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## MODERN CONCEPTUAL APPROACHES TO PROFESSIONAL COMPETENCE DEVELOPMENT IN THE CONTEXT OF SPECIALIZED TRAINING

### СУЧАСНІ КОНЦЕПТУАЛЬНІ ПІДХОДИ ДО РОЗВИТКУ ПРОФЕСІЙНОЇ КОМПЕТЕНТНОСТІ В КОНТЕКСТІ ФАХОВОЇ ПІДГОТОВКИ

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**Анотація.** В роботі розглядаються педагогічні умови та методологічні засади формування професійної компетентності медичних сестер-магістрів при вивченні фахових дисциплін. Проаналізовано особливості інноваційних технологій навчання та їх вплив на розвиток професійних компетентностей. Представлено результати дослідження рівня сформованості професійної компетентності магістрів медсестринства на основі анкетування студентів, викладачів та роботодавців.

**Ключові слова:** професійна компетентність, медсестринська освіта, магістри медсестринства, інноваційні технології, педагогічні умови.

**Abstract.** The paper examines the pedagogical conditions and methodological foundations for developing professional competence of master's degree nurses during their professional education. The features of innovative teaching technologies and their influence on the development of professional competencies are analyzed. The results of the study on the level of professional competence formation among nursing masters based on surveys of students, teachers, and employers are presented.

**Key words:** professional competence, nursing education, nursing masters, innovative technologies, pedagogical conditions.

### Introduction

The methodological basis of the research consisted of systemic, competence-based, and person-oriented approaches. The systemic approach allows viewing professional competence as a complex, dynamic system of interconnected components, including cognitive, activity-based, communicative, and personal aspects [1].

### Main text

The competence paradigm directs the educational process toward the acquisition of professional qualifications that meet the current needs of the healthcare system, emphasizing the development of clinical skills, formation of learning autonomy, and cultivation of readiness for continuous professional improvement.

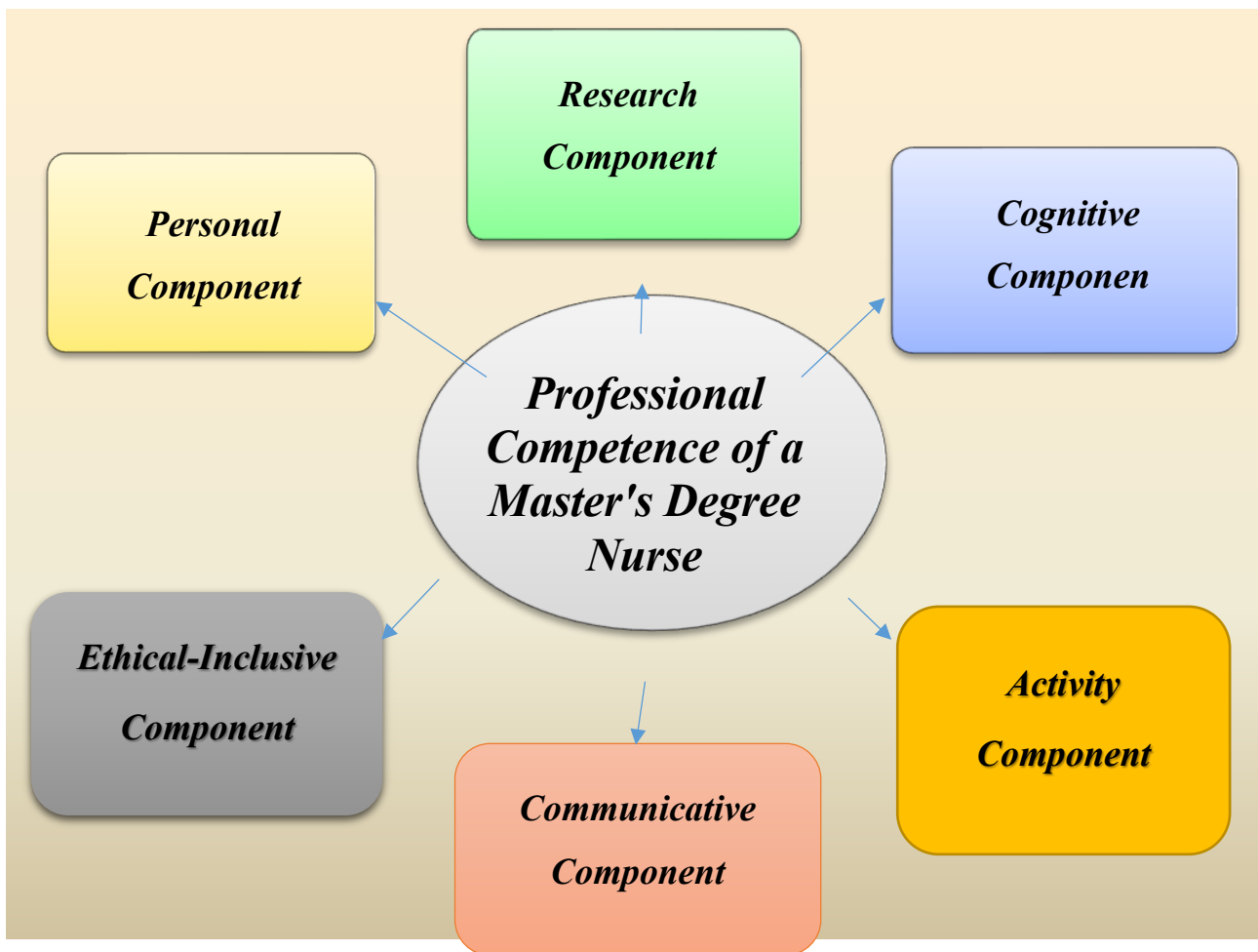
The person-oriented approach provides individualization of the educational trajectory, taking into account personal characteristics and professional aspirations of each student. The research was based on the principles of scientific rigor, objectivity, and comprehensive study of the professional development of future medical specialists [2].

