

O.A. Murzina, L.V. Makyeyeva
O.M. Raznatovska, O.I. Pototska
N.V. Hvinivetska, M.B. Vovchenko
M.S. Shcerbacov

Zaporizhzhya State Medical University,
Zaporizhzhya, Ukraine







Надійшла: 22.08.2021

Прийнята: 10.09.2021

DOI: <https://doi.org/10.26641/1997-9665.2021.3.207-212>

UDC 378.015.311:61-057.875

RESEARCH OF PROFESSIONAL VALUE ORIENTATIONS FORMATION OF FUTURE DOCTORS

Murzina O.A. , Makyeyeva L.V. , Raznatovska O.M. , Pototska O.I. , Hvinivetska N.V. , Vovchenko M.B. , Shcerbacov M.S.  Research of professional value orientations formation of future doctors. Zaporizhzhya State Medical University. Zaporizhzhya, Ukraine.

ABSTRACT. Background. Medical education is based on general and specialized knowledge in the learning process, a combination of theory and practice at a medical university and is the foundation of the medical profession. But the formation of professional value orientations of future doctors remains out of consideration. Therefore, the professional training of future doctors needs the content of medical education to be improved in order to focus on the formation of professional values. **Objective.** To substantiate the scientific results of the experimental study of the formation of professional value orientations of future doctors. **Methods.** Theoretical analysis of scientific sources in order to determine the nature, content and structure of professional values of future doctors. **Results.** The article analyzes the results of experimental research. It is established that a promising direction to improve the quality of training of future doctors is the formation of a system of his professional values, which reveals the value position of the individual in relation to professional activities. In our study, we identified the professional value orientations of future doctors as a system of values, value orientations, meanings and attitudes to the professional activities of doctors, forming a unique axiosphere of personality that reflects the personal, professional and social orientation of the doctor. Taking into account the specifics of the doctor's professional activity, we have developed a structure of professional value orientations of future doctors. In the process of studying the structural composition of professional value orientations of future doctors, axiological, psychological, motivational, cognitive and prognostic components are identified, each of which performs a certain function. The main functions of professional value orientations of future doctors include: worldview, normative, regulatory, communicative and professional activity. The criteria of formation of professional value orientations of future doctors in the process of professional training are determined: cognitive; personal; activity. The levels of formation of professional value orientations of future doctors are highlighted: high, medium and low. The effectiveness of the organizational and pedagogical conditions and pedagogical technology of professional value orientations' formation of future doctors determined by us is experimentally confirmed. **Conclusion.** The results of the experimental study showed the effectiveness of the author's pedagogical technology and its effectiveness in the formation of professional value orientations of future doctors in the process of basic training. The formed professional value orientations of future doctors were evaluated and statistically verified. The results of the experimental test confirmed the effectiveness of the organizational and pedagogical conditions created in the educational process of the institution of higher medical education for the formation of professional values of future doctors.



Key words: values, value orientations, experimental research, structure of professional value orientations, author's pedagogical technology.

Citation:


Murzina OA, Makyeyeva LV, Raznatovska OM, Pototska OI, Hvinivetska NV, Vovchenko MB, Shcerbacov MS. Research of professional value orientations formation of future doctors. Morphologia. 2021;15(3):207-12.

DOI: <https://doi.org/10.26641/1997-9665.2021.207-212>

 Murzina O.A. 0000-0002-6968-5525;  Makyeyeva L.V. 0000-0002-3188-2638

 Raznatovska O.M. 0000-0003-2252-9063;  Pototska O.I. 0000-0002-7635-5129

 Hvinivetska N.V. 0000-0001-9642-0285;  Vovchenko M.B. 0000-0002-8338-2757

 Shcerbacov M.S. 0000-0001-7810-4457

✉ elena_murzina@ukr.net

© Dnipro State Medical University, «Morphologia»

Background

Medical education is the foundation of the medical profession. Medical education is based on a combination of general and specialized knowledge in the learning process, a combination of theory and practice at a medical university. But the formation of professional value orientations of future doctors remains out of consideration. Therefore, the professional training of future doctors needs the content of medical education to be improved in order to focus on the formation of professional values. The solution of this issue is constrained by certain contradictions. The main reason for such contradictions, in our opinion, is the lack of scientifically substantiated organizational and pedagogical conditions on which depends the successful formation of professional values of the future doctor. The existing contradictions in the discrepancy between the individual systems of value orientations and the socially significant system of professional values of future doctors in the practice of vocational education necessitate a revision of existing approaches in favor of its axiologization.

