

UDC: 378.0215

DOI:

Natalia Oliynyk, Ph.D. (Pedagogy), Associate Professor,
Head of the Physical Education Department, Vinnytsya National Agrarian University
Nataliya Pedorenko, First Deputy of Director, Communal Higher Educational Institution
"Berdychiv Medical College" Zhytomyr Region Council

CRITERIA AND LEVELS OF NURSES' CULTURAL COMPETENCE FORMATION

The article defines the criteria and levels of the nurses' cultural competence formation. The formation diagnostics results are presented. It is determined that the process of forming the cultural competence of the future nurse by means of culture and ethnography is considered as a complex integrated process, which is afford to understanding the motives, needs of professional medical activity, effective using of culture and ethnography, which involves cultural knowledge, skills, and the formation of culturological judgments, feelings, values, ideals, behavior, a certain creative experience and allows them to use the means and cultural studies and ethnology successfully in labor activity. The integral ideological (reflects the level of awareness of the future nurse in the culturological sphere, maturity of judgments, knowledge about culture, world-view means of culture); emotional sensory (involves the formation of personality-professional qualities and aesthetic feelings of future nurses); cognitive activity (is characterized by the use of a medical sister's arsenal of necessary professional knowledge, skills, skills in the process of cultural competence formation); research creative (the presence of the necessary professional knowledge, skills of the professional nurses and the formation of cultural competence of the students by means of culture and ethnography in the nurses); analytical productive criteria of the future cultural nurse's culturological competence development (the ability to carry out by future medical nurses analysis, generalization, control, self-control, evaluation of the process and results of the formation of cultural competence) and intuitive reproductive, creative, constructives earch levels are outlined.

It was found out that the formation of cultural competence takes place in the process of creative activity of future nurses, in their relation to the surrounding world, cultural heritage, traditions, etc. Formation of cultural competence in the process of studying cultural studies and ethnology in medical colleges contributes to the training of highly skilled medical workers.

Keywords: cultural competence; medical nurse; criteria and levels of formation.

Ref. 8.

Наталія Олійник, кандидат педагогічних наук, доцент, завідувач кафедри фізичного виховання
Вінницький національний аграрний університет
Наталія Педоренко, перший заступник директора
КВНЗ "Бердичівський медичний коледж" ЖОР

КРИТЕРІЙ ТА РІВНІ СФОРМОВАНOSTI КУЛЬТУРОЛОГІЧНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ МЕДИЧНИХ СЕСТЕР

У статті визначено критерії та рівні сформованості культурулогічної компетентності майбутніх медичних сестер. Представлено результати діагностики стану сформованості даного утворення. Виокремлено критерії сформованості культурулогічної компетентності майбутньої медичної сестри: інтегрально-світоглядний, емоційно-почуттєвий, когнітивно-діяльнісний, дослідницько-творчий, аналітико-результативний та рівні: інтуїтивно-репродуктивний, креативно-творчий, конструктивно-пошуковий.

З'ясовано, що формування культурулогічної компетентності відбувається в процесі творчої діяльності майбутніх медичних сестер, у їх відношенні до навколишнього світу, культурної спадщини, традицій тощо. Формування культурулогічної компетентності у процесі вивчення культурулогії та народознавства у медичних коледжах сприяє підготовці висококваліфікованих медичних працівників.

Ключові слова: культурулогічна компетентність; медична сестра; критерії та рівні сформованості.

Introduction. There is educational process is effort to the intellectual, comprehensive development of young people, in expanding their outlook in medical colleges, but the cultural and spiritual areas of the future nurse also need attention. The enrichment of ideas about folk traditions, customs, the history of the native land, life, Ukrainian folklore, which is the basis of intelligence, the general level of

erudition, the ability to respond to the challenges of contemporary reality, forms the cultural competence of future nurses. The problem of the future nurse cultural competence forming by means of ethnography becomes of particular relevance in the development of Ukrainian statehood. Improving the training and education quality of health care professionals needs of the psychological and

pedagogical principles of the educational institutions activities revision, the introduction of modern concepts and approaches, strengthening the emphasis on the formation of students professional culture. Nowadays our lives need the preparation of a creative, active and culturally competent medical workers, who can focusing on the future while at the same time respect and enrich the historical and cultural heritage of the people. After all, there is only that generation is able to reproduce cultural and historical traditions and customs, to create new cultural values, to establish new cultural ideals whose worldview is formed on the knowledge of the national culture.

