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PEDAGOGICAL CONDITIONS FOR EFFECTIVE FORMATION OF THE CREATIVE POTENTIAL IN FUTURE NURSES IN THE PROCESS OF PROFESSIONAL TRAINING

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The article outlines the pedagogical conditions for the effective formation of the creative potential in future nurses in the process of professional training. The emphasis is laid on the need to use the interactive teaching methods, individualization of the educational process and the implementation of modern information technologies. The role of the educationalist as a facilitator of students' creative activity is considered. It is emphasized that modern professional education is aimed not only at the formation of competencies, but also at the development of the creative potential in the future specialist's personality.

It has been shown that pedagogical conditions for the implementation of an activity approach in the formation of students' creative potential include several interrelated aspects, among which motivational-reflective one provides motivation for activity, partnership interaction in the "teacher – students" system, creates a positive emotional environment, a situation of success and provides an appropriate individual trajectory of professional self-development of students, which stimulates their activity, independence and professional growth.

At large, motivational-reflective conditions for the development of creative potential in the professional education system contribute to the formation of a competitive, active and creative specialist in the field of health care.

It has been noted that internal motivation stimulates students to deeply understand and master the educational material, develop their interest in the medical profession.

The main forms, methods and means of the educational and methodological process are considered. It is concluded that the implementation of the developed pedagogical conditions, which provide systemic and comprehensive support at all stages of the educational process, allows creating an effective and optimal socio-pedagogical environment for the active participation of students in the educational process, for the formation of their consciousness and development of independence, responsibility and creative qualities. Thanks to this, students develop general and special competencies when studying educational components for formation of competence-based and creative potential.

Keywords: pedagogical conditions, creative potential, nurses, medical education.

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ПЕДАГОГІЧНІ УМОВИ ЕФЕКТИВНОГО ФОРМУВАННЯ ТВОРЧОГО ПОТЕНЦІАЛУ МАЙБУТНІХ МЕДИЧНИХ СЕСТЕР У ПРОЦЕСІ ФАХОВОЇ ПІДГОТОВКИ

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У статті окреслено педагогічні умови ефективного формування творчого потенціалу майбутніх медичних сестер у процесі фахової підготовки. Акцентовано увагу на необхідності застосування інтерактивних методів навчання, індивідуалізації освітнього процесу та використання сучасних інформаційних технологій. Розглянуто роль педагогічного працівника, як фасилітатора творчої активності студентів. Наголошено, що сучасна професійна освіта спрямована не лише на формування компетентностей, а й на розвиток творчого потенціалу особистості майбутнього фахівця.

Показано, що педагогічні умови щодо реалізації діяльнісного підходу у формуванні творчого потенціалу студентів включають кілька взаємопов'язаних аспектів, серед яких мотиваційно-рефлексивний забезпечує мотивацію до діяльності, партнерську взаємодію у системі "викладач – студенти", створює позитивне емоційне середовище, ситуацію успіху та забезпечує відповідну індивідуальну траєкторію професійного саморозвитку студентів, що стимулює їхню активність, самостійність і професійне зростання.

У цілому, мотиваційно-рефлексивні умови розвитку творчого потенціалу у системі професійної освіти сприяють формуванню конкурентоспроможного, ініціативного та креативного фахівця у галузі охорони здоров'я.

Зазначено, що внутрішня мотивація стимулює здобувачів освіти до глибокого осмислення та засвоєння навчального матеріалу, розвитку інтересу до медичної професії.

Розглянуто основні форми, методи та засоби навчально-методичного процесу. Зроблено висновок, що реалізація розроблених педагогічних умов, які забезпечують системну та комплексну підтримку на всьому етапі освітнього процесу, дозволяють створити ефективне та оптимальне соціально-педагогічне середовище для активної участі студентів у освітньому процесі, для формування їхньої свідомості, розвитку самостійності, відповідальності і творчих якостей. Завдяки цьому здобувачі освіти розвивають загальні та спеціальні компетентності при вивченні освітніх компонентів для формування компетентнісного та творчого потенціалу.

Ключові слова: педагогічні умови, творчий потенціал, медичні сестри, медична освіта.

