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ВЗАИМОСВЯЗЬ МОТИВАЦИИ ДОСТИЖЕНИЯ И ТРЕВОЖНОСТИ У СТУДЕНТОВ-ПЕРВОКУРСНИКОВ МЕДИЦИНСКОГО УНИВЕРСИТЕТА

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Мотивационная направленность играет важную роль в обучении и профессиональной деятельности студентов-медиков, поскольку влияет на их усердие, интерес и стремление к достижению целей. Настоящее исследование направлено на изучение взаимосвязи мотивации и тревожности у первокурсников медицинского университета.

Ключевые слова: мотивация достижения, тревожность, медицинское образование, студенты-первокурсники, профессиональная деятельность.

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INTERRELATION OF ACHIEVEMENT MOTIVATION AND ANXIETY IN FIRST-YEAR STUDENTS OF A MEDICAL UNIVERSITY

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Motivational orientation plays an important role in the training and professional activities of medical students, as it affects their diligence, interest and desire to achieve goals. The present study is aimed at studying the relationship between motivation and anxiety in first-year medical university students.

Key words: motivation, anxiety, medical education, first-year students, professional activity.

The importance of conducting research, related to the motivation of freshmen students at a medical university is directly related to the fact that current university students have extremely weak ideas about their own profession and the majority of them have low academic motivation. There is disappointment in their own choice due to the mismatch of expectations and real circumstances. At the same time, the ability to work and eagerness to learn in students is directly related to motivation and anxiety.

Motivation determines the behavior of a person, makes him move towards a goal and plays a major role in the formation of a person as a professional in his own sphere of activity. It makes it possible to overcome difficulties and determines the willingness to make efforts for the sake of getting what is desired. Medical education represents one of the most demanding and complex areas of study in higher education. Success in this field requires not only effort and labor, but also high motivation of students. Motivational orientation plays a critical role in the learning of medical students, determining their interest, diligence, and drive to achieve success in both their studies and future professional practice. Achievement motivation is the desire to fulfill in the best possible way the task facing the subject, aimed at creating some result, it is associated with the human need to achieve success, and, according to Ilyin E.P., the need and is the requirement of self performance [2]. For first-year students, this type of motivation is a driving force for enrollment and further training, it ensures the preservation of interest in the activity, because according to the opinion of Lisovitsky

V.G. and Dmitriev A.B., a student will want and will study himself only when this activity is interesting and attractive to him [3]. However, even in the presence of interest, prompting to cognitive and practical activities [1], getting into a new environment each of the newly arrived students faces adaptation, most of them come after school and enter adult life for the first time, which strongly affects the emotional state and often causes constant background anxiety. According to B.G. Mescheryakov and V.P. Zinchenko, anxiety is understood as an individual psychological feature, which is expressed in a person's tendency to frequent and strong experiences of anxiety state and in the low threshold of its occurrence [4]. However, A.M. Prikhozhan's definition is more suitable to the chosen to Fig. According to him, anxiety is an emotional discomfort that a person experiences when expecting failure, threat or danger [5]. The presence of anxiety is the organism's response to the violation of internal regulation. From the psychological point of view, anxiety acts as the initial stage of stress state and manifests itself through preoccupation, tension, nervousness, restlessness, with helplessness, insecurity, loneliness, defenselessness, failure, inability to make decisions.

The aim

The purpose of this study is to identify the relationship between motivation and anxiety of first-year medical university students. To achieve this goal, the following tasks were set:

- to study theoretical aspects of motivation and its role in medical students' learning;
- to analyze the factors affecting the motivation of first-year medical university students;
- to organize and conduct an empirical study to identify the relationship between anxiety and motivation;
- to offer recommendations to increase the motivation of freshmen students of the medical university.

Material and methods

To achieve the set objectives of the study, various following methods were used:

- theoretical method of studying and analyzing scientific literature on the research problem;
- empirical method of testing with the help of techniques: "Anxiety manifestation scale" by D. Taylor, "Motivation of success achievement" by T. Ehlers;
- statistical method to determine the correlation of signs (Spearman correlation coefficient).

The study involved 30 students of the 1st year of medical faculty aged 17-20 years old.

Results and discussion

As a hypothesis of the study, the assumption was put forward that during the period of adaptation in first-year students achievement motivation is interrelated with the level of personality anxiety. At the first stage to identify the level of anxiety was used "Anxiety manifestation scale" (D.Taylor), including 50 statements.

