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**THE FORMATION OF MEDICAL DOCTORS' COMMUNICATION
CULTURE IN THE PROCESS OF STUDYING HUMANITIES**

The modern social concept of communication culture demands much from the person, in particular, from his/her professional training in terms of effective functioning in various communication systems. Today, the disciplinary knowledge and skills alone are insufficient: modern professionals are expected to develop as a language personality. Medical doctors in particular should be aware of the place and role of communication as a mean of the implementation and coordination of professional activity. It is well known that those doctors who know the methods of verbal persuasion and take into account the psychological characteristics of a patient and his/her condition are most esteemed and trusted by patients. The leading role here belongs to the language as a mean of communication. In other words, professional and social needs determine the importance of an in-depth study of the formation of the communication culture of prospective medical doctors by means of humanities because of its insufficient scientific development. Thus, the formation of a highly professional, communicatively competent medical doctor of the next generation, who can be called a language personality, is an important task of the professional medical education. In this regard, it is important to design an effective system of the formation of the communication culture of medical university students, which can ensure the mastery of language, speech, and communication knowledge and skills to actively communicate both in educational and professional areas.

The purpose of our article is to define the role of humanities in the formation of medical doctors' communication culture.

It is hard to argue that the education of a medical doctor who plans to engage in the clinical practice should not and cannot be restricted to a complex of professional medical knowledge, although it is, doubtlessly, of primary importance. On the other hand, it is well known that for a certain period of time humanities were part of the core curriculum for medical doctors, who were allowed to start medical practice holding a Bachelor of Arts degree.

The trend towards the recognition of the communication culture as an independent subject of the interdisciplinary research is reflected in the general theoretical works, which summarize the results of the studies conducted by different scientific schools, within various movements and approaches to building a general theory of communication (M. Vasylyk, L. Zemlyanova, V. A. Kashkin, H. Pocheptsov, et al.).

The analysis of philosophical, cultural, psychological, and educational scholarly literature reveals that the investigated problem is considered from different points of view, namely: definition of the level of communicativeness (K. Ushinsky, P. Blonsky, A. Makarenko, V. Sukhomlinsky, et al.); philosophy of communication (K.-O. Apel, M. Riedel, J. Habermas, K. Jaspers, M. Buber, O. Bolnov, et al.); philosophical and methodological approach to communication culture as an important component of the person's overall culture (V. Andrushchenko, M. Mikhalchenko, L. Kogan, A. Arnoldov, et al.); and the identification of the common patterns and mechanisms of communication (B. Ananyev, H. Andreyeva, L. Vygotsky, B. Lomov, B. Myasishchev, B. Parygin, S. Rubinstein, et al.).

An important contribution to the study of communication culture was made in the research of B. Ananyev, L. Bozhovich, L. Vygotsky, O. Dobrovych, O. Dusavytsky, O. Kasyanov, V. Ternopilska, and Ye. Yashchenko, which studied the culture of interpersonal relationships and the means of the humanization of interpersonal communication in the educational process. At the same time, despite the intensity and diversity of research in this area, none of the existing works address to the full extent the formation of the communication culture of prospective medical doctors. The main reason for this state of affairs is the lack in the theoretical and

practical basis of such research of the components that can ensure its personality orientation, be conducive to the development of the prospective doctors' communication culture.

The European Council on Education has identified five main groups of competencies that will give the younger generation a chance to succeed in their adult life:

1) political and social competencies, which ensure the readiness of young people to take responsibility for their decisions, actively support non-violent ways of resolving international issues;

2) moral competencies, which determine the ability to live in a multicultural society, follow the moral norms of relations with others (tolerance, respect for other nationalities, traditions, religions, etc.).

3) linguistic competencies, which reflect the assimilation of communication culture, knowledge of several foreign languages, i.e., the ability to freely communicate with others;

4) information and technology competencies, which are connected with the mastery of modern technology, as well as with the skills of the adequate and critical evaluation of information; and

5) self-educational competencies, which encourage person's continuous education and comprehensive lifelong self-improvement [1].

As we can see, language competencies, which are conducive to socialization and professional development, are among the key competencies. Language training of medical students includes native, state, and one or more foreign languages, including Latin, which significantly contributes to effective professional communication.

