MODERN APPLIED RESEARCHES OF PERSONALITY

DOI:10.23888/humJ20203338-348

ИССЛЕДОВАНИЕ ПРОФЕССИОНАЛЬНО ВАЖНЫХ ЛИЧНОСТНЫХ КАЧЕСТВ У СТУДЕНТОВ ПСИХОЛОГОВ ОБРАЗОВАНИЯ И СТУДЕНТОВ-ПЕДИАТРОВ

THE RESEARCH ON PROFESSIONALLY IMPORTANT QUALITIES AT STUDENTS OF
EDUCATION PSYCHOLOGISTS AND PEDIATRIC STUDENTS

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Аннотация:

В статье представлен сравнительный анализ результатов исследования профессионально важных личностных качеств (интеллект, эмпатия, уровень субъективного контроля, совестливость, активность, общительность, невротизм, депрессия, психотизм, расторможенность, робость) будущих педиатров и психологов образования. Для анализа использована методика И.А. Вишнякова. Цель исследования: выявление сходства и различий степени сформированности данных качеств личности специалистов помогающих профессий. Это позволит корректировать образовательный процесс в ВУЗе по формированию данных качеств у будущих специалистов и повысить их личностную готовность к профессиональной деятельности.

Abstract:

The article presents a comparative analysis of the research results of professionally important personal qualities (intelligence, empathy, level of subjective control, conscience, activity, sociability, neuroticism, depression, psychotism, disinhibition, timidity) of future pediatricians and educational psychologists of education. The I.A. Vishnyakov methodology was used. The purpose of the study was to identify the similarities and varying stages of formation of these personality qualities of specialists in assisting professions. It will allow us to adjust the educational process of these qualities' formation in the university among future specialists and to increase their personal readiness for professional activity. Ninety-six 3rd year students of Omsk State Medical University (specialty 31.05.02 «Pediatrics») and

В исследовании были включены 96 студентов 3 курса ФГБОУ ВО «Омский государственный медицинский университет» (специальность 31.05.02. «Педиатрия») и 76 студентов 3 курса ФГБОУ ВО «Омский государственный педагогический университет» (направление 44.03.02. «Психолого-педагогическое образование»).

Анализ результатов показал, что студенты имеют средний уровень интеллекта, совестливости и невротизма, высокий уровень субъективного контроля, низкую и среднюю депрессивность. Для будущих психологов образования характерен более высокий уровень эмпатии и общительности, для врачей – расторможенности. Уровень робости и психотизма у студентов медицинского и педагогического вуза имеет оптимальные для профессиональной деятельности средние значения. Уровень личностной активности следует повысить респондентам обеих групп, так как это обеспечивает активное включение человека в новые межличностные и профессиональные отношения, которые позволяют осваивать новые виды деятельности и технологий.

Ключевые слова:

профессиональная подготовка, студенты, будущие психологи образования, будущие врачи, профессионально важные качества.

seventy-six 3rd year students of Omsk State Pedagogical University (specialty 44.03.02. «Psychological and Pedagogical Education») took part in the study.

Analysis of the results showed that students have an average level of intelligence, shyness and neuroticism, a high level of subjective control, low and moderate depression. Future education psychologists are more empathetic and sociable, and doctors are more disinhibited. The level of timidity and psychotism among students of a medical and pedagogical university has average values that are optimal for professional activities. The level of personal activity should be increased for respondents of both groups, as this ensures the active inclusion of a person in new interpersonal and professional relationships that allow them to master new types of activities and technologies.

Keywords:

professional training, students, future psychologists of education, future doctors, professionally important qualities.

Relevance

In connection with the humanization of modern society, increasing attention is being paid to the training process of assisting professions specialists, that includes doctors and psychologists. Professional medical and psychological activities have a number of common specific features, such as the proper building of a dialogue with a client, the ability to understand the feelings of a patient who is in a difficult life situation, the awareness of responsibility to the client and the ability to find the right way to solve the problem quickly [1,2]. It is for these professions, as well as professional knowledge and skills, the personal traits of the specialist acquire special significance, among which it is customary to single out professionally important personal qualities (PIPQ) – the individual properties of the subject of activity that a person needs to successfully solve professional problems [3,4].

