Actualization of future medical staff personality potential at the stage of mastering their profession

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Abstract

The article describes the results of the study of psychological characteristics (motivation, value orientations, traits of character, psychological defence mechanisms) of medical college students from the 1st year till the final year. The dynamics of the development of personal characteristics essential for the formation of a professional in the sphere of “caring professions” has been traced. A comparative analysis of the structure of dominant psychological characteristics among the students in different years of studies has been performed. Personality types of the future medical staff at the stage of their transition from studies to work have been empirically established.

Keywords: professional and personal development; educational environment; studies

1. Introduction

Professional formation is determined by the conditions and factors characterising the process of the person’s entering the professional community. This process is accompanied by certain personal changes, i.e. appearance of psychic neoplasms reflecting the degree to which “I-image” approaches the standard of the image of the personality of a professional.

According to V.A. Bodrov, “professional formation of any personality is a dynamic process, each stage or phase of which specifically determines the development of the personality… Personal and psychological neoplasms

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and … all continuously forming types of the individual’s active attitude towards the world – subject-related actions, communication, games, studies, social activities, work – consolidate in a modified form in the systemic organisation of a personality, representing its main levels and functional subsystems. They form vertical and horizontal structure of a personality” (Bodrov, 2006, p. 159).

The complexity of modern professions determines the length of professional identity formation. Often the beginning of this process coincides with the period of studies and does not have a previous history when a young man clearly realizes what he wants to be and why while at school. Many people start getting real understanding of the profession only at a college or university soaking in the contents of professional subjects and practical training. General atmosphere, subject-related activity, and the curriculum – the teachers create an educational environment which not only forms special knowledge and skills, but contributes to the creation of the image of the future profession and understanding their own place and role in it, and develop traits of character necessary for the future work. In this respect, educational environment is a powerful context determining the person’s attitude towards the profession and changing their personality. Studying the influence of the educational environment potential on the professional and personal development of the future specialist is one of the key tasks of education psychology.

2. Problem Statement

The role of educational environment in preparation of future specialists has been marked in many scientific works (references). Firstly, it creates primary conditions, providing coordination of external and internal conditions of student’s activity (Moskvicheva, 2012). While obtaining professional skills and adaptation to professional environment, the student feels the need to coordinate their psychic processes, conditions and characteristics (like abilities, emotions, ambitions, attitudes, motives, etc.) with objective conditions of the activity they are studying. And the influence of educational environment can be multidirectional, contributing to the formation of qualities ensuring either professional longevity or professional burnout.

Secondly, educational environment is the basis for the process of socialization (Rozum, 2006) - an indirect incorporation of social (professional, cultural) experience into intrapsychic sphere of the individual. In this respect, the indicators of high-quality educational environment are education process efficiency indexes, i.e. the correlation between the input (staff experience, innovation resources – programmes and technical facilities for education, diversification of the education process, e.g. its distribution between different sites, etc.) and the product gained: the level of knowledge, the range of formed competences.

Thirdly, educational environment is the area of opportunities. It allows us to create a self-development strategy, realize your abilities, needs and ideas (Panov, 2011; Darinskaya, 2012).

It is obvious that for different professions, the role of psychological characteristics of the future professional which are formed can be different. But for such professions as a doctor, a nurse, a teacher, a social worker (the sphere of “person-to-person” professions), it is vital (Chernikova, 2005). The success in work in the sphere of “caring professions” largely depends on the ability of the professional to establish effective communication, endure continuous emotional overloads, and cope with difficult ethical dilemmas. Thus, one of the key tasks in the preparation of the future professional is the formation of the environment which provides not only obtaining professional skills, but the development of the personality of the future specialist.

3. Research Questions

How does educational environment influence the development of professionally relevant characteristics of medical students during the period of their professional identity formation? What is the dynamics of their professional and personal development at the stage of their studies? Is it possible that even in the process of education, psychological characteristics creating the personality structure of future medical staff are formed?

4. Purpose of the Study

The purpose of the research is to study the character of personal structure changes in medical students at the stage of their professional education.
5. Research Methods

5.1. Participants
The study was carried out in St. Petersburg college № 2 at the request of its administration in the period from January till March 2014. First-, second- and third-year students took part in the study, in total 240 people. The average age of the subjects was 18-21, female gender.