The increased attention to human factor requires the humanitarization of the core curriculum of higher medical education as one of the most important directions of the further progress of not only higher education, but the humanization of our society in general. Humanitarization of education is an important social issue. It can be resolved by training prospective professionals as

creative individuals who have absorbed the best traditions of the world and national culture and understand the unity and diversity of the natural and social world. The formation of the professional knowledge in prospective medical doctors, as well as their work skills, should be based on the scientific and humanist outlook shaped by all subjects that they study. Social sciences and humanities are leading disciplines in this regard.

Communication culture is a complex multi-component formation. The formation of communication culture is a lengthy process, the efficiency of which is ensured by the consistent teaching of the many humanities. To design a model of the communication culture of prospective medical doctors, it is necessary to determine their communicative potential and the interventions necessary to develop their language personality. Among the communicative skills that are particularly important for medical doctors are language fluency in all communication situations, the ability to calm and convince others, etc.

The practical orientation of the objectives of studying Ukrainian as a means of communication, as well as the choice of the modes of language (receptive, productive) to be learned, quantitative and qualitative characteristics of the selected educational material, and the level of language proficiency, are defined and organized by the *communicative strategy of instruction*.

The task of medical educational establishments is to form personality able to effectively communicate in any situation and interested in learning. Thus, modern students and prospective professionals need to master a language not as a set of rules, but as a means of personal self-development and self-expression.

Medical students' task is to use the Ukrainian language in the areas related to their future specialty and professional interests. They should be able to read texts related to their specialty and quickly extract the information they need, speak in public at scientific conferences, participate in discussions, conduct meaningful dialogue with colleagues, use verbal persuasion, express their position, prepare scientific papers, and maintain business documentation. However, according to a survey, students are willing to master all modes and

functional styles (including journalistic and belles-lettres) of the Ukrainian language, as for them it is not only a tool of professional, but also comprehensive education, as well as of their intellectual and emotional development.

Today the interest in rhetoric knowledge and skills is rising. In this regard, the introduction of the course of Rhetoric to medical universities became necessary. Since the ancient times, classic humanitarian rhetoric has successfully dealt with the issues related to mastering the art of persuasion, debate, and social self-assertion; it has been the basis of the educational system in most developed nations. Thus, in the 17th – 18th Centuries, rhetoric was part of the trivium (grammar, poetry, and rhetoric) in Kyiv-Mohyla Academy and the most popular subject. Having survived an underserved and lengthy oblivion, it is now returning to the system of secondary and higher education, science, and, moreover, to the social and political life of Ukraine.

Modern research demonstrates that the development of rhetoric is cyclic: its social tasks as a basic means of the existence and development of the society are differentiated according to their individual objectives and, then, re-integrated into scientific rhetoric. The latter performs the following functions: public administration, formation of morale and ethics, style, and the research into the psychology of language-based creativity [2]. In the second half of the 20th Century, classic rhetoric renewed as a philosophical and didactic discipline of pedagogical rhetoric, the purpose of which is to develop a rhetorical personality of teacher, who can speak persuasively and can teach this art to students [3]. It should be emphasized that rhetoric as an academic discipline requires mastering not only knowledge, but also skills, the formation of which is pursued in all types of academic work. Mastering eloquence is based on the knowledge, skills, and practice of public speaking.

An important role of rhetoric, in our opinion, is that it provides a new insight into the potential of language as a system, its expressive means, promotes the formation and articulation of thought, allows language to be a means of the development and improvement of the personality. Rhetoric defines the

characteristics of the language behavior of the individual, improves attention to the choice of words and the construction of statements orally or in writing, teaches to use tools according to the speech situation.

Thus, rhetoric develops in the individual a system of personal qualities that form a culture of thinking (independence, self-criticism, operational efficiency, openness, erudition); culture of speech (grammar, expression, clarity, accuracy, brevity, etc.); safeguards and cultivates best practices of behavior (politeness, tact, etiquette) and communication (respect for and attention to the conversation partner, self-management skills, responsibility for one's words).

It is hard to overestimate the power of the word in doctor-patient interactions. The word in this case plays a crucial role; it is almost magic. The role of the doctor's word in treating patients was known in the ancient times and, consequently, often used. Hippocrates is credited with the following aphorism: "If you can go to a doctor who treats with herbs, a doctor who treats with a knife, and a doctor who treats with a word, it is better to refer to the doctor who treats with a word". Centuries passed, but the healing effect of the word remains virtually unsurpassed. Doubtlessly, those medical doctors who possess the techniques of verbal persuasion and take into account the psychological characteristics of the individual, his/her condition, and the diagnosis are well regarded by patients.

