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ACTIVATION AND FORMATION OF CREATIVE POTENTIAL OF STUDENTS-MEDICS

Ruslana Slukhenska

**The Higher State Educational Establishment of Ukraine
«Bukovinian State Medical University», Chernivtsi, Ukraine**

skukhenskarus@gmail.com

Ivan Tsurkan

**The Higher State Educational Establishment of Ukraine
«Bukovinian State Medical University», Chernivtsi, Ukraine**

Abstract

The need of activation of creative potential of future doctors is increased during their studying at HEI, under the conditions of the market economy, when provision of medical service becomes an area of high professional competence and new requirements are put forward towards doctor's personality. The problem of activation a formation of creative potential of students-medics is considered in the article. The development of structurally-functional model and theoretical grounding of pedagogical conditions of formation of creative potential of future doctors during studying at higher educational institution are aim of the article.

Key words: activation, formation, creative potential, medical sphere, student-medic, medical deontology.

Setting the problem. Activation of creative potential of students, including future doctors, depends on many factors, both external (social, political, economic, cultural transformations in society, activity of medical educational institutions, university clinics, interaction with other educational and non-governmental organizations, communication with classmates – future colleagues, teachers-doctors, emotional climate in educational professionally-oriented environment) and internal (natural abilities, potential creative skills of a student, motivation, personal system of values, responsibility, empathy attitude towards people, ability

to searching of novelty, desire of constant self-development and self-improvement as personality and professional).

Historiography. The idea of formation of creative potential of future doctors is based on researches of this phenomenon in the realm of pedagogy (Ye. Adakin, V. Andreyev, V. Verbets, L. Vyhotskyi, M. Diachenko, I. Ziaziun, N. Kasatkina, V.Kremen, N. Kuzmin, N. Yakovlieva and other), psychology (N. Vyshniakov, J.Hillfort, V. Klymenko, O. Matiushkin, V. Moliako, Ya. Ponomarev, V. Rybalka, V. Romenets, K. Taylor, E. Torrens and other), sociology (N. Martynovych, O.Ovakimian and other). Different factors impact on development of creative potential of future doctor. Psychological problems of a personality's development were studied by: L. Bozhovych, D. Elkonin, L. Vyhotskyi, etc.), and pedagogues (S.Kozlova, I. Mudryk, T. Ponimanska, M. Fitsula, I. Yashchuk, and other). In particular, S. Kozlova and T. Ponimanska define heredity, environment and upbringing as factors of development of personality, namely biological and social factors. However, the problem of formation of a personality of future doctor (including creative potential) remains unexplored, that is shown up in absence of single understanding of the content of this phenomenon, developed model and approved pedagogical conditions, in spite of considerable interest of scientists to problems of development of a future specialist.

Aim of the article: to develop structurally-functional model and theoretically ground pedagogical conditions of formation of creative potential of future doctors in the process of professional preparation.

Presentation of main material. According to principles of medical deontology, development of spiritual and moral qualities of future doctors and formation of their creative potential occur at integrally-spiritual and personal levels, taking into account needs of students themselves, on the basis of not only principles of medical ethics, but on

creative self-realization, self-improvement, norms of behavior. The attention is paid on novelty and social significance of results of creative activity in pedagogy during studying of phenomenon of creativity, as its main criteria. Creativity is understood as the process of assimilation of material and spiritual values created by humanity, when formation and development of creative personality in pedagogical science.

According to definition of A. Brushlynskyi, creativity – is discovery of unknown, creation of new, overcoming the stereotypes and patterns. According to L. Vyhotskyi, Ya. Ponomariov, S. Rubinshtein, occurrence and development of new structures, new knowledge, new methods of activity, when something new and original is created, that is entered into history of development of not only a creator, but science, art, etc., is main in creativity.