5.2. Research Methods and Instruments
For the research, a psycho-diagnostic method was used, including the following psycho-metric instruments:
1) for the diagnostics of value sphere:
   - V.A. Leontiev’s test “Purpose-in-life benchmarks” (PLB), an adapted version of the questionnaire Purpose-in-Life Test, PIL by Crumbaugh J.S., Maholick L. T (Crumbaugh & Maholick, 1981);
   - Milton Rokeach’s technique «Value Survey» (RVS) adapted by A.A Semenov, V.A. Yadov and A. Goshtautas (Semenov, Yadov & Goshtautas, 2001);
2) for the diagnostics of motivation focus:
   - A. Mekhrabien’s test-questionnaire “Measurement of achievement motivation” (NAch) modified and adapted by M. Sh. Magomed –Eminov (Magomed-Eminov, 1998);
   - A. Mekhrabien’s test-questionnaire “Measurement of affiliation motivation” (NAff) modified and adapted by M. Sh. Magomed –Eminov (Magomed-Eminov, 1998);
   - O.F. Potemkina’s technique “Diagnostics of social and psychological attitudes” (Potemkina, 2001);
3) for the diagnostics of personality structure:
   - Sixteen Personality Factor Questionnaire (16PF - 105-C) by R.B. Cattell, adapted by A.N. Kapustina (Kapustina, 2001);
4) for the diagnostics of psychological defences:
   - Plutchik-Kellerman-Konte technique (Life Style Index) adapted by E.S. Romanova and L.R. Grebennikova (Romanova & Grebennikov, 1996)

To process the empirical data we used the methods of Student’s t-criterion, Mann-Whitney’s U-criterion, and the discriminant function analysis.

5.3. Procedure
The procedure of the research was divided into several stages. At the first stage, the main task was to get acquainted with the first-, second- and third-year students, to motivate and inform them, and to integrate the research schedule into specific academic activities. At the second stage, the diagnostics of the first-, second- and third-year students’ personality structure was carried out (R.B. Cattell’s 16-factor personality questionnaire (16-FPQ-105-C) At the third stage, motivation focus of the first-, second- and third-year students was studied (A. Mekhrabien’s test-questionnaire “Measurement of achievement motivation” (NAch); A. Mekhrabien’s test-questionnaire “Measurement of affiliation motivation” (NAff); O.F. Potemkina’s technique “Diagnostics of social and psychological attitudes” (2 parts). The task of the fourth stage was to study the value sphere of the first-, second- and third-year students (V.A. Leontiev’s test “Purpose-in-life benchmarks” (PLB); M. Rokeach’s technique “value orientations”). At the final fifth stage, peculiarities of psychological defences mechanisms of the first-, second- and third-year students were studied (Plutchik-Kellerman-Konte technique). (Life Style Index).

In total, the results were obtained according to 36 psychological indicator scales.

6. Findings
Analysis of the results included the following stages:
- comparing indexes of the development of motivation and value focuses structure in students of different years of studies
- identifying personality characteristics in the students of the 1st (beginning), 2nd and 3rd (final) years of studies
• analysis of the dynamics of personality characteristics of the future medical staff during their studies.

In our opinion, such an assessment of the results will allow us to reveal the specific features of the process of the future specialist personality formation and to forecast the success rate of their work in the “caring professions” system.

Assessment of the level of motivation and characteristics of value sphere.

The results of the studies of future medical staff motivation show an obvious prevalence of freedom attitude. Its expression is characteristic of students of all three years of studies, and no marked differences were found between them in terms of this index. Significant differences between the years of studies (Student’s t-criterion) were revealed only according to three parameters: orientation towards work is dominant in students of the 1st year \((t=0.00; p \leq 0.001)\), as well as towards altruism \((t=0.04; p \leq 0.05)\), while towards selfishness – in students of the 2nd year \((t=0.001; p \leq 0.01)\). Besides, the fear of rejection is more common to the first-year students than to senior students \((t=0.003; p \leq 0.01)\). But the prevalence of motivation focus on communication and their acceptance by others rather than on achievement is characteristic of the students of all three years of studies, which is a characteristic feature of this age.

