

**МЕДИЧНА ОСВІТА**

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**MAIN TRENDS IN THE DEVELOPMENT OF MODERN MEDICAL EDUCATION**A.B. Kostyshyn<sup>1</sup>, Z.T. Kostyshyn<sup>2</sup>, O.M. Ilnytska<sup>3</sup>, V.M. Shturmak<sup>4</sup>, R.I. Verbovska<sup>5</sup>, T.Ya. Divnych<sup>6</sup><sup>1</sup>*Ivano-Frankivsk National Medical University, Department of Orthopedic Dentistry, Ivano-Frankivsk, Ukraine, ORCID ID: 0000-0001-5500-0874, e-mail: kostushunzorzana1907@gmail.com*<sup>2</sup>*Ivano-Frankivsk National Medical University, Department of Dentistry of Postgraduate Education, Ivano-Frankivsk, Ukraine, ORCID ID: 0000-0002-1840-8317, e-mail: kostushunzorzana1907@gmail.com*<sup>3</sup>*Ivano-Frankivsk National Medical University, Department of Dentistry of Postgraduate Education, Ivano-Frankivsk, Ukraine, ORCID ID: 0000-0002-9294-4783, e-mail: oleksandraif@gmail.com*<sup>4</sup>*Ivano-Frankivsk National Medical University, Department of Dentistry, Ivano-Frankivsk, Ukraine, ORCID ID: 0000-0002-6667-3406, e-mail: vasylshturmak@gmail.com*<sup>5</sup>*Ivano-Frankivsk National Medical University, Department of Dentistry of Postgraduate Education, Ivano-Frankivsk, Ukraine, ORCID ID: 0000-0003-1781-7909, e-mail: roksolanaverbovska@gmail.com*<sup>6</sup>*Ivano-Frankivsk National Medical University, Department of Dentistry of Postgraduate Education, Ivano-Frankivsk, Ukraine, ORCID ID: 0000-0003-2549-867X, e-mail: tetyanadivnych@gmail.com*

**Abstract.** Under modern conditions, the world is developing globally. Analyzing the main directions, it is worth noting that in the economy, this notion is expressed by the transition of most peoples and cultures to market relations; in politics – to democracy; in the system of social communications – to tolerance; in the field of the general organization of the life process – to the model of an open society and sustainable human development. Education and science are no exception. They prepare people for independent living and form their perspective on the civilizational future of humanity.

This article examines the main trends of modern education, in particular, medical education, which include priority development in the strategy of newest state-building; ensuring its quality; anthropocentrism, development and equal access to quality education as an open holistic system, its informatization; modernization of content and educational technologies; innovative development of education as a response to the challenges of innovative progress; organic connection with science and culture; complementation of diverse knowledge modern education system; formation of scientific and inclusive education; its practical orientation.

The countries that have succeeded are those where education has been established as a priority area of life.

A relevant area of the world-class education level is its functioning and development as a democratic system.

The next area is the social role of education in social cohesion development. In this case, working with internally displaced persons and students is a particular challenge. The difficulty in the political and socio-economic situation in Ukraine requires an immediate solution to this problem to unite our society as quickly and effectively as possible, namely through the development of educational communities.

Social cohesion is complex but important to study. Therefore, it is necessary to understand its elements: mutual assistance, trust, otherness acceptance, justice perception, and civic engagement.

The level of social cohesion in Ukrainian society is low and, according to some reports, tends to decline. This decline is a consequence of growing social inequality, low levels of public trust in government and other institutions, massive social disintegration, and depreciation of social solidarity and work values. The interests in increasing social cohesion require the implementation of a set of scientific, practical, and institutional measures. The development of social cohesion in the educational environment is a priority for Ukraine and the EU. It is necessary to overcome obstacles and take certain steps to implement this priority area of social and educational policy.

Education in any country is a national product developed considering national traditions, lifestyle features, and national character. Therefore, a reasonable combination of traditions and innovations opens the door to the future and ensures the development of a person as a citizen of a country and a human being capable of living in the European and global space. These trends appear as the main guidelines for the improvement of education today.

