

## РОЗДІЛ III. ПРОБЛЕМИ ЗАГАЛЬНОЇ ПЕДАГОГІКИ

UDC: 378.013.3:616.89:37.091

Iryna Borak

Kremenets Arsen Richynskyi Medical Professional College

ORCID ID 0000-0002-7296-8825

DOI 10.24139/2312-5993/2025.04/098-111

### PEDAGOGICAL CONDITIONS FOR THE FORMATION OF COMMUNICATION ABILITIES (SOFT SKILLS) IN FUTURE NURSING PROFESSIONALS ON THE BASIS OF A PERSONALITY-ORIENTED APPROACH

*The article is devoted to the characteristics of pedagogical conditions for the formation of communicative abilities (soft skills) of future nursing specialists based on a personality-oriented approach. The relevance of the study is determined by dynamic changes in the healthcare system, the rapid development of medical science and technologies, which impose new requirements on the professional training of students, in particular their ability to adapt, demonstrate communicative flexibility, develop an individual professional thesaurus, and interact effectively with various subjects of professional activity. The article analyzes scientific sources on the use of interactive technologies, situational learning, volunteer and extracurricular activities, as well as the actualization of the communicative content of humanitarian disciplines as a means of developing communicative abilities of future healthcare professionals.*

*It is generalized that the pedagogical conditions for the formation of communicative abilities of future nursing specialists include: the creation of a personality-oriented communicative environment in vocational medical colleges through the integrated use of interactive technologies; actualization of the communicative content of professional training (humanitarian disciplines) to develop the individual professional thesaurus of future nursing specialists; enrichment of lectures and practical classes with situational, communicative-oriented tasks to expand the experience of future nursing specialists in establishing communicative interactions with various subjects of professional activity; organization of self-directed communicative activities of future nursing specialists.*

*The implementation of these pedagogical conditions promotes the development of communicative tolerance, emotional resilience, and assertiveness in future healthcare professionals, forms readiness for effective communication in conditions of professional uncertainty and conflict, and integrates the development of communicative abilities into the professional training process, thereby enhancing the quality of education and the competitiveness of graduates in the global healthcare arena.*

**Key words:** *students, future nursing specialists, professional pre-higher medical education, pedagogical conditions, vocational medical colleges, personality-oriented approach, communicative abilities.*

**Introductions.** The present is characterized by the dynamism of changes that push all spheres of human existence to find means that ensure the ability to function effectively in emerging conditions. The system of professional pre-higher medical education is no exception. Within which the trends inherent in the global educational space of medical training are

activated, which put the student at the forefront and highlight new interpretations of the methodology of a personality-oriented approach, which understand future nursing specialists as subjects of study. These changes are designed to contribute to improving the quality of training of future bachelors in the field of health care and, as a result, the competitiveness of graduates in the global labor market. Leading domestic teachers and researchers in the field of medical education didactics associate its modernization with the introduction of new teaching practices based not only on the principles of a person-centered approach, but also on taking into account existing social, socio-cultural, economic and digital changes in the provision of quality medical services. The era of rapid technological and non-technological transformations places other demands on medical professionals. Nowadays, it is not enough to possess only a set of professional knowledge, skills and abilities. It is important to be able to cooperate, resolve conflicts and respond quickly to changes. The basis of the described skills are the communicative abilities of future nursing professionals (soft skills), which play a key role in the development of emotional intelligence, self-control and the ability to adapt to dynamic conditions. They contribute to the creation of a positive professional image, strengthening the reputation and increasing the competitiveness of future nursing professionals.

**Analysis recent research.** Analysis of recent scientific research shows that the works of O. Boyko and I. Melnychuk highlight the effectiveness of using interactive technologies in the training of future doctors, which contributes to the development of professional and communicative competence (Boiko & Melnychuk, 2021). T. Boychuk, I. Gerush, V. Khodorovsky, O. Koloskova and U. Marusyak substantiated the role of simulation technologies in optimizing the practical training of students of medical universities (Boichuk et al., 2019). N. Halchun's dissertation research reveals the mechanisms of forming intercultural competence of future medical workers in the process of learning a foreign language (Halchun, 2024). The research of L. Gerasymenko and D. Muzychenko is aimed at studying the psychological features of communicative competence in the structure of the educational activity of medical students (Herasymenko & Muzychenko, 2023). I. Hrechanyk and O. Kovalchuk proved the effectiveness of situational learning in the formation of communicative skills (Hrechanyk & Kovalchuk, 2020). M. Demyanchuk, O. Hashynska and O. Gorska considered the possibilities of a personality-oriented approach in the training of medical college students, emphasizing its significance for the development of communicative

competence (Demianchuk et al., 2025). I. Dikova's scientific research presents methods of simulation training for the development of practical skills of students of dental faculties (Dikova, 2023). T. Dudareva and N. Biklevych outlined approaches to the formation of communicative competence of nurses at the undergraduate stage of training, emphasizing problems and prospects (Dudarieva & Biklevych, 2023). In the dissertation of T. Kolomiyets, pedagogical technologies for the formation of professional communicative competence of students of pharmaceutical specialties were investigated (Kolomiiets, 2020).