Determination of statistically significant differences (Mann-Whitney’s U-criterion) in value sphere structure showed that the main contribution is that of basic (terminal) values (table 1).

Table 1. Significant differences in value focuses between the first-, second- and third-year students.

<table>
<thead>
<tr>
<th>Year</th>
<th>Terminal (basic)</th>
<th>Instrumental</th>
<th>Mann-Whitney’s U-criterion value</th>
<th>The level of statistical significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Material values</td>
<td>0.002</td>
<td>p \leq 0.01</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Health</td>
<td>0.01</td>
<td>p=0.01</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cognition</td>
<td>0.008</td>
<td>p \leq 0.01</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Freedom</td>
<td>0.03</td>
<td>p=0.05</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Creativity</td>
<td>0.01</td>
<td>p=0.01</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Active life</td>
<td>0.02</td>
<td>p \leq 0.05</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Productive life</td>
<td>0.05</td>
<td>p=0.05</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Happiness of others</td>
<td>0.04</td>
<td>p \leq 0.05</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Health</td>
<td>0.008</td>
<td>p \leq 0.01</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cheerfulness</td>
<td>0.02</td>
<td>p \leq 0.05</td>
<td></td>
</tr>
</tbody>
</table>

As shown in the table, among the values shared by the first-year students, the dominant ones are health and materially secure life. On the whole, it tells us that they see their future prospects as the opportunity to stay healthy and to get a high salary for their work. It is these two values that are the main benchmarks and motivation focuses. The means of achieving the chosen goals is the instrumental value – self-control. Thus, students believe that controlling their behaviour and choosing the place and the subject of their activities themselves, they can achieve materially secure life and maintain psychic and physical health.

The second-year students differ from them in that they choose cognition, freedom, creativity and active productive life as the main value focuses. The revealed “set” of terminal values shows their aspiration towards emotionally rich, full life, which is a sign of the transition from “childish dependence” to juvenile independence, orientation towards freedom and autonomy. The absence of instrumental values in the value structure shows that the choice of means to achieve the set goals is not identified in the consciousness of these students. Their desires and orientation are obviously not supported by real opportunities to accomplish and achieve the goals.
The appearance of the orientation towards cheerfulness as the means of achieving goals in the third year reflects the beginning of the next stage in the formation of the personality structure motivation block. On the list of instrumental values, it is one of 20 orientations, but it is this one that young people prefer. The change in the means of goal achievement from self-control to cheerfulness is the projection of the change in the leading types of activity: decrease in the rate of cognitive sphere development and activation of the motivational and consumer sphere. Personal welfare and careful attitude towards the welfare of other people again become the most significant value focus. The importance of happiness of others among terminal values gives the opportunity to make a conclusion that the increasing proportion of selfishness, which is characteristic of students - secondary school leavers, is adequately balanced: personal welfare is as important as the welfare of others. The common means of achieving these two goals is cheerful (ironic) attitude, which allows them not to have a fatal outlook on negative life situations, but to find positive points in them. The choice of such an instrumental value can be viewed as a sign of healthy development of the personality.

Differences in the personality structure of students of different years of studies.

The studies of personal characteristics according to R. Cattell’s technique revealed a low level of intellectual development of future medical staff. The other common characteristics of the future medical staff personality in all three years of studies were low grades in terms of factors F (self-restraint) and N (straightforwardness). On the basis of the understanding of these factors, we should conclude that, on the one hand, students can be cautious and taciturn, and on the other hand, straightforward and natural in their contacts. Both characteristics can have negative consequences in the medical profession. Increased anxiety and the tendency to overcomplicate everything interfere with decisive actions in case of providing aid. Taciturnity and caution are often perceived by the sick as inattentiveness and indifference. At the same time, straightforwardness in contacts with patients against the background of their physical condition, worries and hopes for recovery sometimes does more harm than indifference and caution. Statistically significant differences in personality characteristics of the first-, second- and third-year students are presented in table 2.

