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THE EXPERIENCE OF INVESTIGATION OF THE SOCIO-PSYCHOLOGICAL READINESS OF FIRST-YEAR STUDENTS TO STUDY AT A MEDICAL UNIVERSITY

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ABSTRACT. In order to study the level of motivation of a student to master the necessary competencies and the degree of readiness for cognitive activity, a survey of first-year students was conducted. To achieve this goal, a survey of 300 students enrolled in the St. Petersburg State Pediatric Medical University was carried out. By analyzing the answers to the questionnaire, firsthand motivation to study, family conditions, health status, self-identification in the school system, personal characteristics and personal achievements, as well as leisure preferences of the first-year students were studied. Briefly describing the results of the study, we focused on the following points. The motivation for admission to a pediatric university is formed under the influence of interest in the medical profession, in addition, applicants are guided by the convenient location of the university and the recommendations of friends. Despite the fact that there is a crisis of the family institute in the country, most of the first-year students belong to prosperous families and are distinguished by responsible behavior, which is expressed in their commitment to a healthy lifestyle, willingness to reconsider their lifestyle for the sake of studying at a university, systematic study of natural science subjects. From a psychological point of view, the character of first-year students is dominated by conflict-free, balance, sociability, adaptability, conservatism, which allows to conclude that the personal qualities of the chosen profession correspond. Also, first-year students are distinguished by the desire for development and self-improvement.

KEY WORDS: adaptation; questionnaire; survey; leisure; unified state exam; healthy lifestyle; motivation; responsible behavior; representativeness; family; social stratification.

ОПЫТ ИССЛЕДОВАНИЯ СОЦИАЛЬНО-ПСИХОЛОГИЧЕСКОЙ ГОТОВНОСТИ СТУДЕНТОВ ПЕРВОГО КУРСА К ОБУЧЕНИЮ В МЕДИЦИНСКОМ УНИВЕРСИТЕТЕ

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РЕЗЮМЕ. С целью исследования уровня мотивации студента к овладению необходимыми компетенциями и степени готовности к познавательной деятельности было проведено анкетирование студентов-первокурсников. Для реализации данной цели осуществлено анкетирование 300 студентов, поступивших в Санкт-Петербургский государственный педиатрический медицинский университет. Посредством анализа ответов на вопросы анкеты были изучены непосредственная мотивация к обучению, семейные условия, состояние здоровья, самоидентификация в системе школьного образования, личностные особенности и личные достижения, а также досуговые предпочтения студентов-первокурсников. Вкратце характеризуя результаты исследования, хотелось бы остановиться на следующих моментах. Мотивация поступления в педиатрический университет формируется под воздействием интереса к медицинской профессии, кроме того, абитуриенты руководствуются удобным расположением вуза и рекомендациями друзей. Большая часть студентов-первокурсников представляют благополучные семьи и отличаются ответственным поведением, что находит свое выражение в приверженности к здоровому образу жизни, готовности пересмотреть свои приоритеты ради обучения в вузе, системном изучении естественно-научных предметов. С психологической точки зрения в характере студентов-первокурсников доминируют бесконфликтность, уравновешенность, коммуникабельность, адаптивность, консерватизм, что позволяет сделать вывод о соответствии личностных качеств избранной профессии. Студентов-первокурсников отличает также стремление к развитию и самосовершенствованию.

КЛЮЧЕВЫЕ СЛОВА: адаптация; анкета; анкетирование; досуг; единый государственный экзамен; здоровый образ жизни; мотивация; ответственное поведение; репрезентативность; семья; социальная стратификация.

INTRODUCTION

A social transformation of the Russian society, which has been observed during the last thirty years, could not but affect the state of higher education. Modern Russian society, compared to the Soviet society, is more complex, and this had a significant impact on its social structure. In particular, modern society is characterized by a wide palette of social statuses, roles and behaviors [6, 7].

