

## ORGANIZATION AND MANAGEMENT OF INDIVIDUAL WORK IN THE PRE-GRADUATING PRACTICE TEACHING

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### ABSTRACT:

This paper aims to examine the organization and management of individual work in probation practice in education, as part of the interaction teacher - trainee in new conditions. Covered are 31 students in regular education bachelors in healthcare management from PHF, MU - Plovdiv.

The results of the research show that the management in the self-employment during the practice is realized in a creative partnership. The recommendation to strengthen the share of self-sufficient in the overall preparation of the bachelors in healthcare management remains.

**Keywords:** *Bachelors management of health care, self-employment, pre-graduation internship, organization and management training.*

### INTRODUCTION:

The pre-graduation practice teaching is the final stage in the education of Bachelors in Healthcare Management. During this practice training the trainee teachers transfer theoretical knowledge in the disciplines from the pedagogic and psychological cycle into practical skills for future teaching activities.

The interaction between the teacher and the trainee teacher is a mandatory and motivating moment which forms the standards for planning, organization and conduct of individual work within the pre-graduation practice teaching. This type of interaction is performed under new conditions resulting from the following circumstances:

During the pre-graduation practice teaching the students in Healthcare management adopt the role of teachers for the first time;

The interaction is directed towards establishment of skills for presentation of trainee teachers before the audience;

The correct methodological allocation of the individual work into in-class and out-of-class activities is a guarantee for successful completion of the educational form.

The purpose of the present research is to review the organization and management of the individual work in the pre-graduation practice teaching as an element of the interaction teacher – trainee under new conditions.

### MATERIAL AND METHODS:

The study was conducted in the academic year 2009/2010 and is exhaustive. It covers 31 full-time students, Bachelors in Healthcare Management from the Faculty of Public Health, Medical University – Plovdiv. The following sociological methods have been applied: observation and analysis of a methodological research were performed by a lecturer having a specialty in medical pedagogy.

Research results: The analysis of the results comes to show that the trainees have different basic medical specialties. The nurses prevail (65%) followed by rehabilitation therapists (10%), midwives, X-ray laboratory assistants and dental mechanics 6 and 9% respectively and health inspectors, 3, 4% provided that 93.5% of the respondents were female.

The pre-graduation practice teaching builds on skills necessary for the future lecturers of healthcare. As good professionals the trainee teachers easily demonstrate the material for adoption

of new knowledge in front of the audience. The demonstration is performed slowly and all the time the trainees explain its meaning emphasizing on the most common mistakes from practice and possible omissions.

The next stage is planned in the preliminary preparation by the trainees as a demonstration performed by a student. The student must demonstrate repeating a number of actions before the audience. A demonstration performed by a student is a typical example of *independent audience work*. The creative independence of the trainees is a result of the creative partnership between lecturers and trainees during the pre-graduation practice and reflects their attitude towards various variants of independent audience work.

The largest part of the studied trainees (75%) have planned the independent audience work in their methodological research as individual work under the supervision of a trainee teacher but mandatorily conducted under an algorithm. The algorithm has been prepared by the trainee teachers and provided to each trainee.

The next group consists of trainee teachers who have planned the independent audience work as work within a small group (25%). The trainees are divided into two groups which on a rotational basis perform a demonstration over a lay figure, a phantom or simulation patient. One student performs the demonstration assisted by the rest of the group, the other group observes their actions and watches for any possible mistakes. After completion of the assignment the trainees exchange places and roles.

Half of the observed trainees envisage, apart from the above mentioned independent audience work (individual or group) and independent work under a research task within the frameworks of the specific educational form. This type of independent work aims at teaching teamwork skills. The trainees are divided into two groups, provided that the trainee teacher has previously developed research tasks directly related to the topic. The tasks represent real practical situations proposed for discussion within the student group one of the trainees plays the role of a speaker; he expresses before the other group the previously discussed opinion of all members and the members of the other group are entitled to ask questions or express a different opinion. This is followed by discussions and exchange of roles. The so planned independent audience work in its three forms: individual independent work under an algorithm; work in a small group and teamwork for practicing solution of research tasks, is organized and managed in a creative manner by the trainee teachers. Usually during the individual work under an algorithm the trainee teacher passes around each trainee and stays at each workplace as long as necessary. His/her functions are to correct and give instructions for further work.

