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PSYCHO-EMOTIONAL HEALTH OF MEDICAL STUDENT AT THE STAGE OF CHOOSING THE FUTURE DIRECTION OF PROFESSIONAL ACTIVITY

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ПСИХОЕМОЦІЙНЕ ЗДОРОВ'Я СТУДЕНТА-МЕДИКА НА ЕТАПІ ВИБОРУ МАЙБУТНЬОГО НАПРЯМУ ПРОФЕСІЙНОЇ ДІЯЛЬНОСТІ

Abstract. The current realities exacerbate the crisis of adaptation of the individual, especially the adolescent, who is acutely experiencing an intense sense of anxiety due to the ever-increasing impact of the emotional factors, such as fear for their own safety due to the current military realities of our country. This can cause a loss of authenticity and a sense of psychological well-being. Therefore, the article analyzes in detail the concepts of “mental health”, “psychological health”, “psycho-emotional health”, identifies common and distinctive characteristics. Attention is focused on the psycho-emotional health of a student of a higher medical institution when choosing a future profession under stressful conditions. The key factors influencing the psychoemotional health of a medical student are determined. It is established that emotions play a motivating and semantic role in the choice of future professional activity, because they generate and mobilize the perception, thinking and actions of a medical student. Taking into account a number of studies, it is stated that psycho-emotional health is a guarantor of active action of the future medical specialist, aimed at realizing the need and possibility of self-realization. In addition, it is stipulated that vitality and stress resistance are of great importance in the context of understanding the psychological health of the individual at the stage of his professional development. Generally speaking, it is about the protective and compensatory parameters of personality resources throughout life, which directly or indirectly affect the components of psychological health. It is noted that each component of psycho-emotional health in this complex structural formation performs a corresponding function. Instead, it is inappropriate to consider the independent and independent role of the components. The psycho-emotional health of a student determines his ability to self-regulate behavior, activate his own vital resources, comprehend his life position, choose a future profession and assert himself in society.

Key words: psychoemotional health; mental health; psychological health; medical students; emotions; anxiety; occupational choice.

Анотація. Реалії сьогодення підкреслюють кризу адаптації індивідуума, особливо молодого покоління студентства, котре гостро переживає інтенсивне почуття тривоги через постійно зростаючий вплив емоційних факторів, таких, як почуття страху за власну безпеку через сучасні військові реалії нашої країни. Це може спричинити втрату власної особистості та відчуття психологічного благополуччя. У статті детально проаналізовані поняття «психічне здоров'я», «психологічне здоров'я», «психоемоційне здоров'я», виокремлено спільні та відмінні характеристики. Акцентовано увагу на психоемоційному здоров'ї студента медичного закладу вищої освіти при виборі майбутньої професії в стресових умовах. Обумовлено ключові чинники, що впливають на психоемоційне здоров'я студента-медика. Встановлено, що емоції відіграють мотивуючо-смыслову роль при виборі майбутньої професійної діяльності, адже саме вони генерують і мобілізують сприйняття, мислення та дії студента-медика. Взв'язавши до уваги ряд досліджень, констатовано, що психоемоційне здоров'я є гарантом активної дії майбутнього

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фахівця медичного профілю, спрямованої на реалізацію потреби і можливості самореалізації. Окрім цього, обумовлено, що життєстійкість та стресостійкість набувають неабиякої ваги в контексті осмислення психологічного здоров'я особистості на етапі її професійного становлення. Якщо узагальнено, то йдеться про захисно-компенсаторні параметри ресурсів особистості впродовж життя, котрі безпосередньо або опосередковано позначаються на складниках її психологічного здоров'я. Зазначено, що кожний компонент психоемоційного здоров'я в цьому складному структурному утворенні виконує відповідну функцію. Натомість недоречно розглядати незалежно і самостійною роль складових. Психоемоційне здоров'я студента детермінує його спроможність до саморегуляції поведінки, активізації власних життєвих ресурсів, осмислення життєвої позиції, вибору майбутньої професії та самоствердження в суспільстві.

Ключові слова: психоемоційне здоров'я; психічне здоров'я; психологічне здоров'я; студенти-медики; емоції; тривожність; вибір професії.

