

Psychological Aspects of Formation of Professional Skills Based on Professional and Personal Development in Medical University Students

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ABSTRACT

In order to determine the psychological aspects of the formation of professional skills based on the professional and personal development of medical university students, a study was conducted based on a special questionnaire among 66 5-6 year students studying at the Faculty of Medicine. and pediatrics of Samarkand State Medical University. Among medical students there are those who cannot adapt to professional skills, even in small numbers, which indicates the need for special psychological training with them. Boys have a low level of professional orientation that is more than acceptable, while girls have less. It is noted that this indicates that girls are more adaptable to professional skills than boys. The low level of development of assessment and reflection skills in boys is equal to that of girls, which reflects the presence of gender equality in the development of assessment and reflection skills in girls.

Introduction. Today, the use of personal resources of university students to direct them into a profession and awaken interest is one of the important and urgent tasks facing the modern educational process [1,4,7,8,10,11] .

The training of highly qualified specialists and their advancement is one of the important factors in the country's well-being. The main goal of higher education is to prepare students as highly educated professionals. At the same time, it is important to cultivate the personal characteristics of students and improve the quality of education [4] . A number of important factors influence the development of a specialist. It includes not only the features of the educational process, but also professional goals, adaptability, characteristics of self-government, and personal characteristics of students [6,9,13] . In this regard, the study of personal resources, the formation of professional interests and the adaptation of students to the requirements are urgent tasks of universities and modern higher education [2,3,5,14] .

Purpose of the study: to determine the psychological aspects of the formation of professional skills based on the professional and personal development of medical university students.

Materials and methods of research. 54 5-6 year students of the Faculty of Pediatrics of Samarkand State Medical University were selected for the study. They were tested on their professional skills. For this purpose, we used the questionnaire “Self- assessment of professional and personal development ” (E.V. Bondarenko), the questionnaire “Development of skills of evaluative-reflective activity ” (E.V. Bondarenko, A.I. Artyukhina).

Research results and discussion. The survey “Self- assessment of professional and personal development ” was conducted among 67 5th-6th year students. Of these, 49 (71%) are boys and 16 (29%) are girls. According to the results of the study, 48 students took part in the questionnaire and the results of the indicated answers were 3 points, 17 students scored 2 points, and the remaining 2 students scored 1 point (Fig. 1).