**Keywords:** education, main trends, development.

**Introduction.** Education is a unique sphere of human livelihood, which has been considered as part of the superstructure, which is conditioned by the economic base and, at the same time, has a corresponding impact on it. However, the civilizational development of humanity convinces us otherwise: we will never revive production if we do not prepare, educate, and motivate its subject, the human being, in the fullness of all its human characteristics.

The complicated state of affairs will continue until we provide young people with the necessary knowledge, develop vital competencies and human values, foster creative thinking and hard-working, spiritual and moral characteristics, a sense of the beauty of the natural and social world, and most importantly, develop the courage, need, and ability to use their minds.

**The purpose** of our article is to understand, that

the development of education and science, which should result in a new Ukrainian person – hard-working, intelligent, creative, spiritual, who will be a genuine subject of material and spiritual production, an active creator of culture, the state, and civil society – should become a strategic direction of Ukrainian state-building. Without the implementation of this strategy, any talk of success will be virtual. Without proper scientific and educational support, we will continue to produce goods of questionable quality, drive on dangerous roads, live in an environmentally hazardous environment, and consume products contaminated with chemicals... Flourishing countries always start with education, science, culture, and upbringing, creating conditions for human development as a subject of all life processes.

Mastering the world's experience in educational activities remains a relevant, priority, and urgent task for us.

The article analyzes the prospects and directions of education development in an independent Ukraine; it should be noted that education (mind, intellect) is the strategic priority on which the future depends. For this purpose, education itself must change its own organizational and substantive essence – it needs love, which should become the principle that will change the current attitude toward students and establish a substantive interest in its revival and development. Renewed education will prepare a harmonious and creative individual, capable of thinking and acting in accordance with the innovative progress that human civilization has now entered.

**Research results and its discussion.** The primary source of the fundamental problems and contradictions faced by our society is the lack of proper understanding of the nature and essence of the processes that have objectively matured and are unfolding in the world and Ukraine. Therefore – no ideas, concepts, or programs that would form the theoretical basis for Ukraine's way out of the crisis in which its national and world history has dragged it. "Ideas rule the world," – said ancient philosophers almost three thousand years ago. And not only they said it, but as well acted, creating civilizations that still amaze humanity. We, the people of the twenty-first century, have become more mature than they were. However, the question of whether we have become wiser remains open. Having a high historical culture, intelligent and hard-working people, by the forces of circumstances, found themselves distant from the general civilization process. The Declaration of Independence opened the way for Ukrainians to return to their original status as a subject of history. It would seem that one more step and ... war [1].

The lack of proper statecraft is still felt today. And this has led to the fact that Ukraine is still oscillating between multidirectional priorities; leaders and their advisors periodically grab for random experiences of the world's leading countries, which can be implemented only partially. There is no theoretically grounded, verified, and clear model of practical actions that would lead to success. The development of society and the state is unfolding in many ways at random, by trial and error [2].

Progress, success, and growth can only be ensured by an intelligent, creative, and creative person [3]. Unfortunately, today's Ukraine has not drawn the proper conclusion from our recent history. Young Ukrainian society seems to treat education with cynical disdain.

Education has not yet been recognized as a major social priority. Teachers and scientists are balancing on the edge of survival. Education and science have been relegated to the margins of life and therefore have not ensured the formation of a spiritually rich, moral, creative, free personality that would have the courage to use its mind and thus raise production, revive culture, and bring Ukraine into the European and world space. The successes associated with the national education system formation over the past quarter century can only serve as a small consolation. The society – ordinary workers and its ruling elite – must realize that the priority development of education is the cornerstone that will determine the content, main directions, and technologies of a developing state, the revival of culture, the establishment and development of a prosperous society, and the establishment of Ukraine's authority both among its citizens and in the international space.

Neglecting science and education will not ensure successful modernization and sustainable human development. The young Ukrainian civilization has no genuine prospects without engaging the newly formed brains in life.

Education connects people to knowledge, forms the necessary competencies and values, and ensures physical and spiritual growth. The task of teachers is not only to introduce young people to knowledge or develop the needed competencies but, above all, to teach them to be human. The fundamental purpose of education is that it prepares a person for life, introduces them to society, and forms them as a person – moral, spiritual, and humane. Only after that do knowledge, competencies, and values emerge.