Introduction. The analysis of the scientific achievements of scientists who directly or indirectly study the problems of “entering” a person into professional activity, indicates that modern researchers are mostly united in recognizing, on the one hand, a set of emotional phenomena that characterize modern youth, and, therefore, actualize the need for their reaction to stressors. It is also about the increase of emotional stress, which negatively affects the health of the individual in general and is associated with professional self-determination. In addition, there is an established negative social trend created by modern mass media, as well as the current situation in our country, when against the background of a decrease in the norms of spiritual needs of young people, there is simultaneously an increase in negative emotional pressure on them, increased anxiety, fear for their own lives. And this actualizes the problem of not only the health of the personality of a young person in general - its psycho-emotional dimension becomes more acute.

The aim – the theoretical and methodological substantiation of the holistic concept of psycho-emotional health of students of higher medical institutions in the conditions of their educational and professional activities.

Theoretical framework. Despite the considerable attention of scientists to the emotional sphere of the personality during life in general and at the stage of professional self-determination, in particular, the peculiarity of the emotional component of psychological health in relation to the personality of mature adolescence is almost unexplored.

Taking into account the conclusions of the developers of the theory of generations (N. Howe, W. Strauss) regarding the labeling of the generations of the last three decades (“silent”, “baby boomers”, “generation X”, “generation Y”), some researchers have provided a psychological characteristic of modern students. It is described as “Generation Z”, which has a dominant feature such as “less human communication, more

technogenic”, and which, as a rule, is characterized by the lack of experience of “emotional tone of perception” [9] of life situations against the background of low ability to emotional self-regulation.

Since, as already noted, psychological health refers to a lifelong personal trait, this phenomenon is directly related to the ability, in particular, of a medical student to project himself in the future, that is, to choose one of the behavioral strategies established by psychologists [7] (crisis, adaptive, boundary, proactive, reactive). And this, accordingly, determines the types of situations of life changes: structural social changes; changes that occur in the spiritual sphere, and therefore affect motives, values, norms; procedural changes related to relationships and their transformations.

Despite the above, we must point out that each of the basic concepts for our study “psychological health”, “emotional health”, “psycho-emotional health” retains its debate and content. This requires certain clarifications in connection with the understanding of the phenomenology of psycho-emotional health of the individual at the stage of choosing a profession.

The personal modus of awareness of the intrinsic value of psychological health, the importance of its self-preservation and self-enrichment actualize the importance of the system-subject approach. As is known, according to the scientific position of L. I. Bozhovich, one of the first forms of subjectivity is the awareness and recognition of oneself as the subject of one's own actions; affective allocation of oneself arises earlier than rational. In this context, the weight of the emotional component in the psychological health of the individual becomes clear. If we take into account the position of psychologists regarding the interpretation of personality as a “semantic system” and the conclusion of some researchers that the period of growing up is the “ontological level of personality”, which allows the value-semantic sphere to function independently, then the generalization of psychologists seems not unreasonable. Namely: “the most relevant”

in this age period is also the individual psychological aspect of personality development is relevant during ontogenesis [5].

As noted, scientists have not agreed on the differentiation of mental and psychological health; the fact is that these concepts refer to both the characteristics of the psyche and personality. At the same time, there is a position on the expediency of recognizing that mental health concerns only individual mental processes and mechanisms, while psychological health concerns the personality as a whole. Therefore, it is argued that the basis of psychological health is personal qualities, lifestyle and behavioral strategy of the individual. And this acquires certain peculiarities in the conditions of professional self-determination.

Detailing the purely psychological dimension of personal health, scientists mostly associate its content with the ability to understand others, tolerate them, and with the formation of their own ideas about the purpose and meaning of life, with a responsible attitude to development and spiritual self-improvement, to building a hierarchy of needs and values, as well as with the readiness for self-regulation [18]. Thus, the psychological health of the individual is organically linked to both the spheres of self-knowledge, motivational and need, and the value-semantic segment. In addition, as M. Savchyn rightly notes, a wide range of emotional reactions and experiences throughout life, the fullness of emotional and behavioral manifestations, self-overcoming difficulties and experiencing what is associated with them are a reflection of the emotional and volitional sphere [18]. The latter is the content of the psycho-emotional health of the individual in a certain age period of his/her life. In this perspective, we can agree with the scientists who prove the importance of finding out those age features that determine the process of productivity of the personality's efforts to transform into the subject of its own life activity in general [23]. Therefore, purely psycho-emotional health, in particular, of the student, is no exception. And the psycho-emotional health of a student of a higher medical institution is of great importance when choosing the right direction of their own professional activity, because it will directly affect future patients.

