

SUMMARY OF SCIENTIFIC WORKS

submitted for participation in the competition for occupation of the academic position "Professor" in the field of higher education 1. "Pedagogical sciences", professional field 1.3. "Pedagogy of Education in ...", specialty "Pedagogy of Education in Health Care", published in the State Gazette, issue. 62 / 06.08.2019 year.

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I participate in the competition for professor with 86 full-text publications, 16 of which are included in the reference for covering the minimum scientometric requirements (item 7). I submit 70 full-text publications for review. All were printed after occupying the academic position of Associate Professor. I present one monograph work and 3 individual textbooks.

The peer-reviewed publications are presented in an academic reference (Document №20) and a list of serial numbers denoted by Arabic numerals. According to the method of presentation, the scientific works are divided into three sections, designated as: monographs; independent textbooks; full-text articles in Bulgarian and foreign languages. The other two lists include monographs, stand-alone textbooks and full-text publications that were printed prior to taking up the academic position of Associate Professor and are not subject to review in this competition. They are:

- An **abstract** on the subject "**Educational-practical classes for the formation of the future specialist in the medical college**", an abstract of a dissertation for obtaining the scientific degree "Doctor", Sofia, 2005 year, 48 pages.
- A **monographic work** on the subject: "**Methodology for the Practical Training of Medical Specialists**", with ISBN 978-954-8606-51-6, «EXC - PRESS», 2007 year, 155 pages.
- **Three separate textbooks:**
 - ✓ **I. General and Special Nursing Care /Theoretical Aspects/**, ISBN-10: 954-487-075-X, ISBN-13: 978-954-487-075-1, «LITERA PRINT» JSC, 2006 year, 460 pages.
 - ✓ **II. General and Special Nursing Care /Practical - Applied Aspects/**, First Book. ISBN: 978-954-8686-27-1, «EXC - PRESS», 2007 year, 376 pages.
 - ✓ **III. General and Special Nursing Care /Practical - Applied Aspects/**, Second Book, with ISBN: 978-954-8686-28-8, «EXC - PRESS», 2007 year, 439 pages.
- 21 of the publications have been printed in Bulgarian and 13 abroad, which have been reviewed and have ISBNs.

In the submitted scientific papers and full-text publications for participation in this competition I am an independent author. A publication reference is provided. The distribution of publications is made according to their year of publication. An Arabic numeral indicates their serial number from the list of scientific papers.

The most significant part of the publication activity, in terms of both quantitative indicators and the significance of the results achieved, is related to the **methodology of training in health care**.

The monograph work "Methodology of Health Care Training", with ISBN 978-954-490-647-4, "ECS - PRESS" - Gabrovo; 2019, 336 pages. It is dedicated to a particularly significant issue - training in health care for students from the regulated fields - nurse, midwife, rehabilitator and others. Its content is based on the thesis that the formation of professional suitability, readiness and greater confidence in future healthcare professionals is conditioned by a thorough mastery not only of theoretical knowledge, but also of practical skills, habits and competences. The developed monograph aims to prove the need for a qualitatively new organization of the educational process carried out in the higher schools, which prepare the future health professionals. The main issues and directions, theoretical classes, educational and practical classes, clinical practice and pre-graduate internship in the system of theoretical and practical training and education of healthcare professionals are outlined.

The preparation of the students for their forthcoming independent professional activity is revealed. The organizational and pedagogical conditions are justified, which will contribute optimally to the change and formation of professional knowledge, skills, habits and competences of the trainee health professionals. The analysis makes it possible to establish that everything from the offered lectures, practical classes, clinical practice and pre-graduate internship conducted on the methodology of training in health care at the higher education school is a condition and factor for the formation of the future health specialist - nurse and midwife.