The effectiveness of the professional future nurses activity depends not only on the formation of their basic knowledge, skills and abilities, but also on the degree of their creative implementation. Today is the problem of the future nurses' cultural competence formation by means of culture and ethnography is becoming especially important, because it is up to them the formation of the future elites of our state, the true citizens, who respect and continue folk customs and traditions, understand the folk art, cultivate their lives and strive for their own creativity

The scientific basis for solving the problem is the researches in the medical field (S. Honcharenko, O. Humenyuk, I. Krynytska, A. Markovich, etc.) and psychological sciences (B. Ananiev, I. Bech, V. Vronskaya, O. Leontiev, S. Rubinstein and others), humanitarian disciplines (N. Bibik, N. Voloshina, M. Valushenko, etc.), professional education (O. Leontiev, Yu. Lavrysh, E. Milleryan, K. Platonov, N. Nichkhalo, S. Sysoev), pedagogics of culture (O. Volosovets, M. Demianchuk, E. Kryvenko, T. Zakusylova, I. Makhnovska, etc.).

There are many means of forming cultural competence of the personality. One of the most effective means of this process is cultural studies and ethnology, which we regard as the totality of the science foundations about the modern and past people, its national character, psychology, pedagogy, cultural-historical, creative traditions, customs and ordinances, crafts, etc. The problem of youth cultural competence forming by means of culture and ethnography was considered in the writings by A. Arnoldov, L. Bujeva, I. Kefeli, I. Lutska, V. Maslova, A. Popova, R. Rosina, N. Serdyuk and others. The works of V. Safonov, L. Tsurikov, and others are devoted to the introduction of culturological material in the context of the dialogue of cultures and civilizations. There are theoretical analysis and methodological substantiation of the content, methods, pedagogical conditions of culturological preparation of the future specialist was carried out in works by V. Danylchenko, M. Buligina, T. Ivanova, E. Yemelina, L. Nastenka, Y. Yurchenko and others.

The purpose of **the article** is to determine the criteria and levels of the development of cultural competence of future nurses.

The presenting main material. However, despite of the considerable interest of scientists in the question of the formation of cultural culture, values, aesthetic worldview, the taste of youth, the use of culture and ethnography in the educational process in order to form cultural competence of future nurses was not the subject of scientific research.

We defined the notion of competence as the ability of a person to effective carry out the activity involving the possession of knowledge, skills and abilities, and enables their use in terms of successfully solving problems.

The concept of culturological competence is interpreted by us as a collection of knowledge about culture in the broad and narrow sense of the word, which allows us to create a coherent picture of the world and indicate the role of a discipline that helps to clarify this picture, allows us to determine the place of a person in the world and ways of changing the world based on the knowledge gained [6; 2].

As a part of the professional-personal development of a specialist with higher education, it belongs to the category of "culturological competence" of N. Chigina. She understands the set of personal characteristics as culturological competence, the unity which allows a person to have knowledge in various fields of spiritual culture of mankind; to feel the object of the cultural-historical process in the modern world; be capable of reflection, communicate with other people, operating on realities, customs, images of not only their people, but also other people of Earth; to understand the regularities of the development of culture as a process of creation, conservation and translation of universal values [8, 11] In this case, the researcher is not limited to particular branches or specialties.

The process of forming of the future nurse cultural competence by means of culture and ethnography is considered by us as a complex integrated process aimed at the motives understanding, the needs of professional medical practice, the effective use of culture and ethnography using, which involves cultural knowledge, skills, the formation of culturological judgments, feelings, values, ideals, behavior, a certain creative experience and allows person to successfully apply the means of culture and ethnology in the labor force.

Before we consider the criteria of the cultural competence development of the future nurse by means of culture and ethnology (integral-ideological, emotional-sensory, cognitive-activity, research-creative, analytical-productive), we will analyze the concept of "criterion".

