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**THE CONCEPT OF FORMATION OF PROFESSIONAL
COMMUNICATIVE CULTURE OF FUTURE DOCTORS**

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The article outlines the conceptual approaches in the training of future specialists of medical branch. The article deals with the urgent demand of the society for specialists, who aren't just well-educated in the medical sphere, but also have got the high level of cultural training. It was determined that the formation of cultural professional communication dominates in the process of training of future medical workers. In order to understand the meaning of the term "cultural professional dialog", the scientific works of well-known Ukrainian and foreign pedagogics were investigated. "Cultural professional dialog" is the part of general human culture. The items of pedagogical process of training of medical specialist are: humanization of professional education; personally-oriented forms and means of training and education; active approach to training; axiological approach to the content of the educational process; communicative approach to learning; promotion of human desire acme; creative adoption of cultural dialogue to specific conditions and requirements.

"Medical worker's cultural professional communication" is a complex of social, psychological and pedagogical phenomenon that should be considered as an integrated unity of some structural components of personality.

The development of specialized medical knowledge in harmony with professionally important personal qualities (moral, spiritual, ethical,

communicative) gives the possibility to achieve the best results in professional training of medical staff.

It is also emphasized in the article that all educational subjects should be aimed at the development of cultural professional communication of medical students. The effective formation of cultural professional communication of medical student will make it possible to solve the contradictions between social, educational and professional training of specialists.

Key words: culture of professional communication, medical students, culture of dialogue, communicative culture, professional training

Introduction. Today a medical specialist should not only have a large amount of special knowledge, but also must have additional skills, in particular, the ability to communicate with patients, which requires a high level of communicative culture.

The problem of the culture of professional communication is at the intersection of such sciences as social psychology, sociology, pedagogy, rhetoric and social anthropology. At the same time, it appeared to be the least developed science compared to a number of other ones.

To solve this problem, it is necessary to consider such concepts as "professional culture", "culture of professional communication" and "culture of professional communication of a specialist in one or another sphere", in our case, a specialist in the medical industry. Since the underlying categories such as "profession", "culture", "communication" have been extensively studied before, we will consider the concept of "professional culture" and "culture of professional communication".

The aim of the article is to analyze the concept and approaches to the formation of "culture of professional dialogue" during the education at Universities.

In order to understand the concept of "professional culture" it is necessary to implement the logical synthesis of a significant category "culture" and the notion of a profession as a deliberate, concrete subject of labor activity. The bases of the analysis of professional culture is the awareness of culture as a powerful socio-spiritual factor in the development of society and human, understanding of its impact on all spheres of human activity. It is rather important to value the "professional culture" to "general culture" in is a decisive factor in the personal dimension of culture in a professional way. The more developed is the professional culture in a given area, the higher is the efficiency of the functioning of this sphere.

It is known that human activity reveals not only the level of the developed skills and abilities, but also the degree of the expansion of creative abilities, the readiness to implement fully professional culture. Therefore, in the professional culture of a specialist is reflected not only communication and interaction between individuals, society and profession, but also his entire individual culture, is reflected.

Thus, we believe that professional culture is a certain set of ideological and special knowledge, qualities, abilities, skills and feelings, values of the person who find their manifestation in its activities and ensure its higher efficiency.

Consequently, the professional culture of a specialist in the medical industry is a certain set of ideological and special (medical) knowledge, qualities, skills and feelings, values, and norms that are required in various types of activities. All that allows to perform effectively different professional tasks. In other words, the general and professional culture of the specialist complements each other and enhances its professionalism.

Finally, considering the concept of "culture of professional communication medical specialists," we came to the conclusion that it is a direct realization of both general and specialist professional culture in the

process of interaction with other individuals or groups in order to optimize the performance of functional responsibilities (treatment, rehabilitation and prevention) and qualitative implementation of business and personal contacts. Let's consider the culture of professional communication of a medical specialist as a phenomenon associated with the culture of conversation.

The main feature of a medical specialist is the interaction with people. The ability to communicate, to get in contact with patients and their relatives, to achieve mutual understanding in the process of performing professional functions is the most important condition for the high efficiency of the work of "man-man" type.