In addition to transformations in the structure of society, relations within social and micro-social groups underwent changes as well. For instance, in the 1980's, children played in city yards on their own, often unsupervised by their parents. Many children had a key to their apartment hanging around their necks, sometimes keys were left under a mat, and padlocks were used in private houses. This, mostly naive, attitude to personal property gave an unsophisticated criminal a wide scope for illicit enrichment. In modern Russia, the intruders' task is complicated by the appearance of additional obstacles (intercoms; concierges; video surveillance sys-

tems in general and the hardware-software complex "Safe City" in particular; various security systems — from simple mechanical devices to complex ones, etc.).

The complexity of modern Russian society is caused by the emergence of different behavioral patterns. If we consider labor as the main type of human activity that forms the core of personality, it has undergone significant changes nowadays. In a number of cases labor employment, in its classical sense, is negated by other forms of income generation, for example, participation in the business of relatives and friends; receiving dividends from securities and bank deposits; investing, speculating on the stock exchange, real estate, cryptocurrency; renting apartments; posting content on the Internet (blogging, streaming, tick-tocking, vining), etc. The consequence of other forms of income generation is a large amount of free time, which can be used by an individual as he or she wishes. In Soviet times such behavior was excluded by criminal liability for idleness (Article 209 of the Criminal Code of the RSFSR).

There is no doubt that the modern Russian society and the society of thirty-five years ago differ radically from each other. These changes could not but affect the personality of a modern student, which makes it necessary to scientifically comprehend this phenomenon.

It is also impossible not to mention the United State Examination (USE) as a quite complicated institute of modern Russian education. With regard to the USE, it is necessary to dwell on its key feature — increasing the accessibility of higher education. If the USE results are the only requirement for admission to a higher education institution and there is no need to take additional entrance tests, an applicant and his parents do not need to incur financial expenses and burden themselves with additional problems associated with traveling to a higher education institution. It is enough to submit the necessary documents distantly.

This circumstance was not left without attention of the President of Russia V.V. Putin: “The USE has many disadvantages. I know that many of our citizens are indignant at the cheating that takes place in this system — it is true, it exists. But, on the other hand, it opens up opportunities for many children from the peripheral areas of educational centers that we have, because, for instance, secondary and higher education is being developed in some towns, but not in the same way as in traditional educational centers, namely in our large million-strong cities. The USE opens the opportunities to study in the leading higher schools of the country for children from the periphery” [1].

Under these conditions, “local” applicants lose their competitive advantage, and the competition for certain specialties of higher education institutions increases many times. Thus, according to the results of the admission campaign of 2022 at the St. Petersburg State Pediatric Medical University for the specialty 31.05.01 “Medicine”, the competition was very high and amounted to 458.0 applicants for one place, most of whom represented different subjects of the Russian Federation and applied remotely. This number is based on the control figures for the admission of citizens at the expense of budgetary allocations of the federal funding.

Thus, the changes in the structure of society and the nature of social relations, as well as the increase in the availability of higher education

and their projection on the personality of a first-year medical student have caused scientific interest in this issue.

AIM

The aim of the research is to analyze the social portrait of a first-year student in an applied way. In this regard, the applied aim involves assessing the level of student’s motivation to master necessary competencies and the degree of readiness for cognitive activity in the system of higher education, as well as to identify the reasons that cause or hinder its formation. Analysis of a social portrait of a first-year student will improve the quality of organizing the educational process, educational work, choosing effective pedagogical methods and technologies, increasing the degree of students’ involvement in scientific work, facilitating social and psychological adaptation. It might also be useful in other important aspects of university life [5, 8].

MATERIALS AND METHODS

The subject of the research is the projection of modern social institutions, relations, and phenomena onto the personality of a first-year student, i.e. a private variant of social behavior. It is well known that social behavior is the subject of research of sociological science. In this regard, we have chosen sociological methods.

Sociological methods are represented by a quite wide palette: document analysis, content analysis, social (sociological) observation, questionnaires, interviews, method of expert evaluations, sociometric survey, testing, social (sociological) experiment, monitoring.