According to the opinion of reformer of antique medicine, ancient Greek doctor Hippocrates, a doctor is similar to God, and it is not a big difference – between wisdom and medicine, as all that is searched for wisdom – it all is in medicine [5]. A doctor – is uninsulated from the pulse of life of society, from its problems, from spiritual health of people – work of a doctor enters with thin threads into very deep spheres of life [8]. That's why, enormously important task stands for higher medical education today: professional preparation of a doctor of s new type – personality, who would harmoniously combine professional competence and deep knowledge in branch of medicine – on one hand, with active public position, high level of tolerance, on the other hand – with creative potential. Extremely important role belongs to formation of special medicinal outlook, creative (clinical) thinking, system of values guides, humanistic ideals, etc.

«The problem of quality of education is gradually established as main criterion of comparison of efficiency, wider – viability of not only

educational, but social systems» under modern conditions [4]. Education becomes predominant subsystem of society in social dimension, which: defines the level and quality of development of economy and labor; appears as strategic resource of functioning of state and political structures; is a fundamental principle of socialization of personality [3]. At present, society needs highly-qualified doctors with intellectually developed professional outlook, high level of creative potential, doctors who are able to independently make decisions in balanced way in objectively-practical and spiritually-theoretical spheres of their activity [11, p. 254]. Among factors of development of personality, A. Mudryk isolates mega-factors (space, planet, world), macro-factors (country, ethnos, society, state), meso-factors (locality and type of settlement, mass media, affiliation to a certain culture) and micro-factors (family, group of same age, educational organizations, micro-society) [9].

The row of scientists assumes educational system to be an important factor of actualization of creative potential of a student, that is considered as creative educational space (V. Bezpalko, D. Bohoyavlenska, L. Vilenskyi, B. Lyhachva, V. Mesheriakova, L. Novikova, N. Selivanova, V. Slastionin). According to Russian researcher T. Loshakova, comfort educational environment – is favorable conditions for development and formation of a personality, population of conditions, which define congenial climate for actualization of potential of all participants of educational process [7]. Educational environment represents interrelation of conditions, which provide education of a person with direct participation of an individual in educational environment, availability of mutual influence and interaction of surroundings with a subject [1].

Environment is a social phenomenon for its nature, that covers whole totality of external circumstances, conditions, with which life and

development of a personality are connected. Environment directly impacts on formation of personality. All components of which it is consisted on, have a certain positive or negative impact [2].

Structural components of pedagogically comfort environment are creative benevolent atmosphere, situation of success, improvisation (as ability to focus powers of soul ad mind, memory reserves) that must become starting mechanism in complicated process of activation of creative potential of students. Medical environment is the most comfort and the most necessary educational one for preparation of a future doctor and in particular, for formation and development of spiritually-creative potential, where creative atmosphere, high culture of professional dialogue, dynamics of a discussion and searching of truth, pedagogical cooperation «a teacher – a student», spiritual interrelation and continuous enrichment of experience of professional medicinal practice are dominating.

Teachers have to learn how to recognize creative potential of a personality of each student-medic and to predict realization of their abilities in perspective in professional activity in the process of professional preparation of future doctors. Taking into account necessity of purposeful preparation of teachers to formation of creative potential of future doctors, we gave special attention to organization of psychologically-pedagogical seminar «Professional creative educational environment» in the context of our investigation – for teachers of disciplines of humanitarian cycle with the aim of creation of pedagogical conditions of development of creative potential of future doctors.

Conversations with teachers and questionnaire were conducted with the aim of the most appropriate choice of topics for lessons of the seminar before planning of its proceedings, the problems where revealed

in the process, which cause complications concerning formation of creative educational environment.

Thematic plan of the seminar «Professionally-creative educational environment» is designed for 10 hours: Topic 1. Content and essence of the concept «creative potential of a future doctor». Topic 2. Educational creative professionally-oriented environment – guaranty of success of educational process at medical HEI. Topic 3. Educational environment of future doctors as opened, complicated, integrated, dynamic system. Topic 4. Deontology values in the structure of educational creative environment, professionally-oriented into medicinal environment. Topic 5. Professional cooperation and spiritually-creative interaction of teachers and students in educational process of higher medical educational institution. Topic 6. Creative educational environment as urgent condition of development of creative potential of students-medics. Topic 7. Improvised field of activity in scope of educational environment of future doctors. Topic 8. Interactive methods of education of future doctors in the process of professional preparation. Topic 9. Personal and professionally-creative self-development and self-improvement of future doctors in the context of professionally-creative educational environment. Topic 10. Enrichment of students by experience of professional activity and creative self-realization as one of functions of creative educational environment. Topic 11. Pedagogical conditions of formation of creative potential of future doctors in the process of professional preparation. Topic 12. The impact of educational environment on the formation of principles of professionalism of future doctor.