In our understanding, determining the importance of the psycho-emotional health of the individual in the period of mature adolescence, it makes sense to summarize the position of scientists on the originality of the analyzed component of health.

As it is known, scientists (in particular, D. Ledoux), studying the mechanism of influence of emotions on

physiological reactions, have established the role of the amygdala in emotional processes and the influence of life events on the fact that because of their importance for the individual, emotional precedes cognitive. Thus, psychologists suggest that emotionality is a key factor in the life success of an individual, and emotional reactions and emotional states are the main form of awareness of one's own individuality [2]. There is even a categorical judgment that the inner life of a person is primarily an emotional life.

Over the past decades, significant scientific achievements have been accumulated in the field of psychology of emotions, especially regarding the functions and their adaptive capabilities in the plane of personal and professional development of the individual. The motivating and semantic role of emotions is associated by researchers with the fact that it is emotions that «energize» and organize the perception, thinking, and action of the individual (K. Izard, S. Rubinstein, O. Chebykin, O. Yakovleva, etc.).

As noted, it makes sense to understand psycho-emotional health as «species» in relation to «generic», which is the psychological health of the individual. If we understand psycho-emotional health as a subjective formation, then such a feature as the orientation of emotions to meet certain needs of the individual becomes more prominent. For example, the need for self-realization.

It is worth noting that psycho-emotional health is a significant factor of professional identification, an essential aspect of the problem of professional self-determination at the stage of choosing a profession by a medical student. According to researchers (in particular, D. Kataeva), it is important to find an approach to resolving the contradictions associated with the orientation component of professional self-determination. Some researchers see this in the enrichment of creative potential: for example, according to the results of the fundamental study of phenomenology at different age stages of personality (including student age), carried out within the scientific school of V. Moliako [22]. In this regard, obviously, psycho-emotional health is the guarantor of active action of the future specialist aimed at realizing the need and possibility of self-realization.

In the case of interpreting psycho-emotional health as a mental phenomenon, the basic feature is the range of emotions that are typical for cognition of the psychological resourcefulness of the individual. Considering psycho-emotional health as a personal property, it is obviously legitimate to focus on the

regulatory and adaptive potential in the process of conducting the empirical part of the study.

As noted, the originality of psycho-emotional health of the individual is determined by age specificity. According to the periodization of J. Birren, the acquisition of student status by a person coincides with the age period of early adulthood - one of the three phases of adulthood. This interpretation is recognized by experts as acceptable [17]. Some researchers believe that it indicates scientific ideas about the constructs of "age time", "social norm" and reproduces the variety of age - biological, social, psychological [12]. It is noteworthy that, studying the psychological regularities that determine the age specificity of personality traits such scientists as L. Vygotsky, I. Kohn, D. Feldstein note: in the period of mature adolescence, there is a more tangible "emotional favorability to a number of phenomena of reality", and self-determination becomes an analogue of the concept of «psychosocial identity» introduced by E. Erikson [21, p. 269]. This strengthens the argumentation regarding the legitimacy of considering the student's psycho-emotional health as an important personal property in the period of mature adolescence.

Psycho-emotional health is an entity that directly and indirectly reflects the value-motivational, informative-cognitive, activity-technological and personal-reflective components of the emotional sphere of personality. After all, it is with the totality of such components that modern psychologists associate the phenomenology of the emotional sphere of personality. In our understanding, psycho-emotional health is a complex but holistic personal formation. The ability of the individual in the period of mature adolescence to preserve, restore and enrich psycho-emotional health is the key to reducing its psychological vulnerability. It is a function of further development of personality activity in the process of life.

