UDC 378

**BASIC APPROACHES TO MASTERING BY STUDENTS OF HIGHER MEDICAL EDUCATION SOFT SKILLS BY MEANS   
OF GAME TECHNOLOGIES**

**Chukhno Inna,**

Candidate of State Administration, Associate Professor,

Associate Professor of Public Health and Healthcare Management Department

Kharkiv National Medical University

Kharkiv, Ukraine

[chia3500@gmail.com](mailto:chia3500@gmail.com)

**Annotation.** The importance of mastering soft skills by higher medical education, the need to understand and involve in this process all participants in educational activities, as well as the features and role of game technology in mastering soft skills by medical students are substantiated in the article.

**Key words.** Soft skills, higher medical education, interactive teaching methods, game technologies in pedagogy.

The use of modern innovative pedagogical technologies in the educational process is an indisputable requirement of time for all institutions of higher education today. Medical institutions of higher education are no exception.

The level of qualification and professionalism of future professionals - currently students of higher education, including higher medical education, their competitiveness in the domestic and international labor market, the ability to adapt to changing conditions, build a successful career and a successful life in uncertainty and significant dynamism of social transformations, largely depends on the quality of higher education, the conditions of the educational process and the educational environment in which their professional and personal development will take place. Determinants in this process are the mission and values of the university where they study, the peculiarities of their implementation in daily educational activities, the university's desire to train not only qualified professionals, but also conscious, active, socially responsible and mature individuals, people and professionals.

These tasks are especially important in the field of higher medical education. After all, the future profession and professional activity of their graduates, their conscious position and desire to improve the lives of people, community, state, is an important area of national security, its social and economic stability and development.

Kharkiv National Medical University attaches great importance to addressing these issues, constantly striving for development and improvement, changing and developing its mission, vision, values, development strategy in accordance with the needs of major stakeholders and trends in the market of educational services in higher medical education and medical labor market.

The implementation of such changes requires constant search, study, analysis and implementation of various innovations both in the educational process and in the organization of activities and management of the university.

The formation of soft skills in students of higher medical education requires the formation of an understanding of their content and the importance of mastering by higher medical education at all levels of the educational process.

Firstly, guarantors of educational programs, project teams and leading research and teaching staff in certain specialties must, understanding the content of soft skills, anticipate and effectively include their acquisition in the relevant educational program, as well as monitor and direct the process of their actual acquisition by students under this program.

Secondly, the university management, deans, representatives of departments involved in the formation and implementation of the internal quality assurance system of higher education should provide support to guarantors of educational programs and project teams to implement their planned activities to provide students with soft skills in certain educational programs, to create conditions for understanding by all scientific and pedagogical workers and students of the content of soft skills, their components, importance and features of acquisition, and also the role in this process. In addition, they should create and maintain conditions for finding and implementing new approaches in the educational process, the use of innovative technologies, dissemination of best practices, improving the content of educational components to improve the quality of higher education in general and students acquire the necessary soft skills.

Thirdly, research and teaching staff must understand the essence and importance of mastering soft skills by students of higher medical education, seek and implement innovative approaches and technologies in order to achieve the appropriate result. They need to understand what soft skills are most needed by students in their future professional practice as doctors, nurses, physical therapists, laboratory diagnosticians, health managers, public health professionals, etc., as well as what pedagogical technologies and tools can be used to achieve and practice the acquisition of these skills.

This sample of future specialties is taken from the work of Kharkiv National Medical University, although, of course, their range can be much wider. And as the experience of this university shows, such an understanding, the conditions for academic freedom of teachers and the desire, although unfortunately not all teachers, but their significant part to improve the quality of education and efficiency of their teaching just forms an opportunity for each group of students, for each individual student, to realize their desire and need to receive quality educational services and mastering soft skills for each educational program within the majority of educational components.

However, soft skills are not acquired by students in the course of classical lectures, self-study of material and "boring and outdated" practical classes that involve only the study and reproduction of material. Soft skills are acquired through interaction, cooperation, performance of various tasks, which is realized on the basis of the use of modern innovative pedagogical technologies by teachers, a special place among which is occupied by game learning technologies.

The positive effect of the use of such technologies in higher medical education is one of the conditions for the modernization of educational and economic systems.