Introduction of the issue. New socio-economic conditions in Ukraine place at the forefront of pedagogical research the issues of improving the content and process of professional training, developing its models, and introducing new specialties that the labor market expects. The educational policy of Ukraine at the present stage is based on the principles of democratization and humanism, focusing on achieving world standards, reviving an original national character, radically improving the content, forms and methods of teaching, and increasing the intellectual potential of the country. In modern conditions, society's attention is increasing to all types of education, which is considered the most important factor of social and economic progress. The main value of a democratic society is a person capable of searching for and mastering new knowledge, making non-standard

decisions. One of the reasons for the actualization of the philosophy of education stems from the crisis of education, revealing the need of drastic changing the social role of education in modern world [2: 4].

Current state of the issue. At the present stage of socio-economic development of Ukraine, the Ministry of Health of Ukraine pays considerable attention to the training of middle-level specialists, with a special emphasis on improving education and organization of work in practical medicine. The main goal of the reform of the professional training of nurses, which has moved to a graduated model, is to bring it into line with international standards [13: 10], since professional training of nurses can be considered an important component of the domestic education system, the conceptual ideas of which are based on the

Constitution of Ukraine, the "National Doctrine of Education Development" (2002), the laws of Ukraine "On Education" (2017), "On Higher Education" (2014), "On Professional Pre-Higher Education" (2019), the draft law of Ukraine "On Professional Education" (2025).

To organize an educational process aimed at developing the creative potential in future nurses as a prerequisite for their ability to innovative activity, modern professional education and pedagogy presuppose the development of principles, requirements and rules of effective education process, as well as the standards, conditions and methods of building interaction between pedagogues and students to achieve the goals of professional education. The modern system of medical education requires the training of specialists who are able to act creatively, flexibly respond to current social changes and make non-standard decisions in a dynamic social and medical environment [16].

The professional activity of nurses requires not only a high level of their knowledge and skills, but also the ability to think creatively, sympathize with the patients, communicate and constantly improve their professional skills. That is why an urgent task of pedagogical science lies in determining the pedagogical conditions that ensure the development of the creative potential in future nurses [14; 16].

Aim of the research. The purpose of the article is to outline the pedagogical conditions that are to contribute to the development of the creative potential in future nurses.

Results and discussion. Formation of creative potential in the students of the institutions of professional pre-higher education is one of the key tasks of modern pedagogical science and practice [13; 14; 16].

In the context of reforming the medical education system in Ukraine, focused on a competency-based approach [13], the development of creativity, the ability to innovative thinking, reflection and self-realization of the future specialists is of particular importance. It is creatively

directed professional training that ensures the readiness of future medical specialists for effective professional activity in the conditions of drastic changes in modern society.

V. Lykhvar defines creative potential as a set of abilities and capacities necessary for creative professional activity being the driving force and core of the realization of specialists' effective professional activity. The creative potential reveals the internal factors of the personality being the important factors of human self-development, self-realization and independent activity [6: 17].

The analysis of scientific research enables us to conclude that modern professional education is aimed not only at the formation of competencies, but also at the development of creative potential in the personality of the future specialist.

The formation of the creative potential in future specialists of pre-higher education institutions takes place in the process of mastering the elements/aspects of future professional activity due to mastering the mechanisms of creative activity. Creative activity is a type of professional activity, the content of which implies the need to acquire deep pedagogical knowledge, to develop good organizational skills, and the ability to creatively realize the educational process [8: 103]. The qualitative aspect of the professional training of future medical workers is inextricably connected with the quality of the development of the creative potential in the students of medical institutions. Therefore, in order to successfully realize this task, it is necessary to determine and ground the pedagogical conditions that provide effective professional training of medical students.

We will be interested in precisely those pedagogical conditions that ensure the development of students' creative potential in institutions of professional pre-higher education, which are intended to train specialists with high intellectual potential and the ability to take into consideration the market relations in their professional activities [13].

The term "condition" is one of the most common in pedagogical research. In majority of scientific papers devoted to the

problems of professional training, the pedagogical, pedagogical and organizational, psychological and pedagogical, pedagogical and didactic conditions are most often mentioned.

