

PROFESSIONALLY IMPORTANT QUALITIES OF MEDICAL STUDENTS

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Annotation

This article deals with the moral culture of a medical worker, personal self-esteem, and what leads to uncertainty, inadequate assessment of their capabilities of formed skills in reality. About motivation among students with high and low self-esteem, about their organizational predispositions. About what cases are an obstacle in the process of professionalization of future doctors. Also of no small importance are the professional qualities of future doctors, which include communication skills.

That the performance of work takes place in conditions of constant emotional stress.

Keywords: doctor's moral culture, stress, medical students, self-esteem, empirical research, motivation.

Annotatsiya

Ushbu maqolada tibbiyot xodimining axloqiy madaniyati, shaxsiy o'zini o'zi qadrlash va noaniqlikka olib keladigan narsalar, ularning voqelikdagi shakllangan ko'nikmalarini yetarli darajada baholamaslik haqida gap boradi. O'zini yuqori va past baholaydigan talabalar orasida motivatsiya, ularning tashkiliy moyilliklari haqida. Bo'lajak shifokorlarni kasbiylashtirish jarayonida qanday holatlar to'sqinlik qilishi haqida. Bo'lajak shifokorlarning kasbiy fazilatlarini ham muhim ahamiyatga ega, ular orasida muloqot qobiliyatlari mavjud.

Ishning bajarilishi doimiy hissiy stress sharoitida sodir bo'lishi.

Kalit so'zlar: shifokorning axloqiy madaniyati, stress, tibbiyot talabalari, o'z-o'zini hurmat qilish, empirik tadqiqotlar, motivatsiya.

Аннотация

В данной статье речь идет о нравственной культуре медицинского работника, личной самооценке, а также о том, что приводит к неуверенности, неадекватной оценке своих возможностей, сформированных навыков в реальности. О мотивации у студентов с высокой и низкой самооценкой, об их организационных предрасположенностях. О том, какие случаи являются препятствием в процессе профессионализации будущих врачей. Также немаловажное значение имеют профессиональные качества будущих врачей, к которым относятся коммуникативные навыки.

Что выполнение работы происходит в условиях постоянного эмоционального напряжения.

Ключевые слова: нравственная культура врача, стресс, студенты-медики, самооценка, эмпирические исследования, мотивация.

At the present stage of progress of society there is a growing interest to the problems that arise on the border of medicine and psychology, the culture of medical care, in the process of realizing the influence of the doctor on the patient, professional and emotional experience, verbal stimulation of their emotional comfort, etc.

The peculiarity of the work of medical workers is that its implementation takes place in conditions of constant emotional stress load. (D.V. Liubimova, L.M. Karamushka, S.M. Moskalets., T.V. Neduruieva, and others). Taking vital decisions about patients' health and experiencing interpersonal conflicts in consequence of all this creates

double pressure and requires personal preconditions to prevent the negative consequences of this factor. Such a prerequisite can be considered the formation of the moral culture of the physician (as the basis of professionalism) (M.I. Zhukova, L.M. Karamushka, G.V. Malygina, N.V. Elshtein, I. Hardy) and to begin with, it concerns such a leading component as the value attitude to life. On the whole, the successfulness of the physician's professional activity is determined by not only the set of professional knowledge, experience but to a significant degree it is stipulated by a compound complex of individual formations and characteristics, forming already in the

process of the professional education in the higher educational institution/establishment. In the present case the question is about such important characteristics for future professional activity of medical students as responsibility, capability for successful communication with the patient, motivated mood for the result in activity, adequate self-appraisal of own capabilities and ability to planning of the complex of therapeutic measures, etc. Accordingly timely diagnosing of the expression of professionally important qualities of medical students and not only the level of their professional knowledge and abilities allows to organize more effectively the system of their professional preparation and ensure the qualitative level of giving education to the future physicians.

Despite the existence of quite substantial theoretical and practical developments in the field of general psychology, medical psychology, occupational psychology, devoted to the problems of the relationships between a doctor and a patient (L.F.Burlachuk, I.Y.Volpert, V.M.Nikolaienko, V.O.Tashlykov, M.V.Elshtein and others); a detailed study of the features of professional activity of medical workers (I.S.Vitenko, K.K.Platonov, M.M.Kabanov, D.V.Liubimova and others); outlining the role of various factors of successful professional activity of the future medical worker needs further study.