In the context of a new educational paradigm, built on the principles of humane treatment of man and the processes of his personal growth and further development, educational technologies should be considered personality-oriented [1, p. 748].

The application of innovative technologies in the educational process of higher medical school in modern conditions allows to adapt the educational process to new conditions, to more effectively form social (soft) and professional (hard) competencies of future specialists, changes the trajectory of scientific and pedagogical workers and allows to improve the quality of education in the institution of higher medical education in general.

The use of modern pedagogical technologies in the educational process is one of the effective means of forming the skills necessary for professional and personal growth. Among them, the leading place is occupied by game technologies that are aimed at the individual and intensify his/her activities.

Game educational technologies are one of the most relevant tools of high-quality training, which allows in the educational environment to develop practical skills in the use of theoretical knowledge and develop patterns of behavior in certain practical conditions, to intensify cognitive activity of students in a positive perception and free expression of thoughts and views. [2]. In general, the game is a type of activity in the formation of situations similar to life and aimed at reproduction and assimilation of social experience, in the process of which are created, tested and adjusted models of behavior management or specific actions [2].

The use of game technology for children in education has long been justified. After all, this is how they learn about the world, study patterns of behavior in society and social roles, experience these other behavioral reactions and actions [2].

Game technologies in combination with traditional complex forms of the organization of training in an institution of higher medical education can be:

* a powerful and universal means of obtaining, processing, transmitting, analyzing, interpreting a variety of information;
* a powerful positive motivator to learn;
* to promote "soft control" over the acquisition of knowledge and skills by students;
* facilitate the implementation of non-creative operations related to the study of various processes, phenomena or their models;
* to direct the intellectual potential of students in the direction of creativity, scientific research;
* to create a positive emotional background of interaction in the system "teacher-student", "student-student".

Game methods are characterized by the presence of game models of the object, process or activity; activation of thinking and behavior of the student; high degree of involvement in the educational process; obligatory interaction of students between themselves and the teacher; emotionality and creative nature of the lesson; independence of students in decision making; their desire to acquire skills and abilities in a relatively short time [3].

In general, gaming activity has the following functions: motivational; sociable; self-realization; developmental; entertaining; diagnostic; corrective [3].

The great advantages of game technologies are their interactivity, creative implementation and application of a variety of acquired theoretical knowledge in the form of games. Types of game technologies are quite diverse, which allows you to choose the necessary and appropriate methods and develop effective games for both professional and general disciplines, as well as to develop certain skills with a small amount of tasks and for complex interdisciplinary situations [2].

The range of games is quite wide: simulation (imitation of functions, responsibilities of objects of activity), role (imitation of professional roles), creative (reflection of unusual thinking and decision-making skills in atypical situations), operational (workflow modeling), intellectual ( development of flexibility, variability, "business theater" (acting out a specific situation that reflects the professional orientation), breadth, depth of thinking), psycho-and-sociodrama (manifestation of the ability to interact with members of the professional group), etc.

There are usually such types of games as exercise games, game discussions, game situations, role-playing and business educational games, computer business games. Each of these types of games has its own subspecies, tasks and purpose and rules for their conduct [2].

The use of game technologies is based on various forms of game cooperation: disputes; discussions; staging; mnemonics; "Brainstorming"; different types of "attacks" (on the organizer, on a classmate, on subgroups) [4, p. 4-18].

The use of game technologies in the training of future personnel allows to form a wide range of skills: prognostic; activity planning; design; organizational; control, evaluation and correction; information; analytical; communication; research; scientific and cognitive.

These skills are the basis for the separation of relevant functions as a certain "specific direction of application of professional skills" in various fields of activity [5, p. 232].

However, it should be remembered that in order to be able to develop soft skills in students with the help of game technology, it must be:

* socially oriented, ie to develop professional skills and social interaction skills;
* group, which provides different options and strategies for interaction between its members;
* based on practical activities through which the individual can directly gain experience.

Also, the use of game technology can be considered one of the tools to increase student-centered learning. After all, along with the complexity and important tasks that they allow to solve, they also allow to reveal the abilities of the student and to form a fairly free and positive atmosphere in the learning process.

