

PEDAGOGICAL SCIENCES

HISTORICAL PHASES OF HIGHER MEDICAL EDUCATION DEVELOPMENT IN GREAT BRITAIN

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The issue of scientific-theoretical and practical training of future professionals in the field of medicine improvement is one of the most burning questions in the international and national professional education domain.

In order to make the modern Higher Medical Education (HME) in Ukraine competitive, to achieve the international standards, it is necessary to reform it making an extensive analysis of the past, getting profoundly aware of the experience of historical development of HME in Ukraine and abroad.

It is worth noting that the study of the nascent phase of HME at the universities of Great Britain and the creative implementation of some advanced ideas of British experience in the field of professional training for medical personnel will allow the modern Ukrainian System of HME to reach the level of the highest standards.

The integrated analysis of some scientific research reveals that certain aspects of the nascent phase and the development of HME in Great Britain were viewed by a number of Ukrainian and foreign scholars. It is O. Lolshyna, who analyses the directions of reformation of the System of Education and Professional Training; A. Sbrueva who highlights the globalization processes in the education domain; L. Riabova who describes the Higher Education Systems of industrialized countries and Great Britain in particular; O. Gogua that defines the role of colleges in the modern Professional Training System; O. Kanivets who investigates the nascent stages of Veterinary Medicine; S. Huk who reveals the particularities of Professional Training in Physical Rehabilitation at universities; I. Palamarenko that studies the framework arrangements of professional training for Family Doctors at Higher Medical Colleges; K. Mahrlamova who provides the complex analysis of theoretical and practical basis of professional training of future doctors at Higher Medical Educational Establishments and so on.

The more profound analyses of the mentioned above scholars' works also proves that the historical periodization process of the nascent phase of Medical Education at Higher Educational Establishments of Great Britain is still developing.

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Thus, the purpose of the article is to define the historical nascent phases of Medical Education at Higher Educational institutions in Great Britain.

Let's seize a look at K. Mahrlamova's points of view on the issue. The scholar, on the premises of T.O. Dornan's studies, suggests her own periodization of medical education formation at the universities in Great Britain. She splits the higher education formation process of the country into few phases:

- 1) XII-XIII centuries – the development of early schools (colleges), the foundation of Oxford and Cambridge Universities;
- 2) XIV – XV centuries – the formation of the main collaborative constituents of English Universities, the foundation of Scotland Universities, the implementation of the first Higher Education reform;
- 3) XVI – XVII centuries – the first Universities' enactments were taken, the University Education managerial role of the church was weaned off, the implementation of the exams to obtain the academic degree was launched;
- 4) XVIII – XIX centuries – the implementation of a sweeping reform in the System of Education, setting entrance and state exams, reforming of the content of professional training were observed;
- 5) XIX century – up to now) – the implementation of the binary system of Higher Education, the modernization of Higher Educational institutional structure, the improvement of content and teaching methods and Higher School reforming are still going on.

What's more, the classification of the nascent phases and the further development of professional medical education in Great Britain, developed by I. Palamarenko, is also under our scientific consideration.

The scholar defines and substantiates five nascent and development phases of the Professional Medical Education in Great Britain since the ancient times up to nowadays. For instance,

- the first stage – an ancient, antique pre-Christian period (the educational aspects of Celtic medicine were embodied by the multifunctional Druid priests, who were transferring knowledge in the process of studying, were forming medical culture, facilitated the acquisition of specific knowledge in certain areas of medical practice);
- the second stage is related to the development of the ideology of medical education (it begins with the adoption of Christianity by Great Brit;
- the third stage – Middle Ages medicine (the main form of medical education at monastery hospitals was transferring knowledge from a teacher to a student, medicine as a separate subject had been taught in Oxford since XIII cent.);
- the fourth stage – the heyday of medicine as a science in the UK begins from the late Middle Ages (Renaissance and Reformation era – end of XV cent. – beginning of XVI cent.) and lasts up to XX century (the period related to the oldest Medical School foundation in Aberdeen, Scotland, in 1497, London Royal Medical College in 1518, the commencement of licensure for medical practice under the condition of passing the examination, and in the same year the creation of the Royal College of Physicians, the reformation of British Medical Education in 1858);

