

ASPECTS OF EDUCATIONAL ACTIVITIES IN THE FORMATION OF PROFESSIONAL MOTIVATION OF FUTURE FAMILY DOCTORS

Bobir T. Khalmukhamedov

PhD student, Assistant of the Department of Internal Diseases №1 of the Tashkent Medical Academy, Tashkent, 100109, Uzbekistan
E-mail: bobur.h@mail.ru

ABSTRACT

The aim of our study was to study and compare the motivation of success and learning activities of students of the 6th year of the Faculty of Medicine, Tashkent Medical Academy. **Materials and methods.** 88 students of the Tashkent Medical Academy (TMA) took part in the study: All subjects were interviewed using two A. A. Rean questionnaires: 1. "Motivation for success and fear of failure". **Research results.** As a result of the study, students of the 6th year of the Faculty of Medicine had a motivation for success of 14.3 points. Analysis of the motives of students' learning activities revealed five dominant motives noted by all students. All the surveyed students (93.3 %) noted their desire to "Become a highly qualified specialist". Acquiring deep and solid knowledge is considered an important motivation by 78.1 % of graduates. 78.1 % of 6th-year students wanted to "Ensure the success of their future professional activities". "Getting intellectual satisfaction" was noted by 50 % of graduates. And getting a diploma was considered a priority – 62.5 % of graduates. On the 6th place among the motives of successful study – "To achieve the approval of parents and others", 34.4% of students considered it significant for themselves. An equally important priority was getting a scholarship, 31 % of graduates. The remaining motifs were found in approximately equal minimal quantities. After analyzing the results of the study, we can conclude that to increase the motivation of students learning activities, it is important to use the training technologies.

Key words: medical education, questionnaire, professional motivation.

INTRODUCTION

Currently, the development of society is actualizing one of the problems related to the competitiveness and effective employment of young people. One of them is the problem of motivation in one of the most important areas – successful preparation of graduates for work.

The success of educational activities of students of higher educational institutions (HEIs) is determined by the level of development of the motivational sphere of the individual, associated with the satisfaction of a certain need and

achievement of goals. For some students, it is motivated by the desire for knowledge, the desire to master high professional skills and abilities in the chosen specialty. For others, the main motive may be to obtain a higher education diploma in order to satisfy their own ambitions, and this, in turn, will not bring significant benefits to the development of society. Therefore, it is necessary to strive for the formation of cognitive interest in the chosen professional field, which will help to give an impetus to the formation of successful professional readiness of students (5,3,8,3,8).

For students of medical universities, the most significant leading types of activity are a mandatory interrelated combination of educational and professional activities (2,4,8). With regard to educational activities, it should be emphasized that it is very much influenced by the presence or absence of formed positive motives among students, which is crucial in the professional and personal development of a future doctor (1,3,6,7). Lack of motivation for learning activities can not contribute to the formation of high professional readiness of the student. Consequently, the motivational component of educational activity should be considered by university teachers as the starting point for all subsequent fruitful work (1,9).

The future competent specialist should be able to perceive and implement the most complex system of acquired knowledge, as well as have a professional thinking skill (7,8). Often, a medical graduate uses only a limited number of vague arguments, which at best carry an intuitive desire to pursue a particular profession, motivating themselves with the expected salary, significance and prestige of the chosen specialty in the medical community (3,6,9).

The aim of our study was to study and compare the motivation of success and learning activities of students of the 6th year of the Faculty of Medicine, Tashkent Medical Academy.

Materials and methods. 88 students of the Tashkent Medical Academy (TMA) took part in the study: All subjects were interviewed using two A. A. Rean questionnaires (7).

1) "Motivation for success and fear of failure", which included the following provisions:

1. Getting involved in the work, as a rule, optimistically hope for success.
2. Active in the activity.
3. Tends to be proactive.
4. When performing important tasks, I try, if possible, to find reasons for refusing them.

5. I often choose extremes: either the easy tasks are underestimated, or the difficulty is unrealistically high.

6. When encountering obstacles, as a rule, I do not retreat, but look for ways to overcome them.

7. When alternating successes and failures, he tends to overestimate his success.

8. My productivity depends mostly on my own determination, not on external control.

9. When performing rather difficult tasks, in conditions of limited time, the effectiveness of my activities worsens.

10. Tends to be persistent in achieving the goal.

11. Tends to plan their future for a rather long-term perspective.

12. If I take risks, it's more wisely than recklessly.

13. I am usually not very persistent in achieving a goal, especially if there is no external control.

14. I prefer to set goals that are average in difficulty or slightly inflated, but achievable, rather than unrealistically high.

15. If you fail to complete a task, its attractiveness usually decreases.

16. When alternating successes and failures, he tends to overestimate his failures.

17. I prefer to plan my future only for the near future.

18. When working under time constraints, my performance usually improves, even if the task is quite difficult.

19. If I fail to do something, I usually don't give up on my goal.

20. If the task was chosen by yourself, then in case of failure, its attractiveness increases even more.

Key to the questionnaire: Answer "YES": 1, 2, 3, 6, 8, 10, 11, 12, 14, 16, 18, 19, 20.