It is true that education, as the main institution of socialization, is designed to form a person in all its human-creating (physical and spiritual) characteristics. And most importantly, young people must learn to love life, parents, and the Motherland, treat people as the highest civilizational value, respect world cultures, strive for peace, democratic arrangement of the world, mutual understanding, and cooperation.

The love delegated by society to a student must be substantive. Signs of this are proper financial support of the university and the teacher; the revival of respect for the teacher; creation and implementation of a socially verified national model of education; modernization of its content and technologies following the achievements of national and world culture, science and practice; ensuring a high level of academic mobility in the international educational and scientific space; and the establishment of true academic integrity at all levels of the organization of science, education, and practice. It should become a strategic – an indisputable, non-alternative social priority [4].

The primary directions of education in prosperous countries of the world are as follows: priority to its development in the strategy of modern state-building; quality assurance; anthropocentrism, development of education as an open democratic system, equal access to quality education; informatization of education; modernization of content and educational technologies; innovative development of education as a response to the challenges of innovative progress; organic link between science, education, and culture; complementation of diverse knowledge in the modern system; formation of scientific, inclusive education; its practical orientation (dual education).

It is known that those countries have succeeded where education has been established as a priority sphere of social life and provided at the level of established global standards.

Another significant area of world-class education is its functioning and development as a democratic system. Democracy gave rise to civilization. Although it has been discussed and written about since ancient times, the genuine understanding of democracy as a system of people's power came to humanity in the mid-twentieth century. Humanity understands that the proper conditions for human self-realization, achievement of justice, and freedom are ensured when power is implemented on behalf of all people in accordance with their will in various spheres of public life. A person and society will only embark on the path of democracy when democracy becomes their social face, an integral component of culture. Education is the field where democratic values, worldviews, and culture are fostered, where the competence to live democratically is formed, and where democracy is established as the main principle of life.

It is also clear that education must be organized on a democratic basis to achieve these goals. Therefore, this means that democratic values should be embedded in the content of education; it should function as an open system; the educational process should be based on democratic principles; students should be given the right to choose and be able to form their own educational goals; all organizational and administrative issues in the academic sphere should be resolved through tolerant dialogue, mutual respect, with the obligatory consideration of the opinions of students, parents, and employers. Democratic education is based on the principles of equal opportunities, cooperation, diversity, openness, regionalization, public and state governance, and self-organization. The right to receive it properly is one of the substantial constitutional norms of any state in the world.

One of the most effective factors in overcoming inequality in education is total informatization, which is emerging as another area of development. Informatization of education is a response to the challenges of the information society and a significant step towards its modernization. Despite certain risks and contradictions associated with the informatization of the sector, it is impossible to abandon it in much the same way as it is impossible to stop the information revolution and return society to its natural state. The development of education in this direction ensures its individualization and progress, changing priorities from mere knowledge acquisition to the development of a creative individual, and providing opportunities for the development of continuous learning based on the principle of "lifelong learning". It helps to monitor the educational environment, create a unified information system and databases in the field of higher and postgraduate education, intensify and provide content for international cooperation and integration of Ukrainian universities into the global academic community, and develop complete and efficient intellectual communications.

The informatization of education has given rise to such forms of educational activity as distance education and online education, which make it possible to overcome many obstacles.

While noting the benefits of education informatization, experts emphasize the significant threats to

students' physical, spiritual, and mental health. It is impossible to ignore these warnings. So, this means that this process, in turn, should be approached carefully and rationally. Informatization of education will be able to produce the necessary social and economic effect only if the created and implemented technologies become not an extraneous element in the traditional education system but are naturally integrated into it, combined with traditional teaching technologies. Such systemic integration requires joint efforts of faculty and students, research and technical staff and administration, and the utmost coordination of all academic units involved in the informatization process.

A significant and recognized trend in the development of modern education is the organic connection between education, science, and culture.

