at changing and shaping consciousness, worldview, psychology, value orientations, knowledge and modes of a person's activity, contributing to its qualitative growth and improvement. Thus, the educational goals are the expected changes in team or personality, carried out through the implementation of the system of pedagogic practices [3].

Worldwide social and historical experience allows us to determine the main goal of education as the formation of a harmoniously developed and all-round personality prepared for proactive social and professional activities in modern society and capable of sharing and multiplying its values and cultural heritage.

The goals of education determine its content, methods and means, the interaction of which should provide the expected outcome. Education is a multifactorial process that depends on a number of both objective and subjective factors.

Objective factors include socio-historical characteristics, cultural traditions of the country, the adopted educational system. Subjective factors involve the personal qualities of teachers, the level of pedagogical skills, psychological characteristics and value orientations of the participants in the educational process.

Rapidly developing new information technologies, in particular, new technologies, forms and methods of training and education, provide a person with unprecedented opportunities for addressing his educational needs. In this paper authors are consistent with the statement that “The educational needs act not only as a way of personality development but also as a key element of the motivational mechanism of the educational process, a mechanism that includes this subject, his interests, value orientations, motives, and the purpose of the activity” [4]. The demand to increase the

level of competence of a modern specialist arises nearly every day because his educational needs are no longer limited to formal vocational education.

A modern person is eager to comply with the new requirements of the times, that is to be competent in all spheres of activities, including social, family, and personal life. To fulfil all the new educational needs, the individual becomes a real subject of his learning process. This requires him to take an increased responsibility towards himself for the development of new competence: the ability to learn, organize your learning.

In the context of the implementation of the educational process in higher school, it is relevant to study the educational needs of students, to enhance the formation of a wide range of educational needs among them, and to implement targeted support in planning individual educational trajectories. Back in 1861, K.D. Ushinsky in his article “Sunday Schools” claimed: “One should devolve to a student not only one or another knowledge but also develop the eagerness and ability to acquire new knowledge independently, without a teacher” [5, p. 500]. However, the current situation is that the majority of students do not have sufficient skill or motivation to self-education and self-development: “they gain personal knowledge discretely, and their integration into a holistic image is arbitrary” [6, p. 130].

It is necessary to teach a student to identify their educational needs, outline learning goals and ways to achieve them, and help develop the value orientations and personal qualities that are essential the successful learning of an individual.

The educational needs of a modern person are becoming more and more diverse. American researcher M.S. Knowles identifies seven groups of educational needs that must be addressed not only within the framework of formal education:

- a) obtaining a general secondary education;
- b) acquiring or mastering the professional skills;
- c) maintaining and improving health;
- d) improving the quality of family life;
- f) taking up meaningful leisure activities;

g) developing one's own personality [7].

The development of a wide range of educational needs in a modern student in the educational process of a higher school should be carried out based on the principle of the development of individual needs. The use of this principle implies the identification of the particular educational needs, which requires the emergence of specific life tension or professional problem that the individual wants to resolve, thereby creating personal meanings. Indeed, the value-meaning component of motivation is a stimulus for personal and professional self-education and self-actualization. An individual's attitude to a socially adopted system of values is formed due to the value-meaning determination of activity, and in turn, the motives and meanings of the implementation of specific activities are formed on the basis of an individual's attitude. Therefore, the development of the value-sense component of motivation is inextricably linked to the formation of the educational needs influencing the overall process of self-determination and self-development [8].

The identified educational need will likely belong to one of the groups of educational needs. However, for each person, these needs are strictly individual and must be revealed and comprehended.

Next, it is necessary to determine the area or those areas of science in which the individual needs to study. Certainly, the scope of a student's needs is primarily determined by his future professional interests, the need to choose a certain course of study, which, as a rule, is already quite clearly defined and organized. However, the desire to make some positive changes in the social, household, personal spheres of life can significantly expand the range of educational needs. For example, the need to learn more about the rules for creating a strong and close-knit family, to get rid of being indecisive or withdrawn in order to become more self-confident and open to communication with other people. At this step, it is vital to clearly determine in which area of knowledge a young person needs to be trained.

