

УДК 378.091.12.011.3-051:[378.04:61-057.875

DOI <https://doi.org/10.33989/2519-8254.2026.19.363689>

ORCID <https://orcid.org/0000-0002-5829-2048>

ORCID <https://orcid.org/0000-0003-4682-3734>

THE ROLE OF PROFESSIONALLY SIGNIFICANT QUALITIES OF TEACHERS IN THE TRAINING OF STUDENTS AT MEDICAL UNIVERSITIES IN THE CONTEXT OF EDUCATIONAL TRANSFORMATIONS

Olena Shevchenko,

Candidate of Pedagogical Sciences, Associate Professor,
Associate Professor of the Department of Ukrainian Studies and Humanities;
Poltava State Medical University;

Tetiana Leshchenko,

Candidate of Philological Sciences, Associate Professor,
Head of the Department of Ukrainian Studies and Humanities;
Poltava State Medical University

This article thoroughly investigates the important role of professional competence of teachers in the process of training students at medical universities, especially in the context of modern educational transformation. The results of the conducted research indicate that in the context of current changes in the education system, the role of teachers at medical universities is undergoing significant changes, becoming more complex, multifaceted, and multifunctional. Teachers are no longer just transmitters of knowledge; they also act as facilitators of the educational process, mentors, and bearers of professional ethics and values that shape future doctors.

The research confirms that the professional competence of teachers is a decisive factor influencing the effectiveness of professional training of future medical specialists. The results of the empirical study showed that most students highly appreciate the influence of the teacher's personality on their learning motivation, the formation of professional values, and the development of clinical thinking. The ability of the teacher to create a favorable educational environment, actively apply interactive teaching methods, and use modern educational technologies is of particular importance.

By summarizing the obtained data, the authors systematized the professional competence of teachers at medical universities according to several key categories: professional-pedagogical competence, which includes teaching abilities and methods; communicative competence, which encompasses the ability to interact with students and show empathy; personal qualities such as a sense of responsibility, moral qualities, and resilience; as well as the ability to innovate, which implies readiness to implement new technologies and flexible thinking. The comprehensive development of these qualities in teachers ensures a significant improvement in the quality of the educational process and an increase in the level of training of future medical professionals. The research results confirm that the effectiveness of professional training of students in higher medical educational institutions largely depends on the comprehensive application of the aforementioned qualities by teachers.

Furthermore, the research also shows that teachers are not only a source of knowledge but also a decisive factor in shaping the professional identity, values, and models of professional behavior of future doctors.

Keywords: teacher, professional qualities, medical university, students, educational transformations.

Introduction. The current stage of higher education development in Ukraine is characterized by active transformational processes driven by European integration priorities, globalization challenges, and increasing societal demands for the quality of specialist training. These processes are of particular relevance in the field of medical education, as the professional activity of future physicians is directly related to the preservation of human life and health, which imposes heightened requirements on their level of competence, responsibility, and professional culture.

In the context of medical education reform, there is a rethinking of the role of a medical university teacher, who is transforming from a transmitter of knowledge into a facilitator of the educational process, a mentor, and a bearer of professional and ethical values. A modern teacher must not only possess profound professional knowledge but also be capable of developing students' clinical thinking, fostering their professional motivation, communication skills, stress resilience, and readiness for continuous professional development.

Under conditions of educational digitalization, the implementation of distance and blended learning formats, and the widespread use of simulation technologies and evidence-based medicine, the range of professional functions of a teacher is significantly expanding. This necessitates the development of their multifunctionality, pedagogical mastery, innovative thinking, and ability for continuous self-education. The teacher's personality, professionally significant qualities, moral values, and style of pedagogical interaction serve as an important factor in shaping the professional identity of the future physician.

At the same time, the effectiveness of professional training of medical university students largely depends on the level of development of the teacher's professionally significant qualities, which ensure the quality of the educational process, promote the development of clinical thinking, and foster readiness for practical activity. An insufficient level of development of these qualities may negatively affect learning outcomes and the professional success of future specialists.

In the process of reviewing, analyzing and summarizing relevant scientific sources on the chosen research problem, we would like to pay more attention to improving the problem of identifying and systematizing the professionally significant qualities of a medical university teacher in the context of contemporary educational transformations requires further scientific reflection.

Literature review. The issue of professionally significant qualities of higher education teachers has been the subject of scholarly interest among both domestic and international researchers. Under current conditions of educational reform, particular relevance is attached to the study of this problem in the context of training future physicians.