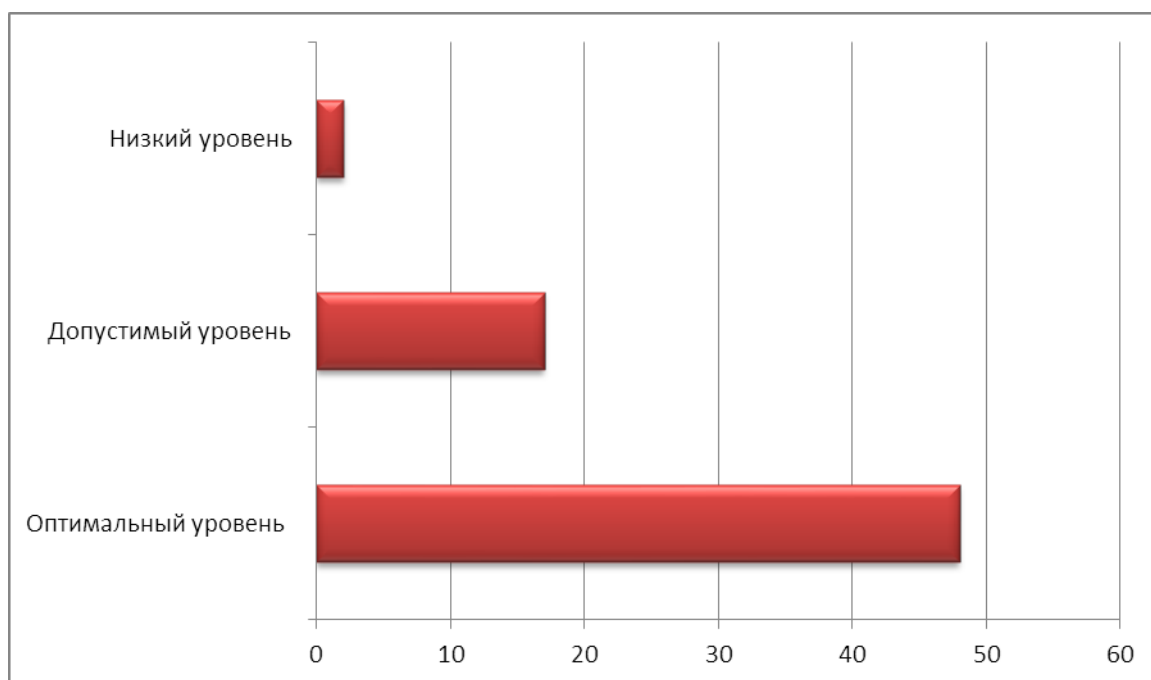


Figure 1. Levels of self-assessment of professional and personal development based on the results of the requirements questionnaire.

As can be seen from the results of the above survey, there are sharp differences in the attitude of graduate students to their profession, including 71% of students who participated in the survey, an optimal level of interest in their profession was identified. In 26% of them an acceptable level was noted, and in 3% of cases it was low. Therefore, among medical students there are those who cannot adapt to professional skills, even in small numbers, which indicates the need for special psychological training with them.

In this study, the following results of gender analysis were noted: among 49 male students, 39 students scored 3 points, 8 students scored 2 points and 2 students scored 1 point. For girls, 14 people who scored 3 points, 3 students who scored 2 points, and 1 point were not identified (Fig. 2).

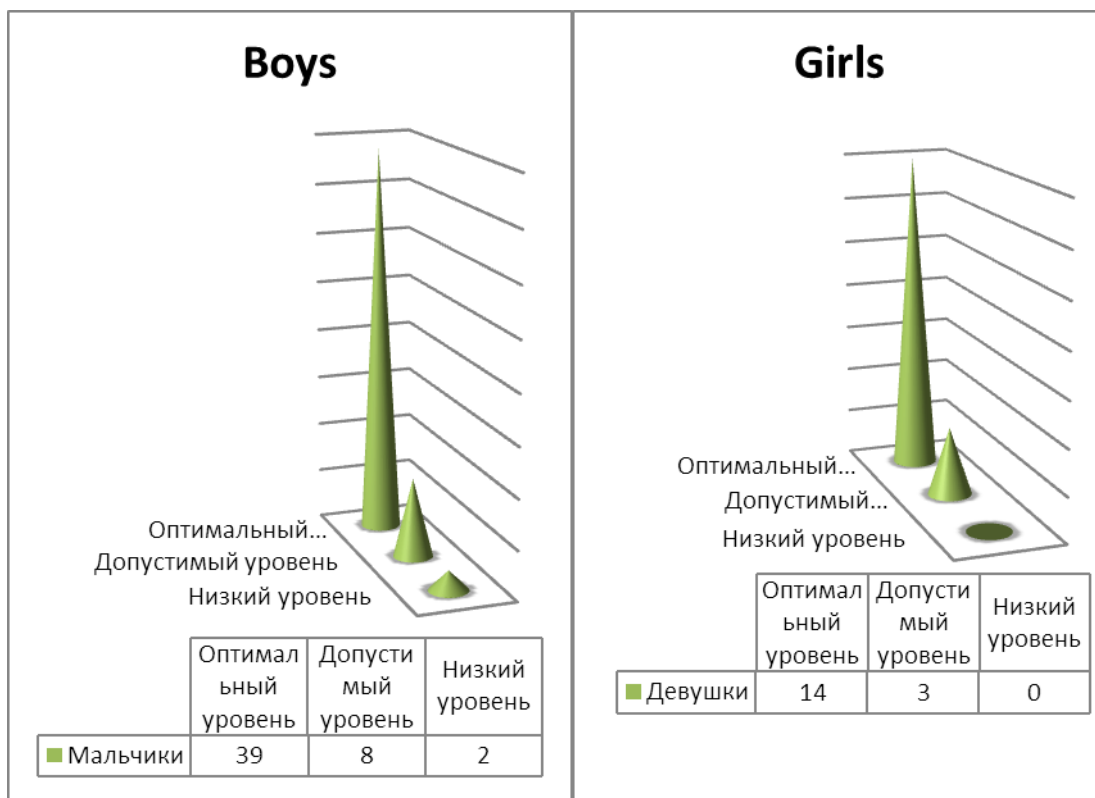


Figure 2. Gender differences in students' career orientation.