Professionally important qualities of the future medical worker are the subject of scientific analysis of a number of researchers (D.V.Liubimova, L.M.Karamushka, G.V.Malygina, S.M.Moskalets, T.V.Neduruieva). Considering the personal qualities of future medical workers that are important for their professional activities, V.V.Znakov (2004) distinguishes the following groups: 1) moral and volitional - compassion, kindness, conscience, sincerity, optimism, honesty, dedication, diligence, patience, courtesy, attentiveness, tenderness, gentleness, courage, firmness, modesty, adherence to principles, self-respect, initiative, discipline, demanding of themselves and others;

2) aesthetic - tidiness, neatness, desire for beauty, leaning towards beauty, irreconcilability to the disgusting and "dullness" in everyday life, aspiration to adorn the conditions in which the patient is;

3) intellectual - cognitive - erudition, observation, logicality, the aspiration to get to know the essence of the phenomenon, systematic improving the level of professional knowledges and skills, the ability to be an attentive interlocutor, sociable meeting patients and their relatives, the ability to comprehend received information distinguishing main things and using them effectively in the treatment and prevention process [4, 85].

N.M.Bugayova. M. (2012) notes that for the effectiveness of training to build the process of patient-medical relationship it is necessary to know the psychological basis of such interaction: motives and values of the future physician, his perception of the patient,

not to reject the patient's expectations from the process of diagnosis, treatment, prevention and rehabilitation, the doctor's own behavior [1, 53]. Thus, this author focuses on the importance of the motivational and value aspect of the personality of the future doctor, which lays the foundation for the successful performance of his professional duties. Motivational and value attitudes to the prevalence of health, attitudes to care and motivational attitudes to active work within the framework of professional ethics are those qualities that are formed in students at the stage of professional training and reflect the degree of their personal readiness for professional activity.

An important professionally necessary quality of the future medical worker is his adherence to clinical and psychological culture. Clinical and psychological culture of the doctor depends on a number of factors: work experience, education, attitude to the profession, as well as on the value and cognitive components of professional ideas, acting as regulators of the professional activity of the doctor. The socio-psychological portrait of the patient used by physicians in interpreting their professional tasks, and how they see themselves in interaction with patients, is an important factor that supports the formation of an optimal model of cooperation of all participants in the treatment process [2, 56]. How "successful" a doctor is for patients, how psychologically competent he is to build interpersonal relationships, establish contact with patients, ask questions, listen, persuade, inspire faith and hope, will largely determine his progress. (Vitenko, 2007). Accordingly, the formation of psychological and communicative culture in medical students is a task that will allow them in the future to be successful doctors. At the same time, the problem of enriching the socio-cultural experience and education of medical students requires taking into account the current discourses in which he is in order to establish optimally a relationship with the patient. Socio-cultural competence (Shevchenko, 2017) is an integral characteristic of a modern specialist, allowing him to be effective in professional activities. Socio-cultural competence is an important component of professional training of future doctors. This process can be presented as a gradual transition of the individual in the direction from "perception of the culture of the country whose language is being studied, to cultural self-determination and to the dialogue of cultures". This transition will reflect the student's ability to define his socio-cultural space, see cultural diversity and realize his place in the spectrum of cultures of modern multicultural space, which in turn will further enable him to communicate effectively with patients and colleagues from different cultures.

Socio-cultural competence is one of the manifestations of another professionally important quality of the future doctor - his communicative competence, ability to establish and maintain successful contact with another person [3, 80]. This is an important indicator of successful medical

activity of a physician, as the treatment process itself is realized, first of all, through the system of interpersonal interaction between doctor and patient. (Vladymyrova, Shevchenko, 2019). In this case, the introversion is accompanied by a lack of intuition, sensitivity, tact in interpersonal relationships, low levels of empathy with insufficient ability to respond to the pain and suffering of others, to respond to anxiety and worry (Mukharovska, 2016). These qualities can reduce the communicative competence of the doctor, acting as a communication barrier that prevents effective communication [5, 100].

Emotional stability as a professionally important quality and an indicator of professional adaptability helps the future doctor in relationships with patients to avoid psychological breakdowns, conflicts. Intense emotional reactions not only destroy the patient's confidence, frighten and alert him, but can be also asthenic, tired. On the contrary, the mental balance of the doctor, his calm friendliness, emotional stability cause in the patient a sense of security. In the situation of the disease, whether it is a somatic disease or a neuropsychiatric disorder, the level of anxiety as a rule, increases, which leads to increased emotional instability, that is manifested by irritability, tearfulness, inflammation, aggression (Vitenko, 2007). Accordingly, the indicators of emotional resilience reflect the level of readiness of medical students for future professional activities. The professional activity of a doctor is connected with the development of strategies and tactics of therapeutic action and. therefore, requires the ability to predict events, anticipating possible options for the development of the disease, complications, and the consequences of pharmacological treatment. In this case, the stylistic characteristics of the doctor's behavior play an important role in terms of openness of experience, awareness, and intellectual freedom. Thus, the problem of forming professionally important qualities of medical students is relevant and needs to be resolved.

