

# **RELATIONSHIP BETWEEN CRITERIONS OF EDUCATIONAL SUCCESS AND CHARACTERISTICS OF THE LEVEL OF DEVELOPMENT OF PERSONALITY TRAITS AND PSYCHOPHYSIOLOGICAL FUNCTIONS OF STUDENTS: CURRENT TRENDS**

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Determination of the interrelationship and interdependence between criterions of academic success by academic general and by academic professionally oriented disciplines and characteristics of the level of development of personality traits and psychophysiological functions of students of higher education institutions, especially those that learning specialists in regulated specialties, such as medicine, there is no doubt that there are the most important tasks of hygienic content, which is marked by a significant professional orientation value, and provides an opportunity to find out the degree of expression of the adaptation of the students' organism, to establish the level of their professional suitability for the performance of professional skills [1, 2, 3].

The aim of the study is to establish the relationship between success educational success and characteristics of the level of development of personality traits and psychophysiological functions of students.

The research was conducted among students of National Pirogov Memorial Medical University among the professionally significant psychophysiological functions that were subject to in-depth research, such criterions of the functional capabilities of higher nervous activity were included, such as the latent period of visual-motor reaction, mobility and confidence of nervous processes, features of concentration, stability and switching attention and psychophysiological characteristics of mental capacity (work efficiency, degree of involvement in the activity being performed, mental stability), functional capabilities of the visual sensory system (critical frequency of the fusion of light flashes) and the somatosensory system (coordination of movements).

In the same time, criteria of temperament, anxiety, character, level of subjective control, leading correlates of mental states and, above all, states of asthenia and depression, aggressive manifestations, emotional burnout, etc., were identified as the leading professionally significant of the personality traits. In order to establish the peculiarities of the relationship between criteria of educational success and characteristics of the level of development of personality traits and psychophysiological functions of students, the procedures of correlation and factor analysis were used. In the course of the conducted research, it was established that the level of general academic success and, above all, academic success in individual professionally oriented disciplines, among students is marked by the presence of extremely close connections with a set of criteria that mark the level of development of psychophysiological functions related to the functional state of higher nervous activity, attention, the visual sensory and the somatosensory system, as well as the peculiarities of the formation of such personality traits as the properties of state and trait anxiety and the structure of temperament, the peculiarities of neuropsychological states and aggressive personality manifestations, as well as the level of subjective control of student youth. A number of unfavorable changes were revealed even on the examination tests, in particular, a significant impact on criteria of educational success of the characteristics of the least constructive in terms of correlates of psychological protection mechanisms, phases of emotional burnout, such as phases of resistance and phases of exhaustion, anxious manifestations of the personality, characteristics of asthenic and depressive states. The obtained results should be taken into account in the future during the development of the implementation of health-preserving technologies and modern approaches aimed at optimizing professional learning, preventing the occurrence of adverse changes in the psychophysiological state of future doctors during the learning phase in higher medical institutions education and carrying out psychohygienic correction and psychophysiological rehabilitation of typical professional adaptation processes.

#### References

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