Contemporary research indicates that the professionally significant qualities of a teacher are considered to be an integrative characteristic of personality, combining pedagogical abilities, moral qualities, professional competence, and the capacity for innovative activity. In particular, the works of S. Bilozerska and S. Mashchak (2022) emphasize the importance of such qualities as pedagogical optimism, pedagogical ingenuity, and anticipation, which ensure the effectiveness of pedagogical interaction.

At the same time, modern Ukrainian scholars O. Briukhovetska and T. Chausova (2012) highlight the importance of professional-pedagogical orientation, moral values, intellectual activity, and readiness for self-education as key characteristics of a teacher.

In the context of medical education, this issue acquires particular significance. As noted by V. Zhdan, V. Dvornyk, D. Avetikov, and O. Belyaeva (2025), one of the leading directions in the development of contemporary medical education is its humanization, which involves the formation not only of professional knowledge but also of emotional intelligence, communication skills, and social responsibility in future physicians. The authors emphasize that the teacher plays a key role in shaping these qualities.

Recent studies also demonstrate that effective training of medical university students is impossible without the development of so-called «non-technical skills» (soft skills), in particular communication, empathy, critical thinking, and the ability to work in a team. These qualities are largely formed through the teacher's personal example and the organization of the educational process.

In scholarly works of recent years (2024–2025), increasing attention is also paid to the growing role of digital technologies in medical education. The use of simulation-based methods, virtual patients, and digital platforms requires of teachers' new competencies and professionally significant qualities such as digital literacy, innovativeness, and cognitive flexibility.

Furthermore, contemporary educational transformations are associated with the integration of emerging fields, in particular artificial intelligence in medical education. Research by Ma et al. (2024) emphasizes the need to develop new competencies in students and, consequently, to enhance the qualifications of teachers, who must possess both clinical and digital knowledge.

An important aspect is also the pedagogical mastery of the teacher, which includes professional knowledge, pedagogical abilities, moral qualities, and communicative culture. It is precisely the combination of these components that forms an effective teacher capable of ensuring high-quality training of specialists.

Thus, the analysis of the scientific literature demonstrates that the professionally significant qualities of a medical university teacher constitute a complex construct encompassing pedagogical, personal, ethical, and innovative characteristics. In the context of educational transformations, their role is significantly increasing, as they ensure the formation of professional competence, clinical thinking, and humanistic values in future physicians.

At the same time, despite a considerable body of research, the problem of systematizing the professionally significant qualities of a medical university teacher and determining their impact on students' learning outcomes requires further scientific investigation.

Purpose of the study is to identify and theoretically substantiate the professionally significant qualities of a medical university teacher as a factor of effective professional training of future physicians.

Taking into consideration practical necessity to examine urgent problems which are directly related the motivation for this research, its aims and objectives, the paper attempts to address the following research questions:

To analyze contemporary approaches to defining the professionally significant qualities of higher education teachers.

To reveal the specific features of a medical university teacher's activity in the context of educational transformations.

To identify the key professionally significant qualities of a teacher that ensure effective training of future physicians.

To characterize the impact of the teacher's professionally significant qualities on the formation of professional competencies of medical university students.

To substantiate the role of innovative educational technologies in the development of teachers' professional qualities.

The scientific novelty of the obtained results lies in the following:

– the concept of «professionally significant qualities of a medical university teacher» has been clarified, considering contemporary educational transformations (digitalization, distance learning, simulation technologies);

– the professionally significant qualities of a medical university teacher have been systematized (pedagogical, personal, communicative, innovative, emotional-ethical);

– the peculiarities of the influence of these qualities on the formation of clinical thinking, professional responsibility, and communicative competence of future physicians have been identified;

– the role of the teacher as a facilitator, mentor, and bearer of professional values in medical education has been further substantiated;

– it has been demonstrated that the effectiveness of professional training of medical university students directly depends on the level of development of the teacher's humanistic, communicative, and innovative qualities.

Methods and participants. To achieve the research objective, a set of complementary methods was employed, ensuring a comprehensive investigation of the problem of the professionally significant qualities of a medical university lecturer.

Theoretical methods included analysis, synthesis, generalization, and systematization of scientific sources on the research problem in order to define the essence of the concept «professionally significant qualities of a lecturer», their structure, and their role in the professional training of future physicians.

Empirical methods involved conducting a survey of medical university students to identify their perceptions of the most important lecturer qualities and to assess the impact of these qualities on the effectiveness of the learning process.

