

SELF-REGULATION AS A KEY COMPETENCE IN THE PROCESS OF PROFESSIONAL COMPETENCY FORMATION OF FUTURE FAMILY PHYSICIANS WITH DIFFERENT APTITUDES TO SELF-ACTUALIZATION

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Анотація:

Peculiarities of self-regulation of educational activity among the first to third year medical students with different tendency to self-actualization are researched. It was learnt that academic self-regulation of more self-actualized students is influenced by cognitive needs, creativity, values, interpersonal sensitivity and self-perception; while academic self-regulation of less self-actualized students is influenced by the idea of human nature and synergy, as well as all these factors at the stage of self-regulatory competence formation, as leading one in the process of forming the professional competence of future family physicians.

Ключові слова:

self-regulation; educational activity; self-actualization; future family physicians.

Аннотация:

Тітова Анастасія. Саморегуляція як ключова компетентність у процесі здобуття професійної освіти майбутніми сімейними лікарями з різною здатністю до самоактуалізації.

У статті наведено результати дослідження особливостей саморегуляції навчальної діяльності студентів-медиків перших-третьох курсів з різною здатністю до самоактуалізації. З'ясовано, що пізнавальні потреби, креативність, цінності, міжособистісна сенситивність і самоприйняття впливають на академічну саморегуляцію студентів, більш схильних до самоактуалізації, а уявлення про природу людини та синергія – на саморегуляцію студентів, які менше здатні до самоактуалізації. Визначено також вплив цих чинників на етапі формування саморегуляційної компетентції як провідної в процесі набуття майбутніми сімейними лікарями професійної компетентності.

Ключевые слова:

саморегуляція; навчальна діяльність; самоактуалізація; майбутні сімейні лікарі.

Resume:

Тітова Анастасія. Саморегуляція як ключевая компетентность в процессе получения профессионального образования будущими семейными врачами с различными способностями к самоактуализации.

В статье представлены результаты исследования особенностей саморегуляции учебной деятельности студентов-медиков первых-третьих курсов с различными способностями к самоактуализации. Выяснено, что познавательные потребности, креативность, ценности, межличностная сензитивность и самопринятие влияют на академическую саморегуляцию более самоактуализированных студентов, а представление о природе человека и синергия – на саморегуляцию менее самоактуализированных студентов. Определено также влияние этих факторов на этапе формирования саморегуляционной компетенции как ведущей в процессе становления профессиональной компетентности будущих семейных врачей.

Key words:

саморегуляция; учебная деятельность; самоактуализация; будущие семейные врачи.

Formulation of the problem. The current processes of reforming the health care system of Ukraine are aimed at restructuring everything from a professional-sector approach to the training of professional staff for the formation of a common practice of family medicine and training of universal specialists – family doctors. In this new order, a number of questions arise regarding the training of highly skilled personnel in the field of family medicine in order to improve the general state of the medical situation in the country. That is why first of all it is necessary to define the concept of the "family doctor".

A family doctor is a highly qualified general practitioner of family medicine who has all the necessary knowledge, skills and abilities to provide a wide range of medical services to families, regardless of status, nationality, gender, age, type of disease, health status sufficiently for a long period of time [4].

In our opinion, it is worth considering in more detail the self-regulatory component as the leading competence in shaping the professional competence of future family doctors with different levels of propensity to self-actualization, since prevention of "professional burnout" of a future family doctor is one of the most important qualities taking into

account the specifics and scope of a family doctor's future work.

The word *regulation* comes from the Latin *regula* – the norm, rule, stabilization. Self-regulation is a multifaceted psycho-didactic education, which is considered as a process and the result of educational activity, which is characterized by a specific structure and technology organization, which ensures the mastery of students with the procedures of the holistic learning process. Self-regulation is formed during educational activities. [2, p. 44–48]

Self-regulation is one of the key factors for successful student learning. Of particular importance is the choice situation and the lack of time that often occurs in the process of acquiring higher education. Self-regulation contributes to the fact that the student himself begins to analyze the conditions formed, sets goals of life, chooses the means to achieve them, controls and adjusts the results.