The aim is to highlight the scientific results of experimental research on the formation of professional values of future doctors.

Materials and methods

Our study used a theoretical analysis of scientific sources to determine the nature, content and structure of professional values of future doctors.

Results and discussion

The views of V. Denysenko, O. Martyniuk, and A. Sharova were important for us to meaningfully define the concept of "professional value orientations".

Professional value orientations, according to O. Martyniuk, is a system of integrated semantic attitudes, which determines the attitude of the specialist to the essential aspects of professional activity and its subjects [1, p. 183-191]. A. Sharova defines professional values as guidelines on the basis of which a person chooses to perform their professional activities [2]. V. Denisenko considers professional value orientations as a system of professional orientation and attitude to the profession, to its various aspects, which act as social values, which are the criterion for evaluating any type of professional activity and the basis of personal attitude to the chosen profession [3, pp.103-107].

The conducted theoretical analysis and research-experimental work carried out within the framework of our research allowed to reveal methodological, didactic and methodical aspects of studying the real content of professional value orientations of future doctors. It is established that a promising direction to improve the quality of training of future doctors is the formation of a system of his professional values, which reveals the

value position of the individual in relation to professional activities.

Based on the analysis of scientific sources that reveal the provisions of the theory of values, we have identified the professional value orientations of future doctors as a system of values, value orientations, meanings and attitudes to professional activity, forming a unique axiosphere of personality that reflects personal, professional and social orientation..

It is confirmed that the system of modern social conditions designed to promote the effective development of the content of professional values by future doctors is incomplete. This is manifested in the tendency to individualism, personal success, pragmatism. Reorientation to self, personal well-being and self-preservation leads to a partial devaluation of the value of awareness of one's belonging to society and the importance of work for society, which is unacceptable for future doctors. Therefore, we associate the basic training of future doctors with the formation of universal and socially significant professional values.

Taking into account the specifics of a doctor's professional activity, we have developed a structure of professional value orientations of future doctors [4, P. 103]. In the process of studying the structural composition of professional values of future doctors, axiological (positive attitude to future professional activity; understanding of the value of doctor's activity; awareness of the importance of the doctor's profession; set of personally significant and valuable aspirations, ideals, beliefs, views, attitudes to the subject of future doctor) , psychological (degree of experience of attitude to the future profession; emotional attitudes; feelings), motivational (cognitive motives that are related to the content of vocational training; needs that provide professional orientation; motives for success in learning; motives of behavior), cognitive (system and the integrity of knowledge about the universal values of the doctor; the importance of values for society; special knowledge; awareness of the importance of values) and prognostic (model of future behavior in professional activities; activity plans) components, each of which performs a specific function. The main functions of professional value orientations of future doctors include: worldview, normative, regulatory, communicative and professional activity [5, P. 167].

Characteristics of professional value orientations of future doctors discovered during the study confirmed their significance in the training of a health care system and allowed to determine and substantiate organizational and pedagogical conditions: 1) awareness of the significance of professional values; 2) the presence of the content of educational disciplines oriented to form professional value orientations of future doctors in the process of basic training; 3) introduction of modern forms of

curricular and extracurricular activities of future doctors.

The study clarified the criteria for the formation of professional value orientations of future doctors:

- cognitive (awareness of the essence of professional value orientations, understanding of their importance in the implementation of professional activity by the future physician);

- personal (directions for professional doctor's activities, satisfaction of the choice of profession, the existence of an emotional-positive attitude towards a doctor's profession);

- activity (readiness for the professional activity of a doctor, activity of self-organization in the process of preparation for professional activity).

