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Psychological Characteristics Of Motivation For Professional Activity Among Future Doctors

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Abstract: This article analyzes the psychological characteristics of motivation for professional activity among future doctors. The study highlights the formation of motivation, the factors influencing its development, and the importance of motivational approaches in medical education. It also examines medical students' professional self-awareness, internal needs, and value formation from a psychological perspective. Additionally, the article proposes ways to develop motivation based on the social significance of the medical profession and humanistic principles.

Keywords: Motivation, professional interest, future doctor, psychological characteristics, medical education, values.

Introduction: The professional interest and motivation of future doctors is a crucial psychological factor determining their future success in the medical field. Since medicine is closely connected to human life and health, specialists working in this sphere must possess strong intrinsic motivation, a sense of responsibility, and well-developed humanistic values. Motivation is an internal psychological process that stimulates purposeful activity. For future doctors, motivation is not limited to material or external stimuli; it is also based on understanding the social significance of the profession, the desire to help others, and the need to see oneself as a useful member of society. Energy production in the

body is a multistep process involving carbohydrates, fats, and proteins. Carbohydrates are first broken down during glycolysis and are then oxidized in the mitochondria to produce energy. Any disruption in these processes leads to cellular energy deficiency. Therefore, hypoen-ergetic conditions are closely linked to disturbances in metabolic processes. A hypoen-ergetic state manifests at metabolic, physiological, and neuro-humoral levels. At the metabolic level, the rate of intracellular energy production decreases, ATP levels fall, and intermediate metabolites accumulate. At the physiological level, the heart rate slows, respiratory rate decreases, body temperature drops, and overall activity becomes reduced.

The neuro-humoral regulation system is also negatively affected by energy deficiency. During a hypoen-ergetic state, the activity of the central nervous system slows, nerve impulse transmission weakens, and hormone production decreases. Dysfunction of the thyroid gland, adrenal glands, and pituitary gland further aggravates the condition. Under energy deficit, the organism activates adaptive mechanisms to ensure survival. To conserve energy, body temperature decreases, heart rate slows, and muscular activity becomes limited. However, if this condition persists for a long time, irreversible changes occur in cell function. Gestalt is a form, configuration, a certain form of organization of separate parts that creates a whole. The subject of Gestalt psychology is the human mind, which should be studied according to the principle of integrity. The method of studying Gestalts is observation, monitoring one's own perception, reaction to events. The central mental process is visual perception. The process of solving a problem is thinking that is carried out not by selecting skills formed through errors and trials, but by systematizing the field, in other words, by understanding the insight of the present moment.

Nutritional disorders play a key role in the development of hypoen-ergetic states. Prolonged fasting, restrictive dieting, or insufficient intake of energy-providing nutrients reduces the body's energy reserves. Likewise, chronic diseases—especially those affecting the heart, liver, lungs, and endocrine system—disrupt cellular energy production mechanisms. Parents' words generally have much more significance in a child's fate than parents would like. Therefore, they should be handled very carefully. It is very important for a child to distinguish between the attitude towards him and his behavior. The child's actions, deeds, words may not please, make him angry. But the child himself must be loved, this is important.

Several factors influence the formation of professional motivation among medical students:

- quality of the educational process and the personal example of instructors;
- achievements during practical classes and clinical experience;
- social encouragement and recognition;
- internal need for self-development.

Through medical education, a student not only acquires theoretical knowledge but also develops important human qualities such as medical ethics, empathy, communication culture, patience, and responsibility. These qualities are strongly linked to professional motivation. Professional reflection is an important tool in the teacher's pedagogical activity improving the teacher's own skills and students' personal, social and emotional contributes to development. Empirical research results of reflective approach confirmed the positive impact on students' social skills and academic success. Reflective teachers are highly effective in understanding students' individual needs, analyzing their own behavior, and improving instructional strategies showed.

From a psychological perspective, during their studies medical students begin to see themselves as “future doctors,” and this self-perception significantly strengthens intrinsic motivation. Male psychotypes on the stability of family relationships influence typologies of temperament, emotional intelligence, affective regulation mechanisms and multifaceted and deep, based on the complex interaction of socio-cultural contexts feature. These psychological determinants affect the structural integrity of the family ecosystem, decisive in the formation of the effectiveness of affective communication and long-term harmony plays a role. Global socio-cultural transformations, in particular, re-establishment of gender norms within the framework of formation, digitized communication paradigms and economic pressures these effects are more complicated, which is to the psychotype to ensure family stability requiring the development of specific, culturally adapted and empirically based strategies does. Research shows that it is based on psychodynamic and social-cognitive paradigms approaches are important in strengthening the psychological stability of family relationships is important, mitigating family conflicts in transnational and local contexts and creates a fundamental basis for increasing psychological well-being.

Psychological research shows that a high level of professional interest increases stress resilience, occupational commitment, and empathy among

medical students. Conversely, decreased motivation leads to fatigue, indifference toward studies, and may result in professional burnout. Stress also affects a person's intellectual potential. The state of strong and long stress reduces cognitive functions, such as attention, memory, decision-making, solving a problem.

A key characteristic of future doctors' motivation is the balance between internal and external factors. Intrinsic motivation reflects a genuine interest in the profession and a desire for self-development, while extrinsic motivation is associated with grades, career position, and social prestige. The most sustainable results occur when internal motivation dominates.

To develop motivation, psychological training programs, career guidance activities, and educational approaches aimed at "forming the physician's personality" are highly effective. Such approaches deepen students' understanding of the essence of the medical profession and reinforce their sense of responsibility. Since the medical profession demands high responsibility and involves emotional stress, strong intrinsic motivation helps doctors cope with stress, make correct decisions in difficult situations, and maintain emotional stability. Students with low motivation become indifferent to academic challenges, increasing the likelihood of burnout. Therefore, medical education must incorporate psychological support programs.

CONCLUSION

The results of the study show that forming motivation for professional activity among future doctors is one of the most important psychological aspects of medical education. Strengthening motivation enhances students' attitudes toward learning, independent thinking, and professional competence. To achieve future success in medical practice, future specialists must consciously develop their motivation, understand the humanistic essence of the profession, and harmonize their personal value system with their professional goals.

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