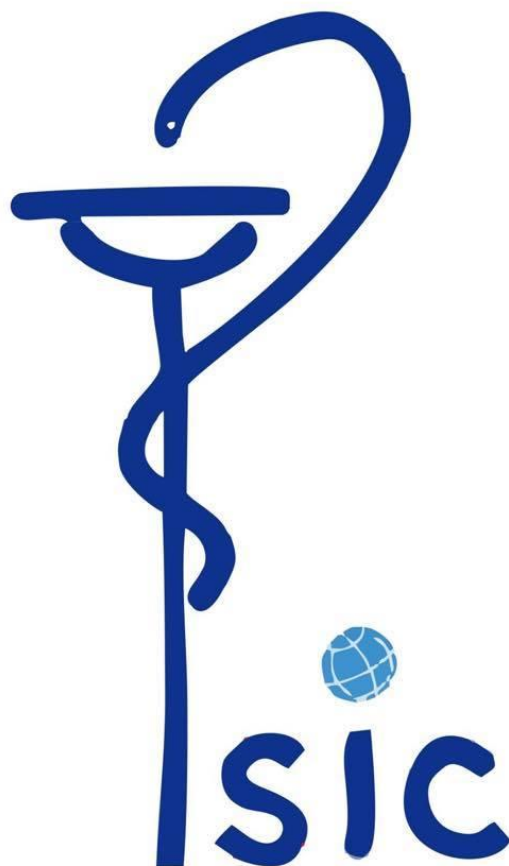




***IXth International Interdisciplinary
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«Actual problems of clinical and
theoretical medicine»***

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BIOMEDICAL SCIENCES





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(submissive: + 0.887, $P < 0.05$; dominant: + 0.683, $P < 0.05$) both in dominant and submissive males. This tight positive correlation may be explained by receiving excitatory input and sending reciprocal projections to the medial prefrontal cortex by dopaminergic neurons in the ventral tegmental area, and by modulatory effects of cerebellum on dopamine release in medial prefrontal cortex.

Conclusions. The decrease of dopamine content promotes the

formation of submissive behavior in submissive males by reducing the mediation of positive emotional reactions. The existence of close positive correlation between dopamine contents in cerebellum and structures of emotiogenic limbicocortical system is a evidence that cerebellum is involved in the formation of dominant/submissive behaviors. Dopaminergic system is one of the mediatory systems of this involving realization

Nabok T.A., Zelenska A.N.

ON THE QUESTION OF THE EFFECTIVENESS OF PSYCHOPHYSIOLOGICAL METHODS OF DIAGNOSTICS OF EDUCATIONAL MOTIVATION OF MEDICAL STUDENTS

Research Advisor: PhD, Associate Professor Marakushin D.I.

**Department of Physiology
Kharkiv National Medical University
Kharkiv, Ukraine**

Actuality. The content and structure of human motivation is a significant indicator of the state of health and level of adaptation. In terms of psychophysiology, learning motivation is the basic social needs of man. Study the content and structure of cognitive motivation of medical students is an actual problem of psychophysiological.

Aim: The aim of our study was to find motivation diagnostic techniques of cognitive activity, which would have a reliable degree of protection from the insincerity of

the test and really reflect his attitude to reality.

Materials and methods. The study was conducted on medical students of the 2nd course, who gave free and informed consent to participate in the experiment. On the basis of information retrieval have been selected: the traditional psychodiagnostic methods (questionnaires and projective); technique of repertory grids of J. Kelly (adapted for the study of individual changes in teaching and learning motivation of students) and psychosemantic method of color



metaphors in modifications of I.L. Solomin. The method of color metaphors was adapted by I.L. Solomin for the quantitative measurement, quality assessment and comparative analysis of the content and structure of a wide range of motives in people of different social groups.

Results and discussion. As a result of these motivation methods of diagnosis was obtained by the ability to analyze the motivational variety of students in terms of the relation with the needs of the hierarchical model of A. Maslow. The use of traditional questionnaires and projective psychodiagnostic methods for the analysis of motivational choice did not allow a sufficient degree of accuracy to identify the content and the structure of motivation. Studying the dynamics of teaching and learning motivation using a technique of repertory grids of J. Kelly showed the effectiveness of the method in the individual psychophysiological research. However, the method makes quite

high demands on the level of education and intellectual development of the respondents. He also proved to be quite energy intensive to conduct a study. The technique of color metaphors of I.L. Solomin reliably meets the task of our research. Interpretation of the results it has identified the relevant advantages over other diagnostic methods of motivation of cognitive activity of students. Unlike traditional methods of psychological tests focused on the identification of the content and structure of conscious and unconscious, as well as equipment repertory grids of J. Kelly, but requires much less time and it has a power consumption of research.

Conclusion. So, the technique of color metaphors of I.L. Solomin is the most effective method for diagnosing educational motivation, as it allows adequate for a short time to evaluate the structure of the cognitive motivation of medical students.



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