In pedagogy, a "condition" is understood as a factor or a set of factors that ensure and determine the possibility, nature and effectiveness of the educational process.

In the pedagogical dictionary, the term "condition" is outlined as a set of circumstances, factors, influences (external and internal) that ensure or complicate the implementation of a certain pedagogical process, phenomenon or activity [10: 416].

However, not all factors that contribute to achieving efficiency in the pedagogical process can be defined by the term "conditions". According to the general scientific and philosophical interpretation of this term, "conditions" are interrelated circumstances on which the effectiveness of the functioning of a certain system of education/upbringing depends.

It should be noted that as a philosophical category, "condition" is understood in the context of the relationship of the subject of study to the surrounding phenomena, without which it cannot exist.

A. Lytvyn believes that conditions are circumstances that determine certain consequences, the occurrence of which prevents some processes or phenomena and promotes some others. It is important that conditions should be considered in relation to the existence, functioning and/or development of a certain object, phenomenon, event, state or their totality. Therefore, the differentiation of conditions makes sense only in relation to the object, phenomenon, process, system, etc. [7: 82].

Unlike the cause that directly generates/determines a phenomenon or process, the totality of conditions form the environment or situation in which the phenomenon or process arises, exists and develops, while the conditions act as something external to the environment.

According to G. Stolyar, separate conditions cannot significantly affect the effectiveness of the studied educational process, therefore it is necessary to determine a complex of mutually

complementary pedagogical conditions. This provision is extremely important, since it emphasizes the systemic nature of pedagogical influences that ensure the development of the creative personality of a specialist.

At the same time, the analysis of psychological and pedagogical literature shows that various aspects of the pedagogical concept "conditions" are not fully outlined either in pedagogical dictionaries, reference books and encyclopedias, or in textbooks and teaching aids, although this term has long been actively used in psychological and pedagogical papers, scientific publications and dissertations, and is currently used in most scientific and pedagogical research. Therefore, using this notion, both scientists and practitioners adhere to different, sometimes significantly divergent positions, points of view.

Taking into consideration the practical significance, the focus on improving the functioning of pedagogical systems, increasing the efficiency of the educational process, the pedagogical notion "conditions" (mainly pedagogical and organizational, psychological and pedagogical) is currently one of the most common in dissertation studies on pedagogy.

The effectiveness of professional training of future nurses largely depends on the pedagogical conditions that ensure this process.

Let us define the essence of the definition of "pedagogical conditions". The concept of "pedagogical conditions" has been the subject of research by a significant number of scientists who considered this phenomenon as pedagogical circumstances, as the factors that change the pedagogical reality.

Pedagogical conditions, according to the definition of O. Antonova, are a set of objective and subjective factors that ensure the successful implementation of the pedagogical process directed at the achievement of certain goals of teaching and upbringing. The author emphasizes the importance of creating a developmental environment that stimulates the development of giftedness, taking into

account both innate abilities and external conditions, as well as personality qualities/traits [1: 75].

Based on the ideas of R. Sluhenska, N. Kulish, N. Reshetilova, we can define the pedagogical conditions for the formation of the creative potential in future nurses as a set of external and internal factors of the pedagogical and educational process, which are purposefully created by pedagogues to develop clinical, creative and ethical thinking, contribute to self-realization, professional self-improvement and the becoming of a nurse as a humane person and a professional [12: 25].

Guided by logical considerations, we note that, in turn, pedagogical conditions reveal certain educational environment and the circumstances in which pedagogical factors are implemented.

In our opinion, pedagogical conditions are external factors regarding the pedagogical system that form a favorable social and pedagogical environment for its effective functioning. They reflect the totality of the possibilities of the educational environment, which includes various forms, methods and means of learning, as well as the interaction of all participants in the educational process, combined with material and spatial support. These conditions significantly affect the work of the pedagogical system, creating prerequisites for its effectiveness, development and achievement of the educational goals.

We believe that the process of forming the creative potential in future nurses in the process of professional training is based on certain pedagogical conditions being the combination of objective factors and pedagogical actions that create a favorable social and pedagogical environment for the formation of the creative potential in future nurses.