In the developed three separate textbooks:

- **I. "General and Special Nursing Care - Theoretical Aspects"**, ISBN 978-954-8606-90-5. «EXC - PRESS» - Gabrovo, 2008 year, 320 pages.
- **II. "Nursing and Midwifery - Philosophical Aspects"**, second revised and supplemented edition. ISBN: 978-954-490-420-3. «EXC - PRESS» - Gabrovo, 2013 year, 300 pages.
- **III. "General and Special Nursing Care / Practical Aspects / - Book I" / Second revised edition /**. ISBN: 978-954-490-269-8. «EXC - PRESS» - Gabrovo; 2011 year, 444 pages of students are offered educational content with specific characteristics. All the peculiarities of the pedagogical environment, the hospital and outpatient setting and the conditions under which nurses and midwives are trained are included. They create the conditions for the formation of professional knowledge, skills, habits and competences. They include all modules included in the curriculum of the regulated professions - Nurse and Midwife / Philosophy and Introduction to Nursing. Theoretical foundations; Philosophy and introduction to nursing and obstetric care. Theoretical foundations; Practical Foundations of Nursing Care. They are dedicated to mastering:
 - **Knowledge** of: hygiene care; somatic indicators; nutrition; administration of medicines; injection technique; desmurgy; special care for patients with: somatic, surgical and oncological diseases; special care in pediatrics; special care for neurologically, mentally and infectiously ill patients; special maternity and neonatal care, for adults, for children and adults with disabilities; special care for eye and ear and throat diseases; special home care; special care in intensive care and therapy care; palliative care.
 - **Skills** for: arranging a hospital bed; toilets; anthropometric measurements; examination and recording of somatic parameters (temperature, pulse, respiration, blood pressure and

diuresis); nutrition (of a newborn, breastfeeding and seriously ill patient); prescribing, receiving, distributing, storing, dispensing and reporting of medicines; preparation for injection and injection technique; dressing; preparation of the patient for examination; providing general and special healthcare for the needy person-child or adult.

The use of the methodology in teaching aids increases the time for extra-curricular independent work and thus increases the time for independent work during the actual training and clinical practice, which helps in the proper and quality assimilation of knowledge, professional skills, habits and competences. . At the same time, health care educators should identify those moments in the content of the methodology that would enrich students' knowledge, skills and professional habits, reconfigure their thinking, and motivate them in making the right decision and application statement. of quality healthcare for patients in need. Only then will each healthcare educator see and use the content reflected in the methodology in the direction of forming a quality healthcare professional. He could identify those problems that would direct students to think and analyze in the field of their chosen humanitarian profession.

The full-text publications submitted for review are 70 in number.

The most significant part of the publication activity, in terms of both quantitative indicators and the significance of the results achieved, is related to the methodology of training in health care. Important places in it occupy: **the realization of its formative function (№1), (№44); the formation of professional competences in future health professionals through it at the higher education institution (№12), (№14), (№15), (№30), (№47), (№50); the methodology of training in health care - a condition and factor for activating the cognitive activity of students in higher education (№8) and improving their quality of preparation (№5), (№20), (№24); methodology of health care training - professional partnership and interaction between health care educators and students - health professionals (№2), (№7).**

The methodology of training in health care in the educational process of higher education, preparing health professionals requires the application of modern technologies in medicine. It proposes to unify and standardize training so that future healthcare professionals are mobile and competitive. To provide quality health care for the needy. It was concluded that it is necessary to use it in the higher education school, preparing health professionals, because it organizes and manages the educational process. Active and planned educational and cognitive activity is provided. The developed content in the methodology motivates students to work in a simulated learning environment and a real hospital environment.

The Graduate School for the Training of Future Health Care Professionals (№21), (№27), (№40), (№42), (№52), (№56) is a condition and factor for the acquisition of professionally relevant and moral knowledge, skills and competences, necessary for any healthcare professional. Globalization processes are increasingly pressing for the quality of training of healthcare professionals in higher education. The educational process in it has the important social task of preparing professionals capable of performing quality professional activity with virtues built up. The methodology of training in health care determines the goals of teaching and the formation of professional competencies for students, which they need in their professional activity. The teacher with his activity is a major factor in this.

The continuous increase of patients' needs for quality medical and health care is ensured through the training of healthcare professionals and the formation of their professional competences. This contributes to alleviating changes related to the sharp increase in the number of elderly people and to increasing chronic morbidity and diseases related to their quality and lifestyle.