The process of self-regulation is projected at differently differentiated levels of personality. Based on the study of V. Morosanova and R. Sagyev [5], which emphasizes the determinism of the individual profile of self-regulation by personal structures of various levels, we consider the features of self-actualized personality as possible

determinants of self-regulation of students' educational activity. In this regard, the purpose of the study was to find out the peculiarities of academic self-regulation among the first to third year medical students with a different tendency to self-actualization.

The objectives of the study were to compare academic self-regulation, internal and external regulation of educational activities at medical students during the first three years of study, those students who in their first year found a different tendency for self-actualization; to find out the dynamics of academic self-regulation of students; to investigate whether there is a connection between academic self-regulation and the degree of expressiveness of personality during the first three years of study; to explore ways to improve self-regulatory competency formation as a key factor in shaping the professional competence of future family physicians.

The development of the problem of self-regulation of person's behavior was carried out by scientists who investigated: individual manifestations of self-regulation in various activities – M.V. Grinyova, O.A. Konopkin, G.S. Nikiforov, A.K. Osnitsky, I.A. Trofimov and others; moral development of personality at different age stages – L. I. Bozhovich, I.V. Dubrovina, V.S. Mukhina, I.S. Kon, I.I. Chesnokova and others; moral stability of personality – V. E. Chudnovsky; moral development of children of preschool and junior school age – V.K. Kotyrlo, E.V. Subotsky, G.S. Jacobson and others; the problem of self-regulation in reflection studies – I.D. Bekh, V.V. Davydov, A.Z. Zak, B.V. Zeygarnik, K.N. Polivanov, and others; moral action as the basis of self-regulation – I.D. Bekh, M.V. Savchin, S.L. Rubinstein, V.O. Tatenko, V.A. Yadov, P.M. Jacobson and others; volitional regulation of personality – L.S. Vygotsky, A.I. Vysotsky, V. A. Ivanikov, V.K. Kalin, V.K. Kotyrlo, K. Levin, S.L. Rubinshtein, V.I. Selivanov and others. B. G. Ananov pointed out the necessity of studying self-regulation as a component of general giftedness.

The problem of self-regulatory competence formation during student learning is studied in different areas: within the framework of the credit - modular system of education (T. Maistrenko), depending on the success of the study (O. Osnitsky) and the individual characteristics of the person (V. Morosanova).

Analyzing the success of training, S. Kuzikova [3] defines the main factors of the preformed responsible subjective attitude to the tasks and skills of self-regulation. Subjective attitude to life is realized by the orientation of the individual to his internal reserves, the possibilities of choosing the means of carrying out scientific activity on the basis of interaction of the developed

self-regulation skills, as the leading competence in educational activity.

The high level of conscious self-regulation, according to V. Morosanova [3], is accompanied by high self-esteem, confidence in their life prospects, a high need for knowledge and an aspiration for self-actualization. So, a series of studies is devoted to the problem of self-regulation of students' educational activity in relation to their personal characteristics, but some of its aspects need to be clarified.

Procedure for conducting research and methodology. The study of self-regulation of educational activities was carried out in seven stages: the first one is the first days of study at a higher educational institution, every of the following stages is at the end of the semesters. As a result, we received three check points in the first year (at the beginning of the school year, in the middle and in the end); during the second and third years, two check points each (mid and end of the academic year). During the first check point, medical students were asked to answer questions with a retrospective on their school life, in each of the following ones - concerning their studies at the university. All measurements of academic self-regulation were conducted before the beginning of the exam session.

