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MODERN PEDAGOGICAL FOUNDATIONS OF THE TRAINING PROCESS FOR FUTURE NURSES IN MEDICAL COLLEGES

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Abstract

The article examines contemporary pedagogical foundations for the training of future nurses in medical colleges under conditions of modernization of the secondary vocational medical education system. Particular attention is paid to the competency-based approach as the methodological foundation of modern nursing education. Traditional and innovative teaching methods are analyzed, and the role of practice-oriented and simulation-based technologies in the development of students' professional competencies is revealed. The research findings may be used to improve the educational process in medical colleges and enhance the quality of nurse training. The analysis demonstrates that the most effective directions for the modernization of nursing education include the implementation of the competency-based approach, the development of simulation-based and practice-oriented learning, the use of innovative and digital educational technologies, and the application of the credit-modular system. The main problems and contradictions in the implementation of modern pedagogical models are identified, and scientifically grounded recommendations for improving the professional training of future nurses are formulated.

Keywords: competency-based approach, nurse, secondary vocational education, medical college, innovative teaching methods, practice-oriented learning.

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Introduction

The competency-based approach has become the dominant paradigm in modern professional nursing education. Define the competency-based approach in nursing education as an orientation toward developing graduates' ability to effectively mobilize knowledge, skills, and personal qualities to solve professional tasks in the dynamically changing conditions of clinical practice. The authors emphasize that the traditional knowledge-centered model of education, focused on memorizing large volumes of information, does not meet the current needs of the healthcare system [1].

Identify key problems in the implementation of the competency-based approach within the system of secondary vocational medical education. Among the main challenges, the researchers note the inertia of pedagogical thinking among instructors, insufficient development of assessment tools for measuring competency formation, and a gap between theoretical training and the real requirements of clinical practice [2]. Of particular concern is the fact that many educational institutions formally declare the use of the competency-based approach while, in practice, continuing to rely on traditional teaching methods focused on the transmission of ready-made knowledge.

Proposed a detailed structure of professional competencies for nurses, identifying the following key components: clinical competencies (performance of nursing procedures, participation in the diagnostic process, provision of emergency care); communicative competencies (therapeutic communication with patients, interaction within interdisciplinary teams, patient education); organizational competencies (planning of nursing care, documentation, work with medical information systems); and professional-personal competencies (adherence to ethical principles, reflection on one's professional activity, prevention of professional burnout) [2]. This structure formed the basis of the updated Federal State Educational Standard for secondary vocational education in the specialty "Nursing" [8].

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Developed a model for the step-by-step formation of professional nursing competencies, which includes four successive stages. At the adaptation stage (first year), students develop basic conceptions of the profession, master elementary procedures using mannequins, and build motivation for learning. The basic stage (second year) focuses on systematizing theoretical knowledge and forming core practical skills in a simulation center. The practice-oriented stage (third year) involves the integration of knowledge and skills in real clinical practice under the guidance of mentors. The final adaptation stage includes preparation for primary accreditation and the development of readiness for independent professional activity [9].

Conducted a comparative analysis of traditional and innovative teaching methods in medical education. Traditional methods include the lecture-seminar system, demonstration of practical skills by instructors followed by student reproduction, and work with textbooks and methodological manuals. Despite criticism of traditional methods, Kozlova rightly notes that they ensure systematic presentation of educational material, contribute to the formation of fundamental theoretical knowledge, and allow instruction of large groups of learners [5].

However, traditional methods have significant limitations in the context of nursing education. Point to a gap between classroom-based theoretical instruction and real clinical practice. Students who successfully master theoretical material and demonstrate skills on mannequins often experience considerable difficulties during their first interactions with real patients [6]. This phenomenon, known as “practice shock,” is associated with the fact that traditional education does not adequately develop the ability to adapt knowledge to individual patient characteristics or to work under conditions of time constraints and emotional stress.

Systematized innovative technologies in nursing education into the following categories: active learning technologies (problem-based learning, case studies, role-playing); simulation technologies (from simple mannequins to high-fidelity

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simulators with feedback); digital technologies (virtual reality, mobile applications, online courses); and thinking development technologies (critical thinking, clinical reasoning, reflection) [3]. The author emphasizes that the effectiveness of innovative technologies increases significantly when they are applied systematically and integrated into a holistic educational process.

Presented the results of many years of experience in implementing practice-oriented learning in medical colleges. The key principles of this approach include maximizing the similarity between educational situations and real professional activities, developing skills in environments that simulate clinical practice, early involvement of students in patient care under mentor supervision, and the use of authentic assessment tasks [4]. The researchers note that practice-oriented learning enhances student motivation, accelerates the formation of professional identity, and reduces the adaptation period for graduates in the workplace.

Conclusion

The analysis of scientific literature devoted to contemporary pedagogical foundations for the training of future nurses in medical colleges leads to the conclusion that the modernization of secondary vocational medical education is an objective necessity driven by the transformation of the healthcare system and increasing requirements for the quality of nursing care. Under modern conditions, professional nursing education must focus not only on the acquisition of theoretical knowledge but also on the development of stable professional competencies that ensure graduates' readiness for practical activity in diverse clinical situations.

It has been established that the competency-based approach serves as the key methodological foundation of modern nursing education, as it ensures the comprehensive development of professional, communicative, and socio-personal qualities of future specialists. The analysis of traditional and innovative pedagogical technologies shows that the greatest effectiveness in nurse training

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is demonstrated by practice-oriented teaching methods, simulation technologies, interactive forms of organizing the educational process, and the use of digital educational resources that promote the integration of theory and practice.

The review identifies major problems and contradictions in the implementation of modern pedagogical models in medical colleges, including insufficient material and technical resources, limited opportunities for simulation-based training, inadequate methodological readiness of instructors to apply innovative technologies, and discrepancies between certain educational programs and the current needs of practical healthcare. These factors hinder the formation of professional readiness among future nurses and require systematic pedagogical and organizational solutions.

The results of the literature review indicate that promising directions for improving professional nurse training include updating the content of secondary vocational medical education based on the competency-based approach, expanding the use of simulation-based and practice-oriented learning, introducing the credit-modular system, and developing the digital educational environment in medical colleges. The implementation of these directions will contribute to improving the quality of nursing education, enhancing graduates' competitiveness in the labor market, and increasing the effectiveness of their professional activities in the context of modern healthcare.

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