I.A. Vishnyakov (2006) developed, methodologically and theoretically substantiated a technique that allows diagnosing professionally important qualities of a future educational psychologist, and the optimal level of their development was determined [5].

During the process of substantiating selected professionally important qualities of an

educational psychologist, the contents of these qualities were analyzed in the works of such Russian psychologists as A.K. Markova [6], M.R. Bityanova [7], R.V. Ovcharova [8], L.V. Temnova [9]. As a result of analysis I.A. Vishnyakov singled out three levels in the structure of professionally significant qualities of the educational psychologist: the highest level – subjective-active qualities, the middle level – personal qualities, the lower level – individual qualities. This article discusses a set of mid-level qualities – personal [5]. This set includes personal qualities that are professionally important not only for a psychologist, but also for a social educator, school teachers, doctors, university teachers and some other social specialties. At the same time, this selection is complemented by personal qualities specific to particular professions. For example, for teachers a professionally important quality is «didacticism» – an ability to reorganize information into a form accessible to a particular student.

In the course of work on this topic, it was interesting to compare the similarities and differences in the formation stage of qualitative indicators available to educational psychologists and pediatricians. We must proceed from the fact that psychologists and doctors should not have the ability to show empathy and organize the activities of the client, especially with regard to communicative abilities. If the differences in the development level of qualities among future educational psychologists and future pediatricians will be revealed, it will identify ways of acting for the appropriate development of professionally important qualities of future specialists by university teachers.

N.V. Yakovleva (2019) notes that «...for patients, the most significant doctor's features are the communicative-technical and emotional-empathic characteristics» [10, p. 592]. Professionally important qualities in medical practice were described in the works of A.R. Haroyan, Z.O. Artyukhina, E.V. Bondarenko, B.A. Yasko et al. [11-13], as well as by foreign authors: D. Irwin, Matthew K. Vinia, Stephen R. Latham, Linda L. Emanuel [14,15]. Professionally important qualities of a psychologist were considered by such domestic researchers as M.K. Bapaeva, V.I. Dolgova, M.S. Zhumataeva E.V. Pyatnitskaya, V.K. Shayakhmetova and other [16-18].

However, most of the works are devoted to the analysis of certain professionally important qualities of specialists in assisting professions and a comparative characteristic of the results of the study of future pediatricians and educational psychologists was not presented.

Aim

The aim was to identify and compare the level of development of professionally important qualities in students of educational psychologists and pediatricians. The development level analysis of professionally important qualities of students allows us to characterize the effectiveness of the educational process in a university in the formation of these qualities in the process of training, and the degree of personal readiness of future

specialists for professional activities. A specific characteristic of these qualities among students will allow solving the problems of correcting educational influences at a university if the level of development of personal qualities is not optimal.

Objectives

1. To conduct a comparative analysis of the levels of intelligence, empathy, subjective control, compatibility, personal activity, community in groups of students of medical and pedagogical universities.

2. To assess the severity of neuroticism and depression in groups of students of a medical and pedagogical profile.

3. To analyze the level of psychotism, disinhibition, timidity in groups of students of medical and pedagogical universities.

4. To develop recommendations for the correction of the educational process for the formation of the necessary personal qualities for the future experts of helping professions.

Materials and Methods

The study was conducted on the basis of the Omsk State Pedagogical University (OSPU) and the Omsk State Medical University (OSMU). 172 people took part in the study: the 1st group are 96 students of OSMU (specialty 31.05.02. Pediatrics): 28 (29.2%) men, 68 (70.8%) women, mean age 21.5 ± 0.3 years and the 2nd group are 76 students of OSPU (direction 44.03.02 Psychological and pedagogical education), 20 (26.3%) men, 56 (73.7%) women, mean age 21.3 ± 0.5 years. There were no statistically significant differences in gender ($\chi^2=0.68$; $p=0.171$) and age ($t=0.34$; $p=0.732$; Student t-test) of the respondents in the comparison groups. Due to the fact that the same requirements are applied to the performance of professional activities regardless of gender, we will not take into account gender in the analysis of results in the future. All respondents had clarified the research objectives as well as access to individual survey results. The study was conducted on a voluntary basis. A mandatory criterion for participation in the study was the signing of voluntary consent.