Self-regulation of educational activity was measured using the index of autonomy and indicators of external and internal regulation by the questionnaire of academic self-regulation by R. Ryan and D. Connell [5]. The questionnaire contains 32 theses aimed at determining the level of development of external regulation (extrinsic or external motivation of educational activities), intraregional regulation, identifiable regulation and intrinsic motivation (intrinsic or internal motivation). The index of autonomy is an integral indicator of such scale of the methodology: self-induction, identifiable regulation, external motivation and introspection. The external regulation of medical students' academic activity (amount of external motives and introspection regulation) and internal regulation (the total of their motives and the identified regulation) were taken into consideration.

To study the characteristics of self-actualization three measurements were made: in the first, second and third year. The time of conducting the surveys was not associated with the preparation for the exam - examination session. Indicators of the person's self-actualization were the scale of self-actualization test in the adaptation of L. Gozman and M. Croz [6]: basic – support and competence in time; additional – a block of values, feelings, self-perception, the concept of man, interpersonal sensitivity and attitude to knowledge.

At each stage, 60 medical students of the Higher State Educational Institution of Ukraine "Medical Stomatological Academy" took part. The age of the

subjects studied at the beginning of the Longitudes was from 17 to 29 years, at the end – from 20 to 32 years.

In the processing of primary data, t - criterion by Student, Sheffe's one-factor dispersion analysis, cluster analysis (method k - general for those who were studied), discriminant and correlation analysis (r - Pearson) were used.

The results of empirical research. Cluster analysis was carried out to detect the tendency of medical students to self-actualize. Attention was drawn to the data obtained in the first year. As a result, the respondents divided into two groups: the first one consisted of 20 people, the second one - 40.

Classification accuracy for each group is 100%. The influence on the accuracy of the classification of the scale is in the following order: support, competence in time, aggression, value orientation, cognitive needs (Wilks' Lambda: 0,227 approx. $F(5.74) = 56,562$ $p < 0.000$).

Comparison of the two groups according to the self-actualization test showed a statistically significant difference between the averages for these two groups at r from 0.01 to 0.0001 on all scales, except for the idea of human nature. 61.8% of our doctor students (second cluster) examined

demonstrated a tendency for self-actualization of the individual, which primarily manifests itself in the greater independence of their values and behavior from external influences. These are mainly "inwardly directed" persons who tend to combine the past, the present and the future and, more than the others, are able to accept the values of self-actualized personality, seeking to gain knowledge about the surrounding world. Of the medical students who fell into the first cluster (38.2%), the above qualities are expressed to a lesser degree. Further comparative and correlation analysis was conducted for these two groups of students.

The index of autonomy at the beginning of university studies (IA 0) and at the end of the first to the sixth semesters (IA 1 - IA 6) is significantly higher in students who are more inclined to self-actualization than in the less-prone (p from 0.002 to 0.000) (Fig. 1).

Indicators of internal regulation in these groups of students statistically significantly differ only at the end of the first ($t = -2,435$ at $p = 0.017$) and fifth ($t = -2,230$ at $p = 0.028$) of semesters; ($t = 3,472$ at $p = 0,001$), at the end of the first ($t = 3,203$ at $p = 0,002$), the second ($t = 3,028$ at $p = 0,003$) and the third ($t = 2,978$ at $p = 0,004$) of semesters (Fig. 2).

Fig 1. The middle values of the authonomus index for students with the different self actualization level (SA) at the begginging of studing (IA 0) and at the first-six semesters