It seems appropriate for this purpose to propose the use of a predictive functional model of competence [9], which helps to determine the level that an individual needs to achieve in the learning process to change his life situation. A competence model is a combination of skills, knowledge, abilities and value orientations for performing a particular social role (student, employee, spouse, parent, citizen).

Therefore, the competence model determines the volume, set and nature of those knowledge, skills, abilities and qualities, which having been mastered, ensure an individual performing the functions within a certain social role effectively and thereby solve his life challenges. This can be a specific profession chart or an arbitrary set of competencies.

Further work within the framework of the competence model implies an analysis of the student's level of competence, as well as previous training in a particular area of knowledge in which he and will study. It is necessary to determine the real body of knowledge, abilities, skills and qualities that the student already possesses, to build the educational trajectory. Thereafter, a comparison should be made of the student's level of competence with the requirements of the competence model. Comparing the existing level with the requirements of the prognostic model of competence, it is necessary to identify the missing knowledge, abilities, skills and qualities required to solve the life problems of a young person. Awareness of the need to master these KASQs (knowledge, abilities, skills and qualities) will lead to the formation of the specific educational needs of a particular student.

The authors initiated a study of the possibility of using the prognostic model of competence in the formation of students' educational needs among the students of the medical university. For this purpose, the questionnaire was devised; the Likert scale was used to assess the level of the personal significance of the indicated needs (from the "very important" to the "unimportant") (Table 1). The respondents were the junior (2nd year of study; age – 18–20) and senior (5th year of study; age – 22–25) students. Each group was represented by 50 respondents (100 students in total participated in the study). The results of the questionnaire survey are presented in the Table 1.

Thereafter, the results representing the personal significance (“very important” and “important”) were put together and illustrated in a more visual and convenient to peruse way (Figures 1 and 2).

Table 1

The comparison of the respondents’ educational needs

		Very important		Important		Neutral		Rather unimportant		Unimportant	
Year of study		2	5	2	5	2	5	2	5	2	5
Educational needs											
1.	Professional self-actualization	16	38	19	12	15	–	–	–	–	–
2.	Participation in the scientific life of the university	3	14	11	19	34	15	1	–	1	2
3.	Creative and artistic self-actualization	9	11	15	30	23	9	3	–	–	–
4.	Maintaining and promoting health	23	38	21	11	6	1	–	–	–	–
5.	Finding psychological comfort in an educational institution	32	38	13	12	5	–	–	–	–	–
6.	Comfortable family relationships	42	44	8	6	–	–	–	–	–	–
7.	Volunteering	2	5	17	12	18	24	12	6	1	3
8.	Development of communication skills	20	23	20	24	10	3	–	–	–	–
9.	Learning foreign languages	8	18	29	25	13	4	–	–	–	1
10.	Cultural activities	3	17	27	27	19	3	1	3	–	–
11.	Participation in sport events	3	8	10	12	27	27	4	–	6	3
12.	Building friendships	27	29	18	18	4	3	–	–	1	

