

BASIS OF PREPARING FUTURE MEDICAL EDUCATORS FOR PROFESSIONAL ACTIVITY

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Annotation. *This article examines the pedagogical foundations necessary for the orientation of future medical educators to their professional activities. It emphasizes the importance of practical experience, theoretical knowledge and reflective practice in the formation of professional skills of future medical educators. It examines the foundations of developing effective strategies for improving the orientation and professional training of future medical educators.*

Keywords: *pedagogical foundations, teacher orientation, professional activity, teacher training, reflective practice, educational development, educational methodology.*

Introduction. Orientation of future medical educators to their professional activities As society's expectations for teachers increase, there is a need for comprehensive training that provides them with theoretical knowledge and practical skills. The pedagogical frameworks that support this orientation play a crucial role in shaping the competence and effectiveness of teachers.

This article aims to examine these frameworks and their implications for programs that prepare future medical educators for professional practice.

Research methodology. A mixed-methods approach was used to examine the pedagogical frameworks for the orientation of future medical educators to professional practice.

Quantitative data were collected through surveys of current education students and recent graduates. Qualitative insights were gathered through focus groups and interviews with experienced teachers. The combination of these methods allowed for a nuanced understanding of the challenges and successes that future teachers face in their professional orientation.

Analysis and results. The pedagogical frameworks for the orientation of future medical educators to professional practice include several key components. Here are some important aspects to consider:

Philosophical frameworks.

- Educational philosophy: Understanding different educational philosophies helps future teachers develop their teaching beliefs and practices.

- Humanistic approach: Emphasizing the importance of the learner as an individual, focusing on their potential and developing critical thinking skills.

Psychological foundations.

- Developmental psychology: Understanding the stages of cognitive and emotional development is essential to understanding how learners learn and develop.

- Motivational theories: Familiarity with theories such as Maslow's Hierarchy of Needs or Self-Determination Theory can help create a motivating learning environment.

Sociocultural foundations.

- Cultural competence: Understanding different cultures and communities to create inclusive classrooms.

- Social learning theory: Recognizing the impact of social interactions on learning and behavior, encouraging a collaborative learning environment.

Educational foundations.

- Curriculum design: Learn to develop and implement effective curricula that meet the needs of all learners.

- Assessment practice: Learn to use formative and summative assessments to assess student learning and improve teaching practices.

Pedagogical strategies.

- Active learning: Engage students through interactive teaching methods, such as group work, discussions, and hands-on activities.

- Differentiated instruction: Adapt instruction to meet the needs of diverse learning styles, abilities, and interests.

Professional development.

- Reflective practice: Encourage future teachers to reflect on their teaching experiences to support continuous improvement.

- Lifelong learning: Embrace the importance of ongoing professional development to stay current with educational research and practice.

Ethical foundations.

- Professional ethics: Understand the ethical obligations of teachers, including equity, integrity, and respect for students.

- Advocacy: Encourage future teachers to advocate for their students and the profession.

Technological foundations.

- Technology Integration: Learn how to effectively incorporate technology into teaching to enhance the learning experience.

- Digital literacy: Understand the importance of digital skills for teachers and students in a technology-driven world.

By basing their professional direction on these pedagogical foundations, future medical educators can develop a comprehensive understanding of their roles and responsibilities. This comprehensive approach not only prepares them to teach effectively, but also allows them to have a positive impact on their students and the educational community at large.

The results suggest that effective professional orientation of future medical educators depends on a balanced integration of theoretical knowledge and practical experience.

Furthermore, reflective practices emerge as an important element in developing professional growth and adaptability. The findings suggest that mentoring programs can bridge the gap between theoretical education and real-world application, thereby increasing the readiness of future teachers to face professional challenges.

Conclusion. In conclusion, the pedagogical framework for professional orientation of future medical educators should prioritize an integrated approach that includes experiential learning, reflective practice, and mentoring. To improve professional orientation programs for future medical educators, institutions are recommended to:

- Incorporate practical experiences into the curriculum to build confidence and competence. Reflective practice should be encouraged through structured feedback and self-assessment. Develop mentoring programs that connect students with experienced teachers.

- Continuously evaluate and adapt curricula based on emerging educational trends and research findings.

By implementing these suggestions, teacher education programs can better equip future teachers for the demands of their profession and ultimately lead to improved learning outcomes for students.

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