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PROFESSIONALLY SIGNIFICANT QUALITIES OF A FUTURE MEDICAL PSYCHOLOGIST AS A CONDITION FOR THEIR PROFESSIONAL SUCCESS**ПРОФЕСІЙНО ЗНАЧУЩІ ЯКОСТІ МАЙБУТНЬОГО МЕДИЧНОГО ПСИХОЛОГА ЯК УМОВА ЙОГО ПРОФЕСІЙНОЇ УСПІШНОСТІ****Borysiuk A. S. / Борисюк А. С.***d.ps. s., prof. / д.пс.н., проф.*

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Abstract. *The purpose of the study is to summarize and supplement the data on the key professional qualities of future medical psychologists and the peculiarities of their formation during professional education. It is noted that a high level of development of professionally significant qualities of a future medical psychologist and the formation of professional competence are decisive factors for professional success. One of the conditions for the effective organization of the educational process in higher education institutions and the quality preparation of future professionals is a clear understanding of the general and specific requirements imposed by the profession on individuals, including the necessary knowledge, skills, abilities, professional and personal qualities. This proposed article provides an analysis of the requirements for professional training, identifies approaches to the professionally significant qualities of future specialists, and emphasizes the need for their formation during professional preparation. It is argued that the effectiveness of providing medical-psychological assistance to patients largely depends on the level of professional suitability and qualification of the psychologist, as well as the level of development of professionally significant qualities. Knowledge of the requirements for professionally significant qualities of specialists, understanding their psychological structure and motivational characteristics, will contribute to the improvement of the level of professional training for future medical psychologists. The professionally significant qualities of a physician and those of a psychologist should be harmoniously combined. In order to prepare highly qualified specialists of a new type, combining both professions, organizers of student education in higher education institutions need to identify the most important qualities of both a physician and a psychologist, which would occupy a proper place in the professional profile and curriculum of future professionals.*

Keywords: *medical psychologist, physician, professional qualities, professional competence***Introduction**

The focus of modern educational reforms on psychologization necessitates the justification of new approaches to the training of professionals who would combine deep theoretical knowledge with thorough practical preparation. The adoption of the biopsychosocial concept necessitates the collaborative interaction of physicians, psychologists, and social workers. The growing understanding of psychological and social aspects of most somatic disorders highlights the need to define the main models of interaction among these professionals, which would contribute to the effectiveness of psychotherapeutic, psychological, clinical, and social assistance to patients. The effectiveness of fulfilling the social demand for the professional's work serves as one of the criteria for the effectiveness of their work and significantly influences the assessment of their performance. It is known that the productivity of professional activity largely depends on the organization of professional training.



Currently, there is a shift from a focus on knowledge to a focus on developing the abilities and readiness of future professionals to effectively and independently solve professional tasks in various situations within the framework of implementing a competency-based approach.

Analysis of Recent Research and Publications

The analysis of literary sources has shown that the issue of professional qualities of a specialist has been relevant in different historical periods. We have summarized the achievements of scientists and identified the main approaches. Philosophers emphasize moral and ethical qualities, while clinicians highlight moral, communicative, and intellectual qualities as the most important. Representatives of the psychotherapeutic approach emphasize the need for elements of psychotherapy, the ability to identify and take into account the patient's mental state, persuasion skills, empathy, and more. Scholars of the psychosomatic approach emphasize communicative, regulatory, and cognitive qualities. Representatives of the socio-psychological approach analyze dialogical skills, communicability, empathy, productivity in establishing and maintaining contacts, confidence, emotional balance, independence, sociability, persuasive abilities, and more. The acmeological approach considers professional qualities in the context of regularities and factors that contribute to higher achievements in any field of activity.

A review of scientific works indicates that the development of a student's personality as a future specialist occurs through several directions: the development of necessary professional abilities, the improvement and «professionalization» of mental processes and experience, the increase in the sense of duty and responsibility for the success of professional activities, the delineation of the student's individuality, the formation of professionally significant qualities, the increased emphasis on self-education in the formation of qualities and necessary experience for the future specialist, and the growth of professional independence and readiness for future practical work.

Psychological properties of a subject engaged in professional activities largely determine their potential to demonstrate themselves as a high-level expert. For this purpose, there needs to be a correspondence between the psychological properties of the subject and the socio-psychological type that corresponds to their professional activity in the occupational space. This is particularly important for polymorphic professions that involve multiple types of activities, each requiring the presence of specific socio-psychological qualities in the subject [2]. Considering the humanistic orientation of the modern educational paradigm, the task is to create conditions within the higher education space where, while acquiring knowledge related to the chosen specialty, the subject is provided with information about their personal qualities and is given the opportunity to obtain the necessary foundation for further successful activity in the direction that best corresponds to their personal characteristics and qualities.

The aim of the research is to summarize and supplement the data on the core professional qualities of a student in medical psychology and the characteristics of their development in the process of professional education.

The research **methods** include analysis and synthesis of scientific literature, as



well as the systematization and generalization of studies.

Presentation of the main provisions

The implementation of modern technologies in the process of professional training poses new challenges for educational institutions. The relevance of professional training for students, future medical psychologists, is primarily determined by societal demand. What personal and professional qualities should a future professional possess? What characteristics should the system of professional relationships correspond to? What is the foundation of the future professional's expertise? The answers to these questions should be sought in the development of fundamentally new approaches to the professional training of students.