The needs of importance: 2nd-year students

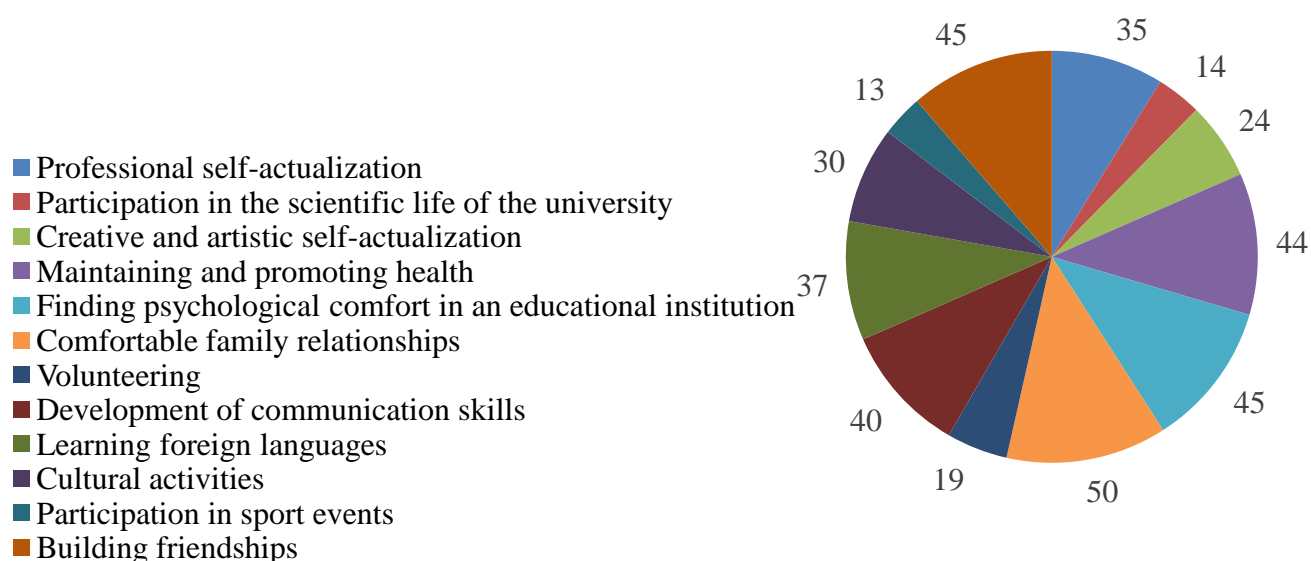


Figure 1. The needs of personal significance of 2nd-year students

The Figure 1 shows that the second-year students give priority to such aspects as comfortable family relationships (50), maintaining and promoting health (48), finding psychological comfort in an educational institution (45), and building friendship (45). The needs of the least significance according to the results are: participation in sport events (13), participation in scientific life of the university (14).

The needs of importance: 5th-year students

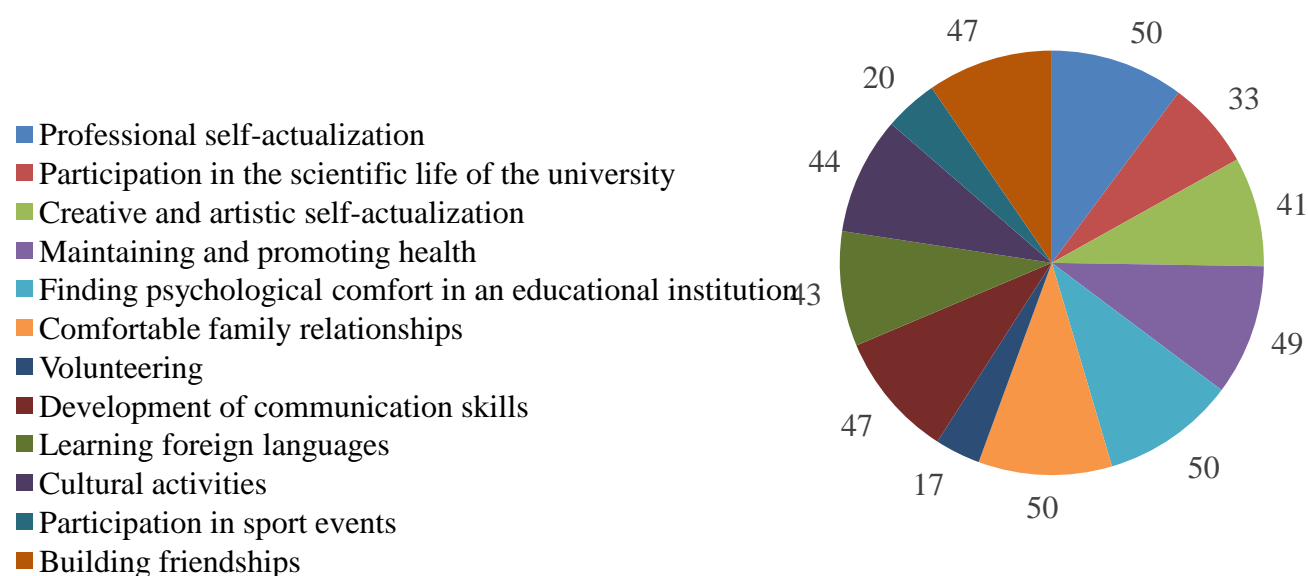


Figure 2. The needs of personal significance of 5th-year students

The Figure 2 shows that the 5th-year students prioritize comfortable family relationships (50), professional self-actualization (50: >15 than the second-year students), finding psychological comfort in an educational institution (50: >5), maintaining and promoting health (49: <5), and building friendship (47: >2).

