

PROFESSIONAL COMPETENCE IN TRAINING NURSES IN CONDITIONS OF MODERN EDUCATION

ПРОФЕСІЙНА КОМПЕТЕНТНІСТЬ У ПІДГОТОВЦІ МЕДИЧНИХ СЕСТЕР В УМОВАХ СУЧАСНОЇ ОСВІТИ

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Abstract. The article reveals the questions of formation of professional competence of future nurses in the conditions of modern education. The attention is paid to the types and components of professional competence. Practical training is considered on the basis of a competent approach, organizational and methodological support and the role of teachers in the educational process.

Keywords: professional competence, competence approach, education, nurse, practical training.

Анотація: У статті розкриваються питання формування професійної компетентності майбутніх медичних сестер в умовах сучасної освіти. Звернуто увагу на види та компоненти професійної компетентності. Розглядається практична підготовка на основі компетентнісного підходу, організаційно-методичне забезпечення та роль викладачів у навчальному процесі.

Ключові слова: професійна компетентність, компетентнісний підхід, освіта, медична сестра, практична підготовка.

Introduction. Currently, the modernization of the education system is based on a competent approach. New standards of education are developed, in which requirements to graduate level are prescribed in the categories of competence. The criterion of quality of preparation of students for professional activity is their professional competence. In scientific literature, competence is seen as the result of education, which is expressed in the readiness of the subject to effectively organize internal and external resources to achieve a specific goal.

The **purpose** of this work is to consider the issue related to the formation of professional competence, which ensures the effectiveness of training and competitiveness of future nurses.

Results. A system of education can be considered effective when the result of its activities is a competent person who possesses not only knowledge, professionalism, high moral qualities, but can act adequately in appropriate situations, applying this knowledge and assuming responsibility for this activity [1].

The level of professional competence of future specialists depends not only on the personal interest of students in obtaining theoretical knowledge and mastering them in practice, but also on the quality of the provided educational services. As a requirement for the results of the development of educational programs for the training of a nurse in the field of health, the Standard of Higher Education states a comprehensive list of professional and general competences to be held by a graduate.

In the study of V. Kraevsky, the following general components are identified as part of any competence: motivation-target (indicates the presence of the motive to reach the goal, readiness and interests to work, formulation and awareness of the goals of the activity); cognitive (disclosed as the availability of knowledge, skills and ability to apply them in professional activities; their ability to analyze, classify and systematize); operational-activity (demonstrating the efficiency and productivity of the activity, application in practice of the acquired knowledge and skills); reflexive (provides readiness of the person to find

solutions to the problems arising before their creative transformation based on the analysis of their activities, due to the fact that the amount of knowledge and skills does not provide the necessary development of the potential of the person) [2].

Professional competence is the possession of a certain set of special competences that allow a person to use his or her potential, to carry out complex activities, to adapt promptly and successfully in a professional environment, including a valuable attitude to the professional situation in which it operates. In connection with the need of a society in highly skilled professionals, special responsibility rests on the system of higher education, including medical [3].

There are following types of professional competence: special (owning professional activity at a rather high level, the ability to design their further professional development); social and communicative (possession of common professional activity, cooperation, and also adopted in this profession methods of professional communication, social responsibility for the results of their professional work); personal (possession of methods of personal self-expression and self-development, means of confrontation with professional deformations of the individual); individual (possession of methods of self-realization and development of individuality within the profession, readiness for professional growth, ability to individual self-preservation, stability in professional aging, ability to organize their work rationally); professional law (knowledge of legislation, regulations, orders, instructions and all legal attributes and their ability to apply them in the practice of professional activities) [4].

In the research I. Korotayeva noted five components in the professional competence of a future specialist: cognitive (meaning the presence of theoretical knowledge in a particular subject field); activity (this is a set of skills that allow you to carry out professional activities); personal (possession of methods of reflection and self-awareness); motivational (a set of personal qualities that determine the motive for self-development, the ability to study throughout life, improve and



deepen professional knowledge); communicative-operational (the ability of an individual to communicate, work in a team, interaction with other members of society) [2].