According to the results of the admission campaign of 2022, 1117 students were enrolled in the University on bachelor’s and specialist programs at the expense of budgetary allocations of the federal budget and under agreements on the provision of paid educational services. It is necessary for us to choose the most effective method for such a large group. In our opinion, such a method is questionnaire survey. The main advantage of questionnaires is the possibility to interview a large number of respondents in a relatively short period of time.

The method of questionnaire survey predetermined the following stages of the research.

- *The first stage.* Defining the topic of the survey, setting goals and objectives.
- *Second stage.* Development of the questionnaire with closed questions (dichotomous questions — “yes”, “no”, “I find it difficult to answer”; multivariate questions; scale questions, for example, the question: “Do you smoke?” a) no; b) not every day; c) daily up to 10 cigarettes; d) on average about a pack a day; e) 1–2 packs a day; f) more than 2 packs a day.
- *Third step.* Discussion of the questionnaire with the faculty and administrative and management staff of the University using, among other things, the method of “brainstorming”.
- *Fourth stage.* Correction of shortcomings, comments on the results of the discussion, editing.
- *Fifth stage.* The direct conducting of the questionnaire.
- *Sixth stage.* Generalization of the results of the survey and preparation of the report, discussion of the results of the survey with the teaching and administrative staff of the University.

The questionnaire method has some disadvantages, the main one is unreliable answers, which can be caused by rashness, haste, and a deliberate desire to distort the results of the research.

This disadvantage can be leveled by using a statistically representative sample. In our case, the sample amounted to 300 respondents, which meets the requirement of representativeness. The results of the scientific sociological research of V.I. Paniotto and V.S. Maksimenko [2] allow us to speak about the representativeness of the sample.

RESULTS AND DISCUSSION

The questionnaire consisted of 35 questions. All questions can be divided into six blocks, each one has the following conventional names: “direct motivation to study”, “family conditions”, “health condition”, “self-identification of a first-year student in the school system”, “personal characteristics of a first-year student”, “personal achievements and leisure preferences”.

The analysis of answers in the first block has shown the following results.

To the question “What influenced your choice of profession?”, students were offered to choose several answer options. 87.7% of the respondents answered — interest to medical profession; 19.3% — attracted by the prospect of guaranteed employment; 8.7% — desire to continue medical dynasty; 10.0% — desire to have a higher education diploma; 14.3% — prospect of good income after graduation; 3.7% — strong recommendation of parents; 0.4% — public opinion; 0.7% — mass media; 0.3% left the question unanswered. Among those who chose the option “other”, 1.3% of first-year students stated that their choice of profession was influenced by the desire to save people’s lives, 0.7% of students admitted the desire to help people find themselves, the same number of students indicated the desire to achieve their goals. Examples of single answers: “dream”, “stability in profession”, “I want to be a professor”, “love for children”.

Answers to the question “Where did you learn about Pediatric University?” were distributed as follows: 27.0% — from the University’s official website; 15.0% — from social networks; 29.7% — from friends; 12.0% — from school teachers; 27.3% — from parents or relatives; 18.3% — information from representatives of medical organizations; 4.3% could not answer this question. Among those who chose the answer “other”, 1.7% of respondents reported that they learned about the Pediatric University through their personal experience — as the have been previously treated at the University clinic. Examples of single answers: “my mother studied here”, “I like children”, “doctor’s referral”, “on courses”.

The following data were obtained with regard to the motivation of enrollment in the Pediatric University: lower cost of education was the leading motive for 5.7% of respondents; convenient location of the University — for 32.3%; availability of dormitory — for 1.3%; recommendation of parents — for 18.3%; availability of target referral — for 15.3%; enrolled together with friends — for 5.0%; recommendation of friends who already study at the University — for 35.0%; rich student life — for 20.3%; 20.3% of respondents made the choice by chance. There was also a group of students who gave a “detailed” answer for the question. Thus, 1.6%

of respondents indicated a high level of quality of education. The same number of first-year students singled out the university as “the best” (1.6%). The decision of 0.7% of students was influenced by “low passing score” and “a large number of budget places”. Examples of single answers: “job placement is guaranteed”, “family tradition”, “good reputation of the university”, “personal history”, “attitude to applicants”.