The term "criterion" comes from the Greek word and it is explained as a sign, according to which the evaluation is carried out, a classification is carried out, that is, a measure of evaluation [1].

Criteria are the qualities, properties and features of the object under study, which make it possible to assess its condition and level of functioning and development [3]. Each criterion includes more detailed units of measure are indicators; thus the notion of "criterion" is wider than the concept of "indicator". Speaking as component elements of the criterion, the indicators explain it, specify, detail it. The term "indicator" is interpreted as a qualitative or quantitative characteristic of the formation of each quality, that is, the measure of the formation of a particular criterion [5].

We propose to consider the criteria as the highest levels, the ideal levels of the future nurse cultural competence formation by means of culture and ethnography, and the indicators, as its separate manifestations, elements. So, we can consider each of the defined criteria.

The integral philosophical criterion reflects the awareness level of the future nurse in the culturological sphere, which is characterized by a certain degree of cultural consciousness formation, maturity of judgments, the presence of certain cultural ideals, culture knowledge, philosophical means of culture; creating conditions for personal development and creative self-development. This criterion is characterized by the formation level of medical students of aesthetic feelings, behavior culture and observance of rules in communication, clothes, everyday life; the ability to perceive and give a positive assessment to the folk art works, the presence of students desire to expand their horizons and raise the cultural competence level by means of ethnography; possession of history, folklore, Ukrainian traditions, customs, pedagogy of folk calendar by students' ethno-cultural knowledge; the need to form the young people cognitive interest in the study and enrichment of the cultural heritage of their native people.

Emotional sensory criterion involves the formation of personality-professional qualities and aesthetic feelings of future nurses; the value awareness of culturological knowledge, skills, and their application in the process of cultural competence formation of youth by means of ethnography; knowledge, understanding and perception of world and national culture, history, ethnography, folklore, emotional perception and understanding of folk art works. The emotional sensory criterion is characterized by a certain level of the emotional reaction formation to the use of means of culture and ethnography in the process of cultural competence formation formation;

the discovery of certain cultural values and norms from contemplation of art or aesthetic value works, reading samples of oral folk art; the ability to analyze the essence of culture, its place and role in the society, to identify the main interrelated sides, culture aspects; developed by creative imagination and intuition, the system of aesthetic senses presence, aesthetic taste, values, ability to provide an educational assessment of objects, reality, facts, phenomena, the of harmonious development implementation of personality means of culture and ethnography in the process of cultural competence forming.

The cognitive activity criterion is characterized by the medical nurse's arsenal using of necessary professional knowledge, skills in the process of cultural competence formation by means of culture and ethnography; the presence of the forms, methods, cultural needs, abilities knowledge, the skillful using of the cultural studies and ethnography means in the labor activity; the desire for self-realization in professional activity; the need for self-education and the cultural competence level raising.

The indicated criterion provides the ability to apply theoretical knowledge, skills, use of means of cultural studies and ethnography means in professional medical practice; the behavior culture formation, business and everyday etiquette; the formation of the tolerant and respectful attitude towards culture, customs, traditions, the history of its people and other peoples; the student nurse individual development, creative abilities, provision of conditions for its self-realization (ensembles, collectives, choruses, sections, circles).

The research-creative criterion is characterized by the nurses presence of the necessary professional knowledge, skills for creative professional activity and the formation of cultural competence of nurses by means of culture and ethnography; the need for continuous creative development; creative means of culture and ethnography using during studying and extra-curricular time; creative self-expression, originality in the performance of work, improvement of cultural abilities, creative approach to professional activity; their own original techniques design for the formation of cultural competence by means of cultural studies and ethnology; motivation and involvement of young people in independent research and creative activity on the formation of cultural competence through means of cultural studies and ethnography [4, 170]. This criterion predicts the students involving in research activities; organization of ethnographic intelligence, communication with old-timers for the purpose of culture studying; preparation of scientific reports and conducting researches of cultural orientation; participation in conferences and seminars, etc.