Thus, the psychological health of the individual acts as its integrative property, where the role of the emotional component is cross-cutting and system-forming. After all, emotions are a phenomenon that permeates any personality activity. Such scientists as P. Emons, B. Dodonov, T. Kirilenko, P. Lushin, are united in recognizing the indisputability of the fact that it is in emotions through experiences that both the significance of the phenomena of the environment surrounding the personality and the weight of "one's own" are cognized.

This increases the role of the psycho-emotional health of the individual, because, taking care of the

humanization of modern society through the imperative of inclusion, the position of psychology that emotions are a generalized reaction to different exogenous and endogenous signals coming from the environment becomes relevant. Therefore, it is in emotions that the evaluative attitude of the subject is manifested. Instead, a personality as a subject of an inclusive environment is characterized by the whole set of signs of anxiety (tension in situations related to addressing it; anxiety motivated by even a simple expectation of certain actions, etc.).

The analysis of psychological sources [1, 6, 7, 10, 13, 14, 16] which directly focus on the phenomenon of psychological health of the individual in the period of mature adolescence, shows the following: researchers with small variations tend to believe that it is an integrative property of the individual, the manifestation of which is the subjective quality of life and objective life success. Instead, only at the hypothetical level, different rates of development of psychological health of the individual during the life course and its level characteristics are noted (in particular, the level of unformed psychological health, the level of its formation, the level of developed psychological health, absolute psychological health). This opinion, in our opinion, is due to the disagreement regarding the "unit" of the psychological phenomenon under study. Especially if we are talking about its "originality in the intersection of the spheres of "personal" and "professional", that is, educational and professional activities in higher education.

Thus, the research position, which is reflected both among domestic (L. Zotova, M. Kuznetsov) and foreign (S. Maddi [Maddi S.P.]) scientists, seems to be noticeable in this regard. As for the latter, it is noteworthy that resilience is not only a "common denominator" of psychological health of students, but also an indicator that negatively correlates with scales that indicate psychopathological tendencies [25, 26]. In addition, it is argued that it is vitality that most "fully» and "comprehensively" affects the regulation of emotions of different modalities [15, p. 179]. This approach keeps asthenic, basal, and stenic emotions in the field of research attention. In addition, it adds clarity to the phenomenology of psychological health regarding the specifics of its emotional component in relation to the individual as a subject of educational activity. After all, according to an apt remark of experts, "everything that falls into the field of perception of the subject leaves an "affective trace"" [24, p. 87]. According to S. Rubinstein, without taking into

account the organic connection of thinking, affect, significant experiences, neither scientific nor practical understanding of general psychological problems is possible. Thus, in the system of factors that “support” psychological health, the leading importance is given to the vitality of the individual [19]. The constructiveness of this opinion is also seen in the parameter of taking into account the ratio of emotions and stress, which is proven by scientific psychology.

Regarding the essence of stress resistance (which researchers mostly interpret as a characteristic that ensures the “balance” of the personality as a system), its intrinsic value in terms of expanding scientific understanding of the psychological health of the individual seems obvious. The fact is that, on the one hand, the mechanisms of regulation of emotional stability have been established (in particular, by B. Vardanyan), and, on the other hand, the expediency of taking into account the psychological nature of stress resistance in the context of both personal and activity indicators has been proved [8]. This is of great importance in the context of understanding the psychological health of the individual at the stage of his professional development.

At the same time, if we proceed from the incidental role of resilience in the psychological health of the individual (which is interpreted mainly as the ability to withstand situations of acute or chronic stress, while maintaining internal balance and not reducing the quality of the activity), then, apparently, such “units” of the emotional process as “emotional switching” and “empathy” remain unclear for the researcher, where only the latter covers a number of interrelated experiences of the same subject.

