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**SCIENTIFIC TRENDS AND TRENDS IN
THE CONTEXT OF GLOBALIZATION**



UMEÅ, SWEDEN
7-8.06.2021



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STRUCTURE OF PROFESSIONAL VALUE ORIENTATIONS OF FUTURE DOCTORS

***Abstract.** The structure of professional value orientations of future doctors is considered in the article. In the process of research the cognitive, psychological, motivational and prognostic components are singled out. In the structure of professional value orientations of future doctors universal and socially significant values are allocated. It is established that the system of professional value orientations is an integrating element of the socio-psychological structure of the future doctor's personality.*

***Keywords:** structure, value, value orientations, professional value orientations.*

Training of highly qualified specialists is one of the important tasks of the society. The system of higher education must be adequate to the changes taking place in our country and the world and meet the current needs of society. It is important to provide the future specialist not only with a certain baggage of knowledge, but also to prepare him for real life in modern society, to help in moral and professional self-determination, education of personal qualities that help to realize their potential.

The institution of higher medical education is able to carry out the task of training a future doctor only if it directs all its efforts not only to the acquisition by students of the necessary knowledge, skills and abilities, but also to form appropriate professional values. Certain norms of morality and socio-moral phenomena will be perceived as a value and as an internal need only if they become the subject of evaluation, selection and acceptance on a personal level.

The system of value orientations is characterized by a multilevel hierarchical structure and forms the basis of motivation of individual behavior, and expresses the

internal basis of the individual's attitude to reality. Therefore, there is a need to study the structure of value orientations of the individual and their hierarchy, in the formation, development and self-development in the educational process.

Solving the problem of forming professional values of future doctors, related including the value attitudes to their professional activities, we consider the medical profession as a value of social and personal life, which carries a positive value of society and the individual.

The approach to the analysis of the professional activity of a specialist allows to determine its significance for the whole society and the individual. Thus, we conducted a theoretical analysis in the following areas: showed the value of the chosen profession as a social value; revealed the concept of the medical profession as an integral part of the profession in general, as a personal value; identified pedagogical value orientations in mastering the profession of a doctor.

Professional activity is considered as a phenomenon of social life, the sphere of human activity, as well as a product of individual development. In the first case, the profession acts as a socially significant value, in the second - a personally significant value.

The choice and attitude to the profession is a complex integral property of the individual, which characterizes his professional motivation. In general, the word «profession» can be used in the following meanings [1, p. 107]: he area where a person performs his functions as a subject of labor; community of people who are engaged in certain professional functions; training (knowledge, skills, abilities, qualifications) through which he can perform certain professional functions; the process of implementing professional functions.

The quality of doctor's training includes not only high professionalism, but also spirituality. The effectiveness of the doctor depends on the personal abilities of professionals and their moral qualities. A person who has chosen the profession of a doctor must be aware of his responsibility to society. Therefore, spiritual values must determine the main meaning of their lives: human life, awareness of their belonging to society, respect for human dignity, care for people.

It should be also in mind that all knowledge of value is an act of superiority, in the individual obviousness of which are established the «ranks» of values: the values are higher, the deeper the satisfaction they give. Therefore, if the profession becomes a leading value for a person, occupies a significant place in the hierarchy of his motivation, then the individual forms a moral attitude to the profession [2, p. 162].

We believe that the consideration of the medical profession as a value meets all the criteria of value, which were identified by G. Parson [3, p. 370-371]: value must include what something is done for; value must meet human needs; the value must be reliable; value must be the source and creator of individual values; value must satisfy what makes life desirable.

Thus, having reason to attribute the profession of a doctor to the value, it is important in the process of professional training to help him understand its social significance for society and accept it as personal values, because «value is not natural but a social quality of the object, phenomenon, personality, action, event, etc.» [4, p. 71-72].

The specific values of the medical profession allow us to consider it not only in axiological, but also in epistemological, humanistic and sociological aspects.

Epistemologically, it acts as a certain amount of social consciousness, which accumulates a volume of specific knowledge, a way of organizing, managing the education of the individual. Also a method of carrying out professional activity of the doctor.

The humanistic aspect is manifested in the fact that the implementation of the professional activity of a doctor becomes a way of improving the intellectual and spiritual components of personality.

The sociological aspect has its own characteristics and is due to the historical development of professional activity, socio-economic and political state of society.

The selected aspects give us a reason to consider the profession of a doctor as a socially significant value.

Since the profession of a doctor is associated with a certain type of activity, we will take a look on what is really meant by professional values.

Taking into account that the professional values of future doctors are related to future professional activities and include the individual's personal attitude to this profession, the subject of which is not only the content but also the meaning, direction, purpose of the health care system, we give the following definition of the concept: «Professional value orientations of future doctors is an integrative formation that characterizes the whole personality and determines its focus on the value of the doctor, which is expressed in better relation to the chosen professional activity that can meet the needs and interests of the individual».

Thus, we consider the medical profession not only as socially significant, but also as a personal value.

Reflecting the object-subjective content and specifics of the semantic system of personality, value relations, refracting in the structure of personality can take various transformations of the form of semantic structures: personal meaning, semantic institution, motive and personal value. Thus, the role of values is that they act as a «bridge between meaning and personality» [4, p. 103]. Therefore, the educational process at the medical university is designed to ensure the development of the meanings of the medical profession as values and their integration into the hierarchical system of the future doctor's personality.

V. Yadov writes that the value orientations on the structure is close to a three-layer «pie». Their first component is semantic or cognitive. It reflects the social experience of the individual, expressed in the knowledge of a descriptive nature. The second component is emotional, characterizing the degree of involvement or experience of the individual. The third component is behavioral, which contains certain action plans in this situation [5, p. 19].

