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PSYCHOLOGICAL READINESS FOR PROFESSIONAL ACTIVITY OF FUTURE HEALTHCARE PROFESSIONALS: EMOTIONAL, COGNITIVE AND SOCIAL DIMENSIONS

Психологічна готовність до професійної діяльності є багатовимірною категорією, яка інтегрує емоційні, когнітивні та соціальні аспекти. Вона визначає здатність медичного працівника ефективно функціонувати в умовах стресу, швидко адаптуватися до змінних обставин і забезпечувати якісну медичну допомогу, що надзвичайно важливо у сьогоденних умовах повномасштабної війни.

Метою статті є аналіз психологічної готовності майбутніх медичних працівників до професійної діяльності через емоційний, когнітивний і соціальний виміри, а також виявлення ключових факторів, які сприяють її формуванню

У статті запропоновано комплексний підхід до розгляду психологічної готовності майбутніх медичних працівників, який інтегрує емоційну стійкість, когнітивні компетенції та соціальні навички як ключові елементи. Розкрито значення кожного з цих компонентів у контексті сучасних викликів, таких як стресові умови праці та зростання професійних вимог, визначено важливу роль психологічної стійкості, самоусвідомлення та емоційно-вольових якостей у формуванні психологічної готовності.

Особливу увагу приділено поступовому формуванню психологічної готовності, починаючи від етапу навчання, адаптації до освітнього середовища, формування професійної ідентичності й до інтеграції у реальну професійну діяльність. Виокремлені основні ознаки даних етапів та сформовані аспекти, які варто розвивати на кожному з цих етапів. Наголошено на важливості гармонійного розвитку всіх складових, що забезпечують високий рівень професійної ефективності медичних працівників навіть у складних умовах сучасних викликів.

Отримані результати мають практичне значення для розробки програм підготовки майбутніх медичних працівників, спрямованих на розвиток їхньої психологічної готовності, що, у свою чергу, сприятиме підвищенню якості надання медичних послуг.

Ключові слова: medical education, personal readiness, professional activity, psychological readiness

Psychological readiness for professional activity is a multidimensional category that integrates emotional, cognitive, and social aspects. It determines a healthcare professional's ability to function effectively under stress, quickly adapt to changing circumstances, and provide quality medical care, which is extremely important in today's conditions of full-scale war.

The article aims to analyse the psychological readiness of future healthcare professionals for professional activity through emotional, cognitive, and social dimensions and identify the key factors that contribute to its formation.

The article proposes a comprehensive approach to the psychological readiness of future healthcare professionals, which integrates emotional stability, cognitive competencies and social skills as key elements. The significance of each of these components in the context of modern challenges, such as stressful working conditions and increasing professional demands, is revealed, and the important role of psychological stability, self-awareness and emotional and volitional qualities in forming psychological readiness is determined.

Particular attention is paid to the gradual formation of psychological readiness, starting from the stage of study, adaptation to the educational environment, formation of professional identity and integration into real professional activity. The main characteristics of these stages are outlined, along with the aspects requiring development at each stage. Emphasis is placed on the harmonious development of all components that ensure high professional efficiency among healthcare professionals, even under the challenging conditions of contemporary realities.

The results obtained are of practical importance for developing training programmes for future healthcare professionals to develop their psychological readiness, which, in turn, will improve the quality of healthcare services.

Key words: medical education, personal readiness, professional activity, psychological readiness

Formulation of the problem In the modern world, professional education has long gone beyond the formation of exclusively deep knowledge and practical skills; more and more attention is paid to the development of various personal competencies, the formation of "Soft Skills", especially when we talk about future healthcare professionals. However, today's challenges faced by applicants, students, interns and young doctors show the significant role of psychological readiness for professional activity as an important predictor of a doctor's successful work.

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That is why, even though the issue of psychological readiness has been previously studied by various national and foreign authors, the study of this psychological phenomenon through the prism of emotional, cognitive and social spheres will contribute to a more holistic understanding of this phenomenon and the development of effective methods for its formation in future healthcare professionals.

