

## **IMPROVING THE METHODS OF DEVELOPING PREVENTIVE COMPETENCIES OF STUDENTS BASED ON A CREATIVE APPROACH**

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In the context of modern education, the formation of preventive competencies among students has become an essential pedagogical task, especially in medical, pedagogical, and social sciences. These competencies refer to the ability of future professionals to anticipate, identify, and mitigate risks to health, safety, and well-being in both personal and professional contexts. A creative approach to their development involves non-standard, problem-solving, and student-centered strategies that foster initiative, reflection, and responsibility.

The relevance of the topic is driven by the increasing complexity of social and health-related challenges, which require young specialists to act not only reactively but also proactively. In traditional curricula, preventive training is often limited to theoretical awareness. However, international pedagogical practice increasingly emphasizes competency-based education, where knowledge is operationalized into practical readiness. Thus, there is a growing need to modernize teaching methods so they not only transmit information but also stimulate students' creative thinking and self-regulation in risk prevention.

Creative approaches in this regard include project-based learning, simulation modeling, problem-based learning (PBL), and reflective practices. When integrated into educational settings, these methods promote deeper understanding and personal involvement. For example, involving students in real or hypothetical situations such as public health crisis simulations or school safety audits encourages active participation, collective decision-making, and anticipatory behavior. These methods are especially effective in multidisciplinary settings where collaboration between future doctors, educators, and social workers reflects real-life preventive scenarios.

The methodological basis for such an approach is grounded in constructivist learning theory, which holds that learners construct knowledge through experience and reflection. Here, creativity serves as a cognitive and emotional driver: students are motivated not only to solve tasks but to explore multiple solutions, foresee consequences, and take responsibility. The use of divergent thinking techniques, brainstorming sessions, and ethical dilemma discussions contributes to the personalization and contextualization of preventive knowledge.

Moreover, digital tools and platforms provide new avenues for enhancing preventive competencies creatively. For instance, mobile health apps, online role-

playing environments, and virtual reality simulations can immerse students in realistic, high-stakes decision-making environments. These tools allow for both individual and team learning, and they provide instant feedback, helping learners analyze and adjust their actions.

Empirical evidence supports the effectiveness of such methods. In pilot studies conducted across several universities, students who underwent training with creative-integrative methods reported higher levels of awareness, emotional readiness, and actual behavioral preparedness regarding preventive strategies. These students also demonstrated improved critical thinking and risk assessment skills, both of which are essential components of preventive competency.

One of the key outcomes of creatively driven methods is the development of personal responsibility. Preventive competencies are not just about professional readiness; they are deeply linked with the student's lifestyle, value system, and social engagement. Hence, creative pedagogy should also include mentoring and personal development components, where learners reflect on their own attitudes and behaviors.

However, implementing such an approach requires institutional support and faculty training. Educators must be equipped not only with content knowledge but also with the skills to facilitate creative, reflective, and student-centered environments. Interdisciplinary collaboration is also necessary, as preventive education often lies at the intersection of health, psychology, pedagogy, and communication.

In conclusion, developing students' preventive competencies through a creative approach aligns with the demands of modern, dynamic, and uncertain environments. It nurtures not only professional preparedness but also holistic personal development, enabling future specialists to become proactive agents of change. The integration of creativity into preventive education is not a luxury—it is a pedagogical imperative that shapes responsible, resilient, and forward-thinking individuals.

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