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PSYCHOLOGICAL FEATURES OF THE MODERN INTERN  
IN TEN-YEAR DYNAMICS

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Abstract: Based on the anonymous survey with a ten-year interval, we created a comparative description of the dynamics of psychological characteristics among interns, such as social behavior and the ability to remember, reproduce, systematize and use the obtained information in practice. Construction of the educational process

in accordance with the needs of the curriculum should take into account its own tasks in the setting of progressive changes in the young people's way of thinking.

Key words: postgraduate education – interns – psychology – thinking

Based on an anonymous survey of interns of various specialties, today and ten years ago we conducted an analysis of the dynamics of changes in the psychological characteristics of young colleagues. At the beginning of the last decade, we identified certain personality traits of interns [1, p. 72]. An analysis of more than 3,000 anonymous survey responses showed that the "ideal version", which ten years ago accounted for 72% of all respondents, has now barely reached 64.5%; the share of "carefree" during this period has almost doubled (from 3.9% to 7.5%); "unreasonably self-confident" – tripled (from 4% to 12.5%); "slow-moving" – increased from 4% to 9.5%. "Inappropriate humorists" have practically disappeared. Those who "relied on others" in the last decade have changed their characteristics to "relies on modern technology", their share is still about 7% of the total number of respondents. "Understands everything, but can't speak" – this figure decreased from 8% to 5.5%, but now it is mostly due not to the lack of knowledge, but to insufficient language culture, which complicates the verbal contact between the intern and the professor [2, p. 64]. When interns evaluated the received educational material as "interesting" or "useful", ten years ago the difference between two categories amounted to  $39.2 \pm 0.7\%$  [1, p. 72]. This indicated that the concept of "interesting material" in their understanding differed from the definition of "useful" and fell more in line with the terms "attractive, exciting." The definition of "useful" meant for them something inevitably necessary, which required labor and time. During the analysis, we noted each year a progressive decrease in the percentage difference between these indicators, which in the 2020-2021 school year amounted only to  $3.2 \pm 0.1\%$ .

In our modern teaching, we have met a new generation born in 1983-2002, which sociologists have termed the "Y" or "millennial" generation. The social situation of the 1990s formed in people, whose childhood and adolescence years had fallen on this time, a reluctance to make long-term life plans, and replaced it by focusing on achieving goals quickly. Unlike graduates of higher medical educational institutions of the beginning of the century, in modern postgraduate education interns show little interest in such a form of pedagogical work as a long lecture, because they are accustomed to simultaneously performing different tasks, so they find it difficult to focus on one information flow [ 3, p. 151]. It is quite difficult and time-consuming for a young colleague to find materials to prepare for classes on the Internet, where there is a lot of unauthorized or outdated information that does not meet modern standards, clinical protocols and algorithms for diagnosis and treatment of critically ill patients. The introduction of short voiced presentations on certain topics to the interns' self-tuition allowed to increase the level of correct answers during the oral interview, which exceeded this figure after the traditional lectures. However, certain shortcomings were identified: it turned out that the interns primarily enriched the short-term memory, and when returning to the topic a few days later, the results were worse than after listening to the traditional form of lecture. Short-term and long-term memory are interconnected and work as a single system. Short-term memory is characterized by limited volume, where new information replaces the stored information, which then disappears forever. German andragogues concluded that the information obtained is best absorbed during its re-processing (work with a synopsis, etc.) for up to 9 hours, after which irreversible losses begin [4, p. 41]. Motivation of the transition of information from short-term to long-term is achieved quite simply: several surveys are conducted by the method of "brainstorming" on mixed topics and

theoretical test at the end of the cycle. Over the last two years, interns (9.5%) said in their survey responses that during the Emergency Medicine course, professors taught them to think clinically.

The dynamics of the psychological characteristics of young colleagues is associated with their overstated self-esteem, with the defense of the inalienable right to personal sovereignty, in a sense of greater freedom and flexibility than the older generations. Most interns (84.9%) want to hold a senior management position in the future, but only 57.8% of them have initial leadership skills; still, most of them (76.2%) value their own personality very highly. Almost all respondents (97.4%) want to receive a high salary, but only 64.6% of them agree to work hard and productively. At the same time, 38.7% of respondents do not fulfill their promises if there are no consequences for them, which confirms the discrepancy between the number of sent surveys and survey responses received in 1 day (39.2%). More than half of them do not neglect fraudulent methods during the test control. These indicators have a close direct correlation with the carriage of "clip" thinking [5, p. 58]. Only 45.3% of respondents create long-term plans. As a result of "adaptation to the subject of study" in practical classes, it should be noted that 71.5% of interns today believe that in preparation for the licensing exam the main importance should be given to theoretical thematic discussion (against 13.5% ten years ago), 21.5% of respondents consider theoretical classes and discussions of test tasks equally important (in the previous survey – 41%), and only 7% (against the previous 45.5%) believe that most of the working time should be devoted to memorizing and repeating answers to the tasks from the test base.