In accordance with the purpose of the study, a test questionnaire was used to identify the development level of professionally important qualities in students of the assisting professions «12 Personal Factors of Students» (I.A. Vishnyakov, 2006). This test is based on a set of professionally important personality traits of an educational psychologist developed by I.A. Vishnyakov. The test allows you to identify not only the level of formation of these qualities in each student, but also to correlate with the «ideal level» of these qualities, optimal for a specialist, which is required in this research. The method allows you to track the dynamics of the formation of professionally important personal qualities from the applicant to the completion of professional training at the University. The test «12 PF of students» was built on the basis of Kettell's 16-factor personality questionnaire, contains three scales types of

acceptable qualities: 1st type – an increasing scale, in which the highest values on this scale are most desirable, these are: intelligence, empathy, level of subjective control, compatibility, activity, sociability. 2nd type – a decreasing scale in which the lowest values are most desirable: neuroticism, depression. 3rd type – the normal distribution scale, in which the average values are most desirable: psychotism, disinhibition, and timidity [16].

Statistical material processing was carried out using methods of variation statistics based on the analysis of absolute and relative values using the Statistica 6.0. application package. The analysis of the research results was preceded by determining the nature of the distribution (normal, different from normal) of the values of indicators in groups. Indicators of descriptive statistics (M , σ , m) were calculated. To compare quantitative indicators in groups, the student's t-test was used. The comparisons of the values of qualitative indicators were carried out using the Chi-squared (χ^2) test. The results were considered statistically significant at $p < 0.05$

Results and Discussion

The most important characteristic that determines the effectiveness of any type of activity is intelligence. According to the results of survey, the arithmetic mean values on the intelligence scale (Table 1) for students of medical (6.89 ± 1.82) and pedagogical (6.9 ± 1.6) universities are quite close ($t = 0.05853$) and correspond to the average for this social group level. However, 13 people from 1st group (pediatrics) were identified as critically not smart in the group of future doctors (13.5 choices), and future psychologists had 7 people (9% of the sample). Thus, it is advisable for students to engage in intellectual self-development (in those cases when it does not end at a young age), otherwise specialists will not be able to cope with their professional duties in the future.

Table 1

The results of the study of professionally important qualities of medical and pedagogical students

Scale	1-st group ($M \pm y$)	2-st group ($M \pm y$)	Significance of differences (t)
Sincerity	6.79 ± 1.81	7.2 ± 1.61	1.49465
Intelligence	6.89 ± 1.82	6.9 ± 1.6	0.05853
Empathy	4.74 ± 1.85	5.6 ± 1.82	3.04459**
LSC	7.88 ± 2.37	8.1 ± 2.78	0.57219
Neuroticism	6.4 ± 3.07	6.5 ± 3.15	0.31267
Psychotism	5.12 ± 1.98	4.7 ± 2.14	1.2649
Depression	4.5 ± 2.38	5.2 ± 2.17	1.95916*
Conscientiousness	3.49 ± 1.67	3.7 ± 1.66	0.677
Disinhibition	3.72 ± 1.85	2.7 ± 1.83	3.69827**
Activity	2.39 ± 1.65	2.2 ± 1.44	0.58788
Timidity	2.08 ± 1.65	2.4 ± 1.7	1.088
Sociability	3.34 ± 1.62	4 ± 1.68	2.48486**

Note: * differences are significant at the level of $p \geq 0.05$; ** differences are significant at the level of $p \geq 0.01$

The ability to empathy or understanding the emotional state of another person, in particular, the client, his feelings, words, the awareness of experiences and the demonstration of this understanding by future doctors (4.74 ± 1.85 stanine) is statistically significantly lower ($t=3.04459$) than that of pedagogical university students (5.6 ± 1.82 stanine). High and the most favorable for carrying out professional activities level of empathy was present only in 20 (21%) medical students, and in 25 psychology students (33%). So, increasing level of empathy is relevant for future pediatrics (especially for 41 (42.75) with a low level of empathy) and will not interfere with for students in a pedagogical university (18 students or 23.68%).

