

медицинский мегапроект, который на всех уровнях поддерживало, финансировало и развивало государство, здравоохранение впервые получило развитие в СССР благодаря Н.А. Семашко и его сподвижникам.

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PROFESSIONAL SOCIALIZATION OF MEDICAL COLLEGE STUDENTS: MOTIVATIONAL ASPECT

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Summary. The article analyzes the influence of motivational aspect on professional socialization of medical college students based on the results of the study conducted at Saratov State Medical University named after V.I. Razumovsky (N=75). The study allows us to conclude that creative motives are among the least common motives for students choosing the profession of nurses; the most common are utilitarian, social and prestige motives. The most common need is self-actualization. The level of subjective feeling of loneliness, which is an important indicator of success in professional socialization, negatively correlates with mood.

Key words: professional socialization, nursing staff, students, motivation.

Nowadays, secondary medical education is not only as an independent, completed stage, but is often a "transitional stage" between school and university.

The prestige decrease of nursing profession and vague ideas of applicants and students on specifics of their work initiate the search of opportunities for additional activities aimed at students' inclusion in the professional environment and implementation of their professional socialization with greater efficiency. The motivational sphere is, in a certain sense, the highest one, determining whether the internal attitudes of an individual are syntonetic or not to professional obligations [1, 7, 8]. The influence on motivation can be considered as a mechanism of educational process optimization.

The purpose of this research is to study the motivational aspect of medical college students' professional socialization.

To study motivational sphere of personality, the level of subjective feeling of loneliness and indicators of mental state, a research has been conducted at Saratov State Medical University. The random sample included 75 medical college students (65 females, 10 males) of the 1st – 3d courses, taking a degree in specialties: "Nursing", "Orthopedic Dentistry", "Pharmacy" and having a wish to take part in the psychological study. The age of respondents varied within the range of 15-21 years, the average age of the sample has been 17 years.

The following methods have been used in the study: "Methodology for determining the main motives for choosing a profession" (E.M. Pavlyutenkov), "Hierarchy of needs" (model type by I.A. Akindinova), the questionnaire "Well-being, activity, mood" (WAM) [2-5].

The first method (E.M. Pavlyutenkov) made it possible to determine what kind of motives the research subject was guided by when entering the educational institution. For overall vision of motivational sphere of those entering the medical college, all scales (groups of motives) of this methodology have been used in the study. I.A. Akindinova's method made it possible to study motivational sphere as one having a hierarchical structure (in accordance with A. Maslow's theory of needs), which is greatly contributed to its further more convenient interpretation to find out the interrelation with the results of other methods. The "Well-being, activity, mood" (WAM) questionnaire is a kind of state and mood questionnaires, and the generalized nature of scales in this method has become the main reason for choosing it. The study of psycho-emotional state in basic terms made it possible to consider this state as an indirect indicator of students' adaptation degree and success in the process of professional socialization.

Processing of mathematical data has been carried out with the use of statistical analysis of "Microsoft Excel" program. For each of different scales, their own intervals have been taken, with the help of which the frequency of one or another trait degree in the sample has been estimated. Dependences have been evaluated by calculating the correlation coefficient. The primary evaluation of dependencies has been done by comparing all scales with each other using the

"Microsoft Excel" program. Pearson correlation coefficient has been calculated as well. In cases where the distribution of one trait differed from the normal one, an additional check control has been used by calculating Spearman rank correlation coefficient, which is more suitable for such cases. Both coefficients (Spearman and Pearson) have been compared to critical values; after that a conclusion has been made whether this correlation is significant for the current sample.

As a result of the conducted study, it has been revealed that, firstly, an average hierarchy of motives associated with occupational choice can be called formalized and developed. According to calculated average numbers, the most common motives are utilitarian (such as admission assurance to medical school). The average of utilitarian motives is 8,724 according to the whole sample. The second place belongs to social motives; their average value in the sample is 8. Social motives aim at promotion of social progress; their great role in students' occupational choice means that they understand and accept universal goals, human values and demands that are so important in medical practice. In the third place there are prestige motives (average in the sample – 7.897). Creative motives turned out to be the least significant (average value – 5.983). In the process of cross-correlation analysis by Excel (table calculation of Pearson coefficients), a significant correlation (at the level of 0.05) has been found between cognitive motives of occupational choice and the level of subjective feeling of loneliness. Recalculation by Spearman rank correlation has given the same results, Spearman correlation coefficient has been 0.32 with a significance level of 0.05.

