

DOI <https://doi.org/10.30525/978-9934-26-478-8-22>

**CHARACTERISTICS OF THE CONSTITUTIVE COMPETENCIES  
OF FUTURE DOCTORS IN THE CONDITIONS  
OF PROFESSIONAL TRAINING**

**ХАРАКТЕРИСТИКА КОНСТИТУТИВНИХ  
КОМПЕТЕНТНОСТЕЙ МАЙБУТНІХ ЛІКАРІВ  
В УМОВАХ ФАХОВОЇ ПІДГОТОВКИ**

**Chorna V. V. Чорна В. В.**

*Doctor of Medical Sciences,  
Associate Professor,  
Associate Professor at the Department  
of Disaster Medicine and Military Medicine  
National Pirogov Memorial Medical  
University Vinnytsya  
Vinnytsya, Ukraine*

*доктор медичних наук, доцент,  
доцент кафедри медицини катастроф  
та військової медицини  
Вінницький національний медичний  
університет імені М. І. Пирогова  
м. Вінниця, Україна*

**Ivashkevych Ye. M. Івашкевич Є. М.**

*Candidate of Pedagogical Sciences,  
Senior Lecturer at the Department  
of Disaster Medicine and Military Medicine  
National Pirogov Memorial Medical  
University Vinnytsya  
Vinnytsya, Ukraine*

*кандидат педагогічних наук,  
старший викладач кафедри медицини  
катастроф та військової медицини  
Вінницький національний медичний  
університет імені М. І. Пирогова  
м. Вінниця, Україна*

**Tomchuk I. V. Томчук І. В.**

*Intern Therapist  
at the Polyexpert Department  
Research Institute of Rehabilitation  
of Persons with Disabilities  
Vinnytsya, Ukraine*

*лікар-інтерн терапевт  
поліекспертного відділення  
Науково-дослідний інституту  
реабілітації осіб з інвалідністю  
м. Вінниця, Україна*

The analysis of long-term scientific and pedagogical experience regarding the educational systems of the European Union countries and the world shows that the main priority way of updating and improving the content of higher education, further improving it with the modern needs of integration into the world educational space is the orientation of the educational and professional programs precisely on the competence approach [1].

In the general sense, the concept of “competence – competentia” is of Latin origin and is interpreted as the specificity of life skills, abilities, knowledge and experience that are necessary for a person of any profession, regardless of age; this is the main quality of a personality that is necessary for acmeological productivity in the professional activity of a specialist in a certain field.

An important feature of competences as a pedagogical phenomenon for future specialists of any professional field is that they are acquired consistently and are formed in the process of studying many disciplines that are included in the educational and professional program of the specialty [2, p. 433].

Scientists such as M. Bilianska, A. Bohush, M. Vashulenko, L. Havryliak, O. Korniiaka, S. Redko, N. Samborska and many others drew scientific attention to the problem of researching the competencies of future specialists. They consider professional competences as the main component in the professional training of future specialists in any field, which ensure effective integration in the team and interpersonal interaction [3].

Scientists M. Vachevskiy, S. Horbatiuk, I. Zarishniak, I. Kinash, A. Martynets, T. Shevchuk, O. Yukhymets paid considerable scientific attention to the problem of researching the professional competencies of future doctors, stating that qualitatively formed professional competencies ensure the doctor's effective performance of his professional duties [4; 5, p. 28].

In order to qualitatively and professionally prepare a future specialist in the medical field, the educational process of a medical institution of higher education should be aimed at the constitutive competencies of future doctors in the conditions of professional training. It is worth considering that the quality and level of professional training of future doctors in the conditions of medical institutions of higher education depend on many factors, namely:

- from the content of educational and professional programs and educational and thematic plans;
- from methodical recommendations and material and technical support;
- from the professional competence of the teachers of the medical institution of higher education;
- from a positive social and psychological atmosphere in a medical institution of higher education [6, p. 96].

Further study of the problem requires characterizing the constitutive competencies of future doctors in the conditions of professional training, because this is the most humane profession of all mankind, and such specialists have no right to make a mistake.

Therefore, the first important constitutive competence of a first-year student of a medical institution of higher education is considered to be the ability to learn, which contributes to the programming of an individual experience of independent learning and self-improvement. Such competence is characterized by:

- planning his future professional activity as a highly qualified doctor;
- organization of his medical qualification to achieve the goal and professional ideal;

– awareness of the importance of his future profession as a doctor and its continuous practical improvement.

– The second place should be given to social competence, the formation of which in the conditions of a medical institution of higher education will help the applicant:

– to design a strategy for his future personal and professional life, taking into account the interests and needs of the entire society;

– to study productively in a group with classmates;

– in the future professional activity as a doctor, perform various social and public roles and functions in the team of the health care institution, which will become his main place of work;

– prevent conflicts in the team, and if a conflict situation does arise, the specialist will have enough knowledge to resolve it constructively.

It deserves scientific attention and requires thorough characteristics and competence in information and communication technologies. Its main purpose is:

– development and formation of abilities for rational use of the computer in search of educational or additional information by future specialists in the medical field;

– formation of informational and communicative literacy of future doctors in the use of computer technologies as a tool for professional communication and scientific research in practical activities;

– formation of skills and abilities related to CAD/CAM computer methods to design models of orthopedic structures and the ability to work with 3D technologies in medicine of various directions and much more.

Taking into account the above-mentioned material on the meaningful characteristics of the constitutive competencies of future doctors in the conditions of professional training, it can be convincingly stated that they will become an invaluable asset in the future professional activity of the doctor, without which the individual as a future highly qualified specialist will not be able to successfully self-realize himself and grow in a professional field.

### **Bibliography:**

1. Рада Європи: Симпозіум на тему: «Ключові компетенції для Європи»: Доп. DECS/SC/Sec. (96)43. Берн, 1996. 511 с.

2. Шевчук Т.І. Чорна В.В., Хлестова С.С. та ін. Організаційно-педагогічні умови формування соціокомунікативної компетентності майбутніх лікарів-психологів в процесі їхньої професійної підготовки. *Вісник Вінницького національного медичного університету*. 2023. Т. 27(3). С. 430-436. doi: [https://doi.org/10.31393/reports-vnmedical-2023-27\(3\)-13](https://doi.org/10.31393/reports-vnmedical-2023-27(3)-13)

3. Гавриляк Л. С. Комунікативна компетентність як складова професійної підготовки сучасного фахівця. *Науковий журнал «ЛОГОС. Мистецтво наукової думки»*. 2019. № 3. С. 70-73. DOI: <https://ojs.ukrlogos.in.ua/index.php/2617-7064/article/view/158>

4. Шевчук Т. І., Мартинець Л. А., Зарішняк І. М. та ін. Структура соціокомунікативної компетентності майбутніх лікарів. *Вісник Вінницького національного медичного університету*. 2021. Т. 25(1). С. 113-117. DOI: [https://doi.org/10.31393/reports-vnmedical-2021-25\(1\)-21](https://doi.org/10.31393/reports-vnmedical-2021-25(1)-21)

5. Вачевський М. Сутність компетенцій у навчальному процесі та компетентнісний підхід у професійній освіті. *Молодь і ринок*. 2012. № 8. С. 25-32.

6. Магрламова К. Г. Особливості професійної підготовки майбутніх лікарів у вітчизняній системі медичної освіти. *Вісник Чернігівського національного педагогічного університету. Серія: Педагогічні науки*. 2018. Т. 1. № 151. С. 94-98.