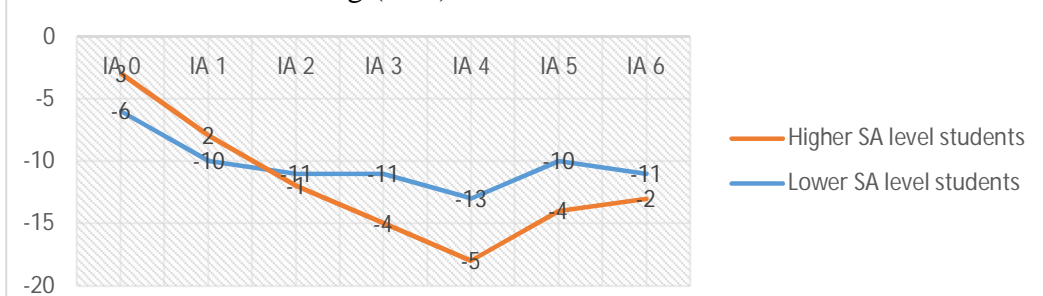
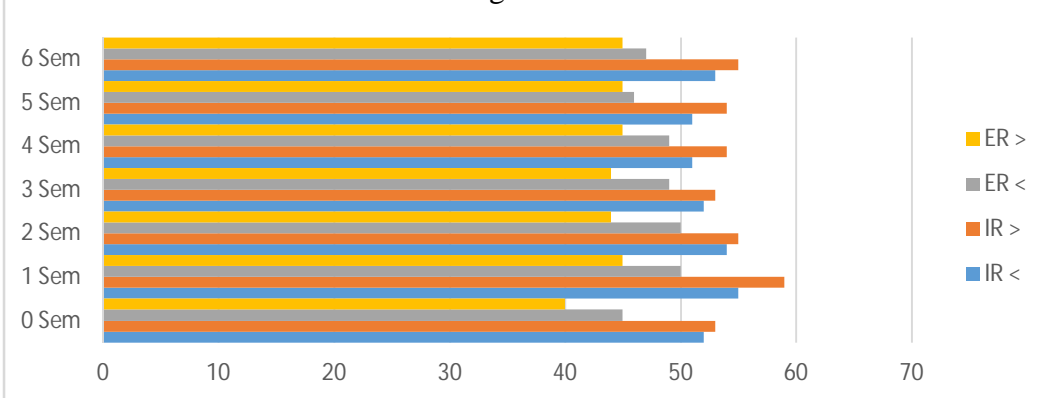


Fig. 2 The values of the internal (IR) and external (ER) students regulation



The internal regulation of educational activity of all medical students, regardless of their propensity to self-actualization, exceeds the external (r from 0.01 to

0.000). The exception is the data for 4 semesters for students who are less inclined to self-actualization, where statistically significant differences are not

detected ($p = 0.112$). Particularly visible differences are observed for a group with a more pronounced tendency for self-actualization (Fig. 2).

Regarding the dynamics of academic self-regulation during the first three years of study, it was partially found for a group with a more pronounced tendency to self-actualization and, above all, concerns external regulation. At the end of the first semester, it increases with the beginning of the school year ($p = 0,03$) and remains at practically the same level.

Internal regulation tends to increase from beginning to end of the first semester ($p = 0.01$); further from the first to the third semester is gradually reduced ($p = 0,04$) and continues to be at the level of beginning of study at a higher school.

Correlation (at $p < 0,05$) between the index of autonomy index and the self-actualization scales of an individual were analyzed only if they were confirmed in both semesters of the corresponding academic year. For students who are more inclined to self-actualization in the first year than the other peers, the relationship between the autonomy index on the first year (first and second semesters) and the block of attitude towards knowledge, which combines the scale of cognitive needs and creativity (r from 0.291 to 0.373). With other indicators that show the self-actualization of the individual, correlation for the first year students was not established.

In the second year, the link between the autonomy index and the cognitive needs unit was confirmed (r from .293 to 0.583). In addition, both in the third and fourth semesters, there were correlations between the autonomy index and the baseline scale of the self-actualization test "Support" ($r_3 = 0,510$; $r_4 = 0,481$). The relationship is partially established between the autonomy index for second-year students and the interpersonal sensitivity unit, in particular the "Contact" scale ($r_3 = 0.345$; $r_4 = 0.384$), a unit of values, in particular the scale of Value Orientations ($r_3 = 0.351$; $r_4 = 0.351$); self-perception unit, in particular the scale of "Self-perception" ($r_3 = 0.342$; $r_4 = 0.414$).