| Table 2. Significant differences in personality characteristics between students of different years of studies. |
|---|---|---|---|
| Factor | Year of studies | Average score | Student’s t-criterion value | The level of statistical significance |
| H («timidness - bravery») | 1 | 6.9 | 0.05 | p= 0.05 |
| 2 | 6.3 |
| 1 | 6.1 |
| I («cruelty - sensitivity») | 2 | 5.4 | 0.01 | p= 0.01 |
| 1 | 4.9 |
| MD («adequacy of self-esteem») | 3 | 4 | 0.003 | p≤ 0.01 |
| L («gullibility - suspicion») | 1 | 4.4 | 0.04 | p≤ 0.05 |
| 3 | 5.1 |
| Q4 («relaxation— tension») | 1 | 4.6 | 0.08 | p≤ 0.1 |
| 3 | 5.2 |
| N («straightforwardness - diplomacy») | 2 | 4.5 | 0.02 | p≤ 0.05 |

Among the identified differences, high scores in factors I and H in the 1st year of studies should be noted. They characterize students as people who tend to be soft-hearted, able to understand, empathize and sympathize with other people, as well as active, sociable and brave in social interaction.
High scores in self-esteem (MD factor) in the third-year students as compared to the first-year students’ scores (MD factor) indicate the disappearance of insecurity and the increase in independence and self-reliance.

The dynamics of professional and personal development of students during their studies.

To determine the dynamics of future medical staff personal characteristics during the process of their studies, discriminant function analysis was used, in which two canonical functions were identified.

According to the first function, the “positive” pole is structurally represented by such variables as psychological defences (“compensation (0.208) and “hypercompensation” (0.172)), “orientation towards work” (0.197) and “fear of rejection” (0.169). The latter parameters determine the person’s aspiration to maximally meet social requirements, to correspond to social values and attitudes. The “fear of rejection”, for example, as a dominant motive contributes to adopting a conformist position, adjusting your behaviour to other people’s requirements and dependence on their opinion. “Orientation towards work” can be viewed as dependence on social requirements, the condition of socialization which has been connected with the sayings like “no pain, no gain” or “diligence is the mother of success” since childhood. In fact, both motives are the means of compensation and hypercompensation of the developing personality. Such interrelation of variables allowed us to define this pole of the continuum as social “dependence”, all the more reason that on the opposite side (structural coefficients with a minus sign) there are such variables as “non-conformity” (-0.188), “avoidance of family life” (-0.172) and “suspicion” (-0.150). Common features of students who have such characteristics are the absence of devotion - both intimate and social, criticism and incredulity towards another opinion. Such characteristics are to a greater extent typical of independent people or those who strive for independence and demonstrate its value in their way of life. Therefore, the negative pole of the first function was defined as “independence”, or “self-orientation”.

The second function on the “positive pole” is represented by the following variables: “orientation towards material security” (0.217), “social bravery” - H factor (0.165), “sensitivity” – I factor (0.153) and “dominance” – E factor (0.147). Each of these variables implies the presence of ambition, energy and decisiveness in achieving the set goal and obtaining the desired result.

The negative pole of the second function is connected with the absence of drive for cognition and creativity (-0.180), little interest in their own personality (-0.207), in freedom (-0.130) and independence (-0.150), restraint and distance in communication (-0.110). In fact, such a personal stance shows low personal activity of the subject, their attempt to avoid tension and any stressful, active and reactive situations. The positive pole of the second function is connected with the result and achievements, while the opposite one – with passivity, distance, low energy, lack of initiative, etc.

On the whole, the second function, as contrasted to the first one which has personal contents, reflects a motivational compound in the personality structure of students. And its positive pole is a conditioned motive of development (according to A. Maslow (1998) – B-motivation) actively pushing the personality forward, while the negative pole corresponds more to deficiency motivation - D-motivation. Deficiency lifestyle is the style oriented towards decreasing tension and striving for a static, balanced condition. Its adherents maintain their position and live for the moment. For them, happiness is to experience security and satisfaction.

Thus, similar to the dichotomous definition of the first function, the second function was called “activity (orientation towards achievement) – passivity (avoiding the result)”.