Millennials are offended very easily, even the discipline requirements often become a factor of tension and irritation for them [6, p. 130]. Thus, today 71.5% of

respondents believe they can freely leave the classroom at any time for personal matters (against 7.5% in 2010), 46.5% believe they have the right to use mobile devices in class (12% in a previous survey). They don't care much about the fact that they are bothering the professor and other students. 53.4% of interns are offended by the usual requirements of the discipline. 47.4% of young colleagues quickly recover from unjustified resentment, but 42.7% of them neglect the others' interests. The problem is also that modern youth is characterized by fragmentary (clip) thinking. Distracted from the topic, they lose fragments of the whole, and as a result, the effectiveness of the lesson is significantly reduced [7, p. 77]. Our goal is not fighting the spread of a new type of thinking, but trying to gradually restructure the educational process in accordance with new requirements, integrate innovative tools and methods, divide classes into blocks for better learning, switch from one activity to another. If the latter conditions are met, it is necessary to make a summary at the end of the class, logically linking the considered information blocks. The need to implement these methods is due to the types of perception common among young people – visual and kinesthetic [8, p. 235]. Visualized material in a concise and concentrated form for clip thinking allows to move from unsuitable for most modern interns reading process and create an alternative that will help to learn the subject faster and better [9, p. 13]. Modern applications provide knowledge transfer and access to a variety of educational information. The latest technologies (interactive electronic textbooks, multimedia content, the Internet, etc.) contribute to a more active involvement of interns in the learning process. The interactive capabilities of information transmission systems allow to establish and stimulate feedback, provide dialogue and constant andragogical support, which is impossible with most of traditional learning systems. The use of methods of stimulating the interns' activities

creates and optimizes the latest personal approaches to training of a young doctor [10, p. 43].

The current generation of interns is prone to the academic procrastination, i.e., the endless postponement of the most important matters "for later". Modern psychology defines this phenomenon as a voluntary delay in the implementation of the planned, despite the possible consequences. And this is not just laziness, but a certain phobia of decision-making, a kind of protection against mental and physical overload. According to the results of the survey, 69.5% of modern respondents consider themselves procrastinators (against 78.5% in 2011).

The current situation requires the search for and implementation of such methods of encouragement or stimulation, which would be impossible to avoid. In self-tuition we offer each intern to create a valid test and select the appropriate distractors for it. Each task is then discussed with the class, analyzed, the best sides are noted and shortcomings are corrected [11, p. 120]. The use of "phase" tasks also increases the a priori motivation of young colleagues. In national psychology, as a general mechanism of motive, the realization of the needs in the course of search activity and thus the transformation of its objects into motives is considered. Hence the central pattern: the development of motive occurs through the change and expansion of the activities range, transforming the objective reality. Motives are the continuation of education regardless of the form (full-time and part-time education, self-education in the course of professional activity, etc.); achievement of competence – compliance of one's awareness and general professional qualities with the requirements of professional activity; clearly expressed electoral nature of motives and goals from the standpoint of the future profession [12, p. 104].

Recently, the culture of language among students and interns of medical

universities has been progressively declining. Most interns cannot correctly formulate not only the answer but also the question. According to the survey, the number of "book lovers" among interns has decreased by 21.5% over the past decade. Professors state that it is becoming increasingly difficult for the young people who read little to express their opinions. Doctor's professional competence depends on their ability to speak, the level of their language culture. Attempts to interest interns with medical examples from fine literature, unfortunately, did not bring the desired success [2, p. 64].

Changes in the thinking of modern youth allow them to navigate in a progressively growing flow of information without a psychological deficit. Obeying the tendency to rationalism, it is not memorization that comes to the fore, but the need to distinguish truth from defective information. Only 7% of young colleagues consider themselves capable of reproducing the received information qualitatively (previous result was 16.5%), 35.5% – good (against 47.5%), 40.5% – intermediate (10.5% 10 years ago), and unsatisfactory – 17% (previously 3.5%). Only 51.3% of our respondents were able to distinguish a qualitatively composed (valid) test set from the average (with a certain number of defective tasks). There is a natural negative dynamic associated with the deviation of thinking, impoverishment of language and social culture, reassessment of values, and so on.

Modern andragogues prove that the modern subject of education is characterized by degradation of respect for the older generation, devaluation of moral foundations and deontological norms [3, p. 152], but our study shows that a fairly large proportion of respondents (66.4%) respect all older people, expecting nothing from them; the majority of young colleagues (81.9%) recognize the importance of medical deontology in their future medical practice.

Creating a highly professional environment of the educational institution, in which the creative moment of work with "Generation Y" will be most fully expressed, will promote self-development, self-disclosure and self-actualization of the individual. The authority of the teacher plays a leading role in this process. The teacher must be, first of all, an experienced specialist who is able to show his skills and teach young colleagues. He must be more demanding of himself than others, be skilled in literary and professional language, operate freely with didactic methods, monitor his behavior and appearance, be friendly, etc.: then everything will turn for the better. Trying to impose your way of thinking is a failed idea. Young people are more sensitive to good attitudes, but they need to be made aware that it doesn't mean permissiveness and softness, but, according to a prominent Ukrainian teacher A.S. Makarenko, strictness and respect.

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