Let us highlight the pedagogical conditions for the formation of the creative potential in future nurses in the process of their professional training:

1) *Motivational-reflective conditions*, which include motivation for activity, subject-subject interaction between pedagogues and students, positive-emotional environment, creation of

situations of success, provision of an "individual trajectory" of professional self-development of students of medical institutions of professional pre-higher education [15].

According to N. Guziy, reflective activity allows a student to realize his/her own experience, evaluate the results of his/her activity, determine directions for improving professional skills [3: 156]. The development of reflection contributes to the formation of the ability to introspection, critical thinking, awareness of students' creative capabilities and growth prospects [9].

The development of a reflective culture in future nurses is ensured through the use of *reflective diaries, questionnaires, self-assessment, mutual assessment, checklists, reflective seminars and psychological trainings*. Reflection helps students to critically evaluate their professional actions, determine ways of improvement, increase the level of self-awareness and responsibility for the results of their activities.

Let us further characterize each of the above aspects in the context of creating pedagogical conditions for the implementation of an activity approach in the formation of the creative potential in future nurses.

(1) Motivation for the professional activities of future nurses in the direction of forming their *moral qualities* consists in creating an *internal interest* in the development of moral values and norms of behavior. It involves emphasizing the personal significance of educational activities so that each student realizes the meaning and benefit of his/her actions.

Motivational conditions are understood as a set of pedagogical influences that contribute to the formation of a positive attitude towards learning, the need for self-development, self-expression, and creative search. According to the definition of S. Sysoeva, motivational conditions activate *internal motives* [15] for creative activity, stimulate interest in professional self-improvement [11: 112].

N. Volkova emphasizes that the creation of a motivational environment in an educational institution is a basic

prerequisite for the development of *professional competence* in future specialists [4: 340]. Motivational conditions in professional education involve the use of *pedagogical strategies* that orient students to the personality significance of acquired knowledge and skills, to the awareness of the creative component of their future professional activity.

Such strategies include: *stimulating interest in the profession through problem-based learning, involvement in project and research activities, creating situations of success, supporting initiative and independence in decision-making.*

Motivational conditions are especially important in the nursing education system, where a creative approach to work directly affects the quality of patient care and the professional self-affirmation of a nurse. The use of motivational strategies in the training of future nurses is manifested in the use of *clinical cases, role-playing and simulation games, reflective tasks*, which form creative aspects of professional skills. Such methods strengthen the internal motivation of students to find new solutions in complex clinical situations. As noted by O. Moroz, the creation of a motivational educational environment stimulates the development of *creative thinking, independence*, and the desire for *continuous improvement*. Motivational conditions combine emotional and psychological support, recognition of students' achievements, and organization of the educational process in such a way that students can realize their own interests and inclinations [9: 39].

The development of creative potential requires a holistic approach to motivation being a combination of *external* (assessment, approval, social significance of the profession) and *internal* (need for self-realization, cognitive interest, etc.) factors. It is the balanced combination of these components that contributes to the formation of a creative personality of a future specialist, capable of innovative thinking and effective professional self-development.

The development of *internal motivation* for creative activity ensures the internal harmony of the personality, the ability to

self-development and self-realization [15]. The formation of motivation is possible through the organization of situations of success, the creation of conditions for students to participate in volunteer, scientific and creative projects.

Internal motivation stimulates students to deeply understand the acquired educational material, to develop the interest in the medical profession.

A significant role in motivation is played by the development of internal responsibility and self-control, which forms the ability to make a conscious choice [15].

It is also important to stimulate the desire of students to cooperate, support each other and develop empathy. Motivation provides support for a positive emotional climate in the academic group, promoting *trusting interaction* between pedagogues and students. All these elements in a complex way create conditions for the purposeful development of creative potential and the formation of readiness for self-improvement.

(2) Subject-subject interaction between pedagogues and students consists of partnership relations, where both parties actively participate in the educational process. It involves mutual respect, trust and attention to the opinions and needs of each student. The pedagogue acts as a mentor and consultant, and students are active subjects in educational activity and moral self-improvement. Such interaction contributes to the development of communication skills, cooperation and social responsibility. It creates a safe and trusting environment necessary for the formation of nurses' moral qualities.