The study involved 120 students from the 2nd to 5th years of study at a medical university (specialties: «Medicine», «Pediatrics», «Dentistry»). The sample was formed on the basis of accessibility and represented different stages of professional training.

For data collection, an author-designed questionnaire was developed, which included the following sections:

- assessment of the lecturer’s professional qualities;
- identification of personal characteristics;
- evaluation of pedagogical interaction;
- determination of the lecturer’s role in the development of professional competencies.

Assessment was carried out using a 5-point scale (from 1 – «not important» to 5 – «extremely important»).

Methods of mathematical statistics (calculation of mean values and percentage analysis) were used to process and interpret the research results.

Table 1 presents students’ assessment of the professionally significant qualities of a medical university lecturer.

Table 1 – Students’ assessment of the professionally significant qualities of a medical university lecturer (in %)

№	Professionally significant qualities of a teacher	«Extremely important» (%)	«Importantly» (%)	«Moderately important» (%)	«It doesn’t matter much» (%)	«It doesn’t matter» (%)
1	Professional competence	92	6	2	0	0
2	Ability to explain the material in an accessible way	89	8	3	0	0
3	Communication skills, friendliness	85	10	4	1	0
4	Fairness of assessment	83	11	5	1	0
5	Ability to interest students	81	12	6	1	0
6	Responsibility	90	7	3	0	0
7	Empathy	84	10	5	1	0
8	Stress resistance	78	14	6	2	0
9	Tolerance	76	15	7	2	0
10	Use of modern technologies	79	13	6	2	0
11	Application of clinical cases	83	11	5	1	0
12	Use of interactive methods	81	12	6	1	0

The data presented in *Table 1* reflects the students' assessment of the professionally significant qualities of a medical university teacher in terms of their importance. The results obtained indicate that the absolute majority of respondents prefer the professional, pedagogical as well as personal qualities of a teacher.

The highest indicators according to the criterion of «extremely important» were received by such qualities as professional competence (92%), responsibility (90%) as well as the ability to explain the material in an accessible way (89%), which emphasizes the key role of the teacher's professional training and his pedagogical skills in the process of training future doctors.

A high level of significance was also demonstrated by communicative qualities: friendliness and the ability to effectively interact with students (85%), as well as empathy (84%), which indicates the importance of the humanistic component in medical education. This is explained by the specifics of the future profession of students, which involves constant interaction with patients.

A significant proportion of students noted the importance of fair assessment (83%), the ability to interest students (81%), as well as the use of interactive teaching methods (81%) and clinical cases (83%), which indicates the growing role of innovative approaches in teaching.

Relatively lower, but still high indicators include such qualities as stress resistance (78%) and tolerance (76%), which are also important for effective pedagogical activity, especially in conditions of increased psycho-emotional stress.

Thus, the results of the study of students' assessment of the professionally significant qualities of a medical university teacher indicate that medical university students give priority to a complex combination of professional, communicative as well as personal qualities of a teacher. Professional competence and pedagogical skills are decisive, but humanistic and communicative characteristics that ensure effective interaction in the educational process are no less important.

The data in *Table 2* demonstrate the influence of professionally significant qualities of a teacher on various aspects of the educational activities of medical university students.

Table 2 – The influence of professionally significant qualities of a teacher on students' educational activities

Indicator	Share of students (%)
The influence of the teacher on motivation to learn	87
The influence on the formation of professional attitudes	82
The influence on the development of clinical thinking	78
The influence on communication skills	80

According to respondents, the greatest influence is exerted by the teacher on motivation for learning (87%), which confirms their key role as a subject of the educational process capable of forming students' interest in acquiring knowledge and professional development.

The indicator of influence on the formation of a professional attitude toward future activities (82%) is also high, which indicates the importance of the teacher's personality as a carrier of professional values, norms as well as models of behavior.

The teacher's influence on the development of students' communication skills (80%), which are critically necessary for future doctors in the process of interacting with patients and colleagues, is important.

A somewhat lower, but significant influence was recorded on the development of clinical thinking (78%), which can be explained by the need to combine theoretical knowledge with practical experience, which is formed not only during training, but also in clinical practice.

Thus, the results of the study of the influence of professionally significant qualities of a teacher on various aspects of the educational activity of medical university students confirm that professionally significant qualities of a teacher have a complex impact on the formation of educational motivation, professional orientation as well as key competencies of medical university students. The influence of a teacher on the motivational and value spheres of the personality of a future doctor is especially significant.

