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## **THE POTENTIAL OF THE EDUCATIONAL ENVIRONMENT IN FORMING THE PROFESSIONAL SPEECH COMPETENCE OF STUDENTS OF MEDICAL COLLEGES**

*It was carried out structural and logical analysis and systematization of information, as well as comparison of different views and generalizations. There are presented various scientific approaches to the interpretation of the “educational environment”. It is presented the author’s interpretation of the defined concept on the basis of this interpretation. It is established that the educational environment has specific characteristics. There are presented the types of educational environment. The main focus is related on distinguishing the functions of the educational environment depending on its type. There are presented the indicators of the effectiveness of the functioning of the educational environment of the medical college.*

**Key words:** *environment, educational environment, professional speech competence, medical college, medical students.*

**Introduction.** In modern pedagogical science, a lot of attention is paid to improving the professional training of medical specialists. The relevance of this topic is related to the modernization of Ukrainian education and the rapid development of the field of innovative technologies. These technologies affect the change in didactic approaches to the organization of the educational process in medical colleges. It is obvious that in the developing educational environment, the professional tasks of future doctors are also changing. We understand these tasks as solving various professional problem situations in different ways. We consider it quite important that the educational environment has a significant impact on personality development. It creates opportunities for young people to identify themselves in society, satisfy their own educational needs, and perceive education as a personal value.

Nowadays, modern innovative technologies have reached such a level of development that they can ensure the implementation of many elements of the educational process at a different, higher quality level. The educational process, organized in a traditional way, involves interaction between two subjects – a teacher and a student. The emergence of new technologies and learning tools make it possible to involve a third subject in this process (a learning tool operating on the

basis of the educational environment), which helps to provide feedback between the first two. Information interaction (with feedback) can be carried out simultaneously with several partners, in different modes of operation, in particular, in the educational space.

This expansion of the field of educational interaction puts forward new requirements for the organization of the educational process. On the one hand, the teacher must be sufficiently competent in the field of using innovative technologies. He/she must have an idea of modern teaching tools. Teacher must confidently use various educational programs, especially during the Covid-19 pandemic and military operations on the territory of Ukraine, when training takes place mainly in online mode. At the same time, the teacher must be able to competently organize the process of interaction with students in the educational environment in the training process of medical colleges' students.

**Analysis of relevant research.** Theoretical and practical aspects of students' education of medical institutions of higher education of the I-II level of accreditation are considered in the studies of O. Andriichuk, T. Demianchuk, V. Tkachenko, M. Shehedyn and others. Features of formation of readiness of medical college students for communicative interaction in professional activities are presented in the study of S. Poplavska (Poplavska, 2009). It is revealed the preparation of medical specialties' students for professional interaction by means of modeling communicative situations in the dissertation research of N. Shyhonska (Shyhonska, 2011). It is proposed the modern interpretation of the "educational environment" in the works of Yu. Boichuk, I. Haba, T. Doronina, L. Makar, L. Petko, and others. However, it is incompletely revealed the formation of professional speech competence of future specialists by means of the educational environment in medical colleges. The problem is further complicated by the fact that the modern education system in medical colleges is characterized by an insufficient orientation of the educational process to the formation of the communicative component of students' professional activity.

**Research methods:** the following research methods were used to solve the tasks and achieve the goal: theoretical: system-axiological, structural-comparative analysis of pedagogical, social-psychological literature, study of the materials of periodical professional and scientific-metric publications on the research topic; structural and logical analysis and systematization for the characterization of the "educational

environment” and determination of promising ways of forming the professional speech competence of medical college students.

**The research aim** consists in summarizing information on the meaningful characteristics of the educational environment and determining its potential in the process of forming the professional speech competence of medical college students.

**Results.** In today’s rapidly changing world, with a large number and variety of medical colleges able to provide their services to students, the competition in the market for medical services is quite high. In these conditions, one of the main tasks of the medical college is to provide the maximum possible amount of information about itself, its capabilities, successes, creative and unique projects, etc., to ensure stable cooperative relations with other medical institutions. These institutions will contribute to the formation of a competent, creative, competitive medical specialist profile. The latest learning technologies, network and remote knowledge transfer technologies, which are especially relevant during distance learning of students, pose new challenges.