The purpose of this article is to examine the psychological readiness of healthcare professionals, focusing on the emotional, cognitive, and social aspects of readiness, and to identify key factors that contribute to psychological readiness.

Outline of the primary material The professional activity of a healthcare professional is always associated with high psycho-emotional pressure and high social demands. After all, medical activity is associated with the protection and preservation of the most valuable human health and life. That is why even the choice of profession itself is associated with a high level of psychological readiness of the applicant to make complex decisions.

At this stage, the scientific community defines psychological readiness as a particular state of readiness to act or react to a stimulus or a state of receptivity to accepting experience or certain activities[12]. This is a multidimensional category that includes various aspects of a person's activity.

Domestic researchers O. Kokun, I. Pishko, and N. Lozynska, in their work, identified an expanded structure of psychological readiness. Classically, psychological readiness was considered as a combination of personal and functional readiness, and the authors describe the structure of psychological readiness as a set of specific characteristics, such as "high morality, the need for self-improvement, high volitional readiness, developed communication skills, general psychological characteristics of the personality, high motivation, high level of cognitive processes, creativity and high level of operational activity" [3]. This emphasises the importance of a comprehensive and multidisciplinary approach to the study of psychological readiness.

The issue of psychological preparedness is becoming even more relevant in the context of modern challenges, such as war, epidemics, increased psychological stress, resource shortages and interpersonal conflicts. The active hostilities that have affected the entire country have erased the conventional division between military and civilian medics, as every medical professional understands that at any moment, they must be ready to provide quality medical care for combat injuries. All this creates additional psychological and social pressure on medical professionals. Healthcare professionals face an increased risk of emotional burnout, which negatively affects their professional effectiveness and the quality of healthcare services. In such conditions, it is important to understand the psychological factors that influence the formation of readiness for professional activity.

The emotional component of readiness includes stress resistance, self-regulation and emotional flexibility. The cognitive dimension includes professional knowledge, critical thinking and quick decision-making. The social aspect covers interpersonal skills, empathy and the ability to work in a team. The study of these dimensions will contribute to a more holistic understanding of the phenomenon of psychological readiness and the development of effective methods for its formation in future healthcare professionals.

H. Smila, in her works, examines in detail the complexity of the process of forming the psychological readiness of healthcare professionals. Thus, she notes that the process of forming the psychological readiness of healthcare workers is complex and multifaceted. It involves not only mastering theoretical knowledge and professional skills but also developing emotional stability, self-control, introspection, and

self-discipline. The importance of each stage emphasises the need for a holistic approach to the education of future healthcare professionals, including cognitive, emotional and social dimensions [10].

Thus, the gradual and consistent formation of psychological readiness ensures a harmonious entry of students into professional activity, contributing to their successful functioning in the context of modern challenges in the medical field

H. Smila identifies the following important stages in the formation of psychological readiness for the professional activity of healthcare professionals:

- Introduction to learning
- Adaptation to learning
- Adaptation to professional activity

The first stage reflects the integration of the individual into the higher education system. Future healthcare professionals learn the basic norms and rules of the educational process and form basic ideas about the profession. The leading indicators of this stage include:

- Acceptance of the norms and rules of studying at a higher education institution, which ensures adaptation to the educational environment.
- Formation of professional self-esteem, which makes students aware of their capabilities and limitations.
- Development of the operational side of professional activity, including mastering basic skills.

The next stage involves adaptation to the educational environment and the formation of professional identity. This stage includes:

- Stability and organisation: development of a structured approach to task performance.
- Formation of a professional self-image that helps students to realise themselves as future medical professionals.
- Career planning: setting goals and building a professional trajectory.
- Development of professionally significant qualities and abilities necessary for successful mastery of the profession.