As we can see, the motivation for entering the University is quite complex. From the substantive point of view, the interest in the medical profession dominates. From the formal point of view, the following factors were decisive in choosing the university: objective factor — convenient location of the university (32.3%) and subjective factor — recommendations of friends studying at the university (35.0%). It is possible to assume that microsocial environment has a significant influence on applicants, which in particular forms the information agenda (29.7% of respondents learnt about the University from friends, 35.0% were influenced by friends’ recommendations). In general, students highly evaluate the quality and conditions of education at the University and form a positive public opinion about it. It is advisable to support interest in the medical profession and conduct training sessions on “non-medical disciplines”, using the achievements of medical science, medical statistics, materials of medical practice, problematic and controversial issues in the organization of health care. It seems that this fact should be taken into account first of all by new teachers — graduates of non-medical universities.

Questions from the second block of the questionnaire are devoted to relations in a family. The majority of respondents live in a complete family (90.7%); in an incomplete family (with one of the parents (mom, dad), or grandparents) — 6.0%; with a guardian — 0.7%; in a low-income family — 0.3%; it is noteworthy that 2.7% of respondents have their own families. According to the results of the 2020 census, 61.5% of children are brought up in complete families [3]. This fact allows us to assert that the majority of first-year students were brought up in favorable family conditions, where parents are distinguished by their responsible attitude to the family institution. For more than thirty years our society has been in a state of permanent crisis. It has been affecting all aspects of social existence.

The responsible behavior of parents is a significant personal capital, which was formed in very difficult conditions, when an individual must constantly critically analyze current social conditions and situations, measure his capabilities and reality and be congruent with them, as well as restrain his behavior within acceptable limits.

It seems that responsible behavior of parents is cultivated in children as well, which allows us to assert that the majority of first-year students are not only distinguished by responsible behavior and are carriers of social capital, but also differ in their ability to social adaptation. The following results of answers confirm this thesis. The overwhelming majority of first-year students (76.8%) plan to combine study and work. 28.0% would like to start from the third year, 18.0% — from the second, 15.7% — from the first, 12.7% — from the fourth, 0.7% — from the fifth. 1.7% answered positively without specifying the course, 17.0% gave a negative answer, 4.7% found it difficult to answer, and 1.7% of students answered “don’t know”. The combination of higher education and labor activity emphasizes the responsibility of students’ behavior.

Another group of answers also points to favorable family conditions. Thus, to the question: “Did your parents take an active part in school life?” — 45.0% answered affirmatively, 36.0% — negatively, 17.7% — found it difficult to answer, 1.3% could not answer. In other words, parents of 45.0% of respondents found time and energy and took active participation in school life of the applicants.

The only child in the family is 27.7% of respondents; two children — in families of 45.7% of respondents; three and more children — in families of 25.3% of respondents; 1.3% did not answer this question.

Briefly characterizing the family relations of first-year students we can conclude that the majority of them represent prosperous families and are distinguished by responsible behavior. At the same time it is necessary to keep in mind that social adaptability and the ability to control their own activities are only the basis for the formation of the necessary general professional competencies. In these conditions, quite serious requirements are imposed on teachers, who should inspire students to deep and systematic study of academic disciplines by analogy with the famous expression of Plutarch: “A student is not a vessel to be filled, but a torch to be lit”.

Ultimately, a student should have a system of knowledge, skills and abilities upon graduation. They will allow him/her to solve the following tasks of professional activity: medical, research, and management ones.

The third block of questions analyzed the health of students. 77.3% of respondents consider themselves practically healthy, 8.0% — often sick, 15.3% — chronically ill, 2.3% of respondents point out health limitations. A rather high share of practically healthy respondents attracts attention. The high share of practically healthy first-year students correlates with the answers to the questions studying the attitude to bad habits.

