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AN ASSESSMENT OF THE MEDICAL STUDENTS' CREATIVE POTENTIAL AND CREATIVITY

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Relevance: medicine is the field, where physicians are required to adhere to strict treatment protocols and study the inherent information. Even during their interactions with patients, they must consistently follow the instructions; thus, creativity seems to be unnecessary, but it's not entirely accurate. Doctors incorporate creativity to enhance their emotional intelligence and, thus, effectively communicate with their patients. Diagnosing a medical condition requires clinicians to use their full potential, knowledge, and expertise to identify the problem and recommend the most appropriate treatment. Additionally, medical creativity holds great significance, as each patient is a unique individual with their own opinions, fears, and medical history. Despite having the same diagnosis, they may need different treatment approaches, requiring definitions of therapeutic success that go beyond the standard.

Purpose of work: to determine the level of creative potential and creativity among the medical students.

Research methods: sociological survey based on a test called «Diagnostics of Creative Potential and Creativity» developed by The Center for Career Development and Continuous Education. This test defines creativity as a combination of curiosity, self-confidence, visual and hearing memory, a craving for independence, and the ability to concentrate.

Results: a total of 61 medical students from Bogomolets National Medical University took part in the survey. 57 of them scored less than 48 points, demonstrating low creative potential and creativity compared to 4 students demonstrating high creative potential and creativity.

49.2% expressed the possibility of playing a significant role in the future that may bring about major changes in the world around them. Conversely, 29.5% considered this outcome to be highly improbable in their particular situation, while just 21.3% were completely sure of their future relevance.

62.3% of individuals have doubts about the potential impact of their ideas in their chosen sector, but nevertheless see a possibility for success. 8.2% are uncertain about where they could generate such ideas, while just 29.5% have complete confidence in their ability to achieve their goals.

Out of the surveyed students, 31.1% expressed complete confidence in their ability to succeed when they make a decision. On the other hand, 36.1% of students frequently experience self-doubt. Additionally, 32.2% of students reported feeling more confident than uncertain while embarking on new endeavours.

Conclusions: the negative tendency in medical students' creativity is observed. That is why medical course programs should provide some special opportunities for students to develop their creative skills during their studies. They may include:

- Combining basic medical knowledge and their clinical significance in the educational materials.
- Ensuring the opportunity to communicate with patients.
- Teaching medical students by clinicians, who can share their medical experience with them.
- Resolving tasks without ready-made answers, which can help students deal with uncertainty.
- Encouraging students to work on projects and deepen their knowledge of contemporary topics.
- Creating space and time for creativity is a way of reducing pressure, judgment, and rapid comments from teachers.

Key words: creativity, creative potential, medicine.