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The methodology of health care training in the conditions of interaction medical specialists – children and adults with special needs

Abstract: The methodology of health education is devoted to a particularly important problem - the training of medical specialists for working with children and adults with special needs. This requires from her, in her probation at higher education institutions to train medical specialists: to learn and apply her main accents in dealing with these persons; to form highly qualified medical professionals to identify, perform and evaluate activities related to their own role in caring for a person with special needs - a child or an adult.

Keywords: methodology of healthcare training, interaction, medical specialists, children and adults with specific needs

The methodology of healthcare training focuses on the training of medical professionals to work with children and adults with special needs. This requires her, in her appraisal at higher education institutions, to train medical specialists: to master and apply her main accents in working with these persons; to form highly qualified medical professionals to identify, perform and evaluate activities related to their own role in the care of a person with special needs - a child or an adult; to focus on his or her health problem, which does not exclude satisfying all his needs; to help collect the necessary information; to be processed and specified through appropriate interventions; to evaluate the results. The interaction of medical specialists - children and adults with special needs requires logic and system to solve the health problem of the ill person.

The aim of the scientific communication is to reveal and outline the necessity of the methodology of health care training in the context of interaction between medical specialists - children and adults with special needs as a factor in the training process.

The subject of the study is the process and conditions in which the interaction between medical specialists - children and adults with special needs is a condition and a factor for the specific professional training of the medical specialists.

The object of the study is the implementation of the methodology of health care education in the higher school and the medical specialists working with children and adults with special needs.

In the course of the survey are used: survey method, purposefully included observation and pedagogical experiment.

In their daily professional activity, medical professionals meet and work with children and adults with special needs. This implies their knowledge of the interaction between medical specialists - children and adults with special needs and effective working with them.

The interaction between medical specialists - children and adults with special needs reflects the objective relationships and relationships between them. In the interaction, the unity of the influence of the methodology of training on health care and of the relevant activity of the medical specialists is realized. They are all interconnected and interacting [Rangelova, 2009, p. 131].

The methodology of training on health care helps the individual interaction of medical specialists with children and adults with special needs. It is a "specific form of interaction in which the activity of medical specialists is targeted at persons with special needs, their problems and the causes that have caused them. It affects the person in need of help in finding an optimal solution to solve her own problems. This interaction is able to solve the problems "on the basis of the methodology of health education training [Rangelova, 2009, p. 24].

The interaction between medical specialists - children and adults with special needs is "a system of consecutive actions that are carried out jointly over a given period of time and go through four stages: preliminary; initial; work and final" [Rangelova, 2009]. Each of these stages is presented in the methodology of health education training and is characterized by the unique dynamics requiring the skills of the medical specialists in their implementation. The first stage is a preliminary preparatory stage. The initial stage includes the first meetings in which medical professionals build a work contract for people requiring special care and needs. The working stage covers the time when the actual activity on the methodology of health education is carried out. At the final stage, medical specialists prepare children and adults with special needs for completing the relationship and the transition to a new way of life [Rangelova, 2009, p. 25].

The process of communication of medical specialists with persons with special needs is presented in the methodology of health education. They have to judge: how they will communicate with these people; what means they could use to trigger confidential communication; what options can offer the

child and the elderly with special needs in order to best solve their problems; to think about how to create emotional comfort in order to capture their emotional tension and to openly place their own open problems [Rangelova, 2009, p. 26-27].

During the second stage, medical specialists are required to specify the specific program for individual communication with the child and the elderly with special needs. Activities are included to solve the problem of the sick person. It outlines the responsibilities of each of the interacting systems and the sequential order in which they will be implemented. The program to address the problem of children and the elderly with special needs must be fully unanimously accepted by both parties involved in the interaction [Rangelova, 2009, p. 28].

In the third stage is the activity that helps to solve the problem of people with special needs. It is realized through forms and methods, which aim at finding an optimal solution for solving the problem. The decision also includes other factors that are relevant to the optimal realization of the open problem of children and adults with special needs. Various choices are offered by the needy person or his or her relatives [Rangelova, 2009, p.29].