The conclusion can be drawn about the **role and place** of the methodology of training in health care in the process of formation of professional competences in higher education. It is a **condition and factor** for the formation of professional competences. Provides active and planned **educational and cognitive activity**. It acquires **professional knowledge, skills and competences**. Forms **professionally significant personal qualities** necessary for specialists for their future professional activity.

The methodology of health care education as a professional partnership and interaction between health care educators and future healthcare professionals requires the implementation of complex approaches to increase the modern requirements in the education of students in higher education.

The challenges of time determine the need to train healthcare professionals who are able to: think globally but according to specific conditions. Be prepared to manage their own development. Take responsibility for their own professional activities. To live and work with other people.

Modern didactic technologies find application in the preparation and implementation of the educational process in higher education. This implies an increase in the quality of the special, integrated and complex healthcare provided to the patient. **Didactic technologies in higher education (№4), activating learning technologies applied in practical training forms (№63), as well as didactic conditions for organizing and managing students' independent work (№31), (№48), (№62), (№67) support the development of professional skills (№17) and the formation of healthcare professionals.**

The main directions of pedagogical activity in health care and in the preparation of health care specialists in the higher education are directed to: preparation of highly qualified health care specialists; a multidisciplinary approach to healthcare; continuous training of health professionals and high quality of their education through innovative pedagogical technologies; participation in the development and implementation of health care research projects.

The educational process in higher education has the important social task of preparing professionals capable of performing quality professional work with virtues built up. Training of health care professionals to work with children and adults with special needs is conducted at the higher education institution in accordance with the Uniform State Requirements.

The specificity of the training of healthcare professionals for working with children and adults with special needs (3) implies the application of the methodology of training in the conditions of interaction medical specialists - children and adults with special needs (№6), (№11), (№13) , the training of nurses in the provision of nursing care for children and adults with physical disabilities (№60), and the university training of nurses to work with children and adults with special needs (№22), (№34).

The building of the professional image of a health care specialist in higher education is defined as a continuous, organized, purposeful, consistent and bilateral process. A process of active interaction and equal participation of the health care educator and future specialists, through which students acquire not only a certain system of knowledge, skills and competences, but also build and develop themselves as highly qualified health care professionals, carriers of well-established profession personal qualities.

The expected results of the training of health care professionals to work with children and adults with special needs can be presented as: to obtain the necessary scientific information on the problems of theory and practical orientation of health care provided for children and adults with disabilities. To form knowledge, skills, and competencies for the need to provide the right,

quality and scientifically sound healthcare for the needy. To build the necessary moral and ethical qualities in the future health care specialist. Globalization processes are increasingly pressing for the training of healthcare professionals to work with children and adults with special needs.

The healthcare education methodology, with its current requirements for higher education, is an innovative condition and factor in the application of technologies and approaches that support the formation of future healthcare professionals (№9). The application of the methodology implies the innovativeness of the approaches that determine the unity between teaching and the formation of professional competences. Innovative approaches complement the traditionally used approaches and are used by both teachers and students.

The advances in medical science and practice call for a renewal of health and disease theory. New requirements are being set for the training of healthcare professionals with higher education. The new challenges determine the need to train professionals who are able to think globally, but according to specific conditions, be prepared to manage their own development, to take responsibility for their own destiny, to live and work with others.

The educational process conducted at the higher education institution, which prepares health professionals, depends to a large extent on the teacher, his personality, professional activity, communication style and leadership. The process of personal and professional development of the future health care professional includes the purposeful, systematic and specially organized interaction between the subjects of education and upbringing, between the society and the individual, between the individual and the social communities. The teacher has the important social task of training professionals capable of performing quality professional activities and with the virtues they need to carry out their daily human activities.

The personal and professional development of the health care teacher at the higher education institution (№28), (№46), the health care teacher-medical professional and teacher (№19), (№45), ethics and culture of organizational behavior (№23) are discussed in the above publications.

