
TRAINING OF STUDENTS IN THE PROFESSION

Svetlana RadevaSpecialized hospital of obstetrics and gynecology for active treatment „Prof. D. Stamatov”, Varna, Bulgaria, sv.radeva@abv.bg

Abstract: The motivation for an action is an internal condition that maintains, directs and stimulates a person's behavior by occupying a leading position in the structure of behavior and expression of personality. Personality motivation influences the different forms of human activity and perceptions, including learning. Heterogeneous is the essence of the personal motivating factors, forming the behavior – social, moral, behavioral, etc. The motivation for learning is seen as a focus on the individual countries of the learning process related to the internal attitude of the person to it. The motivation for training in the chosen profession was investigated for 75 students from the third and fourth course of the midwife, from Medical university Varna for the period 2017-2019, working as midwifery assistants in the hospital structures of the medical institutions in the town Varna. The motivation for learning to the chosen profession is large for 92% of respondents, as the leading motivating factor for 100% of them is the prestige of the profession. For 65% of working students, communication with patients is important in providing health care, and for 78% acquisition of professional skills and experience. The asked of the factors motivating them to succeed in training students unanimously indicated that exercising what they learned during the performance of their work is a leading factor, followed by tolerance, the respect they see from patients and the appreciation they receive strengthens their willingness to work and learn new skills. The trust that respondents receive from patients and staff is an engine of their willingness to engage in work on wards in hospital structures. The driving force and the opportunity for professional growth in acquiring professional competencies for the future professionals is an indicator that the chosen professional direction is realized for future realization and leads to increased Their satisfaction with their training choices.

Keywords: motivation, choice, students, training, satisfaction.

1. INTRODUCTION

Motivation is an internal condition that maintains, directs and stimulates human behavior and occupies a leading place in the structure of personality behavior. The motivation for learning is seen as a focus on the individual countries of the learning process related to the internal attitude of the person to it [1]. Research a number of authors confirm that the entire motivational system of personality influences the various forms of human activity, including learning [6]. Heterogeneous is the essence of the personality motives, forming the behavior – social, moral, neutral and leading to the development of the working career. Social motives are incentives for learners to be active, providing them with now or in the future a more favorable status in the different structures of the social environment – Group, family, professional group, etc [8]. This activity materializes in an effort for higher Results and subsequent realization, because of recognition from parents, teachers, fellow students, friends, colleagues, prestige and higher social status now and expectation for such in the coming years [5]. Moral motives have a different motivational force, manifested in the overall behaviour of the learner, including in his academic activity [9]. Moral needs — diligence, responsibility, self-esteem, fairness, humanity, empathy, charity, need for self-improvement — as the highest degree of moral development motivate learning and realization [2; 3].

The neutral incentives are present in all forms of activity. These are: Awarding, punishment, game motives, racing motives, fear, encouragement. Health managers skillfully use this system of incentives to build true, personal motives of activity and behavior in learners who pass the training bases. The process of training in higher medical school requires technology of mastering the educational content, which is distinguished by solving complex tasks in order to gain experience and formation of personal and professional qualities for fast and adequate Professional reaction [4; 5; 7].

2. EXHIBITION

The academic preparation of the students in the specialty "midwife" is aimed at mastering the knowledge and skills for organizing quality health and obstetric care, applying a holistic approach to the woman in need of such care. In this preparation are set: Building skills for independent professional work, communication and team interaction in planning, organizing and conducting preventive, curative, health and obstetric care for the healthy and sick woman in every Period of her life. At the university the training is aimed at mastering a system of theoretical knowledge and practical skills that prospective midwives can apply alone or under the supervision of the doctor in carrying out,