In the final stage are summarized the results by assessing how effective solutions are found to the identified problem of people with special needs and what needs to be done in the near future when needed. Special attention is paid to the new way of life of children and adults with special needs [Rangelova, 2009, p. 30].

The methodology of health education provides the attention of medical specialists with their specific functions related to their interaction with children and adults with special needs. It provides solutions to their problems and their inclusion in the process of finding and finding a way out of them. Medical specialists and children and adults with special needs influence each other in the process of seeking and solving problems. The leading subject in this process is the medical specialists. They lead the entire process of information, regulatory and trust communication. They provide help in the following directions: clarifying the problem and the reasons that have caused it; looking for outreach options – from social services, from other institutions, from medical professionals themselves; stimulating the ill person to engage alone in the assisting process [Rangelova, 2009, p. 31].

The analysis of the methodology of health education provides a basis to outline the main components of the interaction model, namely: diagnosis of the problem: children and adults with special needs and the reasons that have caused it; predicting interaction; medical specialists - children and adults with

special needs; outlining resolving the problem in the future by phasing it out; principles on which communication professionals are based - children and adults with special needs; forms, methods and approaches to solving problems; analysis of the results of the support process; drawing conclusions on the level of assistance provided and the capabilities of the methods used in communicating with children and adults with special needs; outlining future interactions between medical specialists with children and adults with special needs with a view to the overall problem solving.

The research has shown that the specificities of both parties involved in the interaction - medical specialists - children and adults with special needs are taken into account when identifying and implementing the interaction methods. The leading subject who organizes it is the medical specialists. They select and use these methods of communication, which will allow the establishment of subject-entity relationships. Persons with special needs are placed in an active position and conditions are created to be an active subject in solving their own open problems. This in itself necessitates the continuous stimulation of the person to take an active position in the selection of the methods of searching and finding an optimal solution in solving his / her open problem.

The choice of methods for the realization of the interaction requires to outline the general and specific characteristics of the individual work methods. The common characteristics are: purposefulness - they are always aimed at solving the problem of the person with special needs and his personality; operability - enable the assisting process to be operational; determinations - their selection and application is determined by the peculiarities of the persons with special needs, their problem, the specificity of the micro environment, in which conditions the interaction is realized.

The conducted pedagogical experiment has shown that the specific characteristics considered in the healthcare education methodology are: specificity - always aimed at solving a specific problem for the specific person in the specific environment; activity-provoke the activity of the two subjects - people with special needs and the medical specialists; mobility is changing according to the specific needs of the person in need and the possibilities of medical professionals to help; complexity-allows to solve their problem in their entirety; to unify all the factors that can help solve their open problem.

The research conducted has proved that the general and specific characteristics of the interaction methods allow a more precise and clearer approach to their application in the daily communication between medical specialists and children and adults with special needs.

Respondents are of the opinion that the methods used in the interaction process are: narrative, talk, brainstorming, the example, suggestion of a specific situation, supporting a specific action, perspective; psychotrening; exercise; solving a case study.

It is interesting to see that the non-verbal methods of communication - the look, the gesture and the gestures, which are used by the medical specialists on a daily basis, take a special place in the relationship of medical specialists with children and adults with special needs. They create a special emotional flavor of communication when they are measured. They express the humane position when they stimulate empathy and the desire of the person with special needs to express openly their feelings and problems that excite them.

The purposeful monitoring included proves that very often the problems of children and adults with special needs are related to emerging or existing conflicts. This requires medical professionals to use conflict resolution as a method of impact and as a method of realizing interaction. It has been shown that by the degree of the severity of the controversies that arise, the conflicts are divided into: dissatisfaction, disagreement, counteraction, dissension and enmity.

The methodology of training in healthcare presents the optimal practical realization of the interaction between medical specialists - children and adults with special needs. It determines the knowledge and observance of the practically proven requirements and these are the rules related to the application of the methods of individual communication between the medical specialists and the persons with special needs as well as the rules of the individual communication between them. This has also proven the general and specific requirements for the selection and application of the methods of interaction, for interaction in the conditions of the health care training methodology.

Bibliography

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