The final stage of adaptation to professional activity is associated with the transition from study to real professional activity. It includes the integration of theoretical knowledge with practical skills. Key indicators:

- Acquisition of professional skills necessary for effective performance of duties.
- Clarification of self-esteem: a realistic assessment of one's own professional capabilities.
- Adaptation to social, value and professional norms, including compliance with ethical standards.
- Formation of an individual style of professional activity that determines a unique approach to work.
- Comprehensiveness of the process of forming psychological readiness

The process of developing the psychological readiness of healthcare workers is multifaceted. It involves not only mastering theoretical knowledge and professional skills but also developing emotional stability, self-control and self-discipline. The importance of each stage emphasises the need for a holistic approach to the education of future healthcare professionals, including cognitive, emotional and social dimensions [10]

K. Popova emphasises in her work: "The psychological aspect of the occupational risk of future doctors is the increased danger in their work for their own health, which is due to various factors: unlike workers of other categories of employees, future doctors experience both the impact of adverse occupational factors (harmful working conditions) and increased psychological, emotional, physical and intellectual stress, since the object of their activity is the patient's health"[9]. The author emphasises the importance of volitional acts in future doctors, which should always include the struggle between different motivations and an intellectual assessment of these motivations in terms of their compliance with moral and social norms.

An important factor that influences the formation of psychological readiness is the high level of social pressure and high demands of society on healthcare professionals. In June 2018, the Sociological Group "Rating" conducted a study that assessed the views of Ukrainians on various aspects of the healthcare system transformation proposed by the Ministry of Health of Ukraine. In particular, the study addressed issues related to changes in the field of higher medical education. According to the survey results, more than 80% of respondents support raising the requirements for applicants for medical specialities. In addition, about the same number of citizens believe that the final exam for future doctors should be "very

difficult" (52%) or "rather difficult" (35%) [5]. This study confirms the high psycho-emotional pressure society places on future medical professionals.

It is necessary to distinguish between long-term and situational psychological readiness. Thus, T. Bazyl, in her study, considers a personal approach to the study of this phenomenon. Readiness here implies a stable, voluminous, multi-level personal formation, which is a specific configuration of components that meet the requirements, content and conditions of a particular activity and, in their entirety, determine its productive implementation [2].

Psychological resilience, which includes emotional, volitional, motivational and cognitive components, is important for successful professional integration and development of psychological readiness, especially in the context of modern challenges. "This quality determines an individual's ability to adapt to conditions of uncertainty while maintaining performance, internal balance and constructive interaction with the environment," [7] O. Palamarchuk and I. Gaba note in their work.

The process of professional integration includes active interaction between the internal resources of the individual and the external requirements of the professional environment. In conditions where uncertainty and complexity of situations are dominant, an individual is obliged to make significant efforts to adapt and effectively perform professional tasks. In such conditions, psycho-emotional stress can serve as a catalyst for mobilising internal resources, as the level of motivation reaches its maximum when there is a significant goal. This motivation stimulates cognitive activity and promotes flexible decision-making and the search for innovative approaches to solving professional problems.

Thus, psychological resilience is not only an indicator of a person's readiness to face professional challenges but also the basis for a harmonious combination of emotional self-control, volitional efforts and cognitive focus. It is the integration of these components that allows an employee to effectively perform professional duties even under conditions of increased stress or significant uncertainty, which is especially important in today's environment, which requires a high level of professional competence and adaptability.

H. Maklakova has studied in detail the peculiarities of the emotional sphere of healthcare workers as one of the areas of psychological readiness. Thus, research shows that the level of emotional stability has a significant impact on mental processes, behaviour, attention and perception. Maintaining emotional health is critically important for professionals whose professional activities are accompanied by a significant number of stress factors. Risks associated with high emotional stress, insufficient conditions for recuperation and lack of psychological support negatively affect their condition, leading to neurotic disorders and psychosomatic diseases. The high demands on the emotional sphere of healthcare workers are contradictory: they must combine empathy and tolerance with emotional stability because excessive emotionality or inhibition can make it challenging to perform clear and quick professional actions [4].