Since the modern world is being transformed rapidly, education and science should not only keep up with this process but rather be ahead of it. This guideline is another vector for education development in the twenty-first century.

Innovative teaching methods are used at IFNMU, which include interactive means, forms, and methods of educational activities. They lead to better assimilation of the material by students, increase interest, broaden the worldview, creative work, form developed critical thinking, grow a sense of the need for cooperation and responsibility, introduce horizontally oriented interdisciplinary integration into the educational process, allow to form skills and abilities in an integrated approach, and most importantly - improve the quality of clinical training of a doctor. At the same time, the use of information and communication technologies in education has a massive, global impact on the individual. The factors of the negative impact of information on the modern educational environment include the lack of proper mechanisms for controlling its quality, available through modern telecommunication technologies, which causes a large amount of unreliability to enter the educational space; uncontrolled penetration of information of dubious, aggressive content.

Nowadays, it is very easy to drown in the rapid flow of information that surrounds people from all sides every day and at all times. Moreover, this flow carries not only pure spiritual food. So, caring for spiritual health is of direct social and vital importance for every person.

Especially the younger generation receives a large amount of information, so modern teachers should focus their efforts on developing students' skills to avoid potential dangers they may encounter in real life and on the Internet, as well as to overcome difficulties in their lives.

The safety of the educational environment should be applied at the university. Moreover, it is necessary to emphasize this problem via communication with students.

According to experts, the information revolution is the most visible and influential phenomenon of the new world order. Doubling or even tripling information every year, it changes the settings and characteristics of modern production, the shape of the political system of society, and models of domestic and international communications at both the social and personal levels. Under its influence, the "information society" – a new type (model) of civilizational development of humanity is emerging. It is based on the use of informatics in all major spheres of human life. An information society is capable of producing any

information necessary to ensure its effective functioning. It has a developed infrastructure and creates conditions and opportunities for accessible information to every citizen. It is characterized by a significant amount of people employed in the field of relevant services. Furthermore, it is distinguished by the prevailing importance of information activities, creation, and functioning of information networks in human and social life. Living and working in such a society is not easy.

To be in demand and effective, a person must not only master a certain amount of information but also learn how to extract it independently, exchange it at the national and international level of communication, master the appropriate equipment and technologies, work on information security and develop the ability to protect oneself from manipulation. All these and other competencies are formed through the education system, which is changing to meet the challenges of the information revolution and a range of other globalizing innovations in the modern world.

The results of higher education informatization should be as follows: individualization of higher education, strengthening of its developmental effect, and change of priorities from simple assimilation of knowledge and information to personal growth. As well as the development of education based on the principle of "lifelong learning"; creation and monitoring of the educational environment, the establishment of a unified information system and databases in the field of higher and postgraduate education; development of international cooperation and integration of Ukrainian universities into the world academic community, deployment of complete and efficient intellectual communication. Achievement of the abovementioned results will ensure that graduates will actively use scientific and technical resources as the main source of revival and development of the country, which will effectively contribute to the dynamic growth of economic potential and social welfare of Ukraine.

The essence and structure of the innovative educational process at the IFNMU corresponds to the nature and speed of social changes in society and high European standards of training competitive, modern specialists. The current content of higher medical education is focused on the use of information technology, the spread of interactive e-learning with access to digital resources, and paying attention to the information security of the educational environment [5].

The next area is the social role of education in social cohesion development. In this case, working with internally displaced persons and students is a particular challenge. The difficulty in the political and socio-economic situation in Ukraine requires an immediate solution to this problem to unite our society as quickly and effectively as possible, namely through the development of educational communities.

Social cohesion is the basis of the EU's social and educational policy. Yet Ukraine is only on the verge of implementing the doctrine of social cohesion in all spheres of social life.

Social cohesion should become a guarantee of social stability, tolerant relations between the government and citizens in the context of economic instability, and large-scale organizational, structural, financial, and economic transformations that are becoming commonplace in

the conditions caused by globalization and the need to gain competitive advantage; minimizing the risks of distrust between social partners in the context of global instability. The interconnection of education and social cohesion is very complex and extremely relevant in the context of permanent instability, economic and political crises. Along with overcoming social exclusion, social cohesion in education plays an equally important role because a strong state and a competitive economy can be ensured by a cohesive community of creative, responsible, active, and entrepreneurial citizens. These are the people that Ukraine's education system should be training.