I. Ksionz, E. Hrytsenko, E. Pylypyuk and O. Ovchar analyzed the features of the formation of foreign language professional competence in the process of teaching clinical disciplines (Ksionz et al., 2024). V. Kushnir and I. Kaminska focused on interactive methods as a factor in the development of "soft skills" of future doctors (Kushnir & Kaminska, 2023). G. Navchuk, L. Shutak and A. Polagny revealed the relationship between the level of communicative competence of medical and pharmaceutical workers and the effectiveness of their professional activities (Navchuk et al., 2023). S. Nedelska, I. Samokhin, O. Kryazhev, T. Bessikalo and L. Klyatska highlighted the personality-oriented approach in the education and upbringing of medical students (Nedelska et al., 2024). M. Oliyar and K. Fomin identified communicative competence as a tool for social adaptation of students in higher education (Oliyar & Fomin, 2022). In turn, I. Shumkov developed organizational and pedagogical conditions for the formation of professional competence, which allows applying his work in the training of medical personnel (Shumkov, 2024).

The study of scientific literature confirms that the problem of the formation of communicative abilities (soft skills) in future nursing professionals on the basis of a personality-oriented approach has not yet been the subject of a focused analysis, which determines the relevance of further research in this direction.

**This article aims** to identify pedagogical conditions for the formation of communicative abilities (soft skills) in future nursing professionals based on a personality-oriented approach.

**Methods of research.** The study is based on a theoretical and analytical approach to the research problem. The methods used include: a) theoretical analysis of scientific literature – for the selection, systematization, and understanding of existing knowledge related to the formation of communication abilities (soft skills) in future nursing professionals; b) critical analysis of concepts, theories, and methods – to identify effective approaches

for developing communicative competence in medical education; c) synthesis and generalization – to summarize the pedagogical principles, methodologies, and best practices that contribute to the development of communication abilities in future specialists in nursing.

The methodological framework of the study is grounded in the personality-oriented approach, which emphasizes individual student characteristics, active engagement in professional communication, and the development of soft skills necessary for effective interaction in healthcare settings. The research focuses on identifying conditions and strategies that enhance communicative abilities through classroom activities, interactive technologies, situational tasks, and self-directed learning within the professional medical college environment.

**Research results.** In the modern conditions of development of medical science and practice, nursing education is a purposeful process of training and socialization of the individual in the direction of realization of interests of future specialists of nursing, society and the state as social customers for training of qualified future bachelors in the field of health care. If we consider education of the person on a global scale – in the form of a pyramid, then professional education is its top. Therefore, it should contribute to development of all individual characteristics, the list of which includes communicative abilities. It is professional education that allows future specialists of nursing to obtain soft skills that open to them a new picture of the world, allow to understand the essence of processes that occur in the medical field and society in general. That is, professional higher medical education is aimed at professional formation of applicants, development of communicative abilities of the personality of future specialists of nursing and enrichment of human capital of the state.

In modern society, education has become one of the broadest spheres of human activity. The social role of education has grown significantly: the future of human development largely depends on its direction and effectiveness. Over the past decade, the world has been changing its view of all types of education. Education, especially professional, is considered a leading factor in social and economic development. This is due to the understanding that the most valuable and main capital of modern society is the FSS, capable of seeking and mastering new knowledge and making non-standard decisions in difficult situations that arise in the practice of providing health care services. All this clearly indicates that professional pre-higher education plays a huge role in the

formation of communicative abilities of future nursing specialists. The cornerstone of the ideology of education in Ukraine is the implementation of a personally oriented approach, which involves overcoming formal leveling and solving the crisis of individualization of education. On the other hand, it is the methodology of the personality-oriented approach that makes it possible to activate the communicative abilities of each student of a professional medical college.

Scientific interest of researchers in the issues of the formation of communication abilities among students of medical educational institutions has persisted for decades. In studying this problem, scholars apply theoretical foundations, paradigms, principles, and research methods that correspond to the subject of study, identifying a set of pedagogical conditions that facilitate the implementation of the research design.