It has been established in the result of analysis of questionnaires of participants of interrogation, that according to reviews of listeners of the seminar, its thematic plan satisfied their needs on 93% concerning the

problem of creation of pedagogically comfortable professionally-oriented environment; requests and suggestions of teachers were maximum included during planning of the work.

Transforming abilities objectively promote the development of personal and professional features of a future doctor under the conditions of creative educational environment and specific activity, therefore, teaching of disciplines of humanitarian cycle must be also directed into the formation of creative abilities of students-medics.

Formation of creative educational environment provides development of creative potential of a future doctor by introduction of non-standard methods of educational activity, organization of searching, investigative activity, promotion of initiative towards searching of own targets, etc. According to O. Kachalov, pedagogically comfortable environment – is pedagogical reality, that contains specially organized conditions for favorable passing of formation of creative individuality of students, as well as possibility for their self-realization, thus, relations between participants of educational process acquire the character of mutual communication, co-creativity. The researcher singles out structural components of pedagogically comfortable environment, which provide its efficiency and results: formation of creative benevolent atmosphere, organization of individual situation of success, promotion of self-realization of students [6].

According to T. Tymofiyeva, special role belongs to a curator of a group in education of a student-medic. Educational mission is shown up in each fact of behavior and activity, in appearance, language and communication manner of a curator. Statement, that «educators cannot make another person better than they are themselves» is rightful, that's why, they have to always correct their qualities, appearance, voice, emotions, – all that is primarily perceived by pupils.

Curator is able to submit the feeling of pride for a chosen profession and desire of self-realization. Curator – is a mentor and organizer, educator and consultant for students of a group. They must direct educational work of a group, develop students' activity, independence, initiative, feeling of responsibility and interest in studying [10].

Factors, that promote development of creative potential of future doctors are activated under conditions of creative educational environment, namely: establishment of humanistic interpersonal relations as basis of development of creative potential; setting of problematic questions, solving of which provides pedagogical cooperation and creative interaction between a teacher and students; organization of mutual creative activity of students and teachers, that promotes accumulation and transmission of experience of creative activity; creative approach towards management development of creative potential of future doctors; using of individual, collective educational-creative tasks, which stimulate displaying of creative potential and ability to work in team; combination of individual and collective forms of educational activity of students; self-organization of active cognitively-creative individual work of future doctors; construction of professionally-medical situations, which stimulate creative (clinical) thinking, self-development of professional consciousness and dialogue culture, creative approach towards solving of professional tasks; using of individually-creative education, that provides studying of individual professionally-meaningful abilities of students and their further creative development in the process of education; providing of interrelation of higher school with professional environment, strengthening of professionally-creative direction of education.

As follows, it is possible to outline factors, that condition formation of creative potential of a future doctor: external (needs of society to have decent, highly qualified medical workers, who are psychologically and socially ready to medicinal activity under new conditions and are able for a constant professional self-improvement; globalization of education targets, creation of European scientific and educational environment for increasing of competitiveness and mobility of graduates of higher medical educational institutions at European labor market) and internal (strengthening of the role of personal qualities: spirituality, professional flexibility, initiative, opportuneness towards new, creative (clinical) thinking, communication skills, which must be constantly developed and improved).

Conclusions. The need of activation of creative potential of future doctors is increased during their studying at HEI, under the conditions of the market economy, when provision of medical service becomes an area of high professional competence and new requirements are put forward towards doctor's personality, and therefore – definition of the factors of the impact on this process. As today, hygiene of spiritual health is the same necessary for life as physical health, that's why, it is very important task to teach a future doctor to creatively think, discuss, clearly express and prove own views, to search the most optimal ways of solving a problem.

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