Discussion. The results of the study showed that the leading professionally significant qualities of a medical university teacher, according to students, are professional competence, pedagogical skills, communicative abilities and personal characteristics. The data obtained are consistent with the conclusions of Ukrainian and foreign scientists on determining the role of professionally significant qualities of a teacher in the medical education system. In particular, it was found that students give priority to professional competence, communicative skills and personal qualities of a teacher, which is confirmed by the results of the study by Z. Parveen (2023), where more than 90% of students consider professional competence and communicative skills to be key characteristics of an ideal medical university teacher. This correlates with the data we obtained, where similar qualities received the highest marks.

At the same time, the results of our study confirm the significance of the humanistic component of pedagogical activity, in particular empathy, benevolence and tolerance. Similar findings are presented in the study by M. Aghabary & M. Khedmatzare (2025), which emphasizes that an effective teacher in medical education must combine professional competence with a high level of emotional intelligence and the ability to support students.

In the research of T. Horokhivska (2018), it is noted that professional competence and pedagogical skills are the basic characteristics of a higher education teacher, which determine the effectiveness of the educational process. Similarly, in our study, these qualities received the highest marks among students, which indicates their decisive role in the professional training of future doctors.

The importance of communicative and personal qualities of a teacher is confirmed by the works of V. Demchenko, I. Semenyshyna, & Ye. Yemelianova, (2021) and O. Shevchenko (2022), which emphasize the importance of the humanistic orientation of pedagogical activity, the development of empathy, tolerance and the ability to effectively interact with students. The results we obtained (high indicators of benevolence, empathy and justice) are fully consistent with these conclusions.

In the context of medical education, the results of the study coincide with the scientific provisions of V. Zhdan, V. Dvornyk, D. Avetikov, & O. Belyaeva (2025), which emphasize the need to humanize the educational process and form professional and ethical values of future doctors. In our study, this is confirmed by the high level of influence of the teacher on the motivation of students (87%) and the formation of their professional attitude (82%).

The data obtained on the importance of innovative qualities of a teacher is also consistent with modern trends in the development of medical education. In particular, in the study of J. Song, G. Wei, G. Cheng, Y. Yan, & S. Yang (2025), Z. Sooki, K. Sharifi, & F. Faroughi (2024) and others. It is emphasized that a modern teacher must have the skills to use interactive and digital teaching technologies, which are a necessary condition for the effective formation of students' clinical thinking. In addition, the introduction of simulation technologies and digital platforms significantly improves the quality of practical training of future doctors, which is confirmed by modern research in the field of medical education. This is also confirmed by the results of our study, where most students highly appreciated the importance of using modern technologies, clinical cases as well as interactive teaching methods.

Particular attention should be paid to the influence of the teacher on the motivation of students (87%) and the formation of their professional identity (82%) revealed in the study. This corresponds to modern concepts of the formation of professional identity, according to which the teacher acts as a key agent of the socialization of the future doctor and a carrier of professional values. Thus, pedagogical interaction goes beyond the transfer of knowledge and acquires a value-orientation character.

The results are also consistent with the studies of J. Song, G. Wei, G. Cheng, Y. Yan, & S. Yang (2025), who define a complex of professional qualities of a clinical teacher, which includes pedagogical competence, communication skills, the ability to mentor and organize clinical training. This confirms the conclusion about the multifunctional nature of the activities of a medical university teacher.

In addition, the relationship between the professional qualities of the teacher and the development of clinical thinking of students is important. Modern research emphasizes that effective teaching in medical institutions of higher education should be based on problem-based learning and an evidence-based approach, which requires a high level of methodological training and innovation from the teacher.

No less important is the influence of the teacher's research activity on the formation of students' professional qualities. As noted by S. Bilozerska (2021), the involvement of students in scientific activity contributes to the development of critical thinking, analytical abilities and professional responsibility, which is consistent with the results obtained regarding the significance of intellectual and motivational factors.

Thus, the results of the study confirm and complement modern scientific ideas about the key role of professionally significant qualities of the teacher in the training of medical university students. It has been established that the effectiveness of the educational process is determined not only by the level of professional competence of the teacher, but also by his personal, communicative and innovative characteristics, which in the complex ensure the formation of a highly qualified, responsible and competitive specialist in the medical field.