Creativity is the individual way of existence: personality can occur only in creativity. Creativity is the individual activity, in which the activity and behavior are merged. The activity becomes creative, when the person performs it consciously and interested. The future nurse creative activity is characterized by the goals harmony, motives, methods, since in the individual sets goals the creative activity, selects the means, exercises control, assesses, based on their interests and needs, which makes the most distinctive features of the person appear in the work.

An analytical and productive criterion is characterized by the ability to carry out by future medical nurses analysis, generalization, control, self-control, evaluation of the process and results of the cultural competence formation; the ability to draw conclusions about the errors presence in the process of cultural competence formation of youth and to choose a strategy for their correction. An analytical and productive criterion is determined by the criticality of judgments about the own level of the formation of culturological competence, the self-assessment of creative achievements, the ability to self-knowledge, self-education, self-affirmation, professional self-improvement, reflexive analysis of means of culture and ethnography, and the selection of the most optimal methods and forms in the process of forming cultural competence in professional activity.

The formation of cultural competence of future nurses by means of cultural studies and ethnography is the multilevel complex process. Based on the criteria, it is expedient to do the levels allocate. We have identified the following levels: intuitive-reproductive, constructive-search, creative and creative. We can consider each of them.

The intuitional and reproductive level of the future nurses cultural competence formation is characterized by superficially intuitive students representations about professional activity, cultural competence, the use of culture and ethnography in the educational process.

Students carry out a cultural evaluation of objects, phenomena, reality under the influence of the thoughts of others; the well-known examples of cultural values and means of culture and ethnography, do not independently reveal a special interest in the culture of the people and other peoples of the world, to the folk art works and the cultural competence formation by means of culture and ethnography, can apply only the methods proposed by the teacher known practices, perform tasks according to the model. Students almost do not use the acquired knowledge while studying psycho-pedagogical and humanitarian disciplines; having the culture and traditions elementary knowledge. The constructive-search level of the

formation of cultural competence of nurses, in contrast to the previous, is characterized by persistent professional interests. The knowledge gained during the study of psychological, pedagogical and humanitarian disciplines, knowledge, skills and abilities are used in practice, students try to comprehensively understand beauty in all its manifestations, capable of emotional experience and cultural assessment of objects, phenomena, environment, means of culture and ethnography, have good knowledge. about beautiful and ugly, about the laws of beauty, about the development of folk culture, culturology, know and understand the forms and types of cultures and civilizations, the main cultural and historical centers and regions of the world, the truth tory and the laws of their functioning and development; give examples of cultural values, have their own priorities in their choice, can justify their own opinion of choice, but they can not fully evaluate themselves and their own forces critically.

The creative level of the cultural competence formation is inherent in students who have deep and solid knowledge about cultural values, ideals, the of culture and ethnography using, are competent to use the cultural heritage; to establish national, cultural, social and religious tolerance (tolerance to other people's opinions, beliefs, and behavior) [7, 14] as a natural norm of social consciousness; have their own opinions and are able to argue about the effectiveness of their choices, have a non-standard, creative thinking, a rich cultural outlook, cultivate their lives and lives; have creative possibilities for independent creation of aesthetically valuable things; develop creative abilities in the independent creation of culturological values; they are in the constant cultural search.

Conclusions. Thus, we have identified and characterized the criteria and levels formation of the future nurses cultural competence by means of culture and ethnography. The level of culturological competence formation is closely linked to the man general cultural level. The culturological competence takes place in the future nurses creative activity process, in their relation to the surrounding world, cultural heritage, traditions, etc. A qualitative of the criteria and levels analysis of cultural competence formation allows us to conclude that the cultural competence formation in the process of cultural studies and ethnology at medical colleges contributes to the training of highly skilled medical workers.

Prospects for further research in this direction. There were formulated peculiarities of cultural education of students, the principles of education require additional experimental research and testing.

ЛІТЕРАТУРА

1. Балл Г. О. Категория “культура личности” в анализе гуманизации общей та профессиональной образования. Педагогика и психология профессионального образования: результаты исследований и перспективы / за ред. Г. А. Зязюна, Н. Г. Ничкало. 2003. С. 51–61.