Rhetoric defines the features of the language personality that help establish and maintain communication.

The features of language that are most important for medical doctors, ensure mutual understanding between them and colleagues or patients, and increase the effectiveness of treatment are also shaped by rhetoric.

First and foremost, it is the competency of the professional knowledge. This requires from doctors to have profound medical knowledge and confidence in their professional skills. Those doctors who demonstrate their knowledge and accuracy in the process of diagnostics and treatment are most trusted.

Linguistic knowledge is an important part of a man of culture. Being aware

of what a good speech is, knowing language norms, their variableness and ways of their motivated violations, one can convey information more precisely. The richness of speech is obviously a crucial condition, as extensive vocabulary allows a person to find the most appropriate words, use borrowings skillfully.

Linguistic knowledge makes communication non-rigid and the speaker mobile, able to transfer from one communication style to another depending on the situation of communication and audience response. This reveals the following important principles of rhetoric: means are selected depending on the objective, speech (its composition, tone, etc.) is built depending on the situation of communication.

In verbal communication with the patient, the culture of voice is of great importance. The proper selection of the tone allows the doctor to convey the delicate shades of thoughts and feelings and achieve better results in treatment. As is well known, the doctor is to be able to manage emotions, namely, not to show negative emotions, as patients not only listen to what the doctor says, but also to how he/she says that, trying to gain insight into the diagnosis by reading the doctor's face. In the doctor-patient communication, the textual complexity of speech, its ability to evoke emotions are of topical significance; they help begin, direct, and support a lively, easy conversation.

On the basis of linguistic knowledge, an orator style is created. It embodies everything that is unique in one's speech, the ability to adapt it to the situation. Presence of an orator style is a sign of the language personality. It includes emotionality, excitement, expression, and sincerity of speech. This is one of the preconditions of building the patients' trust in the doctor.

Rhetorical skills contribute to the preparation to business communication, which becomes a professionally relevant category – a means of organizing professional activity, an important prerequisite for the success. Rhetorical skills as a whole are an important component of the professional competence of any specialist, including a medical doctor.

Modern times require from the specialist a new level of knowledge and

skills in business communication, as professional success and effectiveness depend on the specialist's personality, his/her language skills, abilities, and knowledge.

An important element in the training of prospective medical doctors is the general cultural development and moral education. As humanities, which have a significant communicative and educational potential, occupy a relatively small part of the curriculum and medical knowledge nowadays is becoming more and more extensive, it is important to make the most efficient use of the time allocated for teaching prospective doctors think and, then, act professionally.

In this regard, the use of the works of art in the educational process is quite effective. The most complex moral concepts and categories become accessible and relevant to students, as the art, which possesses an immanent humanism and directly affects the culture of feelings, allows the understanding of universal human values through the personal. In addition, the art contains artistic emotions, which are socially relevant and are called in psychology "intelligent".

The art has a huge educational potential and carries a massive amount of information, serves as a means of self-discovery, and is a distinct channel of communication. It is a unique sign system, which has its own code.

A complex of the arts that interact in the study of humanities includes visual, literary, and performing arts.

The artistic centerpiece is the works of literature, which define the emotional tone of each class session. That is, we use the so-called traditional triad, which, in our opinion, is conducive to the restoring of mental balance. Being harmonious itself, it harmonizes the individual, helps form a certain system of thoughts and feelings, as well as develop "cultural immunity" in prospective medical doctors.

Thus, by means of spirituality, the combination of different kinds of art in training prospective medical doctors gives access to important moral concepts, such as love, conscience, duty, beauty, and professional culture.

Exploring the world culture in the context of historical typology allows

prospective medical doctors to get an idea of the objects or phenomena, their functionality, the forms and means of the spiritual and practical and, most importantly, moral development of the individual in the world at different stages of the civilization.

Everything that happens in people's lives is governed by the cultural tradition, be it political or legal culture, production or administration culture, making the introduction of prospective doctors to the heritage of the world and national culture, as well as the formation and development of their cultural skills ever more important.

Culture of speech is also essential for prospective specialists. Already at the times of Plato, language was viewed as a tool for sharing information between people on various subjects [4].