That is why the culture of professional communication of a specialist in the medical industry will be studied in the context of the culture of professional dialogue. Poor formation of a professional dialogue culture serves as the main barrier to professional growth.

The culture of professional dialogue is the level of mastering the skills and abilities of dialogue interaction in the motivational, cognitive, emotional and communicative spheres [1, p.107].

The analysis of scientific literature led to the conclusion that the culture of professional dialogue consists of such components as public culture, culture of social group, professional culture and culture of the individual.

Realizing the relevance of this problem, the researchers (S. Amelina, L. Baranovska, G. Beregova, O. Gogol, L. Golovat, N. Kostritsa, L. Luchkina, V. Momot, T. Okunevich, E. Polatai, L. Romanova, T. Rukas, N. Totskaya, O. Shtepa, S. Shumovetska, etc.) offer a variety of pedagogical technologies for the effective formation of cultural professional communication of medical students in higher educational institutions of Ukraine.

The formation of a culture of dialogue should be built on the basis of the following conceptual terms and approaches:

- - humanization of professional education;
- - personal orientation of forms and means of training and education;
- - activity approach to the training of specialists;
- - axiological approach to the content of the educational process;
- - a communicative approach to learning;
- - promotion of the acmeistic aspirations of man;
- - creative adaptation of the process of forming a culture of dialogue to specific conditions and situations [1, p.169].

As a result of the implementation of all the above-mentioned provisions and approaches in the educational process, there will be new conditions for intellectual and self-development of the individual who wants to become a competent and successful specialist.

The formation of cultural professional communication is an integral, inseparable process that requires total change of higher education, namely, the transition from authoritarian to humanistic approach to training of future professionals.

All the defined positions and approaches are interconnected; therefore, we will try to briefly consider each of them.

Humanization of professional education

The humanization of higher education should be understood as a multilevel socio-cultural process that fills education with contemporary humanistic content, forms the foundations of a humanistic outlook expressed in concrete, close-to-people spiritual and moral samples, which are fixed in social norms and values, and thus transfer the ideas of humanism into public.

The humanization of higher medical education implies the orientation of future physicians to focus on universal humanistic values and problems in the individual health care system. [5, p. 16].

Despite the exceptional importance of what students study at medical universities, the content of education is only a part of multifunctional and complex structure of the system of professional medical education, which affects the quality of training of specialists and in future on the efficiency of their professional activity.

The idea of humanization of professional training of medical students it should be understood that the innovative direction in the functioning and development of medical universities should be directed at the preparation of a new generation of doctors who can take into account not only medical and biological but also social and spiritual peculiarities of human health; prepare such doctors who are able to include positive and weaken the negative impact of biological, social and spiritual factors in order to successfully develop and reproduce human culture.

In order for graduates of medical universities to adapt successfully in their professional environment as soon as possible, medical education should be as close as possible to the health care system existing in the country, its processes of reformation and development trends.

Supporting A. Suschenko opinion that "... the establishment of humanism for man and in man is carried out only through culture" [5, p. 12], we consider that the formation of culture of professional dialogue is one of the factors of the overall process of humanization of higher medical education.

Personal orientation of forms and means of training and education

In the process of humanization of education, special significance is acquired by personally oriented learning and education. In this case the process of education is oriented on the individuality of each student, his

uniqueness, his own experience, motivation and readiness to master the new knowledge and.

In this connection educational process, according to I. Bekh, must be based not on the mechanism of external reinforcement, but on the reflexive and volitional mechanisms of empathy and emotional and creative attitude of a person towards social norms and values. Such technologies are qualified by the author as "educational technologies of personal orientation" [2, p. 123].

The problem of personally oriented learning is now one of the main in pedagogical theories. An important aspect of modern higher medical education should be based on psychological and pedagogical conditions that contribute to the personal formation of the future doctor, because it is not the assimilation of knowledge, methods of activity, but the formation of a stable system of values, active life position and cognitive activity. Teachers task is to develop the personality of each student, which occurs only when the right choice of forms and means of study are done. Introducing dialogical methods into the educational process, we promote the development of equal rights and partnership between teachers and students. The center of the educational process is a student who, together with the teacher, can actively influence the organization of learning, having the right to choose the educational material and the means of its learning. The student must demonstrate his own maturity, sufficient to assume responsibility for his training as a future specialist.