When considering the structure of the doctor, we will consider its constituent blocks. Among them V. Shadrikov allocates: motives of activity, the purpose of activity, the program of activity, information bases of activity, decision-making and subsystems of activity important qualities [6].

We are impressed by the approach of M. Kazakina, who points out four components of value orientations [7]: cognitive component, which is characterized by knowledge and evaluation of value; affective component, which characterizes the

experience of value as a need or necessity; motivational component, the content of which is the motives of behavior; prognostic component, which involves predicting future behavior.

The cognitive component is a rational component of this classification. It includes knowledge of a value, as well as specialized knowledge. Knowledge is acquired in the process of cognitive activity, which «serves as a support, the foundation of his life, because on the basis of knowledge of the material world and attitude to it is formed worldview, defining ideology, philosophical views and motivations» [8, p. 267].

The criterion for the formation of future doctors' knowledge of the values of the medical profession are their ideas and awareness. It should be kept in mind that the significance of an object or phenomenon does not constitute value, but reveals it. The evaluation criterion plays an official role and is a product of social development.

Among the indicators of the cognitive component of professional and value orientations of future medics, we highlight: the number of ethical concepts related to the medical profession; the ability to establish links between them, to give a meaningful description of the values of the medical profession; independence and consistency of views on the values of the medical profession; system and integrity of knowledge about universal values of the medical profession; significance of values for society; awareness of the importance of values.

The psychological component is an irrational part of value orientations. It manifests itself in a certain emotional background, which depends on various factors.

Establishing a connection between activity and emotions, it can be noted that «emotions, taken in their certain integrity, serve as motivations, motives for activity. They determine the course of activity of the individual, being in themselves conditioned by them.» [8, p. 58]. The most important feature of emotions is that they are determined by the activity, not the processes that are part of it or actions.

Emotions, feelings, interests - these are the categories that accompany the activity, including evaluation, as well as determine the substantive basis of this

component. Emotional relationships and experiences are the criteria for the formation of the psychological component of professional value orientations of the future doctor.

The indicators of the psychological component of professional value orientations of future doctors include: judgments, characterizing the attitude of future doctors to the values of the medical profession; stability, strength, depth of emotional experiences related to the future profession; emotional relationships; sense.

The motivational component is manifested in a certain hierarchy of motives, which ensures the stability of the individual to this value. The variety of activities is the basis of the motivational component of professional values, the criterion of which can be the actions of the individual. O. Leontiev defines the motive as an «object» in which needs are specified and which forms its substantive content [9, p. 25].

Value attitudes to the profession, where work becomes the leading moral value and, accordingly, the motivating force of personal self-development, is formed during the assimilation of certain forms of behavior and activity. These forms of behavior are fixed and acquire stability only when they become a way for a person to realize certain motives, needs, aspirations. Thus, various activities are the main motivational component of professional values, the criteria of which - the concessions of the individual.

Learning motivation is of great importance for the attitude of a specialist. Taking into account the existing approaches in the structure of professional value orientations of future doctors, we distinguish the following groups of motives: motives related to the attitude to the future profession; motives for success in mastering the knowledge necessary for the future doctor; motives of social cooperation; motives for behavior. We consider these groups of motives in our research as parts of the motivational component of professional value orientations of future doctors.

As the indicators of the motivational component, we consider: self-esteem of their own actions; developed sense of self-criticism; awareness of motives for behavior; stability of behavior.

The prognostic component of professional value orientations involves the projection of the individual's image of the future «I», the formulation of life plans, which are integrated into the model of self-determination and self-realization in the future. Designing of the vital activity can be executed in the presence of a steady orientation of the person focused on separate, socially significant purposes. As criteria of the prognostic component of professional value orientations of future doctors, we consider their ideals, near and far goal, the image of the future «I», the focus on the future profession of the doctor. The indicators of the prognostic component include: model of future behavior in professional activities; professional activity plans.

Since professional value orientations are a holistic formation in the psychological structure of the individual, the degree of its formation is judged not by the level of formation of a single component, but by the integrated indicator of all components. It seems to us that the final criterion for the attitude of professional values of future doctors is the life prognosis, which is associated with self-realization in the professional activity of a doctor.

Since the purpose of the value-oriented approach in the educational process of higher education is to form a system of professional value orientations of future doctors, we distinguish the following groups of values of the medical profession:

- values related to the functional content of the doctor's professional activity, sociability, intellectual and physical «I», material values, knowledge, usefulness to society, self-actualization in the profession;

- values that reflect the formation of public opinion, the prestige of the medical profession in society, the desire and willingness of the individual for continuous development and self-improvement, respect for human dignity, care for people;

- values that relate to the rational use of their time, internal discipline, concentration, speed of reaction to the assessment of the situation and decision-making.

Based on the fact that education is an important source of education and personal development, translation of socially significant values of society in its life, the main purpose of modern professional medical education, we consider the

education of future medics using real functioning socially significant values of the medical profession. Their awareness is a powerful regulator of the future doctor, because the higher the level of assimilation of values, the more willpower a person uses to implement them.

Conclusions. Summing up the above, we can draw the following conclusions:

– professional value orientations of future doctors are a holistic system, interwoven with many relationships, in the structure of which the allocation of cognitive, psychological, motivational and prognostic components is important in the process of their attitude;

– the system of professional value orientations acts as an important integrating element of the socio-psychological structure of the future doctor's personality;

– there is a close relationship between the professional value orientations of the individual with his motives, needs, with the processes of thinking and consciousness, as well as the attitude of personal qualities, which is manifested in its activities. Therefore, professional value orientations are important means of personal self-development.

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