In order to study the real state of the organization of the educational process for the formation of professional value orientations of future doctors, the level of their formation was carried out a pedagogical experiment

The levels of formation of the indicated phenomenon in students of the first and second courses are determined.

Significant characteristics of value orientations are based on the selection of three levels of formation of professional value orientations of future doctors: high, medium and low.

High level is characteristic of students who are oriented to: awareness of the essence of professional value orientations; orientation for further labor in the health system, professional self-development and self-realization; high level in the sense of duty, actions, acts and attitudes of a student inherent in high potential of spiritual development; orientation on professional values; a benevolent and positive attitude towards people; identification of justice, responsibility, objectivity, purposefulness, persistence, interest in the profession of doctor and professional growth; respect for human life and human dignity.

Medium level is marked by partial awareness of the essence of professional value orientations; situational interest in professional growth, sufficient completeness, depth of knowledge, formation of abilities of variation; mismatch between the awareness of the essence of professional value orientations and their identification in practice; Situation of the identification of a sense of duty and responsibility in actions, deeds and attitudes to others; lack of pronounced desire to self-education

Low level is indicated by indifferent attitude to professional development, passivity in capturing a doctor's profession, lacking desire to work in health care system; low level of awareness of the essence of professional value orientations; inability to detect the initiative; absence of a sense of duty; disrespect to a person; uncertainty of respect for human dignity.

For this purpose, we used substantiated, adapted and tested in practice techniques: "Square of

professions", "Square of values", "Psychogeometric test", methodology "Value orientations", methodology for studying motivation of professional career E. Shain, methodology "The level of the ratio of "value" and "accessibility" in different life areas", "Research of professional value orientations by the method of unfinished sentences" [6].

Table 1
Levels of formation of professional value orientations of future doctors

Groups	Future doctors		
	High	Medium	Low
I course	16,3	60,8	22,9
II course	18,8	64,0	17,2

The low level of formation of professional value orientations of future doctors was revealed at both first-year students (22.9%) and students of the second year of education (17.2%).

The results of the stating experiment revealed priority values of future doctors: "benefit to people", "prestige of profession", "human life", "self-expression", "professional career" and showed a low level of professional value orientations' formation of future doctors in a significant part of the respondents of the first and second courses. It is established that the reason for the low level of formation of professional value orientations of future doctors is the lack of relevant organizational and pedagogical conditions of the organization of the educational process. In this regard, there was a need to develop and substantiate author's pedagogical technology, the introduction of which will provide formation in future doctors of professional value orientations.

In the developed pedagogical technology "Formation of professional value orientations of future doctors", three stages are distinguished: design and search (psychological and pedagogical diagnostics; formation of professional and personal axiosphere; study of compliance with our organizational and pedagogical conditions; identifying the system of professional value orientations of future doctors), significant procedural (modification of the educational system; organization of the system of educational measures aimed at formation of professional value orientations of future doctors), evaluable-corrective (verification and correction of the process of professional value orientations of formation).

The content and sequence of the stages of pedagogical technology for the formation of professional value orientations of future doctors are in line with the essence, content and structure of professional value orientations, and means, forms, methods, techniques are based on the basic requirements for higher professional medical education. Solving tasks of pedagogical technology ensured the effectiveness of the process of forming

professional value orientations of the future doctor.

Formation of professional value orientations of future doctors is a complex process of a content-procedural stage of our pedagogical technology, it is realized through such psychological mechanisms as interrosis (assigning a student of professional values), identification (student's personality transformation on the basis of professional values), internalization (self-projection of the student's personality in the profession).

Implementation of the proposed pedagogical

technology took place in the process of a formational experiment. It has been established that the resources of pedagogical technology in compliance with the achievement in the dissertation study of organizational and pedagogical conditions provided successful formation of professional value orientations of future doctors, as evidenced by comparative data of the levels of formation of professional value orientations in students of experimental and control groups before and after forming influence.

Table 2

A summary table of comparative data levels in students of professional value orientations of the future doctor (%)

Formation level	Groups of students			
	End of experiment		End of experiment	
	EG	CG	EG	CG
high	16,3	16,0	26,7	18,1
medium	60,8	63,4	60,7	62,8
low	22,9	20,6	12,6	19,1

An analysis of the results of the formational experiment showed that in the final stage there were tangible positive changes in the preparation of future doctors.