The locus of control among 2nd group (8.1 ± 2.78) is somewhat more internal compared to 1st group (7.88 ± 2.37), but the difference is not significant ($t=0.57219$). Sufficiently high indicators correspond to the standard values of both groups. High rates on the subjective control scale (the most appropriate for professional activities of specialists in helping professions) were observed in 51 (53%) student pediatrics and in 46 (61%) psychology students. Thus, there are 7 (7.29%) future doctors and 9 (11.84%) future psychologists who are not ready to bear responsibility not only for others, but even for themselves.

Medical students (6.4 ± 3.07 stanine) and future teachers (6.5 ± 3.15 stanine) have a fairly close indicator on the neurotic scale ($t=0.31267$). Neuroticism is a personality trait characterized by emotional instability, anxiety, low self-esteem and high guilt. Moreover, in both groups there is a fairly large scatter of individual indicators (the highest standard deviation results). For 32 (33%) students of 2nd group and 21 (28%) students of 1st group, calmness, poise, determination and confidence (low values on the neurotic scale) are common. High values of neuroticism, or hanged irritability and a person's susceptibility to current events, were detected in 10 (10%) physicians and in 12 (16%) psychologists. These students need to master the techniques of self-regulation or receive another specialty.

As for the psychotism scale, it can also be noted that the indicators of future doctors (5.12 ± 1.98 stanine) and psychologists (4.7 ± 2.14 stanine) do not have significant differences ($t=1.2649$) and belong to the optimal level. Normal, average values on a scale were observed in 40 (42%) medical students and in 31 (41%) psychologist students. This means that this category of students is characterized by good, rich imagination, lively associations, originality, realism, good switch ability, lack of internal tension, and adequacy of emotional reactions. However, one person in the medical group showed a critically high indicator of psychotism, which indicates his professional unsuitability for this characteristic due to excessive imagination and a lack of realism, inflexibility, subjectivity, self-centeredness and selfishness; future psychologists have not identified such people.

Students of 2nd group (5.2 ± 2.17 stanine) are to a certain degree more optimistic than 1st one (4.5 ± 2.38 stanine). However, there are no significant differences in the level of depression ($t=1.95916$). And although a low rate of depression was detected in just over half (54%) of

pediatrics (52 people) and 29 (38%) of future teachers, it is necessary to restore «youthful optimism among the modern youth.

Considering the scale of conscientiousness as a positive spiritual and moral quality of a person, which is characterized by a high sensitivity to the moral side of his actions, self-criticism, the presentation of the highest moral requirements, honesty, honesty, it is necessary to note the great similarity of the groups of students examined for this characteristic (there are no differences – $t = 0.677$): future doctors (3.49 ± 1.67 stanine) and future psychologists (3.7 ± 1.66 stanine) have an average level of conscience. The highest rate, most welcomed for these professions, was noted in the group of medical students among 30 (31%) students, and among 24 (32%) students-psychologists.

Students of a medical university (3.72 ± 1.85 stanine) are on average significantly more ($t = 3.69827$) more disinhibited than students of a pedagogical university (2.7 ± 1.83 stanine). However, the average, most favorable for the profession, value was observed in 53 (55%) physicians, while in psychologists there were only 32 (42%). A high level, which is characterized by a sufficiently high motor mobility, restlessness, fussiness, was detected in 53 (55%) doctors and only in 32 (42%) psychologists. Thus, it is necessary to carry out educational and psychocorrectional work with future specialists of assisting professions in order to strengthen conscious control over their arbitrary behavior.