Conclusions. As a result of the conducted research, it was found that in the conditions of modern educational transformations, the role of a medical university teacher is significantly changing and becoming more complicated, acquiring a multifunctional character. The teacher acts not only as a translator of knowledge, but also as a facilitator of the educational process, a mentor, a carrier of professional and ethical values.

It is proven that the professionally significant qualities of a teacher are a determining factor in the effective professional training of future doctors.

The most significant, according to the respondents, were the following qualities: professional competence (92%) of students assessed it as «extremely important»; the ability to explain the material in an accessible way (89%); communication skills and friendliness (85%); fairness and objectivity of assessment (83%); the ability to interest students (81%). Among the personal qualities, the following were especially significant: responsibility (90%); empathy (84%); stress resistance (78%); tolerance (76%). An important result is that 87% of students noted that it is the personality of the teacher that significantly influences their motivation to study, and 82% – on the formation of a professional attitude towards future activities.

Regarding the innovative aspects of the teacher's activities, students noted the importance of: the use of modern teaching technologies (79%); the use of clinical cases and simulations (83%); interactive teaching methods (81%).

The results of the empirical study confirmed that most students highly appreciate the influence of the teacher's personality on their learning motivation, the formation of professional values, and the development of clinical thinking. Of particular importance is the teacher's ability to create a favorable educational environment, apply interactive teaching methods, and modern educational technologies.

The generalization of the obtained data allowed to systematize the professionally significant qualities of a medical university teacher into the following groups:

1. Professional and pedagogical (competence, methodological skills).
2. Communicative (ability to interact with students, empathy).
3. Personal (responsibility, morality, stress resistance).
4. Innovative (readiness to use new technologies, flexibility of thinking).

Their comprehensive development ensures an increase in the quality of the educational process and the level of training of future specialists in the medical field. The obtained results confirm that the effectiveness of professional training of medical university students largely depends on the complex combination of the specified qualities of the teacher.

In addition, it was established that the teacher is not only a source of knowledge, but also an important factor in the formation of the professional identity of the future doctor, his value orientations and models of professional behavior.

Prospects for further research lie in the development of effective methods for the formation and development of professionally significant qualities of teachers of medical universities, as well as in the study of their influence on the results of the practical activities of future doctors.