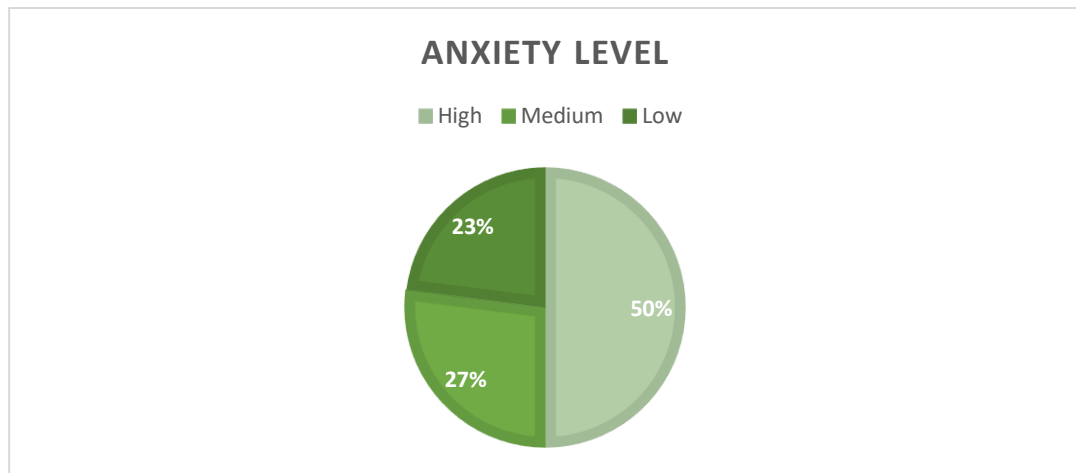


Fig.1. Results of the anxiety study.

As can be seen from the presented diagram, half of the respondents (50%) demonstrate a high level of anxiety. This indicator demonstrates that at the time of the study (the second semester of the academic year) freshmen students are in a rather anxious state, facing constant stress and strong emotional loads. To determine the peculiarities of motivation in achieving success, T. Ehlers' methodology including 40 questions was used. The obtained data are presented in Figure 2.

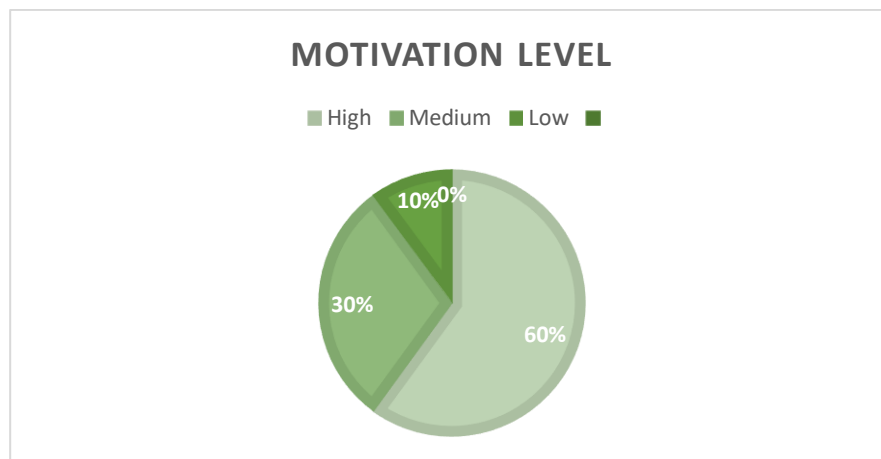


Fig.2. Results of the study of motivation to achieve success.

As the results showed, among the students who participated in the study, the majority (60%) are highly motivated. This allows us to understand that the subjects prefer not to take risks, but to work to achieve success.

To test the hypothesis that there is a relationship between achievement motivation and anxiety, we used Spearman's correlation coefficient. The obtained index ($r_s = 0.193$) indicates the presence of a weak direct relationship between the levels of achievement motivation and personality anxiety. Thus, the hypothesis of our study is partially proved, which suggests the need for further research with an increase in the sample of subjects and the use of additional diagnostic techniques.

As recommendations for increasing motivation in achieving success we should first of all note the creation of a comfortable atmosphere for learning, the use of reflection on one's own work, maintaining interest in one's activity, setting clear goals and proper time allocation.

Conclusion

The study allowed us to state the importance of motivation to achieve success as an aspiration that increases the intensity and activity in the student age in the context of learning and future professional activity. Recommendations for increasing motivation can be used in the educational process to create more favorable conditions for learning and development of medical students.

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