Professional competence of a master's degree nurse is a multidimensional phenomenon encompassing profound theoretical knowledge, practical skills, capacity for continuous professional development, and personal growth.

Figure 1 presents an integrated model of professional competence of a master's degree nurse, consisting of six interconnected components. The Cognitive Component encompasses theoretical knowledge of clinical disciplines and healthcare organization. The Activity Component is represented by practical skills and organizational abilities. The Communicative Component reflects skills of effective interaction in the professional environment. The Research Component includes the ability to analyze medical information and implement innovative practices. The Personal Component encompasses leadership qualities and emotional intelligence, while the Ethical-Inclusive Component focuses on adherence to bioethical principles and the ability to work with different categories of patients. The interconnection between components is emphasized by connecting lines, demonstrating the systemic nature of professional competence and the necessity for harmonious development of all its constituents. This comprehensive approach ensures excellence in nursing practice. Furthermore, the model highlights the dynamic nature of professional competence development, suggesting that continuous education and reflective practice are essential for maintaining high standards of nursing care in the complex and ever-evolving healthcare environment.

An integrated approach to professional competence formation became a key aspect of the methodology. Within the research framework, the following discipline programs were analyzed: «Evidence-Based Medicine and Standardization of Nursing Practice», «Nursing Management», «Organizational Aspects of Nursing in Family Medicine», «Clinical Pharmacokinetics and Pharmacodynamics» and «Palliative and

Hospice Care».



**Figure 1 - Components of Professional Competence of a Master's Degree Nurse**

The formative stage of the experiment involved the development and implementation of a professional competence formation model using innovative teaching methods. Special attention was paid to the implementation of problem-based learning and case methods, which allow bringing the educational process as close as possible to real professional situations.

Simulation training, which is an effective tool for nursing education, became an important component of the methodology. This created conditions for developing students' practical skills in settings that closely resemble reality.

The study encompassed 37 master's degree students majoring in 223 «Nursing». The majority of respondents (72%) noted a high level of theoretical preparation in professional disciplines. Survey results revealed positive dynamics in self-assessment

of key professional skills between the first and second semesters: specifically, nursing personnel management skills increased from 3.6 to 4.3 points, and the ability to develop nursing practice standards improved from 3.6 to 4.2 points. An increase in self-education capacity (from 75% to 85%) and communication skills (from 4.3 to 4.5 points) was also observed.

Respondents consider practical classes (86%), trainings (78%), and clinical practice (74%) to be the most effective forms of educational organization. Among teaching methods, they prefer simulation training (82%), case method (76%), and problem-based learning (69%).

A survey of 12 professional discipline instructors revealed a comprehensive approach to developing professional competence in future specialists. Educators highly value the significance of all professional competence components, particularly the activity component (average score 4.8) and communicative component (average score 4.7).

A survey of 6 employer representatives (healthcare institution managers and heads of structural units) showed a high level of satisfaction with the professional training of nursing master's program graduates. 83% of respondents rated the overall level of graduates' professional competence as «above average» and «high».

Innovative teaching technologies are a key element in modern professional training of master's degree nurses. Among the leading innovative teaching technologies identified are simulation training, problem-based learning, case method, interactive lectures, training technologies, distance learning, and blended learning technologies.

### **Conclusion and findings**

The formation of professional competence in master's degree nurses requires a comprehensive approach that includes systematic integration of various methodological approaches: systemic, competence-based, and person-oriented.

Innovative teaching technologies, particularly simulation training, problem-based learning, and case methods, demonstrate high effectiveness in professional competence formation.

Research results confirm positive dynamics in the development of professional competencies when applying the developed methodology, as reflected in the growth of student self-assessment indicators and employer evaluations.

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