Culture of speech studies those properties of language that are related to communication – correctness, accuracy, clarity, expressiveness, imagery, and richness in statics. Rhetoric explores these qualities in dynamics and in their various combinations, depending on the conditions and situations of communication.

Young specialists tend to adopt the manner of communication that prevails at their first workplace and, as a rule, the many borrowings from slang and embrace the style of social interactions without realizing it.

When the culture of production is constantly increasing, equipment becomes more sophisticated and the requirements to quality – more rigorous, primitive and vulgar language of the student and, then, of the specialist inevitably leads to the degradation of the professional thinking. If a fresh from college medical doctor who does not have properly formed skills finds himself in a workplace dominated by a colloquial language, his/her professional training may fade.

Learning a foreign language as a medium of communication gives students a direct access to the culture of other nations, as well as to the “dialogue of cultures”, and improve the quality of their training.

Foreign language skills open more opportunities for scientific and technological progress on the way to the European integration, promotes cooperation and understanding between nations. For this reason, language competency is so important in the training of prospective specialists today and becomes of particular relevance for the implementation of all educational objectives. Texts, tasks, and expressions for the language training of prospective medical doctors need to be professionally relevant, whereas the didactic tasks are to contribute to the development of their consciousness, creative thinking, and outlook.

It is difficult to overestimate the role of psychology, which affords the professional training of prospective medical doctors, as they have to constantly communicate with different people.

Today, psychology confronts a situation when Man-related issues are dominated by the natural science paradigm, which was aptly captured by L. S. Vygotsky, an outstanding psychologist of the 20th Century, who paraphrased the key phrase in the Chekhov's play *The Cherry Orchard* by saying "They've forgotten about Man". Unfortunately, higher medical education considers human as an object of science, an organism, the doctor treats the disease, but not the sick person. Sciences dominate medical curriculum: physics, chemistry, pathology, etc. Only that which can be registered by senses is deemed to be worth attention. The term "disease" is associated with a number of organic disorders, to a much lesser extent – with psychosomatic disorders, and very rarely – with noogenic ones. Meanwhile, the perception of Man as an object is dangerous, because if a person is considered to be a mere object, he/she will tend to remain just an object. This view of Man is based on the principle of determinism, which excludes subject's own activity. Following this logic, the individual, as an object of cognition, is passive, he/she is expected to follow the instructions and inform about the mental processes and conditions.

Thus, the existing organization of higher medical education forms the approach to Man as an organism, associates him with the sore organ, and

unconsciously expects that Man can be studied by examining a set of organism functions. In the Ukrainian language, for example, the adjective “sick” became a noun, whereas the word “person” disappeared as unnecessary. The disease often substitutes the person, which leads to prescribing treatment that may heal one organ, but is contraindicated to the patient in general. Almost total lack of attention to the patients’ spiritual world provokes in them a sense of loneliness, worthlessness, abandonment, and humiliation, makes them feel like a guinea pig, and the worst part is that this happens regardless of the success of treatment.

Only those doctors can understand the complex emotional and spiritual world of the person who understand and respect both their own and other people’s emotional and spiritual world, forming the attitude to the patient as to a unique personality, i.e., to a holistic personality having physical, mental, and spiritual facets. These are the qualities that are to be developed by a specialist of the 21st Century. Without pedagogical and social knowledge, the professional development of prospective medical doctors is impossible. The sources of the professional formation of specialists lie in the social environment. The impact of philosophy on the moral education of students, formation of their social responsibility is tremendous. The main task here is not to focus students’ attention on certain ethical concepts, but to encourage them to constantly reflect on the fundamental moral values of human existence. Humanities are called to develop the outlook of young professionals.

The totality of knowledge in the realm of humanities ensures a broader orientation of medical practice. Even confronted with the most complex tasks, the doctor will not ignore humanistic aspects: environmental issues, physical and spiritual health.

Along with this knowledge, however, students should learn the basic laws of the scientific thinking, its creative nature. It is important to note that only that kind of knowledge can be considered the genuine one, which has passed through the feelings and the will of the individual, which acts as a new life. Knowledge must be infused with a moral regard for human life.

It is worthwhile mentioning the role of ethics, which is focused on the individual and his/her relations with other people that contribute to the formation of the modern medical doctor. Despite the fact that studying ethics in higher educational establishments is often limited to giving students a list of certain ethical concepts relevant to their specialty, it is a significant step towards introducing them to the fundamentals of moral culture of the personality. Professors should influence not only the rational consciousness of students, but also the emotional one; not only form moral precepts, but also contribute to the development of students' culture of feelings.