Thus, according to the results of studying the answers to the question: “Do you smoke?” — a high proportion of non-smoking first-year students (82.7%) was revealed; 11.0% smoke not every day; 3.7% consider themselves daily smokers (up to 10 cigarettes); 1.3% smoke on average about a pack of cigarettes a day; 0.3% of first-year students smoke 1–2 packs a day. First-year students are less categorical about alcohol consumption. In particular, the answers were distributed as follows: do not use alcoholic beverages — 61.7% of respondents; use several times a year — 30.7%; use several times a month — 6.0%; use several times a week — 0.3%; 1.0% of respondents did not answer this question. As we can see, the University students demonstrate a high commitment to a healthy lifestyle.

In addition, the study of individual circadian rhythms revealed that 68.7% of respondents refer themselves to “owls”, and 30.0% — to “larks”, 1.0% of respondents left this question unanswered. At the same time, 85.3% of respondents expressed their readiness to change their daily routine for the sake of studying at the University; 1.3% believe that they are not ready to change their daily routine for the sake of studying; 8.7% found it difficult to answer; 4.7% of respondents did not answer this question. This circumstance emphasizes the presence of motivation for higher education.

Summarizing the attitude to health in general, the responsible behavior of first-year students also draws attention, which is expressed in the commitment to a healthy lifestyle and willingness to reconsider the lifestyle for the sake of studying in higher education. It seems that the willingness to reconsider their priorities for the

sake of studying at the University and a rational approach to health should not exclude but complement each other.

We believe that a healthy lifestyle for a modern doctor becomes an integral part of a successful image. In particular, in accordance with part 1, art. 22 of the Federal Law of 21.11.2011 No. 323-FZ (ed. 28.04.2023) “On the basis of health protection of citizens in the Russian Federation” primary medical and sanitary care is the basis of the system of medical care and includes measures for prevention, diagnosis, treatment of diseases and conditions, medical rehabilitation, monitoring the course of pregnancy, the formation of a healthy lifestyle and hygiene education of the population. That is why the educational process in medical school and extracurricular activities should be aimed at the formation, preservation and maintenance of the correct approach to health [4]. Health is not only a personal capital of a future doctor, but also a pledge of successful formation of a healthy lifestyle in future patients and hygienic education of the population, based on the “golden rule” of pedagogy: “Personal example is the best way of education”. It is thought that the majority of first-year students will gladly take part in the activities aimed at the formation of a healthy lifestyle, if it is well organized.

The block devoted to first-year students’ self-identification in the school education system, proposed to specify the school subjects that the respondents studied with great interest (it was possible to specify several subjects). The highest mentions (78.3%) were given to the subject “biology”, 62.7% of respondents chose the discipline “chemistry”, 17.7% studied the subject “literature” with interest, 15.3% — “foreign language”, 10.3% — “history”, 10.3% — “Russian language”. Only 6.0% of students studied “physics” with interest. 5.3% of respondents showed interest in the discipline “social studies”, 2.7% — in “physical training”. Interest in other school subjects did not exceed 2.0% of the total number of respondents.

Among school subjects that did not arouse interest (several subjects could be specified), the most popular answer was “physics”, it was chosen by 39.0% of first-year students, 26, 0% of students found studying “mathematics” uninteresting, 19.7% of students indicated “history”, 13.7% — “foreign language”, 12.7% — “so-

cial studies", 10.7% — "informatics", 7.0% — "physical education", 6.3% — "literature", 4.0% — "chemistry", 3.3% — "Russian language". Other subjects were chosen by less than 3.0% of students.

The most difficult school subjects to study turned out to be the following (it was possible to specify several subjects): "physics" — it was chosen by 45.0% of first-year students, "mathematics" — 35.3%, "chemistry" — 16.3%, "foreign language" — 10.3%, "history" — 7.0%, "biology" — 6.3%, "Russian language" — 4.0%, "informatics" — 4.0%, "literature" — 3.3%. Other subjects seemed difficult to study for less than 3.0% of students. It is noteworthy that for almost every sixth student "chemistry" was the most difficult subject.

