



**PROFESSIONAL AND CULTURAL EDUCATION OF FUTURE MEDICAL
UNIVERSITY SPECIALISTS IN THE SYSTEM OF THEIR CREATIVE
ORIENTATION**

Integrative-Creative Oriented Education in Medical Universities.

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Abstract: *This article explores the professional and cultural education of future medical specialists, focusing on the development of their creative orientation. Key aspects include: a conscious individual-personal motivation of medical students toward creativity; the ability to culturally assess their professional outcomes; a creative inclination towards forecasting; the capacity to envision novelty in solving creative tasks; and the ability to adopt original research solutions within a creative framework.*

Keywords: *creative-pedagogical aspect, professional creativity, medical university student education, creativity, creative thinking.*

A systemic and conceptual analysis of the creative-pedagogical aspect in the formation and development of medical university students' education serves as a guiding principle in our research. This principle enables every future medical specialist to develop throughout their life in various professional-creative situations, rationally integrating self-education and self-upbringing components.

We have identified and described new creative-pedagogical aspects and structural components of creativity in the research work of future medical specialists. These include: the motivational-personal component of professional education development in medical students; and integrative components of creativity (intuition, logical rigor, imagination, ability, inclination towards individual creative developments, independence of judgment, etc.), which characterize the didactic interaction between the instructor and the medical student.



Based on these investigations, we have defined the determinants for the formation and development of professional and cultural education for future medical university specialists within their creative orientation. These determinants encompass: a conscious individual-personal motivation of medical students in the aspect of creativity; the ability for cultural-creative evaluation of their professional results; a creative inclination towards forecasting; the ability to see novelty in solving creative problems; and the capacity to make original research decisions within a creative aspect [1].

In this regard, we have identified the structure of the creative thinking system of a future medical specialist in the scientific creative innovative research of a medical student. This structure includes: a creative-integrative aspect of training; creative concentration in the aspect of creativity; integration of creativity ideas; creative insight; and analysis and synthesis of the creative aspect.

In our dissertation, we investigated the peculiarities of pedagogical activity in a creatively oriented educational process within a medical university. Our research confirmed that creative pedagogy, as implemented in higher medical education, encompasses all main links of creativity embedded in the organizational and pedagogical fabric of the educational process.

We found that creative pedagogy, appropriate for medical education, emerges as one of the innovative directions in pedagogical science and the educational practice of higher medical institutions. Consequently, we developed the main directions of creative-practical activity for medical university educators, considering the specific features of the educational process adequate for higher medical education. These directions include: communication as part of the creative-pedagogical process, infusing creativity into teacher-student communication; an unconventional creative approach to solving medical problems; the development of new creative methods, forms, techniques, and tools; effective creative application of existing experience; preparing the subject of the creative-pedagogical process, fostering creative individuality; specific creative-pedagogical actions by the instructor; and creative improvisation based on precise knowledge and intuition.



In developing the main directions of creative-pedagogical activity for medical university educators, we outlined the goals of creative pedagogy, which are appropriate for the process of higher medical education. These goals include: activating the student's creative interest by identifying inclinations towards a specific area of the studied specialized medical discipline; fostering the emergence of the motivational factor necessary for the future doctor's creative research work; forming the student's creative thinking as a self-regulating, self-organizing system; developing individual-personal intellectual organization of research activity during the work process; and developing an individual research path for solving creative problems during university education [2].

The conducted research also allowed us to identify and describe the main components of creative pedagogy appropriate for medical education. During the research, we developed and described a system of substantive foundations for the creative-pedagogical aspect in the formation and development of medical students' education.

Based on the results of the conducted research, we described the integrative nature of the correlation between goals, main components, and substantive foundations of the creative-pedagogical aspect implemented in the educational process of higher medical schools.

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