Let us focus on one more approach, which is no less important for us, which has now developed among researchers of the problems of personal health. We see its fruitfulness in a significant explanation of the psychological originality of the generic phenomenon in relation to the psycho-emotional health of the individual at the stage of choosing a profession. This is the psychological health of a medical student as an applicant for professional medical education. In addition, we believe that such an approach has grounds to be assessed as constructive also in terms of finding the “semantic core” (O. Zeer’s expression) of the psychological health of the individual. We are talking about the scientific substantiation of the logical-semantic model, which, according to researchers (G. Ball, S. Boltivets, I. Dychkivska, O. Sannikova, etc.), above all, contributes to the study of the

phenomenology of personality, because it allows to comprehend the activity as a core through the definition of the coordinates of such a model. Such coordinates are the psychological potential of the personality, its capabilities and resources. For example, in the context of one of the variants of the logical-semantic model developed by O. Humeniuk, A. Furman, it is possible, in our opinion, to detail the peculiarity of the psychological health of the individual. This is made possible by such parameters as: personality orientation in the period of mature adolescence (“self-concept”, attitude, guidance, motivation, value orientations, etc.), cognitive component (assessment, academic and practical intelligence, procedural knowledge, etc.), communicative component (socio-communicative competence, perceptual adequacy, etc.), “regulatory component” (goal setting, self-control, regulation of activity and behavior, etc.), as well as the component of “key qualifications” (meta-professional qualities, key competencies, basic competencies, etc.) [20].

In this way, the psychological originality of the student period of formation of the future medical specialist is fully taken into account, on the one hand, in terms of acquiring psychological information about the multidimensionality of the personality space as a whole, and, on the other hand, taking into account the established by academic science not only the relationship between the concepts of “personality” and “profession”, but also the psychological meaning of the competence approach.

The study and analysis of scientific sources devoted not only to the study of emotional determinants of psychological health of student youth, but also to the study of interpersonal and role aspects in this regard [3, 4], prompts a detailed analysis of the achievements of scientists who associate this component of personal health with the phenomenon of “potential”. In general, we are talking about the protective and compensatory parameters of personality resources throughout life, which directly or indirectly affect the components of its psychological health. The importance of this perspective is due to the established marker of information overload of the modern average person, which is manifested in the stay of humanity “on the verge of mass adaptation failure”. Therefore, under these conditions, the importance of the potential of such personal strategies as life well-being, life success, self-realization increases. And this is especially significant for the individual in the period of his professional choice. Thus, personal and professional self-realization is considered by some psychologists as a component of the psychological

health of the individual and is associated with the Hubristic motivation. Scientists argue that this refers to any manifestation of such motivation (getting pleasure from influencing others, striving for superiority and reinforcement of self-esteem, etc.

Conclusions and Prospects for Research. In terms of psycho-emotional health of the individual at the stage of choosing a profession, the following generalizations of scientists are fundamentally important:

- the emotional world in adolescence acquires an independent meaning;

- the contradiction of the level of self-image and harassment causes emotional tension;

- it is wrong to consider this age period as neurotic, since emotional problems mostly have a delayed effect associated with mental traumas of previous years of life;

- youth especially sharply “reacts” to contrast; and a greater degree of differentiation of emotional reactions is inherent.

At the same time, during this age period, the mood of the personality, self-awareness and self-image become stable and conscious, which is a prerequisite for the ability to self-improvement, including in the aspect of psycho-emotional health.

Each component of psycho-emotional health in this complex structural formation performs a corresponding function. Instead, it is inappropriate to consider the role

of components as independent and autonomous. The psycho-emotional health of a person determines his or her ability to self-regulate behavior. It is believed that self-regulation of behavior in general is the component that is inherent in all conscious mental phenomena that are inherent in humans. According to T. Kirichenko, it is advisable to see this in two aspects - self-regulation is an integral part of the person's self-awareness and, at the same time, the condition that contributes to an adequate reflection of one's own subjective world in relation to objective reality [11].

It is worth noting that in the context of personal and professional development of a medical student it makes sense to consider the following characteristics of the concept of “psycho-emotional health”. Firstly, its content, which is a set of features that are defined by this concept in “those classes of objects” to which it refers; it is about psycho-emotional health as a personal property. And, secondly, the scope of the concept, which reflects the class (or classes) of objects, phenomena, etc.

Thus, it is legitimate to talk about the relevant categorical features of psycho-emotional health of the individual in the period of mature adolescence.

Psycho-emotional health of students of higher medical educational institutions under martial law requires further study.

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