•the fifth stage – the creation and evolution of general practice – family medicine (since the middle of XX cent. up to now) (National Act on Medical Services was approved (1946), the profession of a doctor was officially added to the National Health Service (1948), Royal College of General Practitioners was founded in London (1952), the First Department of General Practice was created in Edinburgh (1063), system of regular obligatory confirmation of medical qualification for all practitioners was implemented in 2001, «the period of great expansion of Medical Education» dates back to the XXI century – six new medical schools were opened in England and one – in Wales) [3, p. 69–70].

Another classification of creation and evolution of the Professional Medical Education at the Universities of Great Britain is suggested by K. Mahrlamova. According to the criteria of identifying the phases of development of university education for future physicians in Great Britain the researcher refers to the following:

firstly, foundation of new medical schools;

secondly, the emergence of the new legislative support for health education and the bodies promotion;

thirdly, innovations in the process of education of future physicians [2, p. 87].

According to these criteria, she marks out the certain periods of the creation and formation of the system of University Professional Medical Education in Great Britain.

The first period (XIII – XVII cent.) – the stage of origin and formation of the system (the beginning of wide use of scientific methods of inquiry (cognition methods,) division of doctors into three categories: general practitioners, surgeons and pharmacutists; introduction of practical training for future doctors at Universities of the country).

The second period (XIII – XVII cent.) – system-forming stage (Hermann Boerhaave's doctrine (1668-1738) and the foundation of medical in Leiden at the beginning of the XVIII century, the dramatic changes in the training of future doctors; the expanding list of medical disciplines, the introduction of practical component into training («bedside pedagogy»), taking qualification exams, introduction of licensing for medical practice.)

The third period (XIX cent.) – professionalization stage (opening of new medical schools and schools under Universities, autonomy of higher medical schools in drawing up of the educational plans, the standardization of process of studying at these educational establishments, introduction of three innovations: in 1829 it became obligatory for medical students to attend lectures, writing a thesis became the key component of the final examination, in 1842 taking clinical examination was introduced).

The fourth period (XX cent.) – the humanization and socialization phase (opening of six new schools: Nottingham (1966), Dandy (1967), Southampton (1969), Cambridge, Leicester (1975), Imperial (1997); pre-hospital training of future doctors and clinical practice represented training for future doctors; they began to create medical groups or committees on ethics at British Medical Schools; new humanitarian subjects were introduced; humanitarian approach of medical education

at universities of Great Britain also comprised: the focus of all physician training was on increasing care about a patient, it means that treatment must become patient-oriented; development of skills of future doctors to take responsibility for medical profession on matters of morality, scientific and medical ethics; to form the understanding of future doctors their connection with the society and care about the health of its members and so on).

The fifth period (XXI cent.) – reforming and modernization stage (opening of seven new medical schools four of which in England: Brighton and Sussex Medical School under Brighton and Sussex Universities, Hull York Medical School under Hull and York Universities, Peninsular Medical School under Exeter and Plymouth Universities, University of East Anglia Medical School; implementation of the program for quality assurance of medical education (QABME – Quality Assurance of Basic Medical Education) so on) [2, p. 89–91].

Considering everything, we can arrive at the conclusion that the revealed by the mentioned above scholars phases of HME development in Great Britain lead to understanding of the modern educational development peculiarities and thus let us design the higher medical institutions in such a way that their graduates will be competitive on the international job market.

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PSYCHOMOTOR DEVELOPMENT OF CHILDREN 5-6 YEARS WITH DOWN SYNDROME BY THE METHOD OF SENSOMOTOR KINESIOTHERAPY

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Today it is proved that one of the main components that characterizes the physical perfection of the body is the level of development of motor function, which is realized in various motor activities. It is associated with all movements. Pathology of the motor apparatus or defects in the development of motor skills limit the ability of a person in daily life, choosing a profession, adversely affecting his health and

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