

Empirical Study Of Motivation For Interest In Professional Activities

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Abstract: There are a number of problems with modern medical education that demotivate some medical students. Among them, students note: insufficient scientific and practical base, insufficient attention of teachers to individual work, the quality of the knowledge acquired, and the duration of training. The relevance of these problems is undeniable and requires finding ways to solve them.

Keywords: Medicine, profession, student, motivation, education, health, high demands.

Introduction: In the modern world, changes in professional self-determination are quite often observed among students of professional educational organizations, and therefore the root question of this self-determination arises - the question of professional motivation. The relevance of the topic is due to the fact that the motivation for the professional activities of students is directly related to the effectiveness of their educational and professional activities, and ultimately, to the state of the economy and production in the country as a whole. The history of healing goes back to the distant past. Nevertheless, the medical profession is important and interesting for modern society, because the life and health of people depends on the level of competence and professionalism of a medical worker. The challenges of modern society require the development of a high level of professional knowledge, skills and abilities among graduates of medical universities. The main goal of higher medical education is the implementation of professional knowledge and skills by the subject of the educational process, i.e. students. A modern medical school graduate must not only possess special knowledge, skills and abilities, but also feel the need for achievement and success in the profession. Based on the fact that the main object of a doctor's work activity is people's health, the problem of personal motivation of future doctors is key, and very high demands are placed on the professional and

motivational qualities of a doctor.

LITERATURE ANALYSIS

If we consider the concept of "motivation" in the scientific field, we can distinguish several specialists in psychology, as well as classical sociologists who are engaged in the development of meaningful aspects of human motivation: A. Maslow, D. McClelland, H. Heckhauser. In the process approach, in the "motivation" category, it is also necessary to highlight the authors V.G. Aseev, J.A. Atkinson, W.K. Vilyunas, V. Vroom, I.A. Dzhydaryan, E.P. Ilyin, M. Kurbatov, M. Maguru, etc. The reason for applicants choosing a medical university upon admission is not only the desire to master the medical profession, but also the presence of their own ideas about an abstract image - an ideal that embodies the most significant professional and personal qualities of a specialist in the field of healing. All this, together with professional competencies, is integrated at the personal level of the individual semantic system of motives and determines a high level of professional and personal training of the future doctor.

By the end of a medical university, graduates must acquire knowledge, skills and abilities in the following areas of activity: diagnostic and treatment, rehabilitation and preventive, psychological and pedagogical, organizational, managerial and research.

In conditions of increased technogenic pressure on the natural environment and human health, the doctor must have knowledge of the general biological laws of the development of nature. It is impossible to cover the entire range of medical knowledge, skills and abilities without professional motives formed in students, without the desire for self-development, self-realization and self-actualization in the chosen field of activity. Determining the motives of a future specialist makes it possible to reveal what his idea of the educational and professional activity he is carrying out is and what personal meaning the profession itself has for the student.

There is an opinion according to which the motives associated with a person's work activity are divided into three groups: motives for work activity, motives for choosing a profession and motives for choosing a place of work. There is a certain relationship between these groups: motives for work lead to the formation of motives for choosing a profession, and motives for choosing a profession lead to motives for choosing a place of work.

Motives for work are those incentives that force a person to work. In turn, they are divided into motives of a social nature (the desire to benefit society and help others), obtaining certain material benefits for oneself and family, satisfying the need for self-actualization, self-expression and self-realization. The realization of motives for work is possible only in specific professions. It is here that the relationship between the motives of work and the motives for choosing a profession can be traced. The choice of profession is influenced by social values and value orientations. Thus, a person approaches the choice of profession from the point of view of social prestige (dictatorship of fashion), social status, material well-being, interest in the profession, as well as the person's inclinations and abilities in the chosen type of activity.

When a person's motives for working and choosing a profession are predetermined, the question of choosing a place of work arises. There are "external" and "internal" factors that influence the motives for choosing a place of work, considered by a person in the process of deciding the question "where is it better to go to work?" These factors include: assessment of the external situation (salary, benefits, proximity to home, reliability and prestige of the company, presence of hazardous production, psychological climate in the team), assessment of one's capabilities (state of health, availability of abilities for a given job, resistance to stress), assessment of the chosen place of work taking into account interests (the possibility of moving up the "career ladder", manifestation of personal initiative).

Main motives and factors

- **Socially-oriented:** The desire to help people, save lives, alleviate suffering, and serve society.
- **Personally-oriented:** Self-knowledge, self-development, the desire to achieve high results, a long-held dream of becoming a doctor, an interest in science, and self-realization.
- **External (instrumental):** The prestige of the profession, status, education, and financial well-being.