An increase in the level of subjective feeling of loneliness, along with an increase of cognitive motives role, can be explained by the existence of certain standards common in student community, where cognition of the world and getting special knowledge are rather instrumental things than a goal in itself. Thus, the focus on cognition, paradoxically, has an ambiguous effect on professionalization in general, negatively affecting professional socialization.

A correlation analysis of motive mutual influence for choosing a profession along with a mental state (using "Diagnostics of well-being, activity and mood" method) has also revealed a weak positive relationship between activity and social motives. Spearman rank correlation coefficient is 0.29, which means to be a true relationship at a significance level of 0.05. This dependence can be interpreted as follows: social motives serve as a source of activity in student community. The focus on society, being an important part (in a certain sense, the foundation) of professional socialization, has a strong influence on it, as evidenced by higher activity.

During the study of motives hierarchy, the results have been obtained that make it possible to describe how certain needs are distributed. At the same time, according to the author of modification method, this sample is sufficient mood

evaluation within the community (in our case, this is sample rate of medical college students). Here are the average values for all five scales: material needs – 21.83; safety needs – 19.29; needs in interpersonal relationships – 18.98; esteem needs – 19.67; needs for self-actualization – 23.52.

These results have revealed that, in general, the needs for self-actualization, as well as for material values prevail among students. The most significant correlations have been identified by Excel program using cross-correlation analysis (Pearson coefficient). So, it appeared to be that esteem need has a weak negative correlation with all scales of WAM methodology: correlation with well-being – 0.35; with activity – 0.3; with mood – 0.24. All three values are significant for this sample (N=75) (significance level is from 5% to 1%); however, the distribution abnormality required additional analysis using Spearman rank correlation test.

The correlation coefficients according to Spearman appeared to be somewhat lower: the correlation with well-being and mood is 0.17, with activity – 0.24 and is statistically significant at the level of 0.05.

In the process of primary cross-analysis using Pearson coefficient, a weak positive correlation of self-actualization need with activity has been found (0.21). It can be assumed that the dependence of activity on self-actualization need is not so unambiguous. It should be taken into account that the activity parameter is extremely dynamic and it depends on a large number of other parameters. In other words, a more detailed study of this and similar dependences requires the use of a large number of more complex methods, i.e. data processing methods similar to multivariate analysis of variance.

Interpreting the obtained data, it can be assumed that even not evident decrease in general well-being indicators (especially activity) among students who feel the need for respect from others is due to several reasons. Firstly, the educational environment does not provide sufficient opportunities for realization of this type of needs, therefore, within its framework, the activity indicator decreases. Secondly, a decrease of activity in esteem needs can be adolescence throwback, when peer respect results from demonstration of independence, reaching negativism in relation to the educational environment. The need for self-actualization, on the contrary, causes a slight increase in activity level.

The results of the study made it possible to identify the most common motives for choosing a profession among medical college students: utilitarian, social and prestige motives. The least common are creative motives. The study of the hierarchy of needs has showed that the most common need is self-actualization. During the analysis of data, a statistically significant weak negative correlation has been found between the degree of esteem needs and the activity indicator. This fact can be explained from the standpoint of the lack of sufficient opportunities for

realization of this type of needs within the educational environment, as well as the age characteristics of the respondents.

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КОГНИТИВНАЯ ФЛЕКСИБИЛЬНОСТЬ КАК УСЛОВИЕ ПРОФЕССИОНАЛЬНОГО РАЗВИТИЯ БУДУЩИХ СПЕЦИАЛИСТОВ МЕДИЦИНСКОГО ПРОФИЛЯ

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Резюме. В статье представлены результаты исследования влияния когнитивной флексibility на социальную адаптацию студентов-медиков. В результате эмпирического исследования выявлены: средний уровень развития когнитивной флексibility студентов; дезадаптивные нарушения в процессе социально-психологической адаптации. Определены поведенческие стратегии, требующие психолого-педагогической коррекции: избегание проблемных ситуаций; фрустрированное стремление к доминированию или излишней ведомости; отсутствие определённости в эмоциональном отношении к происходящей действительности, окружающим предметам и явлениям.

Ключевые слова: когнитивная флексibility, профессиональное развитие, специалисты медицинского профиля.