

**Formation of a doctor in the process of professionalization in terms of
pedagogical science**

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The process of professionalization is of great interest for modern science because of its impact on human ontogenetic development; personal qualities, interests and abilities; formation of the subject of labor; creating the proper life plan; identification of the requirements that profession imposes to the person; the formation of professional consciousness and self-awareness.

Since professional activity is implemented in the form of a certain social role, professional development creates the preconditions for "occupational development", which is also one of the areas of professionalization [1, p. 21].

Professional formation of the personality is characterized by a phased formation of professionally important qualities and personal development of the subject of professional activity.

An understanding of the importance of systematic approach to the establishment of a physician is extremely topical. System approach is a set of general scientific methodological principles, which is based on the consideration of objects as systems. System is a general scientific concept, which includes a number of elements that are in relationship with each other and with the environment and form a certain unity [3, p. 689].

In the process of forming of the professional qualities of a specialist, there is a certain dynamics that occurs during entire professional development. Even typological properties can be exposed to this dynamics. The recent studies show us that professionally important qualities, namely psychological and pedagogical qualities, are very dynamic and evolve under the influence of educational and work activities. A certain level of development of qualities is formed at each stage of the

educational and professional activity: some qualities become irrelevant, while the value of others grows [4, p. 52].

The quality of professional training of doctors now depends not only on how much knowledge they receive during all years at medical school, but also on whether they can apply this knowledge to solve specific problems [5, p. 380].

Therefore, upon completion of medical education the primary specialization is conducted in the period of postgraduate training (internship), which deepens and systematizes the knowledge of the chosen medical specialty. It provides young doctors with a training of new quality that allows them to solve professional problems on their own, as well as to elevate their professional level and readiness for independent medical activities.

Certain qualities are formed in the process of education in medical school, internship and residency: the intellectual and characterological personal characteristics are getting changed, as well as adaptive properties and pedagogical/psychological components of the medical activity. All this changes lead to the formation of adequate professional qualities at each stage of professionalization [2, p. 1607].

The psychological and pedagogical qualities of a modern physician are a complex, multifactorial characteristics. Today, the importance of the psychological and pedagogical qualities as a system-based foundations for the professional development of physicians is beyond doubt.

Thus, professionalization is one of the important areas of personality development. This is a holistic, continuous process of forming the personality of a doctor as a specialist.

References:

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