The following school subjects turned out to be the least difficult for studying (it was possible to specify several subjects): "biology" — it was chosen by 34.0% of students, "chemistry" — 30.3%, "Russian language" — 27.7%, "mathematics" — 18.0%, "foreign language" — 14.3%, "history" — 9.0%, "physical culture" — 5.7%, "basics of life safety" — 5.3%, "social studies" — 5.0%. Other subjects seemed to be the least difficult to study for less than 3.0% of students.

The answers to the following question seem to be interesting: "Which of the following statements characterizes your attitude to school studies best?" 67.3% of those who took part in the survey answered that they "studied with interest, tried to study as best as possible"; 21.3% — "studied normally, but there was no particular interest to study"; 11.0% — "studied diligently, but did not get the expected result"; 1.3% — "it was not very interesting to study, I did not show any diligence in studying"; no one noted the option "it was not interesting to study, I never showed any diligence in studying"; 1.0% of those who took part in the survey left this question unanswered. It seems that the answers "I studied with interest", "I studied normally", "I studied diligently" in general emphasize a serious and aware attitude to learning. In other words, 99.6% of respondents had a responsible attitude to studying at school.

13.7% of respondents prepared for passing the Unified State Exam on their own; 29.7% prepared on their own and during additional lessons at school; 6.0% prepared with a tutor for one exam; 36.7% prepared with a tutor for

two exams; 28.0% prepared with a tutor for three or more exams; 1.7% did not answer this question. Analysis of answers to this question allows to say that 64.7% prepared for two or more Unified State Examinations with the help of tutors.

Characterizing the answers in general, we would like to note once again that a distinctive feature of first-year students is their responsible behavior, which, on the one hand, was expressed in the fact that they were able to find an internal consensus between the potential possibility of becoming a doctor in the distant future and the necessity to study natural-science subjects deeply and systematically for several years. That is, they were able to reasonably match their needs with their opportunities during adolescence. On the other hand, the need for deep and systematic study of science subjects made potential first-year students radically reconsider their motivation system and daily routine, self-organize and allocate the necessary amount of free time. The support of parents who realized the necessity of tutoring and allocated the necessary amount of money from the family budget is also noteworthy.

In terms of the student science development, we believe that the willingness to reconsider the way of life for the sake of studying at the University, the ability to deeply and systematically study science subjects, as well as scientific guidance from senior colleagues who can ignite the "torch of knowledge" in the student, will lead to a synergetic effect. It seems that departments have a rather responsible task of attracting talented young people to participate in the work of student scientific societies.

The questions of the fifth block are devoted to the personal characteristics of a first-year student. It is obvious that the ability of a doctor to behave without conflict has a key importance. In this regard, we found that 72.7% of the questionnaire respondents had no conflicts in school with teachers; 14.0% had conflicts; 12.3% found it difficult to answer; 1.3% did not answer the question. Similar results were obtained when studying the degree of respondents' tolerance in relations with classmates. To the question: "Did you have conflicts with classmates?" — 76.0% of respondents answered negatively; 18.0% — positively; 4.3% found it difficult to answer; 1.3% left the question unanswered. The analysis of the degree of tolerance in relations with

teachers and classmates allows us to assert that a significant part of those who entered the first year (over 70%) can behave without conflict and restrain themselves within socially acceptable limits in critical situations.

The above-mentioned judgment of conflict-free behavior of the majority of those who entered the first year is confirmed by the answers to the following two questions. Thus, to the question: "Do you consider yourself a calm, balanced person?" — 84.0% of those who participated in the survey answered in the affirmative; 3.7% — negatively; 10.3% — found it difficult to answer; 2.3% of those who participated in the survey did not answer the question. The answers to the question: "Do you consider yourself an impulsive, unbalanced person?" were distributed as follows: they agreed with the question: "Do you consider yourself an irascible, unstable person?" — were distributed as follows: 7.0% agreed with this statement; 82.3% did not agree; 9.3% found it difficult to answer; 1.0% of respondents could not answer this question.

