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**METHODOLOGY OF STUDYING PROFESSIONAL VALUE
ORIENTATIONS OF MEDICAL UNIVERSITY STUDENTS**

***Abstract.** The article presents a methodology of studying the professional value orientation of future doctors. The analysis of the applied theoretical scientific and methodical apparatus revealed that the existing approaches in pedagogy laid the theoretical foundations for the consideration of professional and value orientations of the individual as a system that motivates and regulates human activity. The study of the peculiarities of the medical profession from the axiological point of view showed that the professional value orientations of the future doctor include both universal and professional values associated with the content of the medical profession, its content, focus and purpose.*

***Keywords:** values, value orientations, square of values.*

Under conditions of political, economic and social tension in Ukrainian society, the activity of a modern doctor is gaining an importance, which requires great moral effort, professional skills, objective attitude to people, medical erudition and

competence, medical knowledge, knowledge of modern treatments. Such activity is possible on the basis of formed values which promote adequate perception of the reality, making correct decisions at prescription of treatment. It is a person's values, which he consistently implements in his life, are an indicator of his maturity as a person.

It is known that professional activity has a dual character: it is a dialectically connected system of things (material component) and a system of ideas (ideal, spiritual component). The facts indicate destructive changes in these components: the general deprofessionalism of society, the weakening of student motivation and professional development of specialists, the unification of the goals of their individual activities, and others. Professional value orientations are called, on the one hand, to be integrative means that connect these components of human activity, and on the other - reflected and formed in consciousness, should be means of professional development of the specialist and the professions. They play this role because value orientations are one of the main structural formations of a mature personality. It is in them, according to B. Ananiev [1, p. 300], converge its various psychological characteristics. Despite the different approaches to understanding the nature of value orientations, all researchers recognize that the structure and content of value orientations of a person determine its orientation and determine a person's position in relation to certain phenomena of reality. Similarly, the unanimous opinion that value orientations play a major role in the implementation of social (in a broad sense) human behavior, including the disposition of the person [2], his attitudes [3], motives [4], interests [5] and even the "meaning of life" [6].

Understanding by professional value orientations the focus of the individual to the purpose, means and conditions of professional activity, we adapted for doctors the method of research of professional value orientations "Square of values" developed by us earlier.

With the help of the proposed method we have studied seven types of professional values:

- socially significant value orientations (SS);

- orientations related to the content of work (CW);
- with status achievements (SA);
- aimed at the result of work (RW);
- related to the possibility of personal development in the process of professional activity (DP);
- self-affirmation (SA);
- working conditions (WC).

Given the subject of our study (professional value orientations), we have developed criteria for three groups of orientations: CW, RW, WC. Appropriate criteria have been developed to assess the level and formation of professional value orientations in future physicians (high, medium, low). High level - a pronounced desire (exploratory-active attitude) to the mastered profession. Active study for these purposes of educational literature, information on the results of the representatives of this profession. Independent search for additional information, active participation in the work of the scientific community, seminars, webinars, conferences, laboratory and practical classes.

Intermediate level - episodic, active-passive attitude to the acquired profession, participation in the work of scientific societies and interest groups. The study of special literature, the search for additional information about the specialty is not carried out regularly. In the work of seminars, laboratory classes are not active.

Low level - indifferent to the content, conditions and results of work in the specialty. Only the diploma is important. Different societies, clubs, webinars do not attend. Avoid performing practical tasks. Not interested in special literature. Passive at seminars, practical classes.

The research methodology is provided by the following instruction [7, P.21-27], which we adapted for the study of professional value orientations of future doctors.

In front of you is the form divided into squares. Each square contains a certain value. First, let's look at column 1. There are 7 values in it. Choose one of the most attractive for you and put 7 points in a small square located in the left corner of a

large square. Let's look at the remaining 6 values. Which one is the most attractive for you? Put a score of 6 in a small square. Similarly, assign 5, 4, 3, 2 and 1 points to the values that remain depending on the degree of their attractiveness to you. Then look at column II and do the same with the values entered in columns III, IV, V, VI, VII. Check the correctness of filling in the small squares in all seven columns. Make sure that each of them has a score of 7, 6, 5, 4, 3, 2, 1 (in any order), such as 7, 6, 6, 2, 2, 2, 1.

Now look at the form again. It has 7 categories (VII, IX, X, XI, XII, XIII, XIV), in which the same values are located. You need to evaluate them (but already horizontally) and assign 7 points to the most attractive of them for you; 6 points - the value to be chosen second, etc. The score should be placed in a small square, which is located in the upper right corner of each square. Then proceed to the valuation, which is in column XI, then X, etc.

Make sure that each line has a score of 7, 6, 5, 4, 3, 2, 1.

In the "Square of values" there are 7 types of value orientations, which are arranged in a certain sequence. This arrangement of values is the key, the algorithm for processing the "Square of values". Thus, in our example, the total assessment of the student's attitude to the value orientation of the type "Socially significant" is 39 points: *користь людям* (5+6);

- human life (1 + 2);
- respect for human dignity (1 + 1);
- awareness of their belonging to society (1 + 1);
- care for people (2 + 5);
- significance of work for society (5 + 3);
- responsibility for the result of work (3 + 3).

This estimate is entered in a special table:

The total score 392 consists of the sum of the points horizontal (sum in each line 28) in seven lines ($7 * 28 = 196$) and vertical ($7 * 28 = 196$).

The research was conducted among first and fourth year students of Zaporizhia State Medical University.

The results of the study are shown in table 1.

*Table 1***Hierarchy of professional value orientations of university students**

Type of value orientation	SS	CW	SA	RW	DP	SA	WC	Sum
Number of points	32334	28992	26641	32156	22496	32366	22595	177330
Place for value	2	4	5	3	7	1	6	

Thus, we see that the first place in the hierarchy of professional value orientations of first and fourth year students is self-affirmation of professional activity (SA). In this group of values the most important were: professional dignity; professional reputation; overcoming difficulties; self-expression at work; authority; realization of personal opportunities; non-standard thinking.

In second place were the orientations of students on socially significant (SS) values. The most significant orientations here were: benefit to people; observance of the rights of the state and people; respect for human dignity; care for people; the importance of work for society; responsibility for the result of work; awareness of their belonging to society.

The third place is occupied by orientations on the result of work (RW), among which the most important are orientations: success in life; stable future; material well-being; public recognition; good living conditions; awards and incentives; quiet life.

In the fourth place are the values with the content of labor (CW). In this group of values the most important for cadets and students were: justice; wide contacts with people; communication; construction of versions, modeling of situations; compassion; physical exertion, endurance, will.

The fifth most important are the orientations of cadets and students status achievements (SA): promotion; authority; prestige of the profession; valued among comrades; popularity; people management; power over the people.

In the last place there are orientations on development of the person (DP): development of abilities; expansion of worldview; comprehensive development; new work skills; invention, creativity; harmonious development; goodwill.

Conclusion and prospects of the study. In general, the results of the study indicate the need for specially organized work on the formation of students'

professional values (CW, RW, WC). To this end, we are developing an appropriate targeted comprehensive program, which provides a clear definition of goals and means of their implementation by course.

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