

**ISSUES OF SCIENTIFIC-THEORETICAL STUDY OF THE PROBLEM OF  
DOCTORS' PROFESSIONAL CAREER IN FOREIGN PSYCHOLOGY**

**Arziqulov O'tkirbek Maxamatovich**

Associate Professor of Andijan State Medical Institute,

Doctor of Philosophy in Psychology, PhD,

E-mail: utkirbekarzikulov33@gmail.com Tel: 97-552-00-33

**Annotation:** This article examines the role and relevant aspects of psychological factors in the professional development of doctors.

**Key words:** Professional Career, motivation, medicine, educational motivation, professional motivation, motive, goal, need, professional training.

**Annotatsiya:** Ushbu maqolada shifokorlar professional karerasi muammosining ilmiy–nazariy o'rganilganilishi haqida mulohaza yuritiladi.

**Kalit so'zlar:** professional karera, motivatsiya, tibbiyot, kasbiy motivatsiya, motiv, maqsad, ehtiyoj, kasbiy tayyorgarlik.

**Аннотация:** В этой статье рассматривается роль и актуальные аспекты психологических факторов в профессиональном развитии врачей

**Ключевые слова:** Профессиональный карьера, мотивация, образование, медицина, профессиональная мотивация, мотив, потребность, профессиональная подготовка

In foreign psychology, the topic of the professional career of doctors is at the center of many scientific studies. It is closely related to the study of complex processes occurring during the professional activity of a person, the motivation of doctors, professional competence, social integration and professional satisfaction. The concept of a professional career is studied in Western psychology not only through general theories of professional development, but also based on the specific characteristics of medicine.

In US and European studies, the study of the career of doctors was carried out in two main directions: the first is the individual psychological characteristics of the person, and the second is external social and organizational factors. For example, D. Super's theory of professional development allows us to analyze the activities of doctors by dividing them into life stages: interests in childhood, professional aspirations in adolescence, stable activity in adulthood and professional maturity in adulthood. In the context of doctors, these stages are inextricably linked with continuous education, advanced training and clinical practice.

E. Schein's theory of "career anchors" is also widely used in the study of doctors' careers. According to it, a person's professional orientation is based on internal motives and values. The anchors of "service", "social benefit" and "technical competence" are especially important in the work of doctors. Studies show that the motive for improving people's lives prevails in the choice of a profession by doctors.

D. Holland's "RIASEC" model is also widely used in the study of the professional development of doctors. It divides a person's professional orientation into six main types: Realistic (practical), Investigative (researcher), Artistic (creative), Social (social), Enterprising (enterprising), Conventional (conservative). Medical professionals often belong to the Investigative and Social types, who prefer to engage in scientific research and work directly with patients. This theory

helps to understand the relationship between doctors' professional choices and professional satisfaction.

Psychological problems in doctors' careers have also been widely studied in foreign studies. For example, Maslach and Leiter's studies on the "burnout" syndrome show that professional dissatisfaction is widespread among doctors due to excessive emotional burden, stress, and decreased motivation. These problems can slow down doctors' careers, reduce work efficiency, and weaken professional stability. Therefore, stress management, psychological support, and professional development programs are widely used for doctors in Western countries.

Hall's (2002) studies found that doctors' professional satisfaction is closely related to their personal values, intrinsic motivation, and ability to plan their careers. This suggests that doctors' careers are determined not only by external factors, such as position or financial income, but also by psychological resources and personal development strategies.

Foreign studies show that the professional satisfaction and success of doctors are closely related to motivation, emotional intelligence, social support and communication skills. For example, studies have shown that doctors with a high level of emotional intelligence are more resistant to professional stress and achieve faster career success. At the same time, effective communication with leaders within the organization and a support system have a positive effect on the professional satisfaction of doctors.

Studies by D. Maslach and M. Leiter show that professional burnout syndrome can reduce the work efficiency of doctors and slow down their career development. To prevent this syndrome, many foreign clinics have introduced special training in stress management, time planning, social support, and personal development. Such programs increase the professional motivation of doctors and prepare them for more stable professional activity.

Also, globalization and the development of digital technologies impose new requirements on the career of doctors. Foreign studies have emphasized the need for doctors to master new competencies, such as mastering modern technologies, remote consultation, and working in electronic health systems. Thus, a professional career is no longer measured only by clinical experience, but also by the technological and social skills of doctors.

Foreign psychologists emphasize the great role of the mentoring system and professional support in the professional growth of doctors. For example, in many medical institutions in the United States, new doctors are supervised by experienced specialists, which helps to improve their professional skills and accelerate their career development. At the same time, a social support system, cooperation in the workplace, and feedback mechanisms ensure the professional stability of doctors.

Also, the issues of professional stress and burnout syndrome have been widely studied in the study of doctors' careers. Maslach and Leiter's studies show that professional dissatisfaction, excessive emotional load, and decreased motivation of doctors slow down their careers. Therefore, stress management training and psychological support programs have been widely introduced in foreign clinics.

Globalization and technological changes also play a significant role in the career development of doctors. Foreign studies emphasize that modern doctors need not only clinical experience, but also the skills to effectively use electronic health systems, remote consultations, and digital diagnostic tools. These new requirements serve to improve the professional skills of doctors and ensure their competitiveness in career development.