The improvement of the educational process of the medical college is carried out in the context of modern educational trends, namely: mass nature of education and its continuity; innovation orientation; taking into account the specifics of the doctors’ future professional activity. The orientation of the higher education system to the formation of the professional speech competence of future doctors requires the creation of a special educational environment that encourages the implementation of strategic goals and objectives of the development of medical education. The higher school contributes to the formation of professional speech competence of medical colleges’ students as subjects of the educational environment. These subjects who live in modern conditions of globalization and are comprehensively developed competent, creative individuals.

The development of the educational environment in medical institutions is connected with the introduction of innovative educational technologies into work practice. It is also related to the design of modern educational content, career guidance, increasing the amount of independent work of students, performing creative and problematic tasks, etc.

In order to identify the peculiarities of the educational environment of medical colleges, it is necessary to consider the concept of “environment”. Thus, the term “environment” began to be actively used in the 20s of the XX century in the studies of P. Blonskyi (“social environment of the child”), A. Makarenko (“environment”), L. Novikova

Педагогічні науки: теорія, історія, інноваційні технології, 2022, № 4 (118) (“team environment”), S. Shatskyi (“environmental pedagogy”), etc. Over time, the content of this concept acquired signs of complexity, multifacetedness, multidimensionality, and dynamism.

The interpretive dictionary presents the following understanding of “environment”: surroundings, a set of natural and social and everyday conditions, as well as a set of people connected by the commonality of these conditions, in which the activities of human society, organisms take place (Interpretive Dictionary of the Modern Ukrainian Language, 2009). In the pedagogical sense, the environment is considered as: the macro-environment, the socio-economic system as a whole (productive forces, a set of production relations and social institutions, consciousness, religion and culture of a particular society); microenvironment as the immediate social environment of a person (family, collective and groups of different levels) (Shatskyi, 1989).

Today’s existing definitions of “educational environment” and approaches to distinguishing its structural components, unfortunately, do not fully correspond to its characteristics. By the educational environment, most scientists understand the natural and artificially created socio-cultural environment of a person, which provides the content and various means of education. It is considered such an environment which ensures the productive activity of students and directs the process of personality development in the form of creating favorable conditions for this. The most common scientific approaches to defining the “educational environment” are presented in the table 1.

**Table 1**

**Scientific approaches to the interpretation of the “educational environment”**

The essence of the concept of “educational environment”	Authors
The form of people’s unity, which is formed as a result of their joint activity in education (Haba, 2010)	I. Haba
“The system of existence, formation and activity conditions of an individual in the process of assimilation of a specific system of scientific knowledge, practical abilities and skills; a system of conditions for the education and training of an individual” (Yezhova, 2011, 272)	O. Yezhova
Part of the sociocultural space, the zone of interaction of educational systems, their elements, educational material and subjects of educational processes (Makar, 2013)	L. Makar
A system of psychological and pedagogical conditions and influences that create an opportunity to reveal the abilities and personal characteristics of the subjects of the educational environment, as well as those that have not yet been revealed (Chernoushek, 1989)	M. Chornoushek

<p>“A system of influences and conditions for the formation of a personality according to a given pattern, as well as opportunities for its development contained in the social and spatial-subject environment” (Yasvin, 2001)</p>	<p>V. Yasvin</p>
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Thus, in the scientific literature, the studied definition is considered from different positions. First, as a natural or artificially created sociocultural environment an educational institution, containing various types, means and content of education. By means of this environment it is possible to ensure the productive activity of its subjects; secondly, as a set of material requirements in accordance with pedagogical, ergonomic, sanitary and hygienic requirements for the educational process, which are in the social and spatial-subject environment.

In our understanding, *the “educational environment” is a special psychological-pedagogical reality that contains specially organized conditions for the formation of personality, as well as opportunities for its development within the social and spatial-subject environment.* At the same time, we consider flexibility, diversity, accessibility in time and space to be important characteristics of the educational environment. These characteristics provide a person with an understanding of himself and the environment as well as they contribute to the fulfillment of his social role.