ЛІТЕРАТУРА

- Білозерська, С. І. (2021). Особистісний потенціал у структурі особистості викладача. *Вчені записки Таверійського національного університету імені В. І. Вернадського. Серія: Психологія*, 32 (71), 1, 87-93. DOI: <https://doi.org/10.32838/2709-3093/2021.1/15>
- Білозерська, С. І., & Машак, С. О. (2022). Особистісні якості викладача як передумова професійної успішності майбутнього вчителя. *Габітус*, 36, 127-132. Взято з https://habitus.od.ua/journals/2022/36-2022/36_2022.pdf
- Брюховецька, О. В., & Чаусова, Т. В. (2012). Професійно значущі якості особистості викладача вищого навчального закладу. *Післядипломна освіта в Україні*, 1, 74-78. Взято з <https://lib.iitta.gov.ua/id/eprint/8370/196.pdf>
- Волкова, Н. П., & Степанова, А. А. (2018). Фасилітатор як важлива рольова позиція сучасного викладача вишу. *Вісник Університету імені Альфреда Нобеля. Серія «Педагогіка і психологія». Педагогічні науки*, 1 (15), 228-234. DOI: <https://doi.org/10.32342/2522-4115-2018-0-15-228-234>
- Гнезділова, К. (2008). Формування особистісних якостей майбутнього фахівця. В кн. *Вища школа України в умовах глобалізації та інтеграції*: зб. матеріалів Всеукр. наук.-прак. конф. (с. 150-152). Черкаси: Вид-во ЧНУ.
- Горохівська, Т. (2018). Професійно значущі якості особистості як складова професійно-педагогічної компетентності викладача. *Сучасні інформаційні технології та інноваційні методики навчання в підготовці фахівців: методологія, теорія, досвід, проблеми*, 50, 243-247. Взято з <https://vspu.net/sit/index.php/sit/article/view/4928>
- Демченко, В., Семенишина, І., & Ємельянова, Є. (2021). Психологічні особливості діяльності викладача ЗВО в процесі навчання іноземних студентів. *Social Work and Education*, 8 (1), 90-105. DOI: <https://doi.org/10.25128/2520-6230.21.1.7>
- Ждан, В., Дворник, В., Аветіков, Д., & Беляєва, О. (2025). Гуманізація медичної освіти як чинник професійного становлення майбутніх фахівців. В кн. *Інтеграційні та інноваційні напрями розвитку медичної освіти*: матеріали наук.-практ. конф. (с. 3-7). Полтава: ПДМУ. Взято з <https://repository.pdmu.edu.ua/server/api/core/bitstreams/12588edb-6fab-4955-8f5b-55816c6c6b7/content>
- Шевченко, О. (2022). До питання культури професійного спілкування. В кн. *Методика навчання природничих дисциплін у середній та вищій школі (XXIX Каршинські читання)*: матеріали Міжнар. наук.-практ. конф. (с. 241-243). Полтава: Астроя. Взято з <http://dspace.pnpu.edu.ua/handle/123456789/19817>
- Aghabarary, M., & Khedmatizare, M. (2025). Emotional intelligence as a predictor of clinical competence in nursing students. *BMC Research Notes*, 18 (1), 25. DOI: <https://doi.org/10.1186/s13104-025-07106-5>
- Khalmukhamedova, M. A. (2024). Professional qualities of a teacher. *European Science Methodical Journal*, 2 (6), 211-215. Retrieved from <https://europeanscience.org/index.php/3/article/view/707>
- Ma, Y., Song, Y., Balch, J., Ren, Y., Vellanki, D., Hu, Z. ... Shsckel, B. (2024). *Promoting AI Competencies for Medical Students: a Scoping Review on Frameworks, Programs, and Tools*. DOI: <https://arxiv.org/pdf/2407.18939>
- Nayak, C. (2021). Qualities of a Good Medical Teacher. *Homoeopathy for All (Nov)*, 23 (11), 38-40. Retrieved from <https://acspublisher.com/journals/index.php/hfa/article/view/14096>
- Parveen, Z. (2023). Students' perspective of an ideal medical teacher: expectations and reality. *Journal of Ayub Medical College Abbottabad*, 35 (3), 433-436. DOI: <https://doi.org/10.55519/JAMC-03-12087>
- Shaikh A, Kirmani F, Aftab R, Zeb A, Ali A, & Kumar, R. (2024). Potential Teaching Skills Needed as a Clinical Teacher for Teaching Medical Sciences: A Cross-Sectional Study. *Medical Forum Monthly*, 35 (2), 17-21. DOI: <https://doi.org/10.60110/medforum.350204>

- Song, J., Wei, G., Cheng, H., Yan, Y., & Yang, S. (2025). Establishing a set of qualities for clinical teaching faculty in undergraduate medical internship. *BMC Medical Education*, 25 (1), 298. DOI: <https://doi.org/10.1186/s12909-025-06868-7>
- Sooki, Z., Sharifi, K., & Faroughi, F. (2024). Investigating factors affecting the evaluation of teachers' medical universities from the students' point of view: a systematic review. *BMC Medical Education*, 24 (1), 187. DOI: <https://doi.org/10.1186/s12909-024-05161-3>
- Sukkurwalla, A., Zaidi, S. J. A., Taqi, M., Waqar, Z., & Qureshi, A. (2024). Exploring medical educators' perspectives on teaching effectiveness and student learning. *BMC Medical Education*, 24, 1433. DOI: <https://doi.org/10.1186/s12909-024-06465-0>