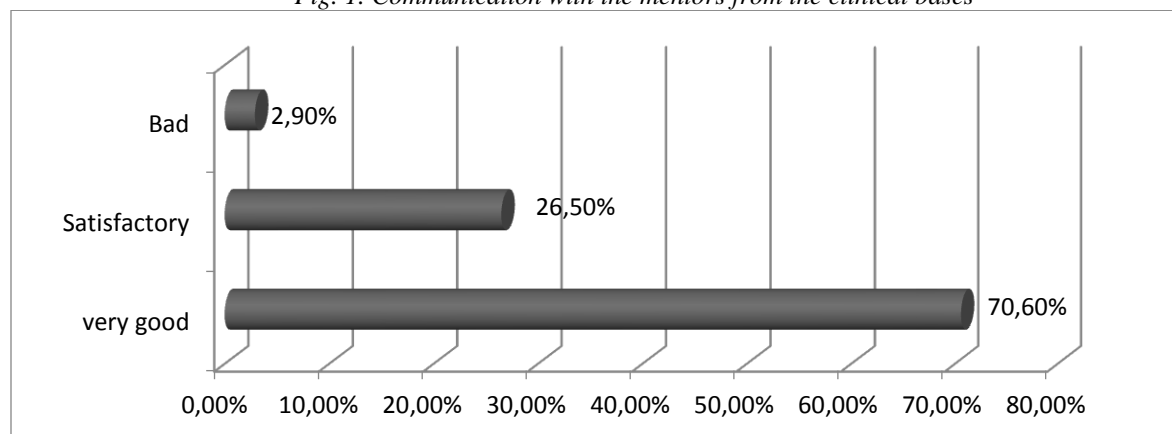
analyzing and evaluating the individual condition of the pregnant and monitoring, research and treatment of the gynecological woman. In acquiring professional competence, they will be able to participate in prophylactic, diagnostic and curative activities in obstetrics, gynecology and neonatology. Students in a working environment can develop their adaptive, mobility and efficiency abilities in a market economy and free movement of professionals. The construction of an early relationship to the profession and working habits contributes to the formation of personal qualities, important for the profession of midwife, and attitude for training, self-study and self-improvement throughout life.

Course motivation is determined by:

- Interest – The moderate interest stimulates the learning process;
- Emotional commitment to the learning process;
- Success-is related to the degree of difficulty of the study material;
- Interest – with the creation of permanent interests in an object the teacher achieves high results in the training and prepares his students for high emotional start in the choice and effective practice of profession in this field;
- Feedback – Characteristics of good feedback are the formality, the constructiveness, the presence of clear criteria, to be motivating and timely.

The above factors define the external motivation to learn. The inner (personal) and external motivations are both sides of a phenomenon linking learning and its goals. The existence of a high academic motivation for mastering the necessary theoretical and practical knowledge is one of the parameters for achieving the performance of training in medical universities. Knowledge of the nature and dynamics of motives leading to active attitude towards the learning process is an essential and necessary element for the realization of effective vocational training in a working environment. In this sense, questions that require clear answers are: are young people motivated to study in health professions and to what extent? What is the essence of their motives? Personal motivation or motivating learning environment – which one is leading? What are the factors that initiate a higher motivation or lead to the downgrade? What determines their subsequent implementation in the hospital sectors of the training bases? The answer to these questions makes it possible to achieve higher standards and quality in the professional training of health professionals, as well as their retention and realization as health professionals in hospital health care facilities. For the examination of the problem was conducted a survey (2016-2019) among 75 students (from a total of 101) from the third and fourth course trainees in the specialty "midwife", of Medical University from Varna, passed through the medical structures of the medical institutions in the town. As health assistants or midwife helpers. The research methods used are sociological (interview, anonymous sampling) and statistical (graphical analysis). Observed signs are: level of motivation for vocational training; The nature of the reasoning determining the learner's interest in the learning process; Factors leading to a change in training motivation. Survey data show the following: Motivation is what makes them demand, transform and use knowledge in the process of mastering professional competencies. Communication is a key factor in the mastery of knowledge and skills in theoretical and practical training in the Midwife section, therefore 53 (70.6%) Respondents assessed the communication with the mentors from the clinical practice teams as very good (Fig. 1).