In his research, V.V. Stalin asserts: "In modern economic conditions, the value-semantic principles of constructing life's meanings begin to play a leading role in a person's professional development and self-determination, and their development as a professional." One must be prepared to continually update the knowledge and skills acquired during professional training, as they are insufficient for the entire dynamic working life. V. Frankl believes that every individual strives to find meaning in life, and creativity can help: "A person can make their life meaningful through the opportunity to give something to society, primarily through creative work." According to E.P. Ilyin, the application of career choice motives, which stem from existing combinations of typological characteristics of the nervous system—that is, a person's inclination and predisposition to a particular profession—is of great importance in shaping professional motivation.

V.N. Buzmakov and E.F. Zeer believe that the ideal model of personality-job alignment should be a complete match between the objective content of the activity and its personal meaning. However, they themselves refute this possibility: "The structure of motives for choosing a profession does not always contain a dominant motive internally linked to the given activity. The possibility of restructuring the system of motives and enhancing the level of professional focus exists. In all cases where interest in the specific content of the activity prevails, the possibility of deepening this interest remains. With proper organization of the activity, its creative potential is increasingly reflected by the individual." The development of a positive attitude toward the profession is also of great importance in professional motivation. This motivation is linked to the ultimate goals of vocational education. When combined with a competent understanding of the chosen profession, it becomes a determining factor in the formation of other, more specific motives (monetary gain, the desire for progress in work, the opportunity to continue education, the need to achieve social prestige, and so on).

Another motivation for educational and professional

activity is the need for success. In D. McClelland's concept of motivation, this need is key. Successful completion of a task can be satisfying. A person striving for success sets more challenging goals and desires positive feedback on their performance. At the same time, proactive behavior generates a desire to take reasonable risks. If a person is prone to fear of failure, they refrain from participating in activities that require initiative and responsibility. Anxiety about somatic disorders can lead to hypochondriacal feelings, which also contribute to malnutrition. Thus, a kind of vicious circle arises in the form of anorexic cycles, when chronic starvation causes changes in the internal organs, leading, in turn, to food restrictions. In some cases, patients begin to be actively examined by various specialists, exaggerating the severity of somatic disorders and avoiding consultation with a psychiatrist.

The need for success is a common need for many. However, the degree of its development varies among individuals. The effectiveness of professional activity and professional success depend on the degree of development of this need. The process and outcome of professional motivation have a decisive influence on the professional development and self-determination of future specialists. A teacher's reflective skills in the educational process have a significant impact on students' personal development. Reflective teachers are able to understand and empathize with students' feelings. The educational process of medical students is accompanied by high intellectual and psycho-emotional stress, which increases the likelihood of developing psychological problems such as stress, anxiety, and depression. The main task of primary school educational activities is to teach students to learn. Under the influence of education, serious changes occur in the mental development of children of primary school age. According to the results, the main choice belongs to the round shape, and the least choice belongs to the zig-zag shape. The positive qualities of the respondents who chose the round shape are: harmonious (perfect) personality, communicative ability, fighting for the improvement of mutual relations, strong empathy, strict adherence to moral norms, negative quality is not hardworking, chaos, such as a tendency to gossip are mentioned.

Students' motivation for professional activity depends on whether they evaluate their academic performance in accordance with their actual abilities and the level of demand. A student's motivational level depends on the methods, conditions, and means of instruction, their understanding of the purpose of teaching, their subjective activity and relationships, and their reflective approach to learning. Activity is determined by the individual's motivational sphere. It is important

not only to deeply understand its content so that it becomes a component of development and self-improvement, but also to continuously refine the individual's motivational side. To channel a student's personal activity in the right direction for their development and achieve success, a thorough understanding of the motivational sphere is essential. A high level of satisfaction with the profession, satisfaction with the educational institution, value orientations, and academic and professional motivation all contribute to a high level of student readiness for professional activity. Complete satisfaction with the choice of a future profession can be considered an increased indicator and aspect of readiness for upcoming activities. However, low motivation for professional activity hinders the development of student readiness.

Thus, to summarize the above, we can conclude that professional motivation is understood as a specific type of motivation, professional activity, integrated into learning, and motivation for learning is understood as the focus of a student's activity on specific aspects of learning. It develops students' abilities and cognitive interest in a specific orientation, professional motivation—that is, a series of factors and processes that are reflected in their consciousness, guiding and directing the study of future professional activity.

CONCLUSIONS

1. Student motivation is often similar, but can change during the learning process.
2. The high importance of the "Service" career orientation indicates an awareness of the value of the profession.
3. Attention must be paid to developing students' motivation, especially in the initial stages of university education, to develop professional qualities.

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