A significant increase is observed in the need for professional self-actualization (50: >15). Unlike junior students, the senior ones also opt for the development of communication skills (47: >7). Both of these changes might be substantiated by their practical experience in their professional activities.

Surprisingly, volunteering seem to be significant to a quite low number of respondents in both groups (19 second-year students vs 17 fifth-year students). In senior students, this type of activity shows the least personal significance of all the indicated categories. However, it is explainable by their active involvement as medium-grade medical personnel, being engaged at international sports competitions, forums, conventions and rallies.

Thus, the group of respondents aged between 18 and 25 years was identified to be heterogeneous in terms of the manifestation level of the educational needs. In junior (2nd year of study) and senior (5th year) students, the manifestation level of twelve groups of educational needs was different. Interpreting the results of the survey, we note the insufficient manifestation of the educational needs in professional self-actualization and participation in the scientific life of the university in the 2nd-year students. This complicates their further specialization, affects their motivation to acquire fundamental professional knowledge and to take part in students research work. Moreover, in the educational work with junior students, the strategies should be devised with the focus on the development of altruistic personality traits to increase the manifestation level of the need for volunteering.

Based on the analysis of the survey data, we proposed prognostic models of competence for 2nd- and 5th-year medical students, where the recommended level of

manifestation of educational needs for junior and senior students is presented (see Table 2).

Table 2

The recommended manifestation level of educational needs

	Educational needs	2nd year students	5th-year students
1.	Professional self-actualization	85–90 %	90–100 %
2.	Participation in the scientific life of the university	45–55 %	65–75 %
3.	Creative and artistic self-actualization	50–60 %	80–90 %
4.	Maintaining and promoting health	85–90 %	90–100 %
5.	Finding psychological comfort in an educational institution	85–90 %	90–100 %
6.	Comfortable family relationships	85–90 %	90–100 %
7.	Volunteering	50–60 %	70–80 %
8.	Development of communication skills	80–90 %	85–95 %
9.	Learning foreign languages	80–90 %	85–95 %
10.	Cultural activities	70–80 %	80–90 %
11.	Participation in sport events	40–50 %	45–55 %
12.	Building friendships	85–95 %	90–100 %

The main goal of creating these models is to define the key points in guiding the students on their way to becoming medical specialists, to encourage the awareness formation of what the students of the medical university must achieve by their fifth year of study. The 2nd-year students belong to the new generation of modern youth. They often prefer entertainment to professional interests and laying the groundwork for their future professional activities. At the same time, these students are the future of healthcare in 7–10 years.

The choice of interests and educational needs influences the level of professional competence and motivation for professional self-actualization which students will acquire in a few years. Future graduates of a medical university with various specialist areas need to acquire such knowledge, abilities, skills and qualities that will

allow them to fulfil a very important social role – active participation in the promotion of healthy lifestyle behaviours, therapeutic and clinical activities, in the campaigns aiming to increase the country's birth rate and decrease in mortality and disability rate among the population.

The conducted survey revealed a low interest in professional activities in the second-year students. Such a level of this educational need may hamper their professional self-identification and maintaining professionalism. Based on the ideal predictive model of educational needs, it is necessary to gently lead second-year students to their focus on professional activities. Facilitation in the formation of awareness and motivation in students is possible through tailored educational activities, practice- and problem-oriented training, engagement in scientific research, and direct communication on the development of educational needs at lectures (with the entire cohort of students), in the classroom (with a group), via individual consultations. Teachers, curators and tutors, representatives of the deanery, heads of student scientific societies should work actively on the development of the educational needs of junior students.

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