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The purpose of the article is to analyze the indicators of professionally important qualities of medical students with different self-appraisal.

Self-appraisal of medical students is an important integral professionally important quality that determines the level of acceptance by the individual of various aspects of the mental, the formation of psychological characteristics. Accordingly, starting an empiric study of professionally important qualities of medical students, we have formulated the following assumption as self-appraisal of medical students affects their socio-psychological readiness for professional activity. Thus, students with high self-appreciation are characterised by developed better communication and organizational skills and motivation to succeed. Instead, students with low self-appraisal are mostly characterised by less developed communication skills and a characteristic focus on motivating to avoid failure.

120 students of HSEIU (Higher state educational institution of Ukraine) "Poltava State Medical University" enrolled in various courses took part into the empiric research of professionally important qualities of medical students. To assess the expression of professionally important qualities of the subjects the following methods were applied as "Study of self-appraisal of qualities of the individual" (T.Dembo, S. Rubinshtain), "Research of communicative and organizational predispositions" (according to V.V.Syniavskiy, B.A.Fedoryshyn), "Measurement of motivation of the achievement"(according to A.Mekhrabian). The research was carried out in 2020-2021 academic year.

Taking into account the important role of self-appraisal of future physicians in the formation of their socio-psychological readiness for professional activity, including communicative and organizational predispositions, we compare their expression in groups of students with different self-appraisal, identified by diagnostics results.

The students with underestimated self-appraisal are mainly characterized by a low level of communicative and organizational predispositions (45% low and 20% high level of value in the subjects). Students with overestimated self-appraisal tend to assess their own communicative and organizational predispositions at a higher level (60% have a high level of formation of predispositions).

Among students who have an average self-appraisal there was no pronounced predominance of any of the

levels of formation of predispositions under consideration. Thus, such students can be divided conditionally into three groups: with a low one – 23%, with a medium one-40%, and with a high (37%) level of communicative and organizational predispositions.

Thus, students with understated self-appraisal tend to underestimate their own communicative and organizational predispositions to some extent, because they lack confidence in themselves and their ability to interact with others, perhaps without a real basis for that. At the same time the students with overestimated self-appraisal tend to overestimate to some extent their own communicative and organizational predispositions, you know they are more orientated towards ideal conception of their own characteristics ($x^2 = 10,61$, $p \leq 0,01$). Each of these cases is an obstacle in the process of professionalization of future physicians. As an overestimation of one's own predispositions can lead to an underestimation of the real lack of skills to organize therapeutic interaction, to establish effectively contact with patients, to organize them for treatment. Underestimation of one's own qualities can also be an obstacle, because due to insecurity in themselves and their capabilities the students can inadequately assess their own capabilities without taking into account their own potential and really formed skills.

Herewith medical student with average self-appraisal tend to assess adequately their own communicative and organizational predispositions based on the analysis of situations of real interaction, correlation of their

behavioural manifestations with certain criteria. As a result they can rely on “the strengths of their personality” and correct certain problems or pay attention to professional qualities, developed insufficiently.

Let's compare the severity of motivation for success and motivation to avoid failure in students with different self-appraisal, based on the leading role of self-appraisal aspect of professionalization of future doctors.

The overwhelming majority of students with understated self-appraisal (52%) are characterized by a strong motivation to avoid failure. Such students tend to underestimate their own capabilities, do not use existing experience, and therefore are orientated on a negative result in professional activities. At the same time students with average adequate (51%) and overestimated self-appraisal (57%) are mostly motivated to succeed. Such students are mainly orientated towards positive result of activity, expect effectiveness from their own actions and deeds, describe positively their professional qualities ($x^2 = 9,82$, $p \leq 0,01$).

The formation of professionally important qualities is an important indicator of the professionalization of medical students, as it allows them to perform successfully their professional duties in the future. The most important professional qualities of future physicians include communication skills, a pronounced predisposition to emotional empathy, the ability to organize therapeutic activities and motivation to achieve the effectiveness of the treatment process.

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