As can be seen from the above data, 80% of male students have an optimal level of professional orientation, 16% of them have an acceptable level and 10% have a low level of professional orientation. These indicators are optimal in 88% of girls, satisfactory in 12% and low in 0%. Boys have a low level of professional orientation that is more than acceptable, while girls have less. This indicates that girls adapt to professional skills faster than boys.

in the questionnaire “ Development of skills in evaluative and reflective activity ” (E.V. Bondarenko, A.I. Artyukhina). 42 students who took part in the survey scored 34 or more points, 18 students scored 21-33 points, and the remaining 6 students scored 18-20 points (Figure 3).

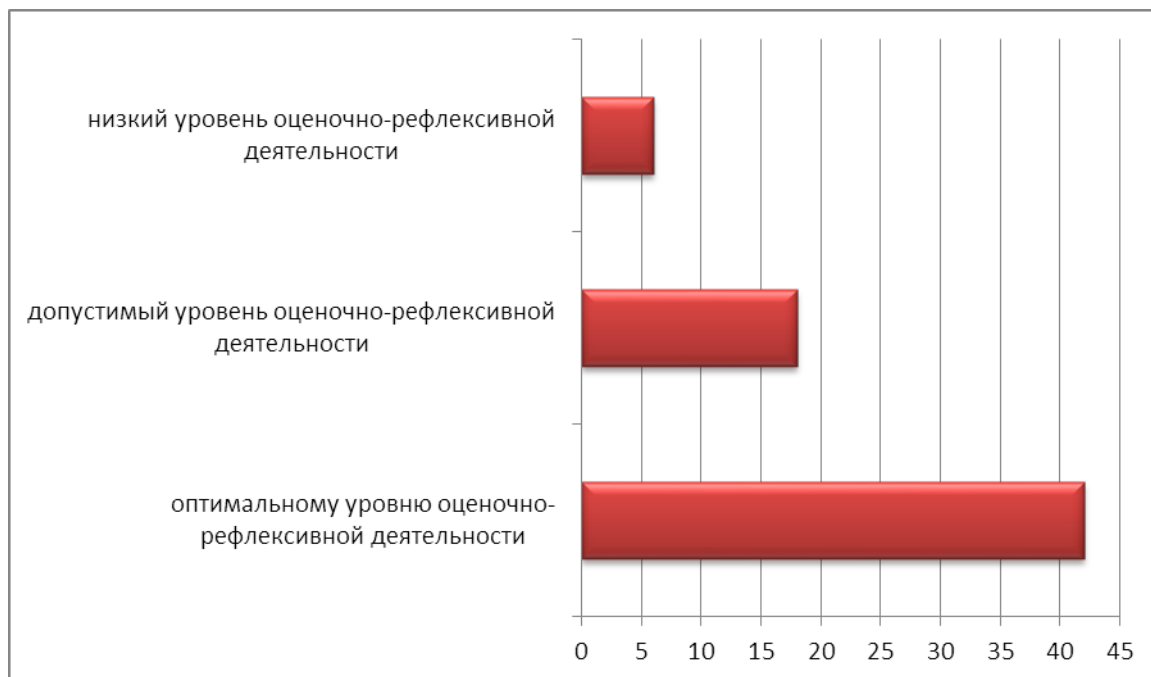


Figure 3. Levels of development of skills in evaluative and reflective development activities based on the results of the questionnaire.

As can be seen from the results of the above survey, there are sharp differences in the development of skills of evaluative and reflective activity among students, among whom 64% of students showed an optimal level of interest in their profession. In 27% of them an acceptable level was noted, and in 9% of cases it was low. An effective program is considered to be training designed to prevent professional stress among future general practitioners. [6,7] . Therefore, among medical students there are those who cannot adapt to professional skills, even in small numbers, which indicates the need for special psychological training with them .

In this study, the following results of gender analysis were noted: among 49 male students, 33 scored 34 points and above, 15 scored 21-33 points and 2 scored up to 20 points. Among girls, 9 people scored 34 points and above, 3 people - 21-33 points and 4 people - up to 20 points (Figure 4).