Thus, due to play activities, the individual abilities of students are better developed, because they do not feel the psychological pressure of responsibility, which is inherent in normal educational activities. The game teaches action through action itself. Assimilation of knowledge is carried out in the context of certain activities, which creates a situation of need for knowledge. The game allows you to get rid of patterns and stereotypes, can change the attitude of students to any phenomenon, fact, problem. It stimulates the intellectual activity of students, teaches to predict, research and check the correctness of decisions and hypotheses, cultivates a culture of communication, forms the ability to work in a team and with a team "[6, p. 190-191]. Involvement in the system of professional training of medical students of game technologies allows to develop intelligence and creativity, as a whole promoting personal development of the individual.

Game technologies are classified on various grounds. In particular, they can be classified as a type of personality-oriented technology. Among the variety of games that have a practice-oriented nature and are aimed at forming certain competencies and improving the individual's own qualities, it should be emphasized the importance of intellectual and creative games, which can be considered as: enriching the worldview of student youth; to develop memory, imagination, logic, associative thinking, to concentrate attention; apply in practice theoretical information on the topic or subject being studied.

Considering the role of game technologies in the formation of soft skills in medical students, we note that an important role in the formation of social competence belongs to the technologies of contextual learning, one of the forms of which are business games. During their application by imposing a simulation and game model, the student reproduces "the substantive and social content of professional activity, modeling systems of relations characteristic of this type of work" [7, p. 3].

There are certain characteristics of games as a form and method of learning:

* due to the non-standard format, ample opportunities for self-expression, creativity and initiative, they are positively perceived by students;
* their use makes it possible to apply in practice in theory, contributes not only to memorizing the material, but also its comprehension, translation into the category of skills;
* games develop the ability to think creatively and apply knowledge in non-standard conditions.

It should be emphasized that despite the undeniable value of gaming technology in the formation of professional and social skills, they can not become the main form and method of learning, because they do not provide the study of large amounts of information: in the game it is better to consolidate and improve knowledge.

Generally, the use of game technologies in the educational process of higher medical education is an indicator of quality and thoroughness of students' preparation for further work, which integrates individual interests and goals with the socio-economic vector of evolution of the state, promoting human development in mental activity, vital activity. The presence of games in educational activities, along with other traditional and innovative learning technologies allows to improve the quality of education in higher education, to ensure that students acquire the skills they need to adapt in a professional environment and in public life.

**List of references**

1. Сисоєва С.О. Педагогічні технології і професійний розвиток особистості. Przyzywanie głebi do kręgu sków, myśli, idei i działań. Księga Jubileuszowa ofiarowana Profesorowi Jósefowi Zurawowi / Wyższa szkoła pedagogiczna w Czestochowie; pod red. S. Podobinskiego, B. Snocha. Czestochowa, 1999–2000–2001. S. 741-754. (Prace naukowe. Pedagogika; № 8–10).
2. Чухно І.А., Огнєв В.А. Ігрові технології як сучасний інструмент навчання в закладах вищої освіти // Студентоцентрований навчальний процес як запорука забезпечення якості вищої медичної освіти: матеріали LІІІ на-вч.-метод. конф. ХНМУ (Харків, 29 січня 2020 р.) / Міністерство охорони здоров'я України, Харк. нац. мед. ун-т. Харків: ХНМУ, 2020. – Вип. 10.– С. 150-153.
3. Кравець. Н.М., Гречановська О.В. Ігрові технології навчання як одна з інноваційних форм навчально-виховного процесу ВНЗ. URL: http://ir.lib.vntu.edu.ua//handle/123456789/17640 (дата звернення 21.08.2021).
4. Яворовская Л.Н., Мельникова С.И. Игровые формы учебных занятий: учебно-методическое пособие. 2-е изд., испр. и доп. / Под ред. Л. Н. Яворовской. – Харьков: ХНУ имени В. Н. Каразина, 2009. – 36 с.
5. Подласый И.П. Новый курс: Учебник для студ. пед. вузов: В 2 кн. Кн. 1: Общие основы. Процесс обучения. – Москва: Гуманит.изд.центр ВЛАДОС, 2000. – 576 с.
6. Фіцула М.М. Педагогіка вищої школи : навчальний посібник. – Київ : Академвидав, 2006. – 352 с.
7. Вербицкий А.А. Педагогические технологии контекстного обучения: научно-методическое пособие. – Москва: РИЦ МГГУ им. М. А. Шолохова, 2010. – 55 с.