

Methodological and theoretical aspects of the educational curriculum of physical education in current medical education

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Abstract

Background. The starting point is the idea of providing professionally and physically well trained medical staff, capable of providing high quality health care, effective services at high professional standards, while respecting the principles of medical ethics and deontology.

Aims. The aim of this paper was to present methodical-theoretical aspects of the physical education curriculum in academic medical education in the Republic of Moldova today.

Methods. This paper analyzed 5 curricula used over the past 20 years in the universities of Moldova. The investigation was performed on a representative sample of students (years I-IV) and residents (3rd year) of the “Nicolae Testemițanu” SMPhU, as well as family doctors of primary health care. The subjects were divided into 2 groups: group I (experimental group), including 50 students (years I-IV) and residents who attended physical education classes, and group II (control group), including 50 students (years I-IV) and residents who did not attend physical education classes. Both groups were submitted to an interview and a proxy interview, and for data collection, the *Questionnaire for students* and the *Questionnaire for family doctors* were used.

Results. Only 53.3% of the respondents feel that the academic discipline of physical education plays an important role in professional training, of which 66.6% recognize its direct contribution. According to family doctors, the priority task of physical education in higher medical-pharmaceutical education is the sanogenic one (80.0%). The current curriculum is assessed as inadequate by 46.7%, as formal by 20.0%, and as perfect by 33.3% of the respondents. At the same time, the reality of the practice of the content of the curriculum fully coincides with the respondents' opinion in 33.3% of the cases. The majority of the respondents focus on the prevalence of theoretical lessons (26.7%) and methods (33.3%), versus practical activities (40.0%).

The essence and the content of the professional-applicative physical training of the medical specialist is acknowledged by 80% of the respondents, of which 91.7% believe that it contributes to overall physical training.

It should be noted that 80% of the respondents are of the opinion that gymnastics is the pedagogical system of physical culture with a major potential educational influence on social-professional skills. The majority of the respondents (46.7%) believe that the University treats the discipline of physical education at an equal level with other disciplines, while 33.3% think that it receives increased attention.

Conclusions. The situation created requires the finding of solutions for the implementation of programs, which should meet at least one basic ethical principle. This principle would require physical education activities under the guidance of a teacher, depending on the initial level of health and fitness of the individual identified following the evaluation of specific indicators, taking into account the students' options.

Keywords: physical education, curriculum of higher medical education, health care, student, sports, education reform.