

## Педагогические науки

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# МЕДИЦИНСКОЕ ОБРАЗОВАНИЕ КАК ЭЛЕМЕНТ ПОЛИЭТНОКУЛЬТУРНОЙ ЕВРОПЕЙСКОЙ ОКРУЖАЮЩЕЙ СРЕДЫ

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**Аннотация.** Бесконечные процессы глобализации и миграции в 21 веке определяют полиэтностную среду жизни. Европа является частью пространства этой меняющейся реальности. Образование в полиэтностной среде регулируется благодаря Болонскому процессу. Медицинское образование как активная единица в системе образования также медленно и методично адаптируется к динамичному статусу кв европейской этностной структуры. В этой ситуации внедрение эффективного учебного процесса в ХМУ ставит перед преподавателем ряд задач. Статья написана на основе материалов, полученных в ходе реализации научного проекта «Проект организации VIII Международного молодежного научного форума "Новые форматы транснациональной научно-образовательной деятельности"», осуществляемого при финансовой поддержке Российского фонда фундаментальных исследований (проект № 18-413-701001 р\_г). Статья на английском языке.

**Ключевые слова:** полиэтностная среда, медицинское образование, преподаватель, студент

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## MEDICAL EDUCATION AS AN ELEMENT OF A MULTI-CULTURAL EUROPEAN ENVIRONMENT

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**Abstract.** The endless processes of globalization and migration in the 21st century predetermine a multiethnic cultural environment of life. Europe is part of the space of this changing reality. Education in a multi-cultural environment is governed by the Bologna process. Medical education as an active unit in the education system is also slowly and methodically adapting to the dynamic status quo of the European ethnic structure. In this situation, the introduction of an effective educational process in the KMU poses a number of tasks for the teacher.

**Keywords:** multiethnic cultural environment, medical education, teacher, student

The turbulent development of world globalization indisputably impacts the processes of migration in Europe. In the context of poly-cultural space, the globalization of ethnic minorities is actively expanding. They fully deepen their functions and increasingly lose their spatial and historical coordinates, while successfully are integrating into the new socio-cultural living conditions. Political and legal liberalities allow them to live well in new conditions, to form their own system of socio-cultural, economic and political attitudes. Last century the ethnic minorities strived to integrate in the unusual environment, as fully as possible and to be minimally identifiable. Nowadays the same groups of people seek to form their own social and material resources in order to be present spatially and actively in the life of the country. They have the ambition to participate in the spheres of economy, politics, culture, and education. The modern tolerant policy of Europe towards people from minority groups, migrants and other marginalized groups allows all this to happen. The concept of Europe as an "European nation" and its subtle focus on the rights of the minorities allow these people, without giving up their own culture and ethnicity, to reach a high growth in political, social and

material opportunities. They do not have to undergo the processes of ethnic assimilation and enculturation.

Europe's global space is trans-nationalized, allowing new subjects to appear on the new horizon, or as they are called by V. Tishkov "transnational communities" [4, p. 57]. The individual person is not the smallest indivisible part of society, but it turns out that it is the minority group as a whole. This strategy launches the so-called "Balkanization" of Europe or this is the private expression of the "European tribes" project. The new poly-cultural space allows the open expression of ethnic and minority groups. The ethno-cultural groups and the ethnic minorities are easily and comfortably consolidated under the influence of several strong factors: legal opportunities, cultural priorities, social issues, etc., and at the same time they are quickly mobilizing, ready for mutual assistance and enthusiastically are fighting for their rights.

Globalization of the economy, internationalization of professional and scientific activities poses new challenges for scientists, researchers, teachers and learners. They need to deal with complex tasks related to greater mobility and development of communication techniques that become intercultural.

All these specific features of the living environment in Europe predetermine the place of education in this polymorphic, poly-ethno-cultural environment. In terms of pedagogical reality, education is viewed through the prism of culture. In contemporary science, socialization is considered at three levels: global, specialized and this one of education. The last one aims to change thinking in the direction of rejecting confrontation with other cultures or so called "intercultural education". Goals, tasks, and ways of applying the education are changing qualitatively. It has predetermined specific characteristics that bring up significant theoretical and practical questions:

- Forming and functioning of education in the conditions of international political system transformation;
- Significance of the ethnic composition for maintaining the vitality of the educational group;
- Communication role of different ethnicities, etc.;

That is why we are talking about intercultural education, a poly-ethno-cultural environment, a new and replaced gene fund in Europe, and so on. A key place in these new trends is given to education and its competitiveness in dynamic political change. The Bologna Process and the

European Higher Education Area contribute for more effective guarantee of quality and easier recognition of qualifications and training periods. The coherence between the different education systems is increasing, as a result of which students and jobseekers can move more easily across the European countries. For the rest of the world, Higher education institutions have become more attractive and competitive thanks to the Bologna reforms. In parallel, this process has helped to modernize education and training systems to meet the needs of a changing market in science and labor. The establishment of European Higher Education Area has predetermined the development of new forms of cross-border cooperation and the improvement of Higher education quality in the poly-ethno-cultural environment of Europe.