T. Pavliuk and T. Tolokova emphasise the importance of self-awareness, which contributes to the formation of a holistic view of a physician as a person and a professional in interaction with the outside world and people. Self-awareness plays a key role in the ability of healthcare professionals to effectively perform their professional duties while maintaining psychological balance. In their work, the authors identify the following aspects of the development of a healthcare professional's self-awareness [8]:

- Cognitive component
- Emotional component
- Volitional component

These components resonate with the structure of psychological readiness, and a high level of self-awareness, perception of oneself as a professional, and recognition of one's place is an important component of psychological readiness for professional activity, as described in detail by O. Uhryn [11].

Thus, the self-awareness of healthcare professionals is a complex characteristic that integrates cognitive, emotional and volitional components, ensuring a harmonious balance between personal and professional development.

The quality inherent in individuals with a high level of psychological readiness for future medical professionals is the desire for improvement and continuous development - the so-called concept of "striving for superiority". In his work, Adler describes this phenomenon as fundamental and innate, Adler argued that self-awareness and creativity give a person the ability to "create" their own life, directing efforts to self-improvement in those areas that are most important to them [1]

By analysing the research of foreign scholars on the problem of self-actualisation of the individual, several important conclusions can be drawn. Firstly, self-actualisation is inherent only in psychologically healthy individuals. It is an innate tendency to self-development that is inherent in every person. Self-actualisation is considered one of the main characteristics of a mature personality who strives to achieve

the full realisation of his or her potential. The level of self-actualisation reflects the fullness of personality development, including such qualities as autonomy and the ability to self-determination, both in professional and personal spheres.

This problem is also studied using the psychoanalytic approach in the theory of A. In Adler's theory, the key role is played by the concept of "striving for superiority", which the researcher considers substantially equivalent to the striving for improvement. According to Adler, this desire is fundamental and innate, and its source is the internal needs of the individual, although he also emphasises the importance of social determinants. Adler argued that self-awareness and creativity give a person the ability to "create" his or her own life, directing efforts towards self-improvement in the areas that are most important to him or her.

This is in line with the results of the study by O. Palamarchuk and I. Gaba, who are dedicated to the study of self-development and self-actualisation of the individual. In their work, they draw the following conclusions[6]:

- Self-actualisation is inherent only in psychologically healthy people;
- Self-actualisation is an innate, inherent tendency to self-development;
- Self-actualisation is the leading property of a mature personality who strives for the full realisation of his/her own potential;
- indicators of self-actualisation reflect the fullness and richness of a person's development, inherent potentials, development of such qualities as autonomy of the individual, ability to personal and professional self-determination, etc.
- Self-actualisation is an important aspect of the development of a mature personality and is closely related to the psychological readiness of a doctor for professional activity.

Psychologically healthy people with self-actualisation are able to adapt to difficult conditions, maintain balance and use their resources effectively. In the medical profession, these qualities are key, as medical work requires stress resistance, responsible decision-making and effective communication.

Thus, self-actualisation as a component of psychological maturity is the foundation of a doctor's readiness for professional activity, contributing to the effective realisation of his/her potential and ensuring a positive impact on patients and society.

Conclusions: Thus, psychological readiness is a key predictor of professional success, ensuring the ability of medical professionals to adapt to the challenges of the modern world, function effectively under stressful conditions and maintain high standards of medical care. It is important to understand that the phenomenon of healthcare professionals' psychological readiness is multifaceted and includes emotional, cognitive, and social dimensions. The results of the study confirm the need for a comprehensive approach to the formation of psychological readiness of future healthcare professionals. Important stages are adaptation to the learning environment, formation of professional identity and integration of theoretical knowledge with practical skills in actual professional activities. The obtained results can serve as a foundation for developing professional training programs to enhance future healthcare professionals' emotional resilience, cognitive competencies, and social skills. This, in turn, will improve the quality of their professional performance and support the preservation of psychological well-being in the face of contemporary challenges.

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