There are distinguished various types of educational environment in modern psychological and pedagogical literature (Petrochko, 2008; Shapran, Shapran, 2015), in particular, traditional, social, social-educational, educational, informational, humanitarian, natural, creative, game, technological, creative, integrated, communicative, competitive, cooperative, humanistic, technocratic, etc.

It should be noted that any typology of the educational environment is quite conditional. This is due to the fact that it can combine different, sometimes quite contradictory conditions of personality development. The most widespread is the typology of the educational environment of the outstanding Polish teacher Ya. Korchak. As the basis of the classification, he put the style of relations between the teacher and children for the development of the pupils’ personality: “dogmatic”, “carefree consumption”, “external luster and career”, “ideological” (Korchak, 2016).

We are convinced that the educational environment must be formed in medical colleges, pursuing the following goals:

- for diagnostic purposes (making it a registrar, an expert, etc.);

- with a design purpose (to involve specialists in its understanding, to attract them to the ideas generation, assumptions);
- for the organization of educational influences (turn into a leader of management teams);
- for the purpose of forming the professional students competence of education, in particular, professional and speech education.

At the same time, it should be noted that in the process of training future doctors, it is advisable to emphasize the definition of the leading functions of the educational environment (Bratko, 2015). So, the traditional educational environment is more characterized by a pragmatic function. The implementation of this function contributes to the mastery of academic professional knowledge and skills, the rational organization of everyday activities, and the preparation of students for further independent life. A creative and innovative educational environment is determined by a creative and transformative function, which involves the development of students' creative abilities, It also provides the opportunity to detail problems for their further non-standard research, the creative transformation of reality by solving various professional tasks, the constant introduction of innovations into professional activity.

The game environment usually performs a stimulating function (increasing interest in certain types of professional activity; programming individual experience of future doctors' successful work). The educational environment implements the educational function in practice (assimilation of scientific knowledge, formation of special abilities and skills), provides conditions for the intellectual development of students, arming them with methods of independent cognitive activity. These activities lead to completeness, logical orderliness and awareness of the acquired knowledge. The professional environment contributes to the performance of the adaptive function (preparation of the individual for effective future professional activity and its adaptation to working conditions).

The information and educational environment provides an information function that encourages students to effectively select, store and transmit the necessary information, mastering modern information technologies and tools. Implementation of the health-preserving, developmental, educational and reflective functions of the types of educational environment discussed above, respectively, contributes to: awareness of the value of health, compliance with the principles and rules of a healthy lifestyle, possession of an arsenal of preservation, restoration and development of health. It also provides the development of attention,

imagination, memory, thinking, emotions, interests, abilities of students, their professionally significant qualities. This environment has an influence on the formation of spiritual, aesthetic, ethical ideas, views, beliefs, system of ideals, transformation of value orientations of modern society into personal worldview positions, formation of moral and professional qualities. It also helps to reveal the awareness of one's own abilities, adequate evaluation and critical attitude towards oneself and others in professional activities, self-improvement of the doctor as an individual and professional.

In its turn, the communicative educational environment contributes to the formation of an active professionally oriented position in medical students capable of defending it, tolerance, benevolence and empathy, students mastering the techniques of interpersonal communication. Such techniques are the basis of the communicative function.

It should be noted that the types of educational environment do not exist in isolation from each other. They can integrate, combine several types of local environments into one. It leads to the strengthening of their influence on the formation of professionally significant personality qualities, namely professional speech competence. For example, traditional and virtual, educational, creative and reflective, professional, communicative and social educational environments most often show signs of integrability. The effectiveness of their functioning is determined by the presence of a holistic system of influence on the medical student's personality.