In spite of the racial or ethnic affiliation of students and teachers, work and achievements in the educational process need to be evaluated and equivalent expression has to exist throughout Europe. For this purpose, there is European Credit Transfer and Accumulation System (ECTS) that facilitates students going to study in another country. They can transfer their ECTS credits from one university to another. The credit accumulation and transfer system also helps to plan, conduct and evaluate training programs and makes them more transparent.

In all this multi-layered and heterogeneous living and learning environment, the medical education has its own place. It also tolerates the changes imposed by the dynamic status quo of the ethnic structure on the continent and is slowly and methodically changing. Of course, the base of medical education as: state requirements and curricula of the medical specialty concerned would hardly change in a short time or according to some claims of individual ethnic communities. More flexible are the academic programs of the individual medical disciplines, which can meet the requirements of the poly-ethno-cultural environment.

Based on the dynamics of immigration and emigration, inter-cultural medical learning becomes possible, when both a lecturer and a student at Higher Medical School (HMS) are ready to contact people from another culture and accept its representatives. This requires the HMS teacher to integrate his / her own guidance system into the foreign cultural system in order to be effective in his / her work. A new challenge and risk for the teacher is intercultural communication, which has its peculiarities. He should

understand the typical culturally motivated ways of thinking of the student, especially those related to health and healing. It is also necessary to have in mind that the foreign students have to adapt to new and unfamiliar living and learning conditions. D. Sereva and A. Andonova note that the most actual problem of the foreign students with adapting to the new conditions can be divided into two parts - professional-educational and socio-psychological. In the professional-educational adaptation, the foreign students adapt to the curriculum and organization of the learning process, get used to self-working, to the specifics of the studied profession, etc. The socio-psychological adaptation, in general, involves getting and keeping in touch with the teachers, establishing a style of behavior and communication with people from other nationalities, adaptation of their own behavior, related to the socio-cultural peculiarities of the State population [3, p. 76].

The good combination of excellent curriculum content knowledge and a wide range of teaching strategies is compulsory for understanding the specific learning material in medical science. The cultural differences have a significant impact on teaching methods, group work, relations and motivation in the educational team. In the new poly-cultural conditions, the key prerequisite for achieving an effective learning process will be the ability to adapt the teaching models to the changing learning patterns [1, p. 70]. In order to be effective in his work, the lecturer is expected to acquire intercultural competency aimed at: getting to know other cultures; overcoming the ethnic-centrism, understanding his own cultural affiliation; understanding "the foreign one" for more successful communication and working with students from other cultures.

Special attention must be paid to the fact that there is also a third party in HMU learning process - the patient. Apart from both traditionally recognized parties in the learning process: learner-teacher, the patient's presence with its specifics, pathologies and sometimes ethno-cultural features is added. They can be presented by the patient, but can also be submitted by the student and, in some cases, by the lecturer. Each participant in the triad has his individual and personal qualities and features. Multilayer relations and their complexity are also influenced by the close intertwining of the learning process with that one of the diagnostic and healing activities. All this is done in a hospital environment [2, p. 41]. The poly-ethno-cultural environment

predetermines medical education to be dynamic and to meet many requirements for good medical practice. In this situation, implementing an effective learning process in HMU poses a number of challenges to the lecturer:

- To know the new goals, tasks and ways of applying the qualitatively changed education;
- To integrate his own system of orientation in the foreign cultural system;
- To overcome the ethno-centrism;
- To understand his own cultural affiliation;
- To master and implement intercultural communication in practice;
- To have intercultural competence;
- To understand the typical culturally motivated ways of thinking of the student, especially those related to health and healing;
- To adapt the teaching patterns to the changing learning patterns.

The globalization of the world and the free movement of people have changed our idea for it. In fact, there is practically no country that has retained its mono-cultural character. The meetings between representatives from different cultures and their mutual influence is daily routine. The ability to communicate tolerantly with people from another cultural community is a global purpose of the intercultural education. As a part of this education, the University should strive to cope with the tasks in the numerous meetings of the “21st century person” with representatives from other cultures and societies. The students should be prepared for future intercultural communication, which could be achieved by transforming the link between different languages and cultures into educational principle.

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