Every profession (specialty) is characterized by its specific types of activities. Defining these types of activities and correlating them with the corresponding socio-psychological traits that should be inherent in a professional to achieve success and a sense of comfort in the professional environment is an essential component of the personality development-oriented educational model. It is a task that needs to be addressed within the educational space. Timely provision of information to students about their psychological traits, including predicting their success in specific types of activities related to their chosen profession, contributes to the humanization of the educational space, the orientation of the learning process towards the individual student, and granting them the right to independently make informed decisions regarding the further development of certain psychological traits and the continuation of mastering their chosen profession with a focus on the relevant types of professional activities [2].

Despite the widespread implementation of material and technical resources aimed at improving medical care, the prestige and authority of a physician primarily depend on their professional training. It is known that the increasing role of instrumental and applied research methods can lead to the dehumanization of medicine. A physician is called upon to humanize the therapeutic process while maintaining clinical reasoning. Humanism in the practice of a physician encompasses their humane goals and content, as well as humane ways of interacting with patients, based on an orientation towards subject-subject relationships with the sick. Analyzing a series of studies allows identifying the fundamental principles of building subject-subject relationships between physicians and patients, including the principle of dialogue in interaction, which primarily involves transforming the doctor's dominance into a position of equal partnership; the principle of problem-solving, reflecting changes in roles and functions during the interaction; the principle of individualization, based on the study of the patient's personality; the principle of cooperation and stimulating the patient's subjectivity, and more.

The modern educational paradigm, oriented towards humanistic values, relies on a personality development-oriented educational model. This model entails providing students not only with relevant specialized knowledge, skills, and competencies but also with an awareness of and development of personal qualities that can contribute to their success and career growth in the professional environment.

Compared to other professions, the work of a medical psychologist is specific both in terms of its subject matter – the individuality of a person – and the fact that



the professional themselves always act as an individual in their professional activities. This gives rise to a number of tasks related to the training of the specialist and the requirements placed on them as a professional and as a person. A physician-psychologist must remember that in the process of interacting with a patient, they are dealing not with the illness itself, but with its reflection in the patient's psyche. The causes of illness, especially those related to stressful situations and mental overload, cannot be understood without delving into the patient's inner world. In the course of their professional activities, the specialist encounters various life positions of the patients and engages in complex psychoemotional interactions with them. They have to solve numerous diagnostic and strategic tasks that require deep professional knowledge, independence, critical thinking, and the ability to anticipate the consequences of their actions. The ability to combine theoretical analysis of a problem with its optimal resolution, possess an innovative style of activity, and conduct diagnostics at an appropriate professional level, taking into account the patient's temperament and character traits, are important components of professional practice.

The complexity of the work lies in the need for constant professional reflection during interactions with the patient and the corresponding requirement for continuous tension that demands precision in professional influence to provide effective assistance. In this process, the specialist must not only solve the problem but also discover new possibilities within the individual that will enable them to independently navigate similar situations in the future. Such an approach requires not only high professional training but also places special demands on the level of personal development of the professional, allowing them to understand the full responsibility of their work, the subject of their research, the complexity of influencing the individuality of a person, and the impossibility of considering it within the confines of a single concept. Therefore, alongside the professional training of the future physician, a process of personal growth and the formation of professionally significant qualities must take place. This will enable them, while drawing on established approaches, to create and develop their own concept of medical-psychological assistance and their own way of thinking that they desire and are capable of refining while providing help and support to the patient. In this regard, the problem of forming professionally significant qualities of the specialist in the process of professional training becomes of utmost importance as a component of professional competence [3].

Conclusions and prospects for further research in this direction

A true expert in their field should possess skills of self-development, expanding their horizons, developing professional qualities, and enhancing professional mastery. They should be capable of acquiring new progressive technologies and assimilating and implementing scientific and cultural achievements of world civilization in their professional activities. Assistance in acquiring necessary knowledge, skills, and abilities, as well as in the formation and development of professionally significant qualities, can be provided through effective organization of professional training for future specialists in higher education institutions.



The task of higher education is to prepare competitive professionals capable of thinking creatively and making the right decisions in various professional situations, and undoubtedly, to have formed professional competence.

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Література

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Анотація. Метою дослідження є узагальнення та доповнення даних про основні професійні якості майбутнього медичного психолога та особливості їх становлення в процесі професійної освіти. Зазначено, що високий рівень розвитку професійно значущих якостей майбутнього медичного психолога та сформована професійна компетентність є вирішальним фактором професійної успішності. Однією з умов ефективної організації навчального процесу у закладі вищої освіти та якісної підготовки майбутніх фахівців є чітке уявлення про загальні та конкретні вимоги, що висувуються професією до людини: необхідні знання, вміння, навички, професійні та особистісні якості. У запропонованій статті здійснено аналіз вимог до професійної підготовки; виокремлено підходи до професійно значущих якостей майбутнього фахівця, зазначено необхідність їх формування в процесі фахової підготовки. Обґрунтовано, що ефективність надання медико-психологічної допомоги пацієнтам значною мірою залежить від рівня професійної придатності та кваліфікації лікаря-психолога, а також від рівня сформованості професійно значущих якостей. Знання вимог до професійно значущих якостей спеціаліста, розуміння їх психологічної структури та особливостей мотивації сприятиме підвищенню рівня



професійної підготовки майбутнього лікаря-психолога. Повинні бути гармонійно поєднані професійно значущі якості лікаря і професійно значущі якості психолога. Для підготовки висококваліфікованого фахівця нового типу, що поєднує дві професії, організаторам навчання студентів у закладі вищої освіти необхідно визначити найбільш важливі якості як медика, так і психолога, які в процесі підготовки майбутнього фахівця зайняли б належне місце в професіограмі й програмі навчання.

Ключові слова: медичний психолог, лікар, професійні якості, професійна компетентність

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