2. Валицкая А. П. Культуротворческая школа: концепция и модель образовательного процесса. М.: Педагогика. 1998. № 4. С. 12–18.

3. Гончаренко С. У. Педагогические исследования. Методические советы молодым ученым. Киев, 1995. 42 с.

4. Колісник-Гуменюк Ю. І. Інтерактивні методи викладання гуманітарних дисциплін у медичних навчальних закладах. Сучасні інформаційні технології та інноваційні методики навчання у підготовці фахівців : методологія, теорія, досвід, проблеми : зб. наук. пр. Київ; Вінниця : ТОВ фірма “Планер”, 2010. Вип. 24. С. 169–173

5. Ожегов С. И., Шведова Н. Ю. Толковый словарь русского языка. М. : Азбуковик, 1999. 944 с.

6. Панкратова О. Культурологическая компетентность учителей и ее формирование в системе взаимодействия ИПК ПРО и гимназии № 65. URL: pier.ulstu.ru/seminar/archive/29report.doc.

7. Педагогический словарь / за ред. Дейсного члена АПН Украины М. Д. Ярмаченка. К.: Педагогическая думка, 2001. 386 с.

8. Чигина Н. В. Педагогическая технология формирования культурологической компетентности студентов сельскохозяйственного вуза на основе интегративного подхода : автореф. дис. на соискание науч. степени дог. пед. наук: спец. 13.00.08 “Теория и методика профессионального образования”/ Самара, 2009. 42 с.

REFERENCES

1. Ball, H. O. (2003). Category “personal culture” in the analysis of humanization of general and vocational education. *Pedagogy and*

Psychology of Vocational Education: Research Results and Perspectives. Kyiv. pp. 51–61. [in Ukrainian].

2. Valytskaia, A. P. (1998). *Kulturotvorcheskaja shkola: kontseptsyia y model obrazovatelnoho protsessa* [Cultural School: the concept and model of the educational process]. Moscow: Pedahohyka. No. 4. pp. 12–18. [in Russian].

3. Honcharenko, S. U. (1995). *Pedahohichni doslidzhennia. Metodichni porady molodym naukovtsiam* [Pedagogical research. Methodical advice for young scientists]. Kyiv, 42 p. [in Ukrainian].

4. Kolisnyk-Humeniuk, Yu. I. (2010). *Interaktyvni metody vykladannia humanitarnykh dystsyplin u medychnykh navchalnykh zakladakh* [Interactive methods of humanitarian disciplines teaching at medical schools]. *Modern information technologies and innovative teaching methods of specialists training: methodology, theory, experience, problems: Collection of scientific works*. Vinnytsia: TOV firma “Planer”, pp. 169–173. [in Ukrainian].

5. Ozhegov, S. Y. (1999). *Explanatory Dictionary of the Russian Language* [Explanatory Dictionary of the Russian Language]. Moscow, 944 p. [in Russian].

6. Pankratova, O. Cultural competence of teachers and its formation in the system of interaction IPK PRO and gymnasium № 65 [Cultural competence of teachers and its formation in the system of interaction IPK PRO and gymnasium №65]. Available at: <https://ulstu.ru/seminar/archive/29report.doc>. [in Ukrainian].

7. Yarmachenko, M. D. (Ed.). (2001). *Pedahohichnyi slovnyk* [Pedagogical dictionary]. Kyiv: Pedahohichna dumka, 516 p. [in Ukrainian].

8. Chyhyna, N. V. (2009). *Pedahohicheskaia tekhnolohyia formirovaniia kulturolohycheskoï kompetentnosti studentov selskokhoziaistvennoho vuza na osnove intehratyvnoho podkhoda* [Pedagogical technology of formation of cultural competence of agricultural high school students on the basis of integrative approach]. *Extended abstract of Doctor’s thesis*. Institute of Pedagogics of the Academy of Pedagogical Sciences of Russian. Samara, 42 p. [in Russian].

Стаття надійшла до редакції 19.02.2019



“Культура може називатися високою, якщо навіть вона не створила техніки або скульптури, але її так не назвуть, якщо їй не вистачає милосердя”.

Йохан Хейзінга
нідерландський історик, теоретик культури