Given the level of development of modern medicine, particular attention is paid to the gaining of practical skills and the ability to apply the obtained theoretical knowledge in real conditions. It is aimed at modern educational programs of the educational process, which allows students to form professional competence.

A nurse at the present stage is a highly qualified specialist capable of performing treatment and prevention tasks, developing a plan of measures for the implementation of nursing care, assessing the effectiveness of the provision of assistance, and is able to organize emergency treatment and disease prevention measures. Its task is to reduce the serious and inadequate reactions, to create a patient's reasonable attitude to the disease, which will ensure the best treatment of the treatment regime.

The professional competence of a nurse is based not only on the knowledge and ability to provide medical and preventive care, but also on the ability to successfully interact with patients in order to ascertain not only objective but also personal causes of the disease [4].

The European Credit Transfer System (ECTS) of education contributes to the development of competences of young professionals, but it requires a detailed development of a system of teaching and methodological support taking into account the individual characteristics of students.

Organizational and methodological support of practical training of students envisages: optimization of forms of organization of training; orientation of the contents of educational material of professional disciplines for the future professional activity of a specialist, on the development of professional motivation; ensuring the interconnection of theoretical and practical training; systematic formation of motivational units for independent work in mastering the future specialty.

The formation of the professional competence of students is influenced by: the professional-cognitive interest and professional orientation of the student; material and technical base of the educational institution; methodology of training in higher educational establishments; professional competence of teachers; cognitive and special abilities of the student; content of practical training; forms and methods of practical training [4].

The use of high-tech information resources, the development of distance learning of the university environment MOODLE, the possibility of using multimedia presentations help modern students to master the necessary professional skills, based on modern models of professional competence formation.

The basic skills and abilities obtained during the study at the university are used in the process of student work with patients in the course of production and pre-diploma practice. Practical training of students is a compulsory component of an educational-professional program for the acquisition of an educational degree and is aimed at acquiring their professional skills and abilities. The practice of nurses involves learning the ability to correctly think clinically, assess the patient's con-

dition, master the technique of nursing manipulations thoroughly, plan a nursing care for a patient, evaluate his results, choose the right tactic for emergency treatment, take preventive measures, promote a healthy lifestyle, acquire skills of applying the basic principles of nursing medical ethics and deontology, and observing infectious safety.

Practical training creates conditions for enrichment of life experiences, expansion of social contacts of a student, formation of skills of self-management. Communicating in the offices of hospitals and clinics with senior colleagues, participating in solving production problems, the student manages, develops and establishes special knowledge and skills. The process of organizing the professional training of future specialists is a means of developing their professional competence [4].

Thus, not only the quality of mastering the theoretical material, but also the competently organized production and pre-diploma practice, which allows applying the totality of theoretical knowledge, as well as improving practical skills, plays a huge role in shaping the future of a qualified specialist.

Competently planned and effective pedagogical management of the process of formation of professional competence of students is possible only with the professional readiness of teachers to implement a competent approach in the educational process, which will allow students to actively participate in various forms of theoretical and practical work [3].

Modern education implies the presence of high requirements and personal qualities of the teacher, innovative character of thinking, readiness for constant changes, communication in different conditions for the disclosure of their creative potential and potential of future specialists. These requirements should be implemented in specially constructed systems of vocational training, providing a comprehensive impact on the formation and development of leading professional competencies [1, 2].

The formation of the professional competence of future nurses should be manageable, purposeful, step-by-step process. This requires: ownership of the principles of mutual cooperation, the combination of professional qualities and personal attitudes, the desire for self-development and self-realization in their future professional activities [5].

Conclusions. 1. Competence of students is one of the important indicators of the quality of education and pedagogical process in a higher educational institution.

2. The application of a competent approach in the training of specialists involves the awareness of all subjects of the educational process of the ultimate goal of their activities: training a specialist who has both key and special professional competencies, able to solve various tasks of professional practice, ready for innovation in the professional field, has a high motivational focus on high-performance work, is aware of the social significance of his profession.

3. Practical training of future nurses is one of the important components of qualitative professional training, as it promotes a deeper perception of the chosen specialty and faster adaptation to working conditions in market conditions.

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