Physical education and sport as a motivation for healthy lifestyles and professional needs in future health professionals (№29), (№64), (№65). Physical education in higher education is a purposeful and organized process that creates optimal conditions for attaining a healthy status of a student studying for a health care specialist. After the maximum utilized physical potential of the student, skills for maintaining and developing optimal health status are formed. This is a basic condition for its intellectual development. Physical education is related to the humanistic nature of physical education in higher education and contributes to the overall development of the student personality.

Prevention to promote and preserve the health of future healthcare professionals (№25). The health motivation and professional need for physical education and sport of specialists studying at higher education is defined as a specific type, a system of vital activities aimed at preserving and improving their health. **Physical education and sport in health care (№16).** Achieving them an optimal health status is a synthesized expression of the basic, typical for the student traits of positive health behavior, direction and purpose in the system integrity - protecting and enhancing their health.

Physical education leads to the achievement of optimal health status of the student studying for a health care specialist, since physical well-being and good physical preparation are an important condition and prerequisite for good health and high professional realization in the care of human health - healthy or sick. A person skilled in the art is considered physically fit to

be able to effectively meet the ordinary and unusual requirements encountered in his or her daily routine in a real hospital environment.

Humanization of the training of healthcare professionals (№58), (№66), (№69). The humanization of the pedagogical process in higher education in the training of health care professionals is achieved through creative communication between teachers and students. As a result, with the help of joint pedagogical activities, the future specialists form human relations with the manifestation of humanity in all its dimensions. In the daily communication and care of the patient in the course of training, human relationships are manifested and humanity is evident.

The pedagogical process in higher education is optimal if: it offers scientifically accurate information for the provision of general and special health care for a person - healthy or sick; reveals the overall system of scientific medical knowledge; Acknowledges the degree of formation of the intellectual and moral culture of future healthcare professionals, their needs and interests in the field of medical scientific knowledge; the professional relevance of the medical information provided; establishing harmony between the knowledge offered and the expectations of the students; developing students' creative thinking; mastering the skills for optimal personal and group communication; mastery of medical knowledge and formation of professional skills and habits; fostering humane teacher-student-medical-patient-family relations, mutual respect and homage.

Methodology for applied research, research and publications in nursing (№70). High School - Center for Scientific Medical-Pedagogical Research of Health Care Professionals (№33). Scientific and pedagogical research in higher education is aimed at solving the problems in the education and training of healthcare professionals. Their main characteristic is the generation of new ideas and the acquisition of new knowledge about the studied object. They are a process of obtaining information about the medico - social and pedagogical processes and phenomena.

Medico-pedagogical aspects of (№36), (№38), (№39). Medico-pedagogical aspects of a healthy lifestyle in a future healthcare professional. The medical and pedagogical problems of the future health care specialist are multifactorial. The healthy lifestyle of the future health care specialist is the goal and result of the optimal course of health education and the degree of development of its health culture. Systematic health education in higher education is a necessary condition for mastering knowledge and developing skills for physical and mental health.

Relationships future medical specialist-patient (№43), (№51) health care professionals in the learning process of the patient (№37), (№35), (№49), (№53), (№55), the rights of the patient (№26), (№68).

Adaptation (№41), (№59), Adaptation of the future medical specialist in the hospital environment. Adaptation of the future healthcare professional is leading in planning, organizing, conducting, coordinating, controlling the care of the needy person. Its important function is also the optimal selection of adaptation methods so that they can effectively support him in the real hospital environment

Practical preparation (№54), (№57), (№61). The clinical practice as a form of optimal professional training for the future medical professionals. Clinical practice in the system of training of healthcare professionals is a basic form, a basic technology in the system of preparation, organization and management of the educational process in the higher medical school.

Psychological-didactic characteristics of mental work (№32) Educational educative process in the high school is a prerequisite condition for maintaining good health of students,

high mental capacity, professional success and prevent them \rightarrow mental fatigue. Proper formation of the professional health care is possible only in providing optimum theoretical and practical training, testing procedures, rational recreation, nutrition, sleep, physical activity and motivation.

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Signature:.....

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