REFERENCES

- Aghabarary, M., & Khedmatizare, M. (2025). Emotional intelligence as a predictor of clinical competence in nursing students. *BMC Research Notes*, 18 (1), 25. DOI: <https://doi.org/10.1186/s13104-025-07106-5>
- Bilozerska, S. I. (2021). Osobystisnyi potentsial u strukturi osobystosti vykladacha [Personal potential in the structure of the teacher's personality]. *Vcheni zapysky Tavriiskoho natsionalnoho universytetu imeni V. I. Vernadskoho. Serii: Psykholohiia* [Scientific notes of the Tauride National University named after V. I. Vernadsky. Series: Psychology], 32 (71), 1, 87-93. DOI: <https://doi.org/10.32838/2709-3093/2021.1/15> [in Ukrainian].
- Bilozerska, S. I., & Mashchak, S. O. (2022). Osobystisni yakosti vykladacha yak peredumova profesiinoi uspishnosti maibutnoho vchytelia [Personal qualities of the teacher as a prerequisite for the professional success of the future teacher]. *Habitus*, 36, 127-132. Retrieved from https://habitus.od.ua/journals/2022/36-2022/36_2022.pdf [in Ukrainian].
- Briukhovetska, O. V., & Chausova, T. V. (2012). Profesiino znachushchi yakosti osobystosti vykladacha vyshchoho navchalnoho zakladu [Professionally significant qualities of the personality of the teacher of a higher educational institution]. *Pisliadyplomna osvita v Ukraini* [Postgraduate education in Ukraine], 1, 74-78. Retrieved from <https://lib.iitta.gov.ua/id/eprint/8370/196.pdf> [in Ukrainian].
- Demchenko, V., Semenyshyna, I., & Yemelianova, Ye. (2021). Psykholohichni osoblyvosti diialnosti vykladacha ZVO v protsesi navchannia inozemnykh studentiv [Psychological features of the activity of the HEI teacher in the process of training foreign students]. *Social Work and Education*, 8 (1), 90-105. DOI: <https://doi.org/10.25128/2520-6230.21.1.7> [in Ukrainian].
- Hnezdilova, K. (2008). Formuvannia osobystisnykh yakostei maibutnoho fakhivtsia [Formation of personal qualities of the future specialist]. In *Vyshcha shkola Ukrainy v umovakh hlobalizatsii ta intehtratsii* [Higher School of Ukraine in the context of globalization and integration]: zb. materialiv Vseukr. nauk.-prak. konf. (pp. 150-152). Cherkasy: Vyd-vo ChNU [in Ukrainian].
- Horokhivska, T. (2018). Profesiino znachushchi yakosti osobystosti yak skladova profesiinopedagogichnoi kompetentnosti vykladacha [Professionally significant qualities of the individual as a component of the professional and pedagogical competence of the teacher]. *Suchasni informatsiini tekhnolohii ta innovatsiini metodyky navchannia v pidhotovtsi fakhivtsiv: metodolohiia, teoriia, dosvid, problem* [Modern information technologies and innovative methods of training in the training of specialists: methodology, theory, experience, problems], 50, 243-247. Retrieved from <https://vspu.net/sit/index.php/sit/article/view/4928> [in Ukrainian].
- Khalmukhamedova, M. A. (2024). Professional qualities of a teacher. *European Science Methodical Journal*, 2 (6), 211-215. Retrieved from <https://europeanscience.org/index.php/3/article/view/707>
- Ma, Y., Song, Y., Balch, J., Ren, Y., Vellanki, D., Hu, Z. ... Shsckel, B. (2024). *Promoting AI Competencies for Medical Students: a Scoping Review on Frameworks, Programs, and Tools*. DOI: <https://arxiv.org/pdf/2407.18939>
- Nayak, C. (2021). Qualities of a Good Medical Teacher. *Homoeopathy for All (Nov)*, 23 (11), 38-40. Retrieved from <https://acspublisher.com/journals/index.php/hfa/article/view/14096>