«Activity is the most important characteristic of a person and their activities. In training, the activity of the individual is one of the main prerequisites for achieving the goals of training and education, general and professional development of the specialist's personality» [19, p.29]. Modern students are characterized by low activity indicators: among future psychologists (2.2 ± 1.44 stanine) and among physicians (2.39 ± 1.65 stanine), differences on the scale are not significant ($t = 0.58788$). Only 10 (10%) future doctors and 7 (9%) future psychologists are characterized as highly active. It is necessary to increase the personal activity of modern students because it provides more productive and accelerated person's inclusion in new interpersonal and professional relationships that allow you to master new activities and technologies. High personal activity allows the specialist to actively express himself/herself as a person, expressing his personal opinion and expressing a personal position. This personal quality is one of the foundations of professional development of a specialist.

Considering such an important quality of a future professional personality as shyness, which is characterized by shyness and stiffness in interpersonal relationships, there were no significant differences among pediatricians and psychologists ($t = 1.088$). The level of shyness in both medical students (2.08 ± 1.65 stanine) and psychologists (2.4 ± 1.7 stanine) is low. This means that such students are bold, determined, risk-taking, do not get lost when faced with unfamiliar things and circumstances, make decisions quickly and immediately begin to implement them. The optimal average level of timidity, which ensures that doctors and

psychologists implement the principle of «do no harm», is typical for 29 (30%) students in group 1 and for 24 (32%) – in group 2.

Group 2 have a higher level of sociability (4 ± 1.68 stanine), as opposed to group 1 students (3.34 ± 1.62 stanine) ($t=2.485$). The most favorable indicator for performing professional activities can be observed in 32 (42%) students of the 2nd group, while in the 1st group-only 24 (25%).

Conclusions

1. The surveyed third-year students of both universities have an average level of intelligence for modern students.

2. In comparison with pediatrician students, students of psycho-pedagogical profile are statistically significantly more empathic and sociable.

3. Pediatrician students are statistically significantly more disinhibited, which may hinder them in their professional activities, but there are also people among future psychologists who need to work to overcome disinhibition.

4. The prevalence of average values in the level of conscientiousness and neuroticism, a high level of subjective control and low and average depressiveness were revealed both in future pediatricians and educational psychologists.

5. The level of timidity and psychoticism among students of medical and pedagogical universities has optimal average values for professional activity.

6. It is necessary to increase the level of personal activity of modern students «...due to their active activity, active inclusion in the social environment» [19, p. 29].

The impact of teachers on the formation of an optimal level of professionally important personal qualities in future educational psychologists and pediatricians should be adjusted, which will increase the personal readiness of specialists for professional activities. This is evidenced by the obtained specific characteristics of the level of development of personal qualities of future educational psychologists and pediatricians.

There is no conflict of interest.

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ДАТА ПОСТУПЛЕНИЯ: 22.03.2020.

PAPER RECEIVED: 22.03.2020.

ДАТА ПРИНЯТИЯ В ПЕЧАТЬ: 01.09.2020.

PAPER ACCEPTED: 01.09.2020.

ССЫЛКА ДЛЯ ЦИТИРОВАНИЯ:

Удалова Т.Ю., Мордык А.В., Иванова О.Г., и др. Исследование профессионально важных личностных качеств у студентов психологов образования и студентов-педиатров // Личность в меняющемся мире: здоровье, адаптация, развитие. 2020. Т. 8, №3(30). С. 338-348. Доступно по: <http://humjournal.rzgmu.ru/art&ia=447>. Ссылка активна на чч.мм.гггг. doi:10/23888/humJ20203338-348

REFERENCE FOR CITING:

Udalova TJu, Mordyk AV, Ivanova OG. The research on professionally important qualities at students of education psychologists and pediatric students. *Personality in a changing world: health, adaptation, development*. 2020;8(3):338-48. Available at: <http://humjournal.rzgmu.ru/art&id=447>. Accessed: dd Month yyyy. doi:10.23888/humJ20203338-348