Fig. 1. Communication with the mentors from the clinical bases



The formation of professional skills for communication in obstetrics is not yet a priority goal. This is one of the reasons determining reduce the quality of obstetric care and the prestige of the obstetric profession. The analysis of the results of the study found that the main problems of communication in the medical practice of midwives, according to the students are due to the lack of desire for its realization. The acceptance and understanding of employees, has an impact on the maintenance of motivation for acquiring professional skills and maintaining interest in training. Building a link with workers is important in terms of the possibility for students to turn to help and support during clinical practice or traineeships.

As reasons for their high motivation students indicate the following (table 1):

Table 1. Leading motivating factors.

Students 3 Course: Motivating factors	%	Students 4 Course: Motivating factors	%
Learned a lot of new things and the practice helped me to better orient myself in my future work place	52%	Interesting work place	55%
A sense of respect for the profession	26%	Feeling of satisfaction with what I do	15%
The acquisition of interesting and useful knowledge.	22%	Desire to practise this profession	12%
		Gaining broader knowledge	7%
		Higher qualification and work in good conditions	11%
total	100%	total	100%

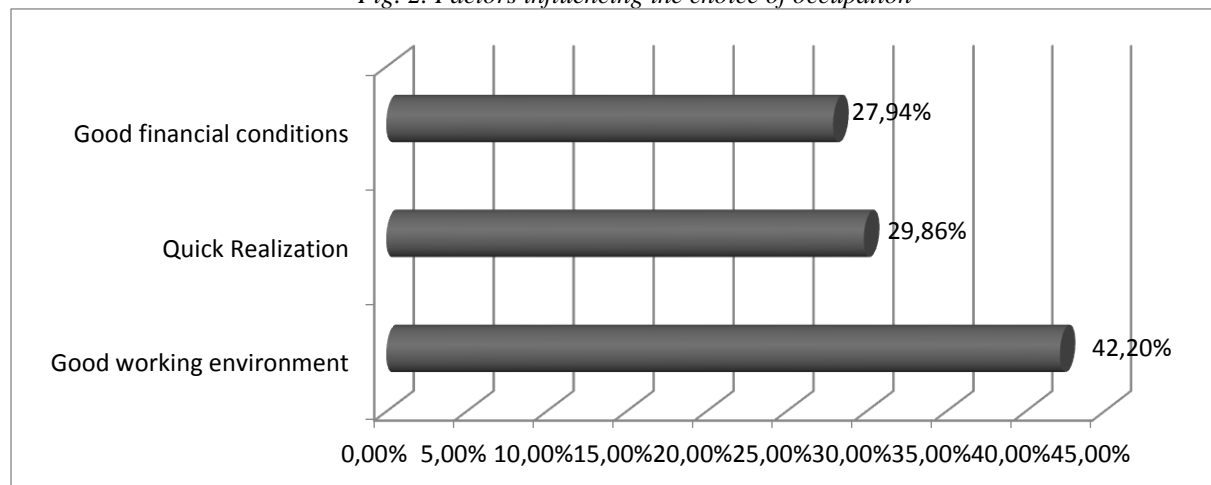
In their free answers, working students from 3 courses share the motivating factors that give them an incentive to exercise what they have learned:

- "Security in what I do because I know I'm doing it right";
- "Higher professional self-esteem as a result of the acquired knowledge and skills";
- "The desire to be able to cope with everything, to be convinced of my skills";
- "Lack of uncertainty after accumulation of professional knowledge";
- "Satisfaction from what I do";
- "Good feedback from colleagues and patients";
- "I possess knowledge that I feel useful to my loved ones."

Not only the acquisition of security in skills, the moral satisfaction of a job well done, etc. are reasons for the intrinsic motivation of students when starting work as midwife assistants. Influence also affects the high self-awareness in deciding on the choice of job and occupation and understanding of future responsibilities (Fig. 2).

- "Security in what I do because I know I'm doing it right";

Fig. 2. Factors influencing the choice of occupation



To the question: "If you could make a choice of occupation again, would you prefer another?" – 43(58,6%) of the students questioned replied in the affirmative. As reasons for demotivating the initial selection of a profession, students indicate:

- Great responsibilities in fulfilling the duties;
- High load and multiple performance tasks.