Activity approach to the training of specialists

We believe that the activity approach involves taking into account the cognitive, emotional and volitional skills of each student. This doctrine should be at the heart of modern higher education.

The structure of the activity approach contains the following functional blocks: motives, goals, program of activity, information activities, and decision-making [4, p. 331].

For medical students these can be situational classes, role plays, round tables. (For example, the presentation of home or car kits, the classification of drugs in the form of release, the choice of the drug with a certain active substance. For physicians and postgraduates we can propose more difficult tasks: for example, the choice of possible variants of anesthesia for a specific operation, the choice of necessary surgical instruments, etc.)

Thus, the activity approach involves the process of forming a culture of professional dialogue, during which: the students' motives and interests are formed. Due to this approach the culture of dialogue is improved; exchange of information is realized; joint decision-making is done; all that is the result of reasoned discussion of different points of view.

Axiological approach to the content of the educational process

Axiology is the philosophical theory of values, persistent generalized picture of the desired benefits, facilities, significant for the person; this is the object of his desires, aspirations and interests. Spiritual and moral components of medical activity are the bases of professionalism of a modern physician. The low level of this culture inevitably leads to a deformation of professional consciousness and the activity of a doctor. In this case, not only the clinical thinking of the doctor is affected, but also his attitude towards the patient.

The peculiarity of medical professionalism is that its improvement is stimulated by moral motives (compassion, altruism, concern for people, the desire to save and preserve life, etc.).

Thus, the axiological approach in the professional training of doctors is aimed at the transition from the narrow professional training of specialists,

to the intellectual and spiritual development of the individual, the development of his meaningful qualities. Modern doctor must possess the following components: responsibility, communicative skills, sense of duty, honesty, love for his patients which are of particular importance for his professional development.

Communicative approach to learning

Language skills are primarily very important for the profession of a doctor. The ability to present your thoughts correctly is one of the first requirements of modern specialist, especially if he seeks to be a high level specialist. At the same time, the role of interpersonal communication grows.

In our opinion, the culture of communication guarantees the development of the professional qualities of future doctors, contributes to self-expression of the person in the scientific-educational and official-business spheres. "Communication" and "dialogue" are considered to be one of the basic in the professional training of a doctor.

To characterize a conversation between physician and patient, it is important to distinguish the following steps:

- - establishing contact (providing adequate medical information that is understandable to the patient);
- - emotional aspect (any doctor must be an active listener, must have emotional and positive attitude towards the patient);
- - the final stage of the conversation (making a conclusion);
- - formal characteristics of the conversation include: acquaintance, documentary part, finding out the symptoms of the disease, complaints, clarifying comorbidities; discussion of the patient's life style; speaking about the treatment plan and the prospects) [3, p. 215].

Therefore, doctor's conversation must be focused on professionalism, attitude towards patients, colleagues, intelligence, emotionality, style of

speaking and all humanistic values, such as goodness, respect and tolerance to others, self-respect. Professional tasks are not solved and goals are not achieved without conversation, as well as, interpersonal contacts and relationships are not succeed without it.

Creative adaptation of the process of forming a culture of dialogue to specific conditions and situations

The most important thing today is the ability of teacher to be the organizer of the cognitive activity of the student, the leader of his social and spiritual development.

This includes the teaching of fundamental sciences, the organization of research work of students, and their participation in various activities at the University, in social, cultural and political processes, in the atmosphere of humanistic work and communication.

One of the main directions of the reforming of higher education is the growth of the leading role of scientific and pedagogical staff in solving the problems of training specialists.

Tutors have to use various forms and methods of forming a professional communicative culture themselves, but even the best means will not be effective if they are formally approached and automatically used only in the established scheme for many years. Only our own creativity and unconventional thinking are able to stir up student's activity.

Conclusion: Consequently, the formation of professional communicative culture of future doctors is a holistic pedagogical process aimed at raising the professional communicative and professional competence of future medical workers.

The process is aimed at training of students for the formation of culture of professional conversation, creation of the appropriate conditions, scientific and methodological support for the process of forming a culture of professional dialogue. One of the leading conditions for the formation of a

culture of professional dialogue is the creative development of subject-subject interaction, cooperation and co-creation between teachers and students

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