In figure 1, group centroids of the results obtained for the first, second and third years of studies and the objects on the axes of canonical functions are shown. One can see that a characteristic position (centroid of a group) in the coordinate system is: for the first year – 0.606 for the first function and 1.061 for the second one; for the second year – 0.311 for the first function and 1.207 for the second function; for the third year – -3.469 for the first function and 0.319 for the second one. Considering the fact that each of the two functions had two poles, the classification of the medical college students taking part in the research was done according to four group-types.
Let’s consider the results of the distribution of the first-year students according to the identified functions. The greatest part of the observations for the first year is concentrated in zone 1, but there are those which refer to zones 2 and 4. Thus, at the starting point of their professional socialization, students differ in the ratio of personal structural characteristics. Interpreting the ratio of the poles of both functions, we can say that the first-year students try to show and use their talents, abilities, aptitudes, etc. in their activity to the full extent. For them, work is the condition and the means of personal development. Freedom is common for them, but they only rely on public opinion, social rating and others’ evaluation of what is going on around them. In this way they maintain the level of their self-esteem, demonstrating a good understanding of themselves and of social requirements. It is worth noting, that a small part of the first-year students refers to the contradictory (the second type) or rational (the fourth type) types in terms of their personal characteristics complex. The first-year students of the second type are characterized as poorly self-actualizing personalities; they experience the fear of self-cognition and the connected with it fear of the surrounding world. They have a passive position, waiting for further requirements. The students of the fourth type are characterized by motivational orientation towards pursuing their own material interests; in their structure of goal formation there is no set of goals which would contribute to altruistic motive actualization. In their “self-concept” there are coordinated ideas about their opportunities, rights, responsibilities, which they are oriented towards. Thus, there is a division into their own preferences in desired personal images and socially declared characteristics.

The second year can be characterized as a kind of a turning point in personal development. In the process of studies, a gradual transformation of the personal structure takes place, which means that there are changes in motivational orientation, activity rate and the system of interaction between the student and the surrounding world. It is the point in professional training development at which a dramatic change in the inner stance occurs, and the problem of the further way of life becomes the central one. It happens due to the dynamics of the social situation of development, facing new circumstances in professional and academic requirements and the opportunity to identify themselves in it. It can be suggested that at this stage students resolve a kind of a conflict between orientation towards themselves and dependence on the society.

The idea of themselves, their personal characteristics and future professional activities becomes wider and reaches a critical point when it is necessary to make a choice: to accept this information, continue working with it and be open to adding new “self-images” to their “self-concept”, thus, orienting themselves towards successful personal and professional self-realization, or, vice versa, to ignore the obtained information and draw a border with the surrounding world, thus, providing stability for their “self-concept”. The factor which triggers the choice of this or that way may be the person’s life resource, their potential opportunities.

The transition of the second-year students to mostly groups of the second and the third zones shows that in this
year of studies they experience a personal crisis. Students are deciding whether to accept the new experience and move further in their development or, vice versa, having found themselves in the situation of stagnation, to reject it. The final result of this process determines the attitude towards the surrounding world, to themselves and to the formation of the professional “self-image”.

Ways of overcoming the crisis can be different. That is why by the end of professional training, i.e. by the third year of studies, when new experience transforming the personal structure is integrated, we get two different types of future professionals. In pic.1, they are situated in the third and the fourth zones. Obviously, the final-year students of the third type did not have enough inner resources to find the ways to overcome the crisis, so the inner conflict remains unresolved. The final-year students who are in the third zone in terms of their personal characteristics are characterized by unwillingness to work and they are not ready to do it due to their personality. They separate themselves from the surrounding world and show little interest in it. It can be said that these final-year students are characterized by personal and professional immaturity.

In the personality of the students of the fourth type there are traits contributing to its transformation and further development. Such a student can be characterized as a psychologically stable personality who has formed an appropriate strategy of the attitude towards reality. However, the formed value focuses and personal orientation, while providing an appropriate level of relationships with the society, do not contribute to the successful fulfillment of professional responsibilities. Having independent and stable social orientations is not enough for medical staff. Their personal sphere should be aimed at showing empathy, care, and should have a general altruistic orientation. However, unfortunately, these traits have only a declarative character. They are rather proclaimed to be present, but in fact they are not developed because personal structure components of the final-year students of the fourth type include such constituents as irresponsibility, selfishness, dishonesty, the tendency to dominate people around them, i.e. the characteristics which cannot be combined with altruism and care.