- Parveen, Z. (2023). Students' perspective of an ideal medical teacher: expectations and reality. *Journal of Ayub Medical College Abbottabad*, 35 (3), 433-436. DOI: <https://doi.org/10.55519/JAMC-03-12087>
- Shaikh A, Kirmani F, Aftab R, Zeb A, Ali A, & Kumar, R. (2024). Potential Teaching Skills Needed as a Clinical Teacher for Teaching Medical Sciences: A Cross-Sectional Study. *Medical Forum Monthly*, 35 (2), 17-21. DOI: <https://doi.org/10.60110/medforum.350204>
- Shevchenko, O. (2022). Do pytannia kultury profesiinoho spilkuvannia [To the question of the culture of professional communication]. In *Metodyka navchannia pryrodnychyykh dystsyplin u serednii ta vyshchii shkoli (XXIX Karyshynski chytannia)* [Methods of teaching natural sciences in secondary and higher education (XXIX Karyshinsky readings)]: materialy Mizhnar. nauk.-prakt. konf. (pp. 241-243). Poltava: Astraia. Retrieved from <http://dspace.pnpu.edu.ua/handle/123456789/19817> [in Ukrainian].
- Song, J., Wei, G., Cheng, H., Yan, Y., & Yang, S. (2025). Establishing a set of qualities for clinical teaching faculty in undergraduate medical internship. *BMC Medical Education*, 25 (1), 298. DOI: <https://doi.org/10.1186/s12909-025-06868-7>
- Sooki, Z., Sharifi, K., & Faroughi, F. (2024). Investigating factors affecting the evaluation of teachers' medical universities from the students' point of view: a systematic review. *BMC Medical Education*, 24 (1), 187. DOI: <https://doi.org/10.1186/s12909-024-05161-3>
- Sukkurwalla, A., Zaidi, S. J. A., Taqi, M., Waqar, Z., & Qureshi, A. (2024). Exploring medical educators' perspectives on teaching effectiveness and student learning. *BMC Medical Education*, 24, 1433. DOI: <https://doi.org/10.1186/s12909-024-06465-0>
- Volkova, N. P., & Stepanova, A. A. (2018). Fasyliator yak vazhlyva rolova pozytsiia suchasnoho vykladacha vyshu [Facilitator as an important role position of a modern university teacher]. *Visnyk Universytetu imeni Alfreda Nobelia. Seriya "Pedahohika i psykholohiia". Pedahohichni nauky* [Bulletin of Alfred Nobel University. Series "Pedagogy and Psychology." Pedagogical Sciences], 1 (15), 228-234. DOI: <https://doi.org/10.32342/2522-4115-2018-0-15-228-234> [in Ukrainian].
- Zhdan, V., Dvornyk, V., Avetikov, D., & Bieliaieva, O. (2025). Humanizatsiia medychnoi osvity yak chynnyk profesiinoho stanovlennia maibutnikh fakhivtsiv [Humanization of medical education as a factor in the professional formation of future specialists]. In *Intehratsiini ta innovatsiini napriamy rozvytku medychnoi osvity* [Integration and innovative directions of development of medical education]: materialy nauk.-prakt. konf. (pp. 3-7). Poltava: PDMU. Retrieved from <https://repository.pdmu.edu.ua/server/api/core/bitstreams/12588edb-6fab-4955-8f5b-55816cbc6cb7/content> [in Ukrainian].

РОЛЬ ПРОФЕСІЙНО-ЗНАЧУЩИХ ЯКОСТЕЙ ВИКЛАДАЧА У ПІДГОТОВЦІ СТУДЕНТІВ МЕДИЧНОГО УНІВЕРСИТЕТУ В УМОВАХ ОСВІТНІХ ТРАНСФОРМАЦІЙ

Олена Шевченко,

кандидатка педагогічних наук, доцентка,
доцентка кафедри українознавства та гуманітарної підготовки;
Полтавський державний медичний університет;

Тетяна Лещенко,

кандидатка філологічних наук, доцентка,
завідувачка кафедри українознавства та гуманітарної підготовки;
Полтавський державний медичний університет

У статті досліджено роль професійної компетентності викладачів у підготовці студентів медичного університету на тлі освітньої трансформації. Результати показують, що в контексті сучасної освітньої трансформації роль викладачів медичного університету зазнає значних змін, стаючи більш складною та багатофункціональною.

Викладачі є не лише передавачами знань, а й фасилітаторами освітнього процесу, наставниками та спадкоємцями професійної етики та цінностей. Дослідження підтверджує, що професійна компетентність викладачів є вирішальним фактором ефективної професійної підготовки майбутніх лікарів. Результати емпіричного дослідження підтвердили, що більшість студентів високо оцінюють вплив особистості викладача на їхню навчальну мотивацію, формування професійних цінностей та розвиток клінічного мислення. Особливого значення набуває здатність викладача створювати сприятливе освітнє середовище, застосовувати інтерактивні методи навчання та сучасні освітні технології.

Шляхом узагальнення отриманих даних систематизовано професійну компетентність викладачів медичного університету за такими категоріями: професійно-педагогічна компетентність (здібності, методи викладання); комунікативна компетентність (здатність взаємодіяти зі студентами, емпатія); особисті якості (почуття відповідальності, моральні якості, стійкість); здатність до інновацій (готовність до нових технологій, гнучке мислення). Всебічний розвиток цих якостей забезпечує покращення якості освітнього процесу та підвищення рівня підготовки майбутніх медичних фахівців. Результати досліджень підтверджують, що ефективність професійної підготовки студентів вищих медичних навчальних закладів значною мірою залежить від всебічного застосування вищезазначених якостей викладачами.

Крім того, дослідження також свідчать, що викладачі є не лише джерелом знань, а й вирішальним фактором у формуванні професійної ідентичності, цінностей та моделей професійної поведінки майбутніх лікарів.

Ключові слова: викладач, професійні якості, медичний університет, студенти, освітні трансформації.

Надійшла до редакції 21.02.2026 р.