

SOCIO-PSYCHOLOGICAL FACTORS HINDERING THE EFFECTIVENESS OF WORK OF TEACHERS IN HIGHER MEDICAL INSTITUTIONS

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Abstract. This scientific article is devoted to the study of socio-psychological factors that may hinder the effectiveness of teachers in higher medical educational institutions. The article examines the influence of social context on the work of teachers, including relationships in the team, conflicts and support from colleagues. The interaction of teachers with students, including their relationships, motivation and mutual understanding, is also analyzed. Particular attention is paid to the expectations and demands placed on teachers, as well as their professional development and support.

Keywords: socio-psychological factors, teachers, higher medical educational institutions, work efficiency, social context, relationships in the team, conflicts, interaction with students, motivation, expectations and requirements, professional development, support, quality of education.

Introduction. In the modern educational context, the professional activities of teachers of higher medical educational institutions face a variety of challenges, including those related to social and psychological aspects. These factors are important to understanding and ensuring the effectiveness of the educational process, as well as the overall well-being of teachers and students.

Modern education in higher medical educational institutions plays a key role in the training of future medical specialists. However, the effectiveness of teachers in these educational institutions may be limited by socio-psychological factors that affect their professional activities and the quality of education provided to students.

The purpose of this scientific article is to consider the socio-psychological factors that hinder the effectiveness of teachers in higher medical educational institutions.

Methods. To achieve the purpose of the study, methods such as study and literature review, theoretical data analysis were used.

Discussion of the results. Higher medical educational institutions play an important role in training qualified specialists in the field of medicine. The work of teachers in these educational institutions has a direct impact on the success of students' learning and the development of their professional skills. However, there are socio-psychological factors that may hinder the effectiveness of the work of teachers of higher medical educational institutions. This research paper will present a theoretical framework for analyzing and understanding these factors.

1. The role of social context:

The social context in which medical educators work can have a significant impact on their effectiveness. One of the factors that can affect the work of teachers is relationships in the team and the presence of conflicts. For example, lack of support from colleagues or lack of understanding of their teaching methods can lead to decreased motivation and effectiveness of teachers.

One of the important factors identified in the study is the social context in which teachers work. Relationships in the team and the presence of conflicts can create an unpleasant atmosphere and reduce the motivation of teachers. To solve this problem, more attention needs to be paid to developing team spirit and creating a positive work environment. For example, you can organize joint events, trainings on communication and conflict management, as well as promote the exchange of experience and feedback between teachers.

2. Student influence:

Students are the main target audience of teachers of higher medical educational institutions. Interaction with them can have both a positive and negative impact on the work of teachers. For example, students' negative attitudes toward the teacher or their low motivation to learn can make effective learning and interaction difficult.

Interaction with students also plays an important role in the work of teachers. Students' negative attitudes toward the teacher or their low motivation to study can make it difficult to learn effectively. To solve this problem, it is necessary to create a favorable and supportive learning environment where students feel important and understand the value of the education they receive. It is also important to provide regular assessment and feedback to students to learn from their experiences and adapt teaching methods to their needs.

3. Expectations and requirements:

The expectations and demands placed on educators in higher medical education may also influence their work. For example, high teaching standards and expectations for achieving certain results can create pressure and stress for teachers, which can negatively affect their effectiveness.

The expectations and demands placed on teachers can create pressure and stress, which negatively impacts their effectiveness. It is important to set realistic and achievable goals for educators and provide them with support and resources to achieve those goals. The training and development of teachers should be systematic and focused on the development of their professional skills.

4. Professional development and support:

Professional development and support for teachers are important factors for their effective work. Insufficient preparation and training of teachers, lack of regular support and feedback from the administration and colleagues can hinder the effectiveness of their work.

As a result, the results of the study indicate the need to pay attention to socio-psychological factors that may hinder the effectiveness of teachers in higher medical educational institutions. Understanding these factors and developing appropriate strategies and recommendations will help improve the performance of educators and improve the quality of education in these educational institutions.

Conclusion. To improve the effectiveness of teachers, more attention must be paid to creating a favorable social context, developing a team spirit and support from colleagues. It is also important to improve interaction with students by creating a supportive learning environment and providing regular feedback. In addition, expectations and demands placed on teachers must be realistic and achievable, and professional development and support must be systematic and focused on developing their professional skills.

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