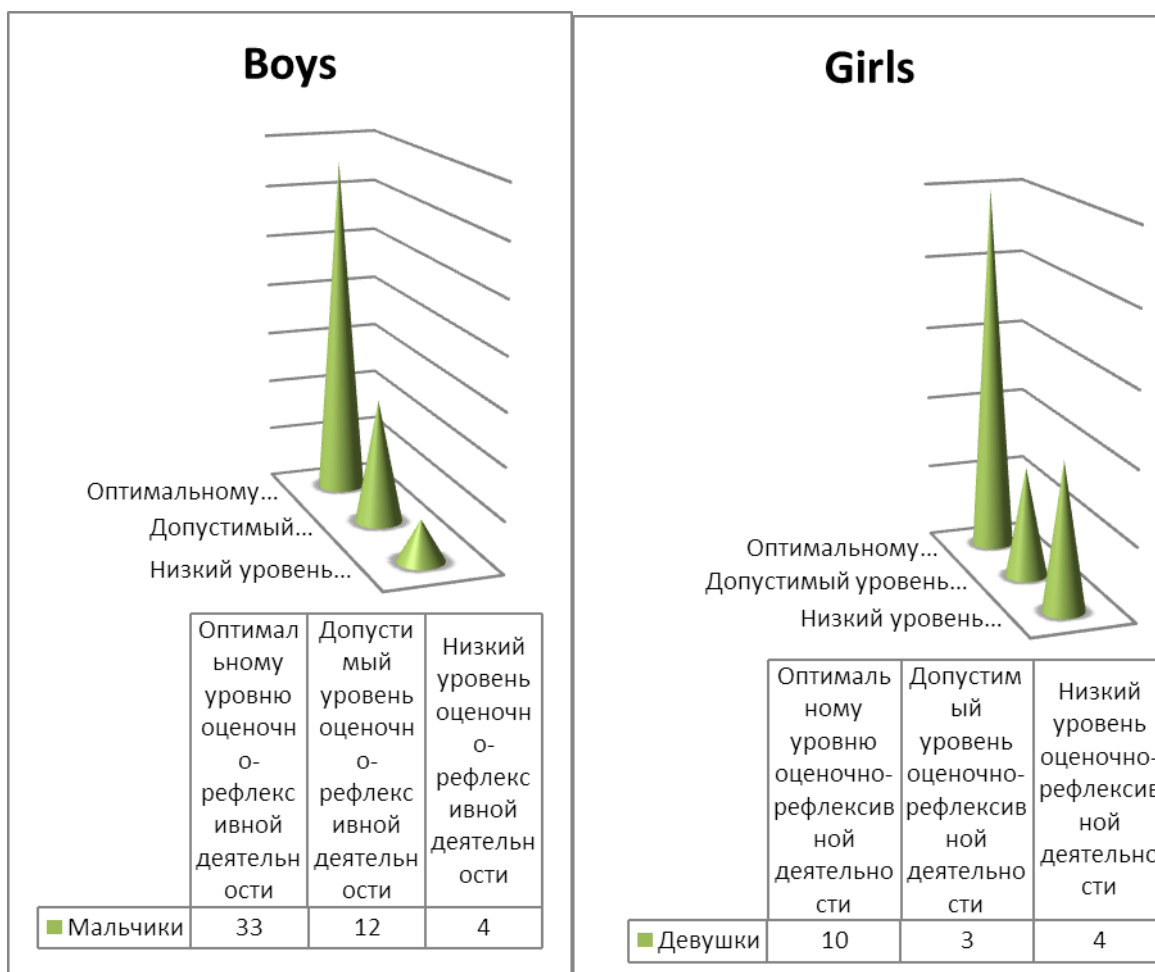


Figure 4. Gender differences in professional orientation of students.

As can be seen from the data above, 67% of male students have an optimal level in the development of skills of evaluation and reflective activity, of which 18% are acceptable and 4% are low. These indicators are at the optimal level for 53% of girls, at an acceptable level for 18% and at a low level for 24%. The low level in the development of assessment and reflective skills in boys is equal to that of girls, which reflects the presence of gender equality in the development of assessment and reflection skills in girls.

In conclusion . Thus, among medical students there are those who cannot adapt to professional skills, even if they are small, which indicates the need for special psychological training with them. Boys have a low level of professional orientation that is more than acceptable, while girls

have less. This indicates that girls adapt to professional skills faster than boys. The low level of development of assessment and reflection skills in boys is equal to that of girls, which reflects the presence of gender equality in the development of assessment and reflection skills in girls.

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