Any sort of medical practice requires from the doctor independence and creativity, the ability to make decisions in unusual situations, which significantly actualizes ethical knowledge. Medical ethics encourages the formation of such moral qualities as conscientiousness, personal honesty, and responsibility; it is also called to create a favorable environment of mutual understanding in the workplace [5].

Thus, ethical knowledge in the educational process is to form the professional morale of the specialist and, to some extent, to improve the moral culture of the prospective medical doctor.

The world should not be filled with narrow specialists who know a lot about only one of its many parts, but are unable to convey this knowledge to others. Human history in its entirety is the history of culture. Culture, in a broader sense, is closely related to professional activities, serving as the most important factor determining the behavior of the individual [6]. Moreover, cultural self-identification is closely associated with the manifestation of the national identity.

Thus, the communication culture of prospective medical doctors is formed by a number of humanities, the study of which encourages students' professional self-improvement, learning of linguistic disciplines, which have a significant communication potential. Thus, rhetoric contributes to the development in prospective doctors of the logical thinking, the ability to control their gestures,

facial expressions, and other non-verbal communication means. To be able to correctly, quickly, and timely determine the psychological condition of patients, prospective specialists need to study psychology.

Further research in this field may be concerned with the review of the benefits of studying linguistic disciplines by prospective medical staff.

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Юсеф Ю. В. Формування комунікативної культури лікаря в процесі вивчення гуманітарних дисциплін

Статтю присвячено розгляду проблеми формування комунікативної культури студентів вищих навчальних медичних закладів. Підготовка майбутнього лікаря-професіонала є складним і тривалим процесом. Доведено, що лікар повинен володіти не лише глибокими знаннями в галузі медицини, але й високими особистісними якостями, які формуються в процесі вивчення предметів саме гуманітарного циклу. Оскільки діяльність лікаря відзначається високим рівнем емоційних переживань, то важливим чинником професійного становлення спеціаліста є відповідність спрямованості особистості професійним вимогам. Отже, можна констатувати великий комунікативний потенціал предметів гуманітарного циклу в підготовці майбутніх лікарів.

Ключові слова: комунікативність, комунікативна культура лікаря, культура мовлення, спілкування лікаря, гуманітаризація освіти.

Юсеф Ю. В. Формирование коммуникативной культуры врача в процессе изучения гуманитарных дисциплин

В статье рассматривается проблема формирования коммуникативной культуры студентов высших учебных медицинских учебных заведений. Подготовка будущего врача-профессионала – сложный и длительный процесс. Доказано, что врач должен обладать не только глубокими знаниями в области медицины, но и высокими личностными качествами, которые формируются именно в процессе изучения предметов именно гуманитарного цикла. Поскольку деятельность врача отличается высоким уровнем эмоциональных переживаний, важным фактором профессионального становления специалиста является соответствие направленности личности профессиональным требованиям. Таким образом, можно констатировать наличие огромного коммуникативного потенциала предметов гуманитарного цикла в подготовке будущих врачей.

Ключевые слова: коммуникативность, коммуникативная культура врача, культура речи, общение врача, гуманитаризация образования.

Yusef Yu. V. The Formation of Medical Doctors' Communication Culture in the Process of Studying Humanities

The article examines the formation of communication culture in the students working toward their medical degree. The training of medical doctors is a complex and lengthy process. It is well-known that those individuals who have chosen this career path are expected to possess not only a profound knowledge in the sphere of medicine, but, due to the high emotional impact of the medical profession, also certain personality traits, which can be best formed in the process of studying humanities.

Although communication culture is the subject of interdisciplinary study, the author suggests that of primary importance in the process of its formation in prospective medical doctors is rhetoric. This academic subject develops cognitive strengths (independence, openness, erudition, etc.); culture of speech (grammar, expression, clarity, accuracy, brevity, etc.); safeguards and cultivates best practices of behavior (politeness, tact, etiquette) and communication (respect for and attention to the conversation partner, self-management skills, responsibility for one's words).

Visual, literary, and performing arts, as well as psychology, ethics, and foreign languages are also among those academic subjects that contribute to the formation of the communication culture of the prospective medical doctors.

Key words: Communicativeness, medical doctor's communication culture, culture of speech, medical doctor's communication, humanitarization of education.

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