Increasing social cohesion is seen as one of the most relevant tasks of the European Union. Socially, Europe is taking significant steps to overcome inequalities and promote social cohesion, but existing educational disparities complicate this process. At the same time, the importance of social cohesion is growing not only in society but also in the educational environment. Only citizens united by a common goal can solve the complex problems of our social existence. It is a well-known fact that in a cohesive team, mutual assistance is the basis of success, as it allows us to build and restore a collective resource effectively.

Therefore, the main task of cultivating a culture of cohesion in the educational environment is to improve the provision of information, knowledge, and skills and to establish effective communication. The development of cohesion in university communities is also an urgent and challenging task for the implementation of a successful educational strategy in Ukraine. The level of development of the student community and the degree of its cohesion affects the learning effectiveness of the entire group, as well as the psychological comfort of each member.

A student group is an official association of young people to study at an educational institution. Such a community has its tasks, which do not directly coincide with the tasks of each of its members. The degree of cohesion is an indicator of the psychological climate of the student body, which reflects the degree of students' satisfaction with existing interpersonal relations. In modern education, it is the social ties between the subjects of the educational space that are of the greatest value, not their pragmatic goals. Ukrainian universities are developing and implementing activities aimed at creating a favorable psychological climate in the educational environment. Primarily, these are trainings on developing cohesion, trust, and social communication for the student community.

One of the ways to measure social cohesion in a society is the method developed by the Bertelsmann Stiftung, which is based on the social cohesion index.

A complex socio-cultural phenomenon such as social cohesion cannot be measured directly, unlike physical indicators (temperature, pressure). It is a complex social concept, which is described, accordingly, by a complex system of parameters as a number of separate indicators combined into a general index.

Social cohesion can be defined as the degree of community in a geographically defined geopolitical body. It is a characteristic of the group living in the structure, not its members. A cohesive society can be characterized by reliable social relations, trustworthy emotional connection of its members with the community and the state, and a strong emphasis on the common good.

It should be noted that the Social Cohesion Radar can be applied to communities at different levels without emphasizing territorial cohabitation.

This model is composed of a structure of indicators, each of which is described in three areas (table 1).

For example, "Social Relation" includes:

- social ties;
- belief in people;
- acceptance of otherness.

"Connectedness" includes:

- the strength of self-identification with the state/community;
- the level of trust in institutions;
- a sense of justice.

"Common Good Orientation" includes:

- level of solidarity and mutual aid;
- the degree of social norms acceptance;
- the degree of civic engagement.

**Table 1**

Indicator	Field	Description (people in this society...)
Social relation	Social ties	Have strong social ties
	Belief in people	Confide in each other
	Acceptance of otherness	Respect individuals with differing value orientations and lifestyles
Connectedness	Self-identification	Feel a strong connection to the community and identify themselves with it
	Trust in institutions	Have great trust in institutions
	A sense of justice	Feel fairly treated
Common Good Orientation	Solidarity and mutual aid	Feel responsible for each other and for each other's comfort
	Social norms acceptance	Respect and follow the rules and regulations
	Civic engagement	Participate in social and political life

The social cohesion assessment approach is based on secondary data analysis. This method reuses data already collected by researchers to answer similar or different research questions.

In a difficult time for the state, it is necessary to understand which areas of social life require urgent attention and which can be relied on as more resourceful. Hence the Social Cohesion Radar was adopted and implemented in Ukraine by specialists from Taras Shevchenko National University of Kyiv. They analyzed the social cohesion of the university community, namely the staff and students of the National Pedagogical Dragomanov University. During the study of "social relations", they found out the level of social relations in the community under study. Employees and students of two different groups belonging to the same community took part in the study. The study determined the level of people's trust in each other, as well as their attitudes toward people with differing values, views, and lifestyles, and how much they accept each other's opinions. The analysis of attachment allowed us to see the level of connection to the educational community in general along with how they identify with it, i.e., see themselves as part of their university.