Attitudes towards personal development and the importance of the objectives set also greatly determine the active attitude of students to vocational training. Thus, after successful completion of their vocational training, 47.3% of them intend to work in their specialty; 9.8% will continue to build on their education in the professional direction; 38.4% will combine both aspects and 4.5% will continue their education in another professional field.

The proper organization and management of the educational and working process allows the development of cognitive interest and the building of positive motives for learning activity and realization of the work duties. Characteristic features of the motives for active activity are the following:

- Students' interest in the subjects taught, as an immediate internal instigator of activity and ways of acquiring professional skills;
- Satisfaction with participation in cognitive activity and dissatisfaction with not dealing with certain activities in a working environment;
- General positive emotional attitude towards the educational and working process and related objects – teachers, fellow students, mentors and colleagues from the educational and practical bases.

Survey data show the following: Motives that have the strongest impact on learning motivation are: interest in the subjects taught (for 66,7% of students surveyed), emotional satisfaction with the acquisition of professional Knowledge and skills (56,0%), positive attitude of colleagues from training bases (53,3%) and favorable psychological climate in the student group (48,0%).

An important aspect of motivation is the receipt of feedback between targeted actions and expected results. Asked whether they have feedback on the working capacity of the staff on duty only 7 (9,33%) Students give a positive response, 63 (84,0%) Receive feedback from university teachers, 20 (26,7%) They receive feedback from patients who are present in the course of work and 33 (44,0%) Have a link about their quality of work from their colleagues. The prevailing opinion of students is sometimes or not at all adequate feedback on their activities during clinical practice on the part of staff, which is the result of inefficient communication between the two parties.

3. CONCLUSIONS

The profession of midwife requires training and continuous development, not only during the period of acquisition of professional skills and aptitude, because the environment is dynamic and constantly changing. There is a need for a bio-psycho-social approach to health care in the course of the training period, so that students can have a clear understanding of their responsibilities and duties in accordance with the current European standards for Medical care. Starting work in training bases is a necessary step towards the construction of prospective professionals as competent public health professionals.

An essential element of their work is the ability to communicate: with cared-for women and their relatives, with colleagues, with members of the multidisciplinary team, at the earliest stage of the training period. Without effective communication efforts will not have the necessary effect, because in the communicative process important information is exchanged, a mutual understanding and partnership relationship is built.

In order to promote the internal pursuit of the profession and motivation to learn and apply the lessons, various pedagogical strategies contribute, the most effective of which are:

- Create a suitable for learning and working environment.
- Setting and achieving realistic goals in a real working environment and the possibility of possessing labor habits early.
- Support of initiative in learning and building work habits during the training.
- Provide constructive feedback on the opportunities for early realization of students in the training bases.

The study of the essence and dynamics of the motives of the students for their active attitude towards the opportunities for early realization is essential for its effective management and planning of human resources in the health sector. The existence of a high academic motivation for mastering the necessary theoretical and practical knowledge is one of the parameters for achieving the performance of the learned in practice and early development of professional qualities and skills.

LITERATURE

Cardan R, Sh, (2002) The methodological is based on the problem of socio-technical adaptations.

- Dimitrova d., E. Kovatchev. (2013) Psychological aspects of obstetrolologic-gynecological practice. Health and Science, Medical College Sofia PC.
- Dimitrov E. (2013) Problems of professional motivation in health. General medicine. MU Sofia
- Grudeva, M. (2011) The process training in higher medical school. /School tool. Varna.
- Grudeva, M. (2016).Specific features of training in higher medical school. /Methodology of academic teaching in higher medical school. Varna.
- Kisenova R. H. K (2009).Problem is the following factual adaptations.
- Mladenova, C. (2001).Problem in training/medical pedagogy. Sofia.
- Tatenko, C. (1996).Psychology in Subuectnom measured. Kiev.
- Toryova, B., etc. (2011).Promoting the subjective position of the student in the process of training in the Medical University/management and education. Tom. 4. Bourgas.