THE ROLE OF PSYCHOLOGICAL KNOWLEDGE IN ENSURING THE PROFESSIONAL EFFECTIVENESS OF FUTURE MEDICAL PROFESSIONALS

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Abstract*. The article examines the role of psychological knowledge in ensuring the professional effectiveness of future medical professionals. An analysis of contemporary international and domestic studies is presented, revealing the influence of psychological factors on academic success, adaptation, and the formation of professional competencies among medical students. Particular attention is paid to emotional stability, communication skills, psychological flexibility, and mechanisms of self-regulation. The necessity of systematic integration of psychological training into the educational process of medical universities is substantiated.*

Key words: *psychology; medical education; professional effectiveness; stress resilience; adaptation; self-regulation; communication; psychological training*

Introduction. In contemporary psychological and pedagogical science, the professional training of medical workers is considered a complex, multi-component process that includes not only the acquisition of specialized knowledge but also the formation of psychological readiness for professional activity. Under conditions of high emotional load and responsibility inherent in medical practice, psychological knowledge becomes a key resource for professional effectiveness.

According to modern scientific approaches, the professional effectiveness of a medical worker is determined not only by the level of professional competence but also by the development of personal qualities that ensure adaptability, emotional regulation, and effective interaction with patients. As noted by Zeer (2020), the professional development of a specialist involves the formation of a system of psychological competencies that provide stress resilience and the ability for self-regulation. Within the competence-based approach, psychological competence is viewed as an integrative construct that includes cognitive, emotional, and behavioral components. According to Verbitsky (2019), the formation of professional competence is impossible without engaging the individual in active practice, which involves the development of reflection and self-awareness.

Psychological resilience is of particular importance in medical practice, as it enables professionals to maintain effectiveness under conditions of stress and

uncertainty (Fletcher & Sarkar). In combination with emotional regulation skills described by Gross and emotional intelligence conceptualized by Goleman, these qualities ensure a high level of professional effectiveness.

Thus, there is a need for a theoretical analysis of the role of psychological knowledge in the formation of professional effectiveness among future medical workers.

The purpose of this study is to identify the role of psychological knowledge as a system-forming factor in the professional effectiveness of medical students.

Methods. The study employs a theoretical and analytical approach aimed at systematizing and generalizing domestic and international scientific sources related to the psychological training of medical professionals.

The main methods include:

-analysis of scientific literature;

-comparative analysis of various theoretical approaches;

-generalization of empirical research findings;

-structural and systemic analysis of professional training.

The theoretical basis of the study includes works by domestic and international scholars on professional education, emotional intelligence, communication, and self-regulation (Verbitsky, 2019; Zeer, 2020; Kuzmina, 2019; Slastenin, 2018; Epstein & Street, 2011; Silverman et al., 2013; Decety & Fotopoulou, 2015; Cook & Artino, 2016).

Results. The analysis demonstrated that psychological knowledge plays a key role in shaping the professional effectiveness of medical workers. It has been established that the level of psychological training directly influences the quality of medical care, including diagnostic accuracy, communication effectiveness, and patient satisfaction (Epstein & Street, 2011).

One of the significant findings is the role of communicative competence. Studies show that the development of medical communication skills contributes to more accurate patient information gathering and improved treatment outcomes (Silverman et al., 2013).

It has also been found that the development of empathy positively affects the quality of interaction with patients and reduces professional stress levels (Decety & Fotopoulou, 2015).The analysis revealed that emotional regulation and stress resilience are key factors in professional effectiveness. The development of these skills enables medical professionals to function effectively under conditions of high workload and uncertainty.

In addition, the importance of psychological flexibility and self-regulation as mechanisms of adaptation has been identified. According to Cook and Artino (2016), psychological training contributes to the development of critical thinking and the

ability to make well-grounded decisions in complex clinical situations. Based on the analysis, a model of the influence of psychological knowledge on professional effectiveness was developed (see Table 1), including cognitive, emotional, communicative, behavioral, and reflective components.

Table 1. Model of the influence of psychological knowledge on the professional effectiveness of medical workers

Component of psychological training	Content	Result in professional activity
Cognitive	knowledge of personality psychology, patient behavior, mental states	improved diagnosis and patient understanding
Emotional	development of emotional stability, empathy, self-regulation	reduced stress, improved interaction quality
Communicative	communication skills, active listening, establishing contact	effective interaction with patients
Behavioral	formation of adaptive strategies and coping mechanisms	increased effectiveness of activity
Reflective	development of self-awareness and professional reflection	professional growth and self-improvement

Further analysis revealed that psychological knowledge influences not only immediate professional skills but also the formation of устойчивых behavioral strategies under conditions of uncertainty. In particular, the development of self-regulation skills facilitates the transition from reactive to proactive behavior, allowing future medical professionals to manage professional situations more effectively and reduce emotional tension. It has been found that psychological training contributes to the formation of professional thinking, based on the ability to consider not only clinical but also psychosocial aspects of a patient's condition. This increases the accuracy of symptom interpretation and supports more informed clinical decision-making.

It has also been established that the integration of psychological knowledge into the educational process promotes the development of students' reflective abilities. Developed reflection allows for the analysis of one's professional actions, behavioral correction, and improved interaction with patients.

An additional finding is the relationship between the level of psychological training and the reduced risk of professional maladjustment. The development of

emotional regulation and stress resilience during training helps prevent burnout and enhances readiness for professional activity.

Thus, psychological knowledge has a long-term impact on professional development, shaping not only current effectiveness but also the long-term stability of specialists.

Discussion. The findings indicate that psychological knowledge performs a system-forming function in the professional training of medical workers. Its influence manifests both at the level of personal characteristics and professional activity. An insufficient level of psychological training may lead to reduced effectiveness, professional errors, and emotional burnout. At the same time, the development of emotional intelligence, communication skills, and self-regulation contributes to increased resilience and professional efficiency.

The integration of psychological disciplines into the educational process of medical universities becomes particularly important. As noted by Slastenin (2018), professional training should be holistic and include the development of the specialist's personality.

Thus, psychological training should be considered not as an additional element but as an essential component of professional education.

Conclusion. Thus, the conducted theoretical and analytical review has shown that psychological knowledge is a key factor in the formation of professional effectiveness among future medical workers. It ensures the development of emotional stability, communicative competence, psychological flexibility, and self-regulation skills necessary for successful professional activity. The integration of psychological training into the educational process of medical universities is a necessary condition for the formation of competent specialists capable of effectively functioning under conditions of high emotional load and professional responsibility.

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