For this reason, the final-year students of both types cannot be considered ready for medical staff professional activities. They do not have the so called value-purpose reflection which is essential in the formation of the person’s attitude towards life. Their self-consciousness has formed in a way that leads to the adaptive, adjusting or distorted perception of the real world. The real world is perceived through the system of inadequate requirements to it, preconceptions and declarative stances. The final-year students have no clear and firm outlook on the world; they hesitate about their opinions which lack stability. This leads to the fact that such final-year students become reserved in relation to other people, or dependent on the others’ opinions, and their behaviour is of adaptive-defensive and phantom character. They demonstrate (the third type) either independence which is necessary for maintaining adequate personal self-esteem and normal life, or they are oriented towards themselves, their desires and needs, energetically realizing them. And the general social or altruistic orientation is outwardly accepted (the fourth type). In the first case the final-year students choose defensive strategies of behaviour which allow them not to “stick out from the crowd” and “accept” the established standards and values, and in the second case – to demonstrate an acceptable way of life achieving the personal goals that were set.

7. Discussion

The revealed set of terminal values is the sign of the drive for emotionally rich, full life. These are the signs of the transition from “childish dependence” to juvenile independence, orientation towards freedom and autonomy. On the basis of the understanding of Maslow’s concept (Maslow, 1998), it can be suggested that in the second year of studies students’ drive for self-actualization, revealing their own potential and the abilities to understand themselves becomes more active. The absence of support on the part of instrumental values shows that the feeling of freedom and the corresponding emotional disposition, and their activities are not backed up by the means of realization of creative and cognitive activity, thus, demonstrating a spontaneous and unconscious character of this process.

The study of personal characteristics according to R. Cattell’s technique revealed a low level of intellectual development of the future medical staff. Unfortunately, we have not been able to find the data which would directly connect the intellectual development level of medical staff with the successfulness of their professional activities. However, it could be suggested that in context of rapid development in medicine, sophistication of methods of medical aid, diagnosis and the treatment provided, the low level of intellectual development makes it more difficult to master new knowledge and to obtain skills both at the stage of future medical staff education and during their
work.

The content of the first discriminant function for the criterion of social “dependence-independence” leads us to the interpretation of the results of the discriminant function analysis and structural coefficients from the point of view of cognitive styles of the personality. According to M.A. Kholodnaya, “one of the most surprising results in the field of cognitive styles research is the fact that there are numerous and various links between style parameters and personal characteristics. Individual differences in cognitive activity prove to be connected with a wide spectrum of various psychological characteristics of an individual, from sensor-motor to psychological defence mechanisms” (Kholodnaya, 2002, p.207). From the point of view of Kholodnaya, such deep incorporation of cognitive styles into personal organization is an additional argument in favour of the suggestion about the special role of style characteristics in psychological activity regulation. In this respect, a clear tendency of personal characteristics of the first-year students to move towards the “dependence” pole, multidirectional tendencies in the second year of studies and centering around the “independence” pole in the third (final) year of studies can be seen.

8. Conclusions

From the point of view of humanistically-oriented psychological theory, the results of future medical staff personal development in the course of their professional socialization can be characterized in the following way:
- orientation towards creativity and cognition is poorly expressed;
- altruistic and empathic orientation is absent;
- there is often no drive for maturation and development.

For final-year students of the medical college, their professional activity is not personally significant and is not perceived as a part of their own “self”. The character of personal changes shows a certain completion of orthogenetic formation of the personality, the autonomous character of its existence. At the same time, these changes are insufficient for the effective professional activity in the field of medicine.

9. The further directions of research

The example of the research of peculiarities of future specialists’ personality development during their professional maturation reflects the significance of the interaction between personal and professional and of the role of this interaction in personal structure development. In this respect, professional educational environment is not only a strong motivating context, which forms the person’s attitude towards the profession, but also a factor of personal achievements. We understand that the conducted research has some limitations; the main one is the analysis of the results of professional and personal development of students on the basis of a single educational institution. We see the continuation of our research in verification of the revealed trends on the example of other educational institutions teaching medical staff. This will allow us to understand whether the revealed trends in the dynamics of future medical staff personality formation are systemic, reflecting the specificity of educational environment in such institutions. And in case of confirmation of this suggestion, we are going to develop recommendations for creating the conditions contributing to the formation of characteristics providing professional longevity in the sphere of “caring professions”.

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