In pedagogical science, pedagogical conditions are understood as various external and internal factors and circumstances that, in one way or another, influence the pedagogical (educational) process, qualitatively changing it as a whole or affecting a specific, selected fragment. The scientific literature reflects the idea that pedagogical conditions embody the author's perspective on solving the research problem by using a combination of opportunities provided by the material-spatial, staffing, informational, organizational, and library environment of the educational institution, and they influence the procedural aspects of the educational process, ensuring its functioning on new principles.

In the study by N. Halchun, the pedagogical conditions for the formation of intercultural competence among future specialists in nursing were identified and experimentally tested (Halchun, 2024), which aim at the development of communication abilities of students, and therefore attract research attention in the context of our study. Summarizing the essence of the communicative process in medicine, N. Halchun specified a list of teaching technologies that positively affect the development of students' skills to conduct dialogues in conditions of social and cultural distance; establish positive interpersonal relationships with colleagues and patients; achieve communicative understanding and create an atmosphere of cooperation through verbal and non-verbal communication for the implementation of therapeutic tasks and improvement of patients' health; adapt to patients' needs and expectations; achieve mutual understanding with patients regarding compliance with medical instructions, treatment regimens, and procedures; patiently explain the importance of specific

medical interventions; communicate tolerantly with all members of the medical team, and so on (Halchun, 2024). According to the researcher, these include interactive, project-based, and problem-based learning technologies, grounded in the situational-contextual methodology.

In the dissertation research of T. Kolomiets, the author's position regarding the directions for implementing pedagogical conditions for the formation of professional communicative competence among students of pharmaceutical specialties was systematized (Kolomiets, 2020). She convinces the academic community that a cooperative and collaborative atmosphere in lectures and classroom sessions in higher education institutions is of critical importance.

The author considers role-playing games, situational context-based tasks, professionally oriented debates, discussions, and dialogues as means of creating such an atmosphere. These activities aim at the conscious mastery by medical students of productive communicative strategies and tactics for establishing effective communicative interaction with colleagues and patients; development of students' confidence in their oratory skills and the ability to implement them in situations of conflicting opinions and professional disputes to achieve constructive outcomes; and the ability to communicate effectively and flexibly in various professional situations.

Describing pedagogical conditions, scholars note that these factors are mediated by the activities of educational subjects. Therefore, it was assumed that ensuring pedagogical conditions within the scope of our research implies consideration of the interdependent possibilities of the educational process in vocational medical colleges, which allow transformation of certain personal characteristics of future specialists in nursing (here – communication abilities) and the educational activity of students.

The selection of a set of pedagogical conditions in experimental studies is typically carried out considering the structure of the personal characteristics of the subjects of the educational process that is being transformed. In our study, the result of implementing pedagogical conditions is the formation of communication abilities of future specialists in nursing. The methodological core is the personality-oriented approach. Considering the ideas and features of communicative training of future specialists in nursing, under the pedagogical conditions for forming communication abilities of future specialists in nursing based on the personality-oriented approach, we understand a combination of internal possibilities of the educational environment of vocational medical colleges and external influences, organized

as active professionally oriented communicative activities of students during classroom and extracurricular sessions.

Pedagogical conditions that positively influence the dynamics of the studied phenomenon are considered to include:

creating a personality-oriented communicative environment in vocational medical colleges through the integrated use of interactive technologies;

actualizing the communicative content of professional training in humanitarian disciplines to develop the individual professional vocabulary of future specialists in nursing;

enriching lectures and practical classes with situational, communicative-oriented tasks to expand the experience of future specialists in nursing in establishing communicative interactions with various subjects of professional activity;

organizing self-educational communicative activities of future specialists in nursing.

The proposed pedagogical conditions were implemented holistically and systematically, which contributed to the emergence of a continuum for the formation of communication abilities (soft skills) of future specialists in nursing in vocational medical colleges based on the personality-oriented approach.

In medical education, particular attention has always been given to the possibilities offered by interactive technologies. The implementation of these innovations in the clinical training of medical students is aimed at the development of practical skills based on the analysis of both domestic and international experience in applying interactive teaching methods in medical educational institutions. At the same time, it is emphasized that such technologies facilitate the activation of students' learning and cognitive activities and contribute to the development of their clinical thinking.

Evidence indicates the effectiveness of interactive technologies for the development of communication abilities among students of medical educational institutions across different levels of accreditation. The use of interactive technologies enables the realization of the principles of the personality-oriented approach in teaching, fostering active student engagement in information processing and participation in initiated discussions through immediate and simultaneous access to relevant educational resources.