(3) A positive emotional environment consists in creating a favorable psychological climate in academic groups based on the principles of respect, acceptance and support. It includes the organization of a subject-spatial environment that stimulates reflection, moral self-improvement and cooperation between students. Such an environment contributes to the development of empathy, emotional intelligence and constructive interaction between all participants in the educational process.

An important component of this process

is the use of methods of emotional engagement, interactive exercises and visualization of moral values. A positive emotional environment provides conditions for the formation of moral qualities in students.

(4) Creating situations of success involves organizing educational activities in such a way that each student feels his/her own effectiveness and achievements. Creating situations contributes to increasing motivation for learning and active inclusion in the process of forming creative abilities. Such situations use individual achievements, group projects and praise for real results. It is important to consider the personality characteristics of students and provide support in complex, difficult tasks. Situations of success stimulate the development of self-confidence, creativity, independence, and responsibility for one's own actions.

(5) Providing an "individual trajectory" allows the student to independently choose the pace, methods and directions of learning, which increases internal motivation. The student can see the significance of his/her own ideas and feel control over the learning process, which stimulates activity and interest.

"Individual trajectory" allows the students to realize their own achievements and problems, to plan correction of actions, reflect on their results, compare them with goals and aspirations, which forms students' self-regulation ability. This in its turn contributes to the development of *independence, responsibility and conscious choice* in the educational process. The teacher supports individual development through consultations, corrective exercises and personalized tasks. This approach creates conditions for purposeful creative and personality growth of students.

Thus, motivational and reflective conditions for the development of creative potential in the system of professional education are a necessary component of the pedagogical process. They ensure the activation of internal motivational stimuli, reflective skills, self-awareness, contribute to a positive attitude towards creative activity, which contributes to the formation of a competitive, initiative and creative

specialist in the field of health care.

2. *Organizational and pedagogical conditions* provide for a direct set of systemic measures, structures and methods of organizing the educational process, which ensure the effective implementation of educational and practical tasks. These conditions combine various aspects of the organization of the educational process and its pedagogical aspects. The goal of the participants in the educational process is to find effective methods, techniques and means of forming creative potential. The creation of appropriate organizational and pedagogical conditions will help to improve the quality and efficiency of training for students.

They create optimal external conditions under which motivational and reflective processes and the development of students' creative potential can function effectively [5: 143].

Let us consider the main approaches to organizational and pedagogical conditions for the development of creative potential:

(1) Ensuring a variety of forms, methods and means of educational activities – a variety of forms, methods and means ensures flexibility of pedagogical influence and adaptation to the individual characteristics of the students. The *forms* include practical classes, psychological trainings, creative competitions in the field of professional skills, simulation scenarios, role-playing games, group projects and integrated classes. The *methods* include conversations, discussions, problem-based learning, game and practical approaches. The *means* include textbooks, teaching aids, workbooks, didactic materials, videos, presentations and visual aids. The use of various forms and methods increases the effectiveness of the formation of creative potential and stimulates the active participation of students in the educational process.

(2) Information, technical and resource support provides for the availability of material, technical and methodological means for conducting theoretical and practical classes. It includes *multimedia equipment, computers, software, teaching aids and methodological recommendations*. The provision of resources enables us to

implement innovative approaches, interactive exercises and effective forms of activity. Comprehensive resource support creates conditions for the systematic and high-quality formation of creative potential in the process of professional training of future medical workers.

Thus, organizational and pedagogical conditions provide systematic and comprehensive support at all stages of the educational process. They include thoughtful organization of theoretical and practical classes, the use of various forms, methods and means of educational activity, as well as reliable information, technical and resource support. Thanks to this, students actively participate in educational and creative activities, which contributes to the development of creative abilities, creativity, responsibility and the acquisition of general and special competencies.