To the question: "Do you enjoy doing risky things for fun?" — 11.7% of respondents answered affirmatively; 71.0% — negatively; 12.7% — found it difficult to answer; 4.7% of respondents left the question unanswered. As we can see, 71.0% of respondents confirmed that they prefer a quiet way of life.

The next question was devoted to analyzing the communicative features of first-year students. The following question: "Do you experience difficulties in communication?" was answered affirmatively by 9.0% of the questionnaire respondents; negatively — 77.3%; 13.3% found it difficult to answer; 1.3% of the questionnaire respondents left the question unanswered.

Own adaptive abilities were assessed as follows. The question: "Do you find it easy to adapt to new conditions?" revealed that 69.0% of respondents found it easy to adapt to new conditions; 10.3% — difficult to adapt; 19.7% — found it difficult to answer; 1.0% — did not answer this question.

As part of the survey, students were asked to name their qualities (if any) that they believe make them better than others. The following were mentioned most often: "responsibility" — 8.0%, "purposefulness" — 7.7%, "diligence" — 6.3%, "perseverance" — 6.0%, "steadiness" — 6.0%, "communication skills" —

5.0%, "diligence" — 5.0%. Such qualities as "responsiveness" — 1.7%, "openness" — 1.7% were named less frequently. We can separately note such single answers as "cunning", "causticity", "cold-bloodedness", "ruthlessness", "egoism".

Another question on personal self-esteem was posed as follows: "Can you call yourself a leader, an initiator of any affairs in the team?". 44.0% of respondents answered this question positively; 30.0% — negatively; 25.7% — found it difficult to answer; 1.0% of respondents left the question unanswered.

Within the framework of the survey, students were asked to indicate the informal youth movement, whose views they share: 94.7% could not name such informal youth movements; 1.7% sympathize with punks; 0.7% sympathize with anime fans; among the single answers there were mentioned "altushki", "volunteer movement", "goths", "club of sleep lovers", "LGBTQ+", "neo-modernists", "feminists", "emo". As we can see, the share of persons belonging to conservative cultural values is very high.

The analysis of answers to the questions devoted to personal self-identification allows us to say that first-year students are quite responsible in their behavior. This is evidenced by such personality qualities as non-conflict, steadiness, sociability, adaptability, conservatism. It is thought that psychological properties of personality correspond to the chosen profession. At the same time it is necessary to take into account that students are in a difficult situation from the point of view of social adaptation. This state of affairs is caused by two groups of factors. On the one hand, our state, which carries out the special military operation, is in a difficult situation from the ideological point of view. On the other hand, a number of first-year students are socially immature due to their age, and some students have no experience of social interaction in a megapolis. The impact of these factors can attract students to activities of destructive and extremist youth movements, as well as criminal groups. It is obvious that preventive work in relation to these socially-negative phenomena should be carried out within the framework of educational activities, educational events, the institute of mentoring, electronic information environment of higher education institu-

tion, etc., as well as within the framework of educational activities.

Another confirmation of an active life position were answers to the question: “How do you feel about public assignments?”. 50.7% chose the answer “positively”, 7.0% — “negatively”, 11.0% — “indifferent”, 22.3% chose the option “I find it difficult to answer”, and 9.3% left the question unanswered. Thus, more than half of the respondents are ready to fulfill public assignments.

Among the surveyed first-year students 54.0% are prizewinners of subject Olympiads. 17.0% of these students are prize-winners of two or more Olympiads. The largest number of new students are winners of Olympiads in the subjects “biology” — 18.7% and “chemistry” — 10.0%. 5.0% won the Olympiad in Russian language. The same number of students (5.0%) were prizewinners at the Olympiads in foreign languages. The same number (3.7%) among the surveyed students are winners of Olympiads in such subjects as “ecology” and “social studies”. The number of winners in other subject Olympiads is less than 3.0%.

18.0% of respondents have achievements in sports (category or sports title). The most popular sports are swimming (3.0%) and athletics (3.0%). 1.0% of first-year students have achievements in volleyball, the same number of students have a sports category in “ballroom dancing”. 2.0% of students have a gold award in “ready for work and defense”.