At this stage of development of the consciousness of Ukrainian citizens, the problem of responsibility is the cornerstone, and therefore the assessment of the sense of responsibility for each other is urgent today. It is important to find out to what extent students and teachers are responsible for their actions with regard to the consequences, that is, to what extent there is an awareness that our actions have an impact on our colleagues. It also reflects the strength of social bonds in the community. Respect for and adherence to norms and rules reflect appropriate behavior according to social norms, which shows respect and attitude toward one's social community.

Participation in social, civic, and political life

depends on the social cohesion of the individual and society as a whole. The greater the involvement in non-work activities within the community, the greater the level of cohesion.

The analysis of social cohesion level described students as those who trust people, believe in them, and have respect and confidence in institutions but less than teachers accept other values and differences between people and feel they are treated less fairly than employees. However, these differences are not significant enough to indicate a large gap that should be noted. The peculiarity of students is that they are more involved in public life than teachers. Correcting this situation and equalizing the indicators will improve the civic position of the entire community and increase the level of trust in each other.

Interpreting the results of the difference between Internally Displaced Persons (IDP) and non-IDP students, we find that IDPs are less tolerant of those with different values, have less trust in people, and have fewer social ties. However, this indicator is generally not much lower than that of other students. A significant difference is observed in the area of identification. It is lower than average for IDP students and differs from the indicators of IDP staff, reflecting their lower level of identification with the educational community.

The most promising tool for high-quality education is the implementation of an internal quality assurance system in higher education institutions. Such a system should be a digital closed human-machine system, where the manager has the functions of creating, adjusting, and optimizing both types of managerial influences and mechanisms for their implementation [7].

The problem of creating and maintaining interest in mastering the future specialty among young people remains important. The motivational components and factors influencing the professional and personal

development of a future doctor increase with each year of study, and this process should continue throughout life. Its effectiveness depends on the forms of material presentation.

The main factor that influences the interest of students and interns in education is the acquisition of knowledge, skills, and abilities that will form the basis of professional activity in the future. The following factors contribute to increasing the motivation to learn: the way of learning the material, its content, and teaching methods; the use of problem-based tasks at each stage of the class; and the usage of interactive technologies.

Our analysis has shown that professional motives prevail in the acquisition of knowledge among students and interns: to become a highly qualified dentist and to find a suitable job in a specialty that meets personal desires.

Thus, learning is more effective when it is motivated and students' activities are consistent in direction and purpose. As a result, the professional training of the graduate will be successful [8].

**Conclusion.** The actualization of innovative approaches in education, especially nowadays, was caused by the information revolution of the twentieth century, which led to a staggering accumulation of knowledge, and its rapid updating, which also required modernization of educational content, search and implementation of the latest technologies and teaching aids, organizational structures and management. Modern education cannot function successfully without constant updating of content and teaching methods. Innovations in education are carried out in the following main areas: improvement of the educational process; modernization of education; application of new technologies (approaches, methods) to solve traditional problems; introduction of discoveries.

These trends appear as the main guidelines for the improvement of education today. Education in any country is a national product developed considering national traditions, lifestyle features, and national character. Therefore, a reasonable combination of traditions and innovations opens the door to the future and ensures the development of a person as a citizen of a country and a human being capable of living in the European and global space.

Social cohesion is complex but important to study. Therefore, it is necessary to understand its elements: mutual assistance, trust, otherness acceptance, justice perception, and civic engagement.

The level of social cohesion in Ukrainian society is low and, according to some reports, tends to decline. This decline is a consequence of growing social inequality, low levels of public trust in government and other institutions, massive social disintegration, and depreciation of social solidarity and work values. The interests in increasing social cohesion require the implementation of a set of scientific, practical, and institutional measures. The development of social cohesion in the educational environment is a priority for Ukraine and the EU. It is necessary to overcome obstacles and take certain steps to implement this priority area of social and educational policy.

An important global trend in the development of education is its organic connection with science, the formation of "science education". The world's leading universities are centers of scientific activity. Their university science does not yield to that of non-university research

institutions and organizations. Furthermore, it is in many ways more effective and efficient than.