Interactive learning is based on purposeful communicative interaction among students, within which each participant contributes personally to finding solutions for announced professionally oriented communicative tasks. Under conditions of interactive teaching methods, which are integrated into corresponding technologies, students exchange knowledge about communicative interaction in the therapeutic process, strategies for establishing communicative compliance, and approaches to communicative activity in environments ranging from cooperative to conflict-prone. This exchange is conducted with attention to individual boundaries, respect for personal opinions, and consideration of the interests of all participants. Such an approach not only enables future specialists in nursing to acquire new knowledge about professional communication but also transforms their cognitive activity towards higher forms of cooperation and collaboration.

The first pedagogical condition – the creation of a personality-oriented communicative environment in vocational medical colleges through the integrated use of interactive technologies – can be explained from the standpoint of the foundational principles of interactive learning. Compared to traditional approaches, it changes the interaction between instructors and future specialists in nursing: the communicative activity of instructors gives way to the active engagement of students themselves. The role of instructors is to create conditions that allow students to demonstrate educational initiative in solving communicative tasks.

A modern specialist in nursing must possess knowledge of medical discourse, as well as the ability to generalize and critically analyze information related to the therapeutic process and human health restoration. In addition, junior professionals in the healthcare field interact with other participants in the healthcare system during their professional activities. For effective communication, they need the skills to interpret the essence of the stages of the nursing process using language tools and/or to explain the logic of performing specific manual procedures, which relies on the accurate use of names of medical instruments, equipment, and related terminology.

Analysis of the curricula of vocational medical colleges demonstrates that a number of humanitarian disciplines contain significant potential for expanding the professional communicative repertoire of future specialists in nursing. In this regard, the second pedagogical condition of the study involves the actualization of the communicative content of professional

training in humanitarian disciplines to develop the individual professional vocabulary of future specialists in nursing.

The rapid development of medical science and technology emphasizes the importance of forming a professional personality capable of navigating the flow of information and terminology, using professionally marked terms appropriately, and possessing the necessary conceptual categories that define communication within professional interaction. At the same time, the depth of subject-specific knowledge remains crucial, as it is closely correlated with the individual professional vocabulary of future specialists in nursing, forming the foundation for effective professional communication.

The professional field of activity of future specialists in nursing is filled with situations of communicative interaction, which are characterized by specificity depending on the participants and the subject of communication. Within the framework of communicative training for students in vocational medical colleges, the implementation of a key educational paradigm – the competence-based approach – is envisaged. The principles of this approach direct the use of modeled fragments of professional communication in the educational process, which are reproduced in classroom settings through situational learning. Following this idea, the third pedagogical condition of the study involves enriching lectures and practical classes with situational, communicative-oriented tasks to expand the experience of future specialists in nursing in establishing communicative interactions with various participants in professional activities.

The potential of situational learning in communicative training was recognized by scholars early in the twentieth century. Today, this innovation is firmly embedded in the toolkit of medical education, as it is demonstrated to be effective in the development of communicative competencies of future healthcare professionals. In the scientific literature, situational learning is traditionally interpreted within the application of the case-study method, which contributes to the development of the communicative potential of the medical student. Contemporary pedagogical specialists define case-study as an active, simulation-based teaching method that involves direct discussion of problematic situations arising in professional practice, their analysis and evaluation, selection of the optimal solution, and the development of a plan or scheme for its implementation. Within the framework of the third pedagogical condition, situational, communicative-oriented tasks were employed during lectures and practical classes in the selected courses for the study. These didactic cores were differentiated according to specific directions

of professional communication of future specialists in nursing with participants of the therapeutic process. Since healthcare junior professionals will communicate within the field of professional interaction with patients of different age groups and hierarchical levels, situations for modeling communicative interaction were characterized by thematic, communicative, and stylistic variability and were implemented within the communicative space of vocational medical colleges.

The rapid progress of humanity in the development and improvement of various fields of activity also impacts the professional practice of future specialists in nursing, who must adapt to new conditions, demonstrate communicative flexibility, expand their personal vocabulary, and adjust to the realities of healthcare delivery that arise under the influence of healthcare system reforms. Technological and procedural changes require medical professionals to engage in continuous self-improvement across all aspects of professional competence, including communication abilities.

