

PERSONAL RESOURCES OF DOCTORS' PROFESSIONAL CAREER

Arziqulov O'tkirkbek Maxammatovich

Associate Professor of Andijan State Medical Institute,

Doctor of Philosophy in Psychology PhD,

E-mail: utkirkbekarzikulov33@gmail.com Tel: 97-552-00-33

Annotation: This article examines the role and relevant aspects of psychological factors in the professional development of doctors.

Key words: Professional Career, motivation, medicine, educational motivation, professional motivation, motive, goal, need, professional training.

Annotatsiya: Ushbu maqolada shifokorlar professional karerasi muammosining ilmiy–nazariy o'rganilganilishi haqida mulohaza yuritiladi.

Kalit so'zlar: professional karera, motivatsiya, tibbiyot, kasbiy motivatsiya, motiv, maqsad, ehtiyoj, kasbiy tayyorgarlik.

Аннотация: В этой статье рассматривается роль и актуальные аспекты психологических факторов в профессиональном развитии врачей

Ключевые слова: Профессиональный карьера, мотивация, образование, медицина, профессиональная мотивация, мотив, потребность, профессиональная подготовка

There are many personal characteristics in the scientific literature that describe what a doctor should be. Society is interested in highly qualified doctors, and sometimes there is an impression that a doctor is expected to correspond only to the image of an "ideal" person with positive traits, qualities, various abilities and skills. Within the framework of our goal, we need to highlight personal characteristics that contribute to career success. For this, it is important for a doctor to have stability in the development of his professional career, a positive mood, and determination in achieving goals. In accordance with the above criteria for allocating resources, hope, self-efficacy, and internal locus of control are the resources of a doctor's professional career.

We connect the personal resources identified through theoretical analysis with an empirical study of doctors' perceptions of their own resources.

Hope

Hope is identified by researchers as one of the main resources of a person. A detailed description of the phenomenon of hope is devoted to our study. Hope is associated with a person's ability to control and manage situations in his life. The ability to hope is acquired in the process of personality formation. C.R. Snyder (2000) gives two definitions of hope: as a "positive motivational state" and as a "cognitive attitude" [271, p. 9]. In both definitions, hope is described by two indicators: "(mental) willpower" - the motivational component of hope - a sense of mental energy, a sense of determination, energy directed towards achieving a goal, and "the ability to find ways" - that is, the ability to effectively solve a set goal, to carry out planning to achieve goals. C.R. Snyder emphasizes that people with high hope tend to tell themselves "I will

do it", "I will not give up", "I will find ways to solve this problem", and to focus more on success than on failure. Hope modulates a person's success in achieving a set goal. Studies interpreting hope as a career resource were systematized by A. Hirschi (2014). Based on theoretical analysis and empirical research, the author considers hope to be a resource for proactive career development [250].

Self-efficacy

The concept of "self-efficacy" was introduced into psychology by A. Bandura within the framework of social-cognitive theory. Self-efficacy is a person's confidence in solving problems and achieving goals. A. Bandura defined self-efficacy as a person's confidence in his ability to successfully perform the behavior necessary to achieve certain results. Self-efficacy has three characteristics: level (a person's perception of his ability to overcome a problem, depending on its complexity); strength (level of confidence, stability of belief in his own effectiveness); generality (self-efficacy in a specific activity or in general).

I. P. Lotova (2003), analyzing a number of studies, notes that self-efficacy is characteristic of employees with a high level of career motivation [99]. A.N. Demin (2006) identified self-efficacy as one of the factors in overcoming unemployment and showed a correlation between job placement and the level of overall self-efficacy [52]. Ye.A. Mogilevkin (2007) considers self-efficacy as an important personal factor in the career of civil servants [117].

In the work of S.V. Gasura and E.Yu. Maychuk (2016), self-efficacy is identified as a necessary criterion for assessing professional suitability. The authors emphasize the importance of studying self-efficacy in medical students, since a medical university graduate with high academic performance but low self-efficacy may lack confidence in his ability to provide medical care in an emergency. A low level of self-efficacy can become a factor in abandoning a medical career [40].

Level of subjective control (LSC)

E.F. Bazhin et al. (1984) include the level of subjective control as the most important socio-psychological characteristic of a person. This characteristic acts as a regulator on many aspects of human behavior. LSC can be general or situational. E.F. Bazhin and others developed a method for diagnosing SND, which is manifested as a method for studying the effectiveness of socio-psychological training and psychotherapy.

Thus, as personal resources of the professional career of doctors, we distinguish hope, self-efficacy, and the level of subjective control. On the one hand, these are similar constructs that help a person achieve the set goal. On the other hand, each resource has its own characteristics.

Socio-psychological resources

According to S.L. Rubinstein, "a person is a being that manifests itself only through his relationship with another person." Entering into relationships with people, a person develops the activity of his personality, increases its capabilities in conditions of additional activity. From the point of view of the theory of social resources, such aspects of human interaction as support, assistance, and access to other resources are considered. In the study of social resources, the acceptability and adequacy of support, its types, the specificity of the connections between individuals that make up a person's social relationships, the roles of people in the social environment in life, the tasks performed by them are often reflected.

People can have a great influence on the process of building a career in relation to others. They can shape a career, help it develop, or, conversely, limit it.

We propose an author's model of socio-psychological resources of a career. Using the term "socio-psychological resources", we emphasize that not only the number of people who help a career, but also the characteristics of their interaction with the person building a career play an important role.

A. Akopov (2012) noted that for young surgeons (and for doctors of other specialties as well) meeting such a person "is a great success that allows them to professionally surpass their peers who do not have such a mentor" [5, p. 83]. The lack of a mentor (coach) can be an obstacle for surgeons building an academic career.

In a general sense, a resource is defined as a "tool" or "reserve". Resources are an interdisciplinary concept, and in psychology, despite the tradition of using this term and the existence of diverse approaches to its study, the researcher provides resources with meaning. In general, there are two trends in considering resources: from the point of view of studying the mechanisms of mobilization, use, and distribution of resources in society; from the point of view of describing resource functions (regulatory, buffering, etc.) and situations in which resources are involved (stress, burnout, unemployment, etc.).

Resource theories of professional activity can be classified according to three aspects: research on resources for overcoming professional adversity, resources for career mobility, and resources for achieving professional success. At the same time, the resources themselves can be of three types: those related to expertise (human capital), those related to personality (personal resources), and those related to social relationships (socio-psychological resources).

The resources of a professional career are the socio-psychological and personal characteristics of a person that are valued by society and the person himself, developed when necessary, used to achieve career success and efficiency, and help form and accumulate other resources.

The relevance of studying the resources of the professional career of doctors is determined by the social significance of this profession. The literature highlights the qualities that a person must possess in order to be called a good doctor and the requirements that must be met. However, the issue of the resources of the professional career of doctors still remains open.

In conclusion, as a result of the analysis of foreign scientific literature, we have identified certain phenomena that help to understand important aspects of career development. Since the career of each person is difficult, it can be characterized by a combination of certain combinations of phenomena, which reveals the essence and dynamics of the career path of a specialist.

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