Almost a quarter (23.0%) of respondents own a musical instrument, 9.0% of these respondents own two or more instruments. The most common instruments are piano (15.0%) and guitar (9.0%). Less popular are ukulele (3.0%) and flute (2.3%). Single students (less than 1.0%) know how to play such instruments as whistle, clarinet, drums, saxophone, accordion, dombra, and bayan.

Almost a half of the surveyed students (46.3%) declared their knowledge of a foreign language. Among them, 9.7% speak two or more languages. The most popular language is English (46.3%). French (4.3%) and Italian (1.3%) are less popular. 1.0% speak Spanish, and 0.7% speak Turkish. In terms of proficiency level: 17.0% of respondents consider their knowledge basic, 22.7% — intermediate, 5.0% — advanced. 5.0% of respondents did not indicate the degree of foreign language proficiency.

Only 1.3% of respondents indicated achievements in computer programming (average level and above).

The majority of students (78.8%) have interests and hobbies (hobbies). The greatest interest is in creativity (27.3%) and reading (18.7%). The same number of respondents (11.7% each) are interested in sports and dancing. Less popular are vocal classes (4.3%) and photography (4.0%). 2.7% of students are fond of computer games. 6.0% of students attended theater studios.

58.0% of respondents are interested in reading. 35.3% of respondents read no more than two books per month, 14.7% read no more than four books, 5–6 books per month are read by 5.3% of students. 7 books or more are read by 2.7% of students. 0.3% found it difficult to answer.

When answering the question: “Which literary or movie hero best embodied the image of a doctor?” — 17.3% of students named the heroes of classical Russian literature. Among them, 13.3% of respondents recalled the heroes of M. Bulgakov’s novels (“Dog’s Heart”, “Notes of a Young Doctor”, “Morphii”), 1.7% considered Dr. Zhivago (B. Pasternak) as such, 2.3% of respondents recalled Eugene Bazarov from I. Turgenev’s novel “Fathers and Children”. The answers also included modern movie heroes: Dr. House, Oleg Bragin (TV series “Sklifosovsky”), Natalia Bakhmetieva (TV series “Pregnancy Test”), heroes of the TV series “Anatomy of Passion”, the main character of the TV series “Zero Patient” and others. Some students treated the answer with humor, naming the following characters: Dr. Livesey (Treasure Island), Andrei Bykov (TV series “Interns”), Dr. Aibolit.

Summarizing the answers to the questions of the last block, it should be emphasized that the majority of respondents take an active life position and strive for development and self-improvement. This thesis is confirmed by active participation in school social life and extracurricular activities, in subject Olympiads, hobbies, reading fiction, mastering foreign languages and musical instruments.

CONCLUSION

1. Motivation for admission and subsequent study in a medical university is quite complex

and is formed under the influence of different groups of factors: social, microsocial environment, individual worldview, family and utilitarian values.

2. The majority of first-year students who entered the University in 2022 are generally motivated to obtain higher education, master the necessary competencies and are ready for cognitive activity.

3. Conscious, rational attitudes are instilled and encouraged in the families of first-year students.

4. First-year students are distinguished by responsible behavior, which is expressed in their attitude to health, readiness to self-organize and revise their lifestyle for the sake of higher education, aspiration for development and self-improvement.

5. Psychological characteristics of first-year students' personality in general correspond to the chosen profession.

6. Summarizing the work as a whole, we can conclude that the students who entered the first year of St. Petersburg State Pediatric Medical University on the bachelor's and specialist programs are characterized by a high degree of socio-psychological readiness for learning.

ADDITIONAL INFORMATION

Author contribution. Thereby, all authors made a substantial contribution to the conception of the study, acquisition, analysis, interpretation of data for the work, drafting and revising the article, final approval of the version to be published and agree to be accountable for all aspects of the study.

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Конфликт интересов. Авторы декларируют отсутствие явных и потенциальных конфликтов интересов, связанных с публикацией настоящей статьи.

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