

Professional and Pedagogical Competence of a Lecturer at a Medical University: Problems and Ways of Development

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Abstract

The article considers the issues related to the formation of professional and pedagogical competence of lecturers at medical universities. It has been shown that this issue is currently extremely relevant, because the vast majority of lecturers who provide the research and practical training of future doctors are medical professionals who have no pedagogical education, and their psychological and pedagogical competence is limited by knowledge, skills, and abilities, acquired during postgraduate studies. In this regard, the need to develop the professional and pedagogical competence of this category of lecturers is a problem that requires careful theoretical attention and the introduction of theoretical developments in the pedagogical practice. The authors emphasize that the formation of professional and pedagogical competence of lecturers at medical universities occurs in three main ways: by acquiring the second education – the pedagogical one; by forming this competence in terms of non-formal education – training, internships, participation in scientific and practical conferences, seminars, webinars, round tables, etc.; as well as through self-education. At the same time, according to the results of sociological research, it is quite natural that medical lecturers prefer the second and third ways of training. An important place in this process belongs to the educational environment at a medical university, which creates comprehensive opportunities to meet the needs of medical lecturers in professional and pedagogical development. According to the authors, a promising area is the organization of medical and pedagogical conferences at medical universities. As practice shows, medical lecturers, aware of certain gaps in the field of psychology and pedagogy of higher education are delighted to participate in such forums, actively acquiring pedagogical skills, and sharing their professional and pedagogical experience, which serves as proof that the level of professional and pedagogical competence depends not only on the available formal pedagogical education but on the desire for constant evolvement and selfdevelopment.