For third-year students the same as for the first to second year ones, correlations between the index of autonomy and the unit of cognitive needs (r from 0.392 to 0.538) are quite typical. If in the fifth semester there is still a significant number of interconnections with the base "Support" and the blocks of values, feelings, self-perception and interpersonal sensitivity, then they are not observed in the sixth semester, and therefore they are not described in this paper.

For the group of students who are less inclined to self-actualization in the first year, no correlation was found between the autonomy index in the first - second courses and the indicators of self-actualization of the individual. On the third year (fifth and sixth semesters), the index of autonomy is

connected with the concept of a person: the scale of the representation of human nature ($r_5 = 0,330$; $r_6 = 0,407$) and the synergy ($r_5 = 0,342$; $r_6 = 0,376$).

So, medical students who rely more on themselves in the first year, are relatively independent in their actions and are inclined to feel the unity of the past, present and future in their time perspective, as well as more capable of accepting the values of self-actualized personality and seeking to acquire knowledge about the surrounding the world during the first year of study - have a high level of academic self-regulation, demonstrating the ability to manage, self-organize, execute and control their activities. From the middle of the second year of study to the end of the third year, academic self-regulation is reduced to an average level, although there is no sharp jump, and we cannot say that it is significantly reduced over the course of three years. A more detailed analysis of the dynamics of individual components of academic self-regulation - internal and external regulation has shown that at the end of the first semester, students have a qualitative improvement in internal regulation compared to school practice, however, after a year, in the middle of the second year of study, students return to the practice of internal regulation, mastered in school years. Positive dynamics is more pronounced for external regulation: after its growth at the end of the first semester, external motivations remain practically equal over the course of three years of educational activity.

At all three stages of study (first to third years), in more self-actualized students, the growth of academic self-regulation is facilitated by the cognitive needs and creative orientation of the individual. In the second course, in addition, the spectrum of the influence of personal factors on self-regulation is expanding. Of particular importance are the awareness of the independence of their values from external influences, the growth of self-orientation and their internalized principles. Academic self-regulation is also an opportunity for students to adequately accept their emotional states, including negative ones, and the ability to establish close and emotionally rich contacts with others. A role in the growth of academic self-regulation of second-year students is also played by the observance of the ideals and values of self-actualized personality and unselfish self-acceptance.

Students who exhibit fewer propensities to self-actualization of an individual have an average self-regulation at the entrance, and during the first three years of study, it remains virtually unchanged. The differences between them and their peers, who are more likely to try to realize their internal potential, are especially noticeable before the start of the first exam session. We note the absence of significant influence of factors associated with the self-actualization of the individual, the management and

regulation of educational activities for this group of students in the first to second years. This indicates a lack of consistency of basic ideas about oneself and how a young person builds a focused activity to achieve the goals. In the third year, academic self-regulation may change due to changes in ideas about human nature and synergy. Those students, who perceive others in a positive light and can understand the contradictions of life, are better able to cope with the regulation of their academic activity.

We draw attention to the fact that one of the basic features of self-actualized personality – the ability to correctly orientate in time – does not, according to our data, affect the self-regulation of the educational activity of medical students during the first to third years of study.

Conclusions. In more self-actualized students (61.8%) self-regulation of educational activity from

the first to the third year is formed as a result of the influence of such features of self-actualized personality as cognitive needs and creative orientation of the individual. In the second year, self-regulation is also influenced by the value-orientation sphere of the student's personality, their sensitivity in interpersonal relationships and self-perception. Less self-actualized students (38.2%), in the first or second years did not reveal a significant relationship between the features of self-actualized personality and the level of academic self-regulation, only in the third year of study, there was a considerable influence of internal factors such as the idea of human nature and synergy. So, it is concerning for the future investigation of the self-motivation and self-regulation of the students who are aimed to be a family doctor as a great professional with a high quality of their daily work activity.

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