After the forming influences of the means of our pedagogical technology (formational experiment), positive developments in the formation of professional value orientations of future doctors are revealed. The low level of formation of

professional value orientations of future doctors is 12.6%, the medium level of 60.8%, a high level of 26.7%, that is, a reduction of 6.5% of respondents at a low level and growth of 7.6% at a high level. The reliability and scientific validity of these provisions and other results of the study were provided with a variety and reliability of standardized psychodiagnostic techniques.

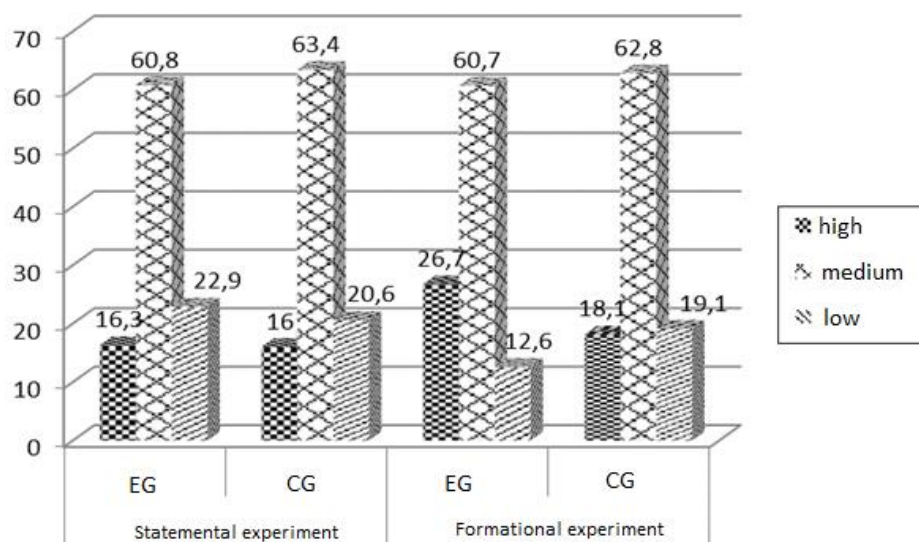


Fig. 1. Levels of formation of professional value orientations of future doctors.

To compare the results of data obtained before and after the molding stage of the experiment, the analysis of the effectiveness of certain organizational and pedagogical conditions for the formation of professional value orientations of future doctors was applied method of mathematical

statistics - Pearson criterion. By calculating, we received $\chi^2 = 11,2685$. Since $\chi_{emp} = 11,2685 > 5,99 = \chi_{0,05}^2$, the reliability of the difference in the characteristics of the experimental and control groups after the experiment is 95%. This

allowed us to conclude that the difference between the data of the experimental and control sample is not accidental, it arose as a result of realization in the educational process of the institution of higher medical education of the author's pedagogical technology of forming professional value orientations of future doctors.

Conclusion. Consequently, the results of the experimental study showed the effectiveness of author's pedagogical technology and its effectiveness in forming professional value orientations of future doctors in the process of basic training. Formed professional value orientations of future doctors were evaluated and statistically verified. The results of experimental verification

confirmed the effectiveness of the organizational and pedagogical conditions established in the educational process of the institution of higher medical education for the formation of professional value orientations of future doctors.

Prospects for further research

Further study requires the creation of optimal organizational and pedagogical conditions within the medical university in order to form professional values of future doctors in the process of basic training.

Information about conflicts of interest

Potential or apparent conflicts of interest related to this manuscript do not exist at the time of publication and are not anticipated.