*Another type of individual work – this is the out-of-class independent work.* The initial idea of this type of independent work was that it should be implemented within the framework of the practical exercise. As a result of the consulting cooperation on behalf of the assistants and for the purpose of more comprehensive work in general, a part of the independent work has been transformed into out-of-class work.

The different types of extracurricular independent work performed by the trainee teachers are the following:

80% of them assign as extracurricular independent work preparation from the textbook or from the lecture course on the topic for the following practical exercise;

Solving at home of research tasks, consideration and discussion at the following practical exercise of the possible responses before the entire student group.

The remaining 10% are: composing a kinesitherapy complex for a specific disease at home and presentation of the latter at the following practical exercise; a massage treatment on relatives at home and at the following practical training – demonstration on a simulated patient; internet

research on the topic of the following practical exercise; modeling at home and presentation at the following practical training of a complete model (for dental mechanics); studying the types of surgical instruments and ability to discern and name them; etc.

### **DISCUSSION OF THE RESULTS:**

According to R. Voynova, 2008 and having in mind the laws of didactics, the individual work of the students should be regarded as interrelated and mutually dependent work of lecturers and students, since it always includes direct or indirect pedagogical guidance and appears as a result of two interrelated processes: study and training [1].

The independent work always has a *relatively independent nature*. It is performed individually by a trainee but under the supervision of a lecturer. The lecturer plans, manages and exercises controlling functions upon the performance of the tasks intended for individual work during the pre-graduation practice teaching. Such kind of control D. Todorina defines as *permanent indirect lecturer's management* [3, p. 187].

The results from the research show that for the purpose of achieving better efficiency the organization and management of the independent work of the trainee teachers is directed towards its correct separation into in-class and extracurricular activities.

The establishment of habits for independent work must begin during lectures. One of the conditions for this is prevalence of dialogue, reduction of the linear monologue-type spreading of information on behalf of the lecturer.

P. I. Pidkasisti describes the following types of independent work: under a template; reconstructive; variable and creative independent work [2, p. 87-101].

All of the above types of independent work find their place in the pre-graduation practice teaching. The independent work shown in the practice classes is present immediately after the demonstration which occupies the central place in the essential part and is performed by the trainee teacher. Its type is diverse. It can be both individual and group. The lecturer must take into consideration the fact that the demonstration is constantly observed by the students and that the educational process intends to not only establish theoretical and practical skills but also adoption of the professional behavior of the lecturer, his professional culture and training. After a slow repetition the students turn to be active subjects demonstrating not only manipulative skills but also mastered professional and ethical roles.

The extracurricular independent work intends to achieve not only professional but also social development of the personality of students and trainee teachers. The realization of the extracurricular independent work creates preconditions for increased motivation and satisfaction in the course of studies.

The creative independence of the students in the contemporary course of Healthcare management will lead to their establishment as future specialists.

#### **Conclusions:**

The independent work is a *cognitive and purposeful activity* which is accomplished by the trainees on the basis of educative objectives previously outlined by the lecturer.

It is a mutual, interrelated activity between lecturers and students. Its management during the pre-graduation practice training is accomplished under the conditions of creative partnership and clearly outlined subject-subject relations.

The independent work in the pre-graduation practice training has a relatively independent nature since it always includes direct or indirect pedagogical guidance.

The new conditions of strong competition at the European labour market impose reconsideration of the educational paradigm and humanist orientation of the impact lecturer – student in the direction of increased self-training.

This is why the main recommendation for the education of Bachelors in Healthcare Management is increase in the share of independent work throughout the entire course of studies.

**LITERATURE:**

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