Foreign literature emphasizes the role of social support systems, mentoring, feedback mechanisms, and professional cooperation within the organization in the successful development of a doctor's career. For example, in Germany, new doctors begin their careers through

mentoring with experienced specialists, which accelerates their career path and increases professional stability.

In foreign studies, scientific theories related to the professional career of doctors have been developed by many scientists. D. Super (1957) emphasizes that a person's professional activity passes through several stages throughout life: childhood interests, experience in adolescence, stability in adulthood, and maturity. According to Super, these stages in the medical field are achieved through advanced training, clinical practice, and continuous education.

E. Schein (1990) links a person's professional decisions with their internal motives and values. The anchors of "service" and "technical competence" play an important role in the work of doctors. Research shows that the motive of helping patients prevails in the professional choice of doctors.

J. Holland (1997) identifies professional directions using the RIASEC model, which shows that doctors belong to the "Investigative" and "Social" types. This explains their interest in scientific research and working with patients.

C. Maslach and M. Leiter (1997) in their studies on the professional "burnout" syndrome found that professional dissatisfaction is widespread among doctors due to excessive emotional load, stress and decreased motivation. At the same time, their research shows that doctors' careers can be improved through support programs and stress management training.

D. Hall (2002) analyzed the relationship between the level of professional self-awareness of doctors and career satisfaction. According to Hall, doctors rely not only on qualifications, but also on personal values and motivation to achieve professional success.

Levinson (1978) analyzed the life stages and personal social experiences of doctors in their professional development. Research shows that doctors' careers are determined by individual psychological characteristics, social support, and professional goals.

Interest in the professional career of doctors was initiated by E.C. Hughes (2009) in the direction of studying the sociology of professions [203]. The author emphasized the need to identify important aspects of doctors' careers and the sequence of their manifestation.

N.Yu. Trifonova et al. (2013) conducted scientific research on the development of doctors' business careers. The authors emphasized the need for medical workers to find jobs at the right time, depending on their abilities, inclinations and the requirements of the production process. It is important for doctors to have a job where they can develop their professional skills and are guaranteed to receive high income.

A.V. Kulagin, N.N. Bogdan (2014) studied the attitude of heads of medical organizations (chief physicians and their deputies) to their careers. The majority of chief physicians and their deputies (60% and 64%) consider their careers successful and consider themselves good leaders. They consider a successful career to be an opportunity for self-realization and a high income. 47% of chief physicians and 61% of deputies would like to occupy a higher position. Even in the presence of a management position, doctors prefer to build a career - 31% of chief physicians, 44% of deputy chief physicians are focused on a professional career, development in practical medicine. In the study of A.V. Karpovich, A.D. Doniki (2016), senior students of medical universities ("doctor" qualification) chose a projected type of career. The sample was divided into two groups. The first - (52.3%,  $p < 0.01$ ) preferred the type of "horizontal advancement" (new specialties, deepening knowledge in the specialty). The second one combined two options for building a "vertical career", but at different speeds: 23.8% - "straight upward advancement (promotion every 10-15 years)", 28.5% - "jump-start (2-3 sharp promotions in the next decade)".

## REFERENCES

1. Resolution of the President of the Republic of Uzbekistan Sh.M. Mirziyoyev “On additional measures to improve the quality of education in higher educational institutions and ensure their active participation in the comprehensive reforms being carried out in the country” No. PQ-3775 dated 05.06.2018 // <http://lex.uz>.
2. Karimova V.M., Akramova F.A. et al. Psychology. Textbook. - T.: TSIU, 2012. - 387 p.
3. B.A. Rakhimov. Analysis of research aimed at studying the professional adaptability of students in psychology // Materials of the Republican scientific and practical seminar on the topic “Issues of improving the spirituality of youth, meaningful organization of their free time”. Tashkent-2020. 84-85 p.
4. Bashmakov O.A., Petrosov S.N., Gurdus V.O., Solovev V.V. Professional deyatelnost sovremennogo vracha: ee osobennosti i motivatsiya // Vestnik Vserossiyskogo obshchestva spetsialistov po medikosotsialnoy ekspertise, reabilitatsii i reabilitatsionnoy industrii. – 2014. – No. 2. – S. 90-94.
5. Dolganov D.N., Zakonnova L.I., Sedovskikh M.E. Motivatsionnaya gotovnost i otnoshenie studentov tekhnicheskogo VUZa k osushchestvleniyu nauchno-issledovatel'skoi deyatelnosti // Vestnik Kuzbasskogo gosudarstvennogo tekhnicheskogo universiteta. – 2015. – No. 3(109). - S.172-181.
6. Chernykh A.V., Kosyanchuk N.M. Dynamics of academic and professional motivation of students and doctors // Pedagogical masters and pedagogic technologies. – 2015. – No. 3 (5). - S. 123-125.
7. <https://oliygoh.uz/post/tibbiyot-sohasidayi-oliy-talim-assasalari>
8. Kovalevskaya A. V. Vliyanie uchebnoy motivatsii na vysavvaemost podrostkov // Nauchno-metodicheskii electronic journal "Kon-sept". – 2015. – No. S1. - S. 126–130. – URL: <http://e-koncept.ru/2015/75026.htm>.
9. Solovev V.N. Vliyanie adaptatsii i motivatsii uchebnoy deyatelnosti na vysavvaemost studentsov // Fundamentalnye issledovaniya. – 2004. – No. 5. – S. 81-83.