References

1. Martynyuk OB. [Research of professional value orientations of a teacher as a holistic system]. In: [Value priorities of education in the XXI century: materials of the international scientific-practical conf.; 2003; Lugansk, Ukraine]. PP; 2003. p. 183-191. Ukrainian.
2. Sharov AA. [Research of value orientations]. Nauka. 2005;6:46-48. Ukrainian.
3. Denysenko VV. [The social aspect of training future primary school teachers]. In: [Social work in Ukraine and abroad: psychological and pedagogical, legal, sociological, medical aspects: a collection of scientific articles; 2002; Uzhgorod-Kherson, Ukraine]. PP; 2002. p. 103-107. Ukrainian.
4. Furyk O, Shkolova O, Murzina O, Kozhan O, Pototska O, Raznatovska O. Structure of professional value orientations of future doctors. InterConf. 2021;1:95-104.
5. Murzina O, Kozhan O, Anwaruzzaman M. Functions of professional and value orientations. In: Scientific collection "interconf": Proceedings of the 4th International Scientific and Practical Conference "Scientific community: interdisciplinary research"; 2021 May 18-19; Hamburg, German. Busse Verlag gmbh; 2021. p. 164-169.
6. Murzina O, Raznatovska O, Pototska O. Organizational and pedagogical conditions of formation of professional value orientations of future doctors. In: Scientific collection «InterConf» Proceedings of the 1st International Scientific and Practical Conference «Theory and Practice of Science: Key Aspects»; 2021 February 19-20; Rome, Italy. InterConf ; 2021. p. 246-254. DOI:10.51582/interconf.19-20.02.2021.021.
7. Murzina OA. [Formation of professional value orientations of future jurists]. Methodical recommendations. 2016;1:156. Ukrainian.
8. Murzina O, Raznatovska O, Pototska O. Organizational and pedagogical conditions of formation of professional value orientations of future doctors. In: Scientific collection «InterConf» Proceedings of the 1st International Scientific and Practical Conference «Theory and Practice of Science: Key Aspects»; 2021 February 19-20; Rome, Italy. InterConf ; 2021. p. 246-254. DOI:10.51582/interconf.19-20.02.2021.021.
9. Murzina O. [Formation of professional cultural organizations]. Methodical recommendations. 2016;4:156. Ukrainian.

Мурзіна О.А., Макєєва Л.В., Разнатовська О.М., Потоцька О.І., Грінівецька Н.В., Вовченко М.В., Щербаков М.С. Дослідження формування професійних ціннісних орієнтацій майбутніх лікарів.

РЕФЕРАТ. Актуальність. Медична освіта базується на загальних та спеціалізованих знань у процесі навчання, поєднання теорії та практики у медичному університеті та є фундаментом професії лікаря. Але поза увагою залишається формування професійних ціннісних орієнтацій майбутніх лікарів. Тому професійна підготовка майбутніх лікарів потребує вдосконалення змісту медичної освіти з метою орієнтації на формування професійних ціннісних орієнтацій. **Мета.** Обґрунтувати наукові результати експериментального дослідження формування професійних ціннісних орієнтацій майбутніх лікарів. **Методи.** Теоретичний аналіз наукових джерел з метою визначення сутності, змісту та структури професійних ціннісних орієнтацій майбутніх лікарів. **Результати.** В статті здійснено аналіз результатів експериментального дослідження. Встановлено, що перспективним напрямком підвищення якості підготовки майбутніх лікарів є формування системи його професійних ціннісних орієнтацій, яка виявляє ціннісну позицію особистості по відношенню до професійної діяльності. В нашому дослідженні ми визначили

