

## TRANSFORMATION OF CREATIVE THINKING OF MEDICAL STUDENTS

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**Annotation:** the object of special creative management must be pre-modeled: it is necessary to specify its goals and objectives, taking into account real possibilities, to determine the main points of the creative and educational process, organize it appropriately, and then regulate it, taking into account changing opportunities and the results achieved. It is important to provide favorable conditions for the functioning of the created creative and pedagogical system, to provide opportunities for its optimization and purposeful use at the level of the teaching and student team.

**Key words:** creativity, future doctor, training, teaching, creative and pedagogical aspect.

The qualities acquired by a student in the creative and educational process of a higher medical school are something new, greater than the sum of private results. This is the consistency of higher medical education: the emergence in the system of a new, creative aspect that is absent from the elements of the system.

Our studies have shown that the activity of a teacher of each academic discipline is focused primarily on the transfer of disciplinary knowledge, however, it is advisable to recognize that every lesson, every act of communication between a student and a teacher contributes to the formation of a student's creative qualities that are most important both for society and for himself. Graduate. It is these qualities, arising as a result of the interaction of the student with each teacher, that determine the maturity of the graduate both as a citizen, an active member of society, and as a professional doctor.

To solve this problem, we single out the following socially expected creative qualities of a graduate of a medical university:

1. Qualities of a university graduate as a subject of art creation:

- involvement in the achievements of world and national culture in
- creativity system;
- high morality, ethics in the creative aspect;
- striving for the truth of creativity;
- personal dignity combined with creative tolerance for the position of others;
- legal erudition in the system of creativity;
- humanism in the creative aspect;
- tolerance in the creative and pedagogical aspect;
- -politeness, respectful conduct of polemics in the system of cultural creativity;

- entrepreneurship, firmness in the implementation of creative solutions;
- commitment in the creative aspect;
- A sense of creative responsibility for the patient.

2. Creative qualities of a university graduate as a highly professional medical specialist:

- high professional literacy in the chosen field of medicine in integration with creativity;
- the desire to study the latest creative achievements of medical science, the analysis of such achievements;
- creative potential for the development of the chosen field of activity in the field of medicine;
- Creative research potential.

Among the specializing creative and professional qualities, we include the research qualities of a medical specialist. As shown in the above list of socially expected creative qualities of a graduate of a medical university, a medical specialist should be, first of all, a subject of culture, capable of realizing and morally evaluating universal human values from the standpoint of cultural creativity. This is facilitated by the general cultural component in education, which represents education as a mechanism for the translation of cultural creativity in society.

As noted by V.V. Nikitaev, "... education must constantly recreate the existing and create a new culture: for example, in the form of special types of educated people, texts and ways of life."

An educated person must be aware of himself as a particle of humanity, be aware of himself as a subject of culture. V.T. Lisovsky, Z.V. Sikevich calls such a person "the bearer and active successor of the highest achievements in the pursuit of true humanity."

Thus, we consider higher medical education as a social institution that provides the function of inheriting cultural creativity.

Our studies have shown that the issue of education in a higher medical school deserves special attention, since as a result of education, the personality of the future medical specialist and his personal qualities are formed, on which both the student's future life and his creative and professional activities directly depend.

In the approach proposed by us, it is advisable to define the education of students of a medical university as a purposeful meaningful creative and professional activity of a teacher that contributes to the development of the personality of a future medical specialist. Thus, the upbringing of a medical student occurs as a process of creative influence on him by a teacher in order to prepare him for a certain social role.

From this point of view, the statement of A.V. Petrovsky. He believes that the educational process in higher education acts as "the process of assimilation and active reproduction by the individual of social experience, a system of social ties and relationships in his own experience."

We have determined that in the process of socialization a student acquires creative qualities, values, beliefs, socially approved forms of behavior necessary for him to live a normal life in society.

From our point of view, higher education plays an important role in shaping the future highly professional specialist. The university occupies a special place in the system of educational institutions of the country, contributing to the cultural enrichment of future leading specialists.

In this regard, we consider the university as an integral creative and educational system, polystructural in terms of the content of its activities.

When approaching the understanding of the essence of the creative and pedagogical aspect, we single out four main provisions of the creative and educational process in higher medical school:

- social and moral qualities that develop as a result of the activities of a team of university teachers in the process of creative learning;
- special creative and educational work of the teacher-curator for the formation of a system of moral and ethical qualities, beliefs and views;
- self-education of the student's personality in the process of education in the system of creativity;
- The formation of personal creative qualities as a result of the mutual influence of students in the process of communication and activity.

In connection with the objectives of the study of creative education in medical school, we consider the following creative factors:

- integrativity, integrity of the system of creativity;
- creative and moral values that have developed as a result of family education;
- formed personal values under the influence of creative education;
- the formation of personal creative qualities and moral ideas under the influence of social conditions and the surrounding reality;
- the influence of living conditions on the formation of personal creative qualities;
- Universal values in the system of creativity.

We proceeded from the fact that the educational system of a higher medical school, as an object of especially creative management, should be preliminarily modeled: it is necessary to specify its goals and objectives, taking into account real possibilities, determine the main points of the creative and educational process, organize it accordingly, and then regulate it. Taking into account changing opportunities and results achieved. In addition, it is important to provide favorable conditions for the functioning of the created creative and pedagogical system, to provide opportunities for its optimization and purposeful use at the level of the teaching and student team. This directly affects the effectiveness of management of educational processes in the system of creativity, functioning and improvement of the higher medical school as a creative and educational system.

As we found out in the course of the study, the model of the creative and pedagogical aspect in the formation and development of the education of medical students is based on the paradigms of improving education with the aspect of creativity. We have developed the following paradigms: systematic presentation of educational material by a teacher in a creative and pedagogical aspect, adequate to medical education; orientation to the cultural-creative activity of the student himself when comprehending and rethinking the creative material; development of the potential for independent assimilation of new creative information adequate to the professional field; individual formation of education of a medical student in the system of creativity; obtaining and confirming creative and pedagogical results in the field of cultural creativity, adequate to medical education.

The paradigms of improving education developed by us in the course of the study with the aspect of creativity contributed to the formation of the potential of medical students for creative and pedagogical development in the mastered field of vocational education. The model is based on the paradigms of improving the education of medical students in the system of the creative and pedagogical aspect, developing the potential of the student's creative and pedagogical development in the mastered field of professional education, characterized by the student's readiness for creative research, which is expressed in

the presence of personal creative research potential formed by students in the process of development at the university. Personal creative research potential is determined by a combination of creative and personal qualities and develops among students in the process of interaction between a teacher and a student-subject of creativity in the system of creative and pedagogical aspect.

Readiness for creative research will contribute to the implementation of creative professional scientific activity of a student of a medical university, the results of which will be used by the student-future doctor himself in further creative research that contributes to the birth of new creative and professional solutions.

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