The educational environment of the medical college becomes a factor in the formation of the professional speech competence of the future doctor, provided that: the content of the academic disciplines is oriented towards practice; forms and methods of activity are logically justified; the principles of democracy and learning will prevail in the relations between students and teachers; there are material and technical possibilities for the organization of modern educational activities, etc. We are convinced that the creation of basic educational and experimental sites, conducting scientific and practical seminars and conferences, joint round tables with the participation of students, teachers, medical practitioners; the organization of student scientific laboratories and practices makes it possible to cover almost all components of the educational environment.

The assessment of the effectiveness of the educational environment of the medical college should be carried out taking into account various indicators. It should reflect the level of formation of professional speech competence of its graduates. When determining the results of the

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effectiveness of the educational environment, attention should be paid to the following aspects:

- student satisfaction with the content and organization of work (attractiveness of the medical college and educational services, introduction of innovative technologies, creation of conditions for independent educational work, physiologically based mode of study and rest);
- nature of relations between participants of the educational process (cooperation on a parity basis, positive social and psychological microclimate in student and teaching teams);
- the presence of the necessary spatial and subject conditions that ensure the prestige of the medical college (modern material and technical base, computer network systems, electronic libraries, sports facilities, recreational areas, use of energy-saving technologies);
- maintenance of regulatory and legal documentation at the appropriate level (electronic documentation management, including academic journals, professorial and teaching potential, nature of management activities).

Thus, the educational environment of a medical college is a set of spiritual and material components and conditions of functioning of an educational medical institution, which ensure the self-development of an active, creative personality, the formation of its professionally significant qualities and the realization of innovative potential.

**Conclusions and prospects for further research.** Preference is given to the multi-component model of the educational environment of the specialized medical college, where the first place is given to the high-quality professional training of a medical specialist for the labor market. This model combines in its structure cultural, educational, professional, scientific, communicative, social, communicative and other components. These components will contribute to the expansion of opportunities and satisfying the wishes of the future medical worker. It will make possible to satisfy their personal requests, will contribute to the formation of professional speech competence. Such an educational environment will contribute to the identification of potential opportunities of the student's personality. It will stimulate the desire for independence in learning, self-organization, self-education and self-development.

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## АНОТАЦІЯ

**Калаур Світлана, Туровська Ірина.** Потенціал освітнього середовища у формуванні професійно-мовленнєвої компетентності студентів медичних коледжів.

*Головна мета статті передбачала узагальнення наукової інформації про змістовну характеристику освітнього середовища та визначення його потенціалу у процесі формування професійно-мовленнєвої компетентності студентів медичних коледжів. Для написання статті використано системно-аксіологічний, структурно-порівняльний аналіз педагогічної, соціально-психологічної літератури; проведено; структурно-логічний аналіз та систематизацію інформації, а також зіставлення різних поглядів й узагальнення. Представлено різні наукові підходи до трактування «освітнього середовища», на основі яких презентовано авторське трактування означеного поняття, яке розуміємо як особливу психолого-педагогічну реальність, що містить спеціально організовані умови для формування особистості, а також можливості для її розвитку в рамках соціального та просторово-предметного оточення. Встановлено, що освітнє середовище має конкретні характеристики (гнучкість, різноманітність, доступність у часі та просторі). На основі узагальнення наукових поглядів представлено типи освітнього середовища: традиційне, соціальне, соціально-виховне, навчальне, інформаційне, гуманітарне, природне, творче, ігрове, технологічне, креативне, інтегроване, комунікативне, конкурентне, кооперативне, гуманістичне, технократичне. Головна увага зосереджена на виокремленні функцій освітнього середовища залежно від його типу: прагматичної, креативно-перетворювальної, стимулюючої, освітньої, адаптивної, інформаційної, здоров'язберезувальної, розвивальної, виховної, рефлексивної, комунікативної. Типи освітнього середовища не існують ізольовано одне від одного. З'ясовано, що органічне поєднання різних типів освітнього середовища призводить до посилення їхнього впливу на формування професійно-значущих якостей особистості, зокрема, професійно-мовленнєвої компетентності. Представлено показники ефективності функціонування освітнього середовища медичного коледжу.*

**Ключові слова:** середовище, освітнє середовище, професійно-мовленнєва компетентність, медичний коледж, студенти-медики.