професійні ціннісні орієнтації майбутніх лікарів як систему цінностей, ціннісні орієнтації, смислів та установок на професійну діяльність лікаря, що утворюють унікальну аксіосферу особистості, яка відображає особистісну, професійну та соціальну направленість лікаря. З урахуванням специфіки професійної діяльності лікаря нами розроблено структуру професійних ціннісних орієнтацій майбутніх лікарів. У процесі дослідження структурного складу професійних ціннісних орієнтацій майбутніх лікарів виділено аксіологічний, психологічний, мотиваційний, когнітивний і прогностичний компоненти, кожен з яких виконує певну функцію. До основних функцій професійних ціннісних орієнтацій майбутніх лікарів віднесені: світоглядна, нормативна, регулятивна, комунікативна та професійно-діяльнісна. Визначено критерії сформованості професійних ціннісних орієнтацій майбутніх лікарів у процесі базової підготовки: когнітивний; особистісний; діяльнісний. Виділено рівні сформованості професійних ціннісних орієнтацій майбутніх лікарів: високий, середній та низький. Експериментально підтверджено ефективність визначених нами організаційно-педагогічних умов та педагогічної технології формування професійних ціннісних орієнтацій майбутніх лікарів. **Висновки.** Результати експериментального дослідження показали дієвість авторської педагогічної технології та її ефективність у формуванні професійних ціннісних орієнтацій майбутніх лікарів у процесі базової підготовки. Сформовані професійні ціннісні орієнтації майбутніх лікарів були оцінені та статистично перевірені. Результати експериментальної перевірки підтвердили ефективність створених у навчальному процесі закладу вищої медичної освіти організаційно-педагогічних умов формування професійних ціннісних орієнтацій майбутніх лікарів.

Ключові слова: цінності, ціннісні орієнтації, експериментальне дослідження, структура професійних ціннісних орієнтацій, авторська педагогічна технологія.

Мурзина Е.А., Макеева Л.В., Разнатовская Е.Н., Потоцкая Е.И., Гринивецка Н.В., Вовченко Н.В., Щербаков М.С. Исследование формирования профессиональных ценностных ориентаций будущих врачей.

РЕФЕРАТ. Актуальность. Медицинское образование базируется на общих и специализированных знаниях полученных в процессе обучения, сочетание теории и практики в медицинском университете и является фундаментом профессии врача. Но без внимания остается формирование профессиональных ценностных ориентаций будущих врачей. Поэтому профессиональная подготовка будущих врачей нуждается в совершенствовании содержания медицинского образования с целью ориентации на формирование профессиональных ценностных ориентаций. **Цель.** Обосновать научные результаты экспериментального исследования формирования профессиональных ценностных ориентаций будущих врачей. **Методы.** Теоретический анализ научных источников с целью определения сущности, содержания и структуры профессиональных ценностных ориентаций будущих врачей. **Результаты.** В статье осуществлен анализ результатов экспериментального исследования. Установлено, что перспективным направлением повышения качества подготовки будущих врачей является формирование системы его профессиональных ценностных ориентаций, которая обнаруживает ценностную позицию личности по отношению к профессиональной деятельности. В нашем исследовании мы определили профессиональные ценностные ориентации будущих врачей как систему ценностей, ценностные ориентации, смыслов и установок на профессиональную деятельность врача, образуют уникальную аксиосферу личности, отражает личностную, профессиональную и социальную направленность врача. С учетом специфики профессиональной деятельности врача нами разработана структура профессиональных ценностных ориентаций будущих врачей. В процессе исследования структурных компонентов профессиональных ценностных ориентаций будущих врачей выделено аксиологический, психологический, мотивационный, когнитивный и прогностический компоненты, каждый из которых выполняет определенную функцию. К основным функциям профессиональных ценностных ориентаций будущих врачей отнесены: мировоззренческая, нормативная, регулятивная, коммуникативная и профессионально-деятельностная. Определены критерии сформованности профессиональных ценностных ориентаций будущих врачей в процессе базовой подготовки: когнитивный; личностный; деятельностный. Выделены уровни формирования профессиональных ценностных ориентаций будущих врачей: высокий, средний и низкий. Экспериментально подтверждена эффективность определенных нами организационно-педагогических условий и педагогической технологии формирования профессиональных ценностных ориентаций будущих врачей. **Выводы.** Результаты экспериментального исследования показали действенность авторской педагогической технологии и ее эффективность в формировании профессиональных ценностных ориентаций будущих врачей в процессе базовой подготовки. Сформированы профессиональные ценностные ориентации будущих врачей были оценены и статистически проверены. Результаты экспериментальной проверки подтвердили эффективность созданных в учебном процессе учреждения высшего медицинского образования организационно-педагогических условий формирования профессиональных ценностных ориентаций будущих врачей.

Ключевые слова: ценности, ценностные ориентации, экспериментальное исследование, структура профессиональных ценностных ориентаций, авторская педагогическая технология.