Therefore, Ukraine should develop cooperation and use the opportunities of foreign partners, namely, to create scientific and research laboratories and centers, as well as to cooperate with businesses.

Without abandoning our general demand to increase state funding of higher education, we need to find interested partners among scientific institutions and business structures in Ukraine and abroad.

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#### ОСНОВНІ ТЕНДЕНЦІЇ РОЗВИТКУ СУЧАСНОЇ МЕДИЧНОЇ ОСВІТИ

А.Б. Костишин<sup>1</sup>, З.Т. Костишин<sup>2</sup>, О.М. Ільницька<sup>3</sup>, В.М. Штурмак<sup>4</sup>, Р.І.Вербовська<sup>5</sup>, Т.Я.Дівнич<sup>6</sup>

<sup>1</sup>Івано-Франківський національний медичний університет, кафедра ортопедичної стоматології, м. Івано-Франківськ, Україна, ORCID ID:0000-0001-5500-0874, e-mail: kostushunzorzana1907@gmail.com

<sup>2</sup>Івано-Франківський національний медичний університет, кафедра стоматології післядипломної освіти, м. Івано-Франківськ, Україна, ORCID ID:0000-0002-1840-8317, e-mail: kostushunzorzana1907@gmail.com

<sup>3</sup>Івано-Франківський національний медичний університет, кафедра стоматології післядипломної освіти, м. Івано-Франківськ, Україна, ORCID ID: 0000-0002-9294-4783, e-mail: oleksandraif@gmail.com

<sup>4</sup>Івано-Франківський національний медичний університет, кафедра стоматології післядипломної освіти, м. Івано-Франківськ, Україна, ORCID ID: 0000-0002-6667-3406,

e-mail: vasylshturmak@gmail.com

<sup>5</sup>Івано-Франківський національний медичний університет, кафедра стоматології післядипломної освіти, м. Івано-Франківськ, Україна, ORCID ID:0000-0003-1781-7909,

e-mail: roksolanaverbovska@gmail.com

<sup>6</sup>Івано-Франківський національний медичний університет, кафедра стоматології післядипломної освіти, м. Івано-Франківськ, Україна, ORCID ID:0000-0003-2549-867X,

e-mail: tetyanadivnych@gmail.com

**Резюме.** У сучасних умовах світ розвивається глобально. Аналізуючи основні напрямки, слід відзначити, що в економіці – це перехід більшості народів і культур до ринкових відносин; у політиці – до демократії; в системі соціальних комунікацій – до толерантності; у сфері загальної організації життєвого процесу – до моделі відкритого суспільства та сталого людського розвитку. Не є виключенням освіта й наука. Саме вони забезпечують підготовку людини до самостійного життя, формують її перспективні уявлення щодо цивілізаційного майбутнього людства.

Дана стаття розглядає основні тенденції сучасної освіти, зокрема, медичної: пріоритетний розвиток в стратегії новітнього державотворення;

забезпечення її якості; людиноцентризм, розвиток та рівний доступ до якісної освіти, як відкритої цілісної системи, її інформатизація; модернізація змісту і навчальних технологій; органічний зв'язок з наукою і культурою; інноваційний розвиток освіти як відповідь на виклики інноваційного типу прогресу; взаємодоповнення різнопланових знань у системі сучасного навчання; становлення наукової та інклюзивної освіти; її практична спрямованість.

Успіху досягли ті країни, де наука утверджувалась як пріоритетна сфера життєдіяльності.

Важливим напрямком світового рівня в освіті є її функціонування та розвиток як демократичної системи.

Наступним напрямком є соціальна роль навчання в розвитку суспільної згуртованості. При цьому особливою проблемою є робота з внутрішньо переміщеними особами, студентством. Складна політична та соціально-економічна ситуація в Україні вимагає негайного вирішення цієї проблеми для якомога швидшого та ефективного об'єднання нашого суспільства, зокрема, через розвиток освітніх спільнот.

**Ключові слова:** освіта, основні тенденції, розвиток.

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