The answer is "NO": 4, 5, 7, 9, 13, 15, 17.

Processing of results and evaluation criteria: for each match of the answer with the key, the subject is given 1 point. The total number of points scored is calculated.

If the number of points scored is from 1 to 7, then motivation for failure (fear of failure) is diagnosed.

If the number of points scored is from 14 to 20, then motivation for success (hope for success) is diagnosed.

If the number of points scored is from 8 to 13, then it should be assumed that the motivational pole is not clearly expressed. At the same time, it can be borne in

mind that if the number of points is 8, 9, there is a certain tendency to metize for failure, and if the number of points is 12, 13, there is a certain tendency to motivate for success.

Motivation for success refers to positive motivation. With such motivation, a person, starting a business, has in mind the achievement of something constructive, positive. Human activity is based on the hope of success and the need for success. Such people are usually confident in themselves, in their abilities, responsible, proactive and active. They are distinguished by perseverance in achieving the goal, purposefulness.

Failure motivation refers to negative motivation. With this type of motivation, a person's activity is associated with the need to avoid disruption, censure, punishment, and failure. In general, this motivation is based on the idea of avoidance and the idea of negative expectations. Starting a business, a person is already afraid of possible failure in advance, thinks about ways to avoid this hypothetical failure, and not about ways to achieve success.

The second test for studying the motives of students' learning activities (A. A. Rean, V. A. Yakunin) includes a list of reasons that encourage people to learn. When conducting the study, students were asked to choose from this list five reasons that are most important to them:

1. Become a highly qualified specialist.
2. Get a diploma.
3. Successfully continue your studies in subsequent courses.
4. Successfully study, pass exams for "good" and "excellent".
5. Receive a permanent scholarship.
6. Acquire deep and solid knowledge.
7. Be constantly ready for the next class.
8. Do not start studying subjects of the training cycle.
9. Keep up with your fellow students.
10. Ensure the success of future professional activities.
11. Meet pedagogical requirements.
12. Gain the respect of teachers.
13. Be an example to your fellow students.
14. Get approval from your parents and others.
15. Avoid being judged and punished for poor academic performance.
16. Get intellectual satisfaction.

Research results. As a result of the study, students of the 6th year of the Faculty of Medicine had a motivation for success of 14.3 points. Analysis of the motives of students' learning activities revealed five dominant motives noted by

all students. All the surveyed students (93.3 %) noted their desire to "Become a highly qualified specialist". Acquiring deep and solid knowledge is considered an important motivation by 78.1 % of graduates. 78.1 % of 6th-year students wanted to "Ensure the success of their future professional activities". "Getting intellectual satisfaction" was noted by 50 % of graduates. And getting a diploma was considered a priority – 62.5 % of graduates.

On the 6th place among the motives of successful study – "To achieve the approval of parents and others", 34.4% of students considered it significant for themselves. An equally important priority was getting a scholarship, 31 % of graduates. The remaining motifs were found in approximately equal minimal quantities.

After analyzing the results of the study, we can conclude that to increase the motivation of students learning activities, it is important to use the following training technologies:

1. Using the full stimulating influence of the content of the educational material in the educational process: showing the novelty of the content of the educational material; deepening the already acquired knowledge; revealing practical, scientific, etc. the importance of knowledge and methods of action; professional orientation of the educational content, interdisciplinary, intra-disciplinary and inter-cyclical relations.

2. Using active and interactive learning methods: posing problematic questions, creating problematic situations, using professional context in business games, discussions, and situational tasks.

3. Building subject - to-subject interaction between teachers and students in the educational process: dialogue, respect for the individual, pedagogical tact, creating a situation of success for unsure students; taking into account the interests and needs of students, reasonable requirements.

4. Through constructive interaction, minimize the signs of authoritarian style that manifest themselves in the teacher's unfriendly attitude towards students (sarcasm, ridicule, reproach, threat, notation, sharp remark in the presence of a group, unreasonable demand, "petty control").

5. Improving the professional and pedagogical competence of teachers: knowledge of the discipline, general erudition, pedagogical tact, expressed interest in teaching activities, self-confidence, organization, sociability, interest in students ' academic achievements, objectivity, responsibility for the results of pedagogical activities, etc.

Conclusion. Successful formation of professional readiness of young specialists consists not only in identifying the real level of existing motivation, but

also in correcting the formation of the motivational sphere and monitoring the dynamics of changes in the motivational component in the process of their educational and practical training, aimed at gradually acquiring professionally significant skills and abilities.

It is necessary to help the student so that the desired motives and goals are built and developed taking into account and in the context of his past experience, internal needs and motives.

Ensuring the purposeful work of each student to improve their knowledge and adaptive capabilities, contributes to the transformation of existing unstable motives into an integral motivational sphere with a stable structure and successful professional socialization.

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