3. *Educational and methodological conditions* include the introduction of innovative technologies, various forms, methods and means into the educational process, the provision of educational and methodological support, the use of active and interactive teaching methods. A positive psychological climate in academic groups contributes to the development of initiative, independence and self-confidence. The pedagogue should act not only as a source of knowledge, but also as a mentor and facilitator of students' creative activity.

The main components of the educational and methodological conditions for implementing an activity approach to developing the creative potential of future nurses are as follows.

(1) The introduction of innovative technologies, various forms, methods and means into the educational process allows one to activate and increase students' interest in developing creativity. That is, the use of various forms and methods, such as *interactive classes, role-playing games, problem-based learning, simulation scenarios, training sessions, round tables, master classes, business games, case studies, situational tasks*, – all these form students' critical thinking, communication and independent decision-making skills.

Such methods activate intellectual activity and promote self-expression.

(2) Integration of theoretical and practical training, that is, the combination of theoretical knowledge with practical skills is the basis for creative development. Practical classes in clinics, hospitals, internships, participation in volunteer and social projects help students apply the knowledge gained in real conditions, comprehending professional situations.

(3) Providing educational and methodological support, which involves providing teachers and students with the necessary materials, methodological recommendations for practical and theoretical classes, educational and methodological manuals, collections of situational tasks, simulation scenarios, etc. This helps to effectively plan and organize practical and theoretical classes aimed at forming the creative potential of future nurses. We agree with T. Gordienko, who notes that "the activity approach in education means the orientation of the entire educational process towards the development and formation of cross-cutting skills and key competencies in students, thus involving the use of theoretical knowledge in practical activities and forming the teamwork skills, integrating into society, self-education and self-realization" [2: 4].

Providing methodological support includes the development of *didactic materials, work programs, multimedia resources*. The use of electronic educational platforms, simulation programs, multimedia presentations, virtual simulators and participation in various medical projects. Such support contributes to the implementation of innovative approaches and improving the quality of the educational process. It also creates conditions for effective use of the pedagogical competences in the implementation of an activity approach and individual work with all participants in the educational process.

(4) The use of advanced pedagogical experience and the experience of leading institutions of professional pre-higher education enables to effectively integrate proven practices into the process of forming

the creative potential in future specialists. The use of the experience of leading medical institutions provides access to modern methods that have been successfully implemented in other institutions, as well as helping adapting the educational process to the needs of modern students thus increasing its effectiveness. The use of advanced experience stimulates the development of the creative approach of teachers and the innovation of practical and theoretical classes. In addition, this approach allows for systematic improvement of the educational and methodological base and an increase in the level of creative development.

Thus, the educational and methodological conditions for implementing an activity approach to developing the creative potential in future nurses in the process of professional training provide systematic support for the educational process through the introduction of *innovative technologies, various forms, methods and means of learning, participation in medical projects, provision of educational and methodological support and use of advanced pedagogical experience*. These create conditions for active participation of students in the educational process, form their *consciousness, independence, responsibility and creative abilities*. Thanks to this, students develop general and special competencies for the development of creative potential.

Conclusions and research perspectives. Thus, the pedagogical conditions for implementing an activity approach in the formation of creative potential in the students include several

interrelated elements: 1) the *motivational and reflective conditions* provide motivation for activity, partnership interaction between teachers and students, a positive emotional environment, the creation of situations of success and an individual trajectory of professional self-development of students, which stimulates their activity, independence and professional growth; 2) the *organizational and pedagogical conditions* provide for a well-thought-out organization of the educational process, the use of various forms, methods and means of educational and practical activities, as well as information and technical and resource support, which contributes to the integrity of the educational process and the development of creative abilities; 3) the *educational and methodological conditions* include the introduction of innovative technologies, educational and methodological support and the use of advanced pedagogical experience, which increases the effectiveness of the formation of independence and creative abilities of students; 4) the *personality of the teacher* is a key figure in the formation of the creative personality in the future nurse, because his/her professional knowledge, innovative activity methods and openness to new solutions form a favorable environment for the development of creative abilities.

We believe that the comprehensive implementation of the proposed pedagogical conditions guarantees the effectiveness of the activity approach and contributes to the comprehensive development of the creative potential in future nurses in the process of professional training. This conclusion requires further research in the specified direction.

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