In line with this perspective, the fourth pedagogical condition of the study involves the organization of self-directed communicative activities for future specialists in nursing. This entails guiding students to participate in extracurricular forms of self-education that necessitate the application of communication abilities. Immersion in various contexts of professional activity in extracurricular learning settings contributes to the development of key components of communication abilities, such as communicative tolerance, emotional resilience, and assertiveness. When engaged in real professional interactions, students of vocational medical colleges, regardless of a patient's condition or emotional state (anger, sadness, concern, anxiety, despair, etc.), apply communicative strategies to establish effective interaction, build appropriate relationships, and achieve the resolution of professional tasks.

The uncertainty, variability, and increased conflict potential of medicine as a professional field highlight the demand for soft skills and communication abilities, which enable future specialists in nursing to function successfully within society and act as competent agents of professional activity and communication. This has influenced the emergence of new approaches not only to classroom-based but also to extracurricular communicative training for medical students in vocational medical colleges. Current literature emphasizes the role of volunteer activities in developing communication abilities among future healthcare

professionals, including future specialists in nursing. Participation in volunteer initiatives is expected to contribute to the formation of an important characteristic of communication abilities in students of vocational medical education: a subjective understanding of their own knowledge, skills, and competence in professional communication.

This metacognitive aspect of communication ability manifests in confidence in one's own communicative effectiveness, develops through awareness and reflection on personal success in communication, and through the acquisition of individual communicative experience. It underpins the readiness of future medical professionals to act effectively, particularly in situations of professional uncertainty.

**Conclusion.** The development of the personality of future healthcare professionals involves, firstly, the need to cultivate professionally significant qualities and, secondly, consideration of the individual characteristics of each student, which influence the process of mastering the content of professional training. Today, professional medical education is moving toward the restructuring of classes based on the principles of individualized learning, which requires a certain reorganization of the educational system in vocational medical colleges, grounded in the principles of the personality-oriented approach. This is particularly relevant for the development of communication abilities (soft skills) among medical students.

Within the educational environment of vocational medical colleges, the development of communication abilities of medical students is considered a key objective, as these abilities enable students not only to master the content of professional training but also to develop the capacity to perform professional functions effectively in real healthcare settings. The proposed pedagogical conditions encompass all components of communication abilities of future specialists in nursing and imply the purposeful implementation of the methodology of the personality-oriented approach.

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## АНОТАЦІЯ

**Борак Ірина.** Педагогічні умови формування комунікативних здібностей (м'яких навичок) у майбутніх фахівців медсестринської справи на засадах особистісно-орієнтованого підходу.

*Статтю присвячено характеристиці педагогічних умов формування комунікативних здібностей (м'яких навичок) майбутніх фахівців медсестринської справи на основі особистісно-орієнтованого підходу. Актуальність дослідження зумовлена динамічними змінами у системі охорони здоров'я, стрімким розвитком медичної науки і технологій, що висуває нові вимоги до професійної підготовки студентів, зокрема здатності до адаптації, комунікативної гнучкості, розвитку індивідуального професійного тезаурусу та ефективної взаємодії з різними суб'єктами професійної діяльності. У статті здійснено аналіз наукових джерел щодо використання інтерактивних технологій, ситуативного навчання, волонтерської та позааудиторної діяльності, а також актуалізації комунікативного змісту гуманітарних дисциплін як засобів розвитку комунікативних здібностей майбутніх медичних працівників. Узагальнено, що педагогічні умови формування комунікативних здібностей майбутніх фахівців медсестринської справи охоплюють: створення особистісно-орієнтованого комунікативного середовища у фахових медичних коледжах шляхом інтегрованого використання засобів інтерактивних технологій; актуалізацію комунікативного змісту фахової підготовки (гуманітарних дисциплін) для розвитку індивідуального професійного тезаурусу майбутніх фахівців медсестринської справи; насичення лекційних та практичних занять ситуативними комунікативно-орієнтованими завданнями для розширення досвіду майбутніх фахівців медсестринської справи налагодження комунікативної взаємодії з різними суб'єктами професійної діяльності; організацію самоосвітньої комунікативної діяльності майбутніх фахівців медсестринської справи.*

*Реалізація цих педагогічних умов сприяє розвитку комунікативної толерантності, емоційної стійкості та асертивності майбутніх медичних працівників, формує готовність до ефективної комунікації в умовах професійної невизначеності та конфліктності, а також інтегрує розвиток комунікативних здібностей у процес професійної підготовки, підвищуючи якість освітнього процесу та конкурентоспроможність випускників у глобальному медичному просторі.*

**Ключові слова:** здобувачі, майбутні фахівці сестринської справи, фахова передвища медична освіта, педагогічні умови, фахові медичні коледжі, особистісно-зорієнтований підхід, комунікативні здібності.