

THE PSYCHOLOGY OF FEEDBACK AND ITS IMPACT ON THE EFFECTIVENESS OF MEDICAL EDUCATION

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Abstract

In the context of the rapid development of medical education, the study of feedback psychology becomes particularly relevant as one of the key factors influencing the effectiveness of the educational process. This article aims to analyze the psychological features of perception, interpretation, and use of feedback by medical students, as well as identify its impact on their educational motivation, professional development, and the formation of clinical thinking. It examines the types of feedback, its role in pedagogical interaction, emotional reactions of students to it, its influence on self-esteem levels and stress tolerance, and psychological and pedagogical conditions conducive to improving feedback effectiveness.

Keywords: Feedback, medical education, learning effectiveness, teacher–student interaction, educational motivation, professional reflection, development of clinical thinking.

Introduction

Feedback is the process of information exchange between people, where one person shares their perception of another person's actions, behavior, or results in order to influence their future actions. Feedback plays an important role in the formation of personality and self-awareness, in interpersonal relationships, in learning, skill development, and professional growth. In modern education, attention is increasingly focused on maintaining feedback in order to organize an effective learning process. Feedback has a key role in improving the effectiveness of medical education through improving academic outcomes, fostering critical thinking, increasing students' confidence, and providing students with information about their progress. It allows students to adjust their actions to achieve academic and professional goals. The psychological features of perception and interpretation of feedback by medical university students are determined by a number of factors, including professional motivation, self-esteem, anxiety levels, as well as individual learning styles and the nature of pedagogical interactions. Students with high levels of academic motivation and self-confidence, as a rule, see feedback as a valuable resource for personal and professional development. Conversely, students with low tolerance for stress or high anxiety may see critical feedback as a threat, which can reduce the effectiveness of the feedback and lead to avoidance behavior. In addition, how feedback is provided and in what context is important: an individualized and empathetic approach from the teacher promotes better acceptance of and active engagement with recommendations. Harsh or devaluing criticism, on the other hand, can lead to resistance or demotivation.. Thus, in order

to increase the effectiveness of the educational process, it is necessary to take into account the psychological determinants of feedback perception and to develop students' skills in using it constructively.

Feedback includes the following types:

Positive feedback: support and encouragement aimed at reinforcing desired behavior ("I really liked the way you gave the presentation. Your arguments were clear and convincing. You did well in front of an audience").

Negative feedback (corrective feedback): pointing out mistakes and shortcomings to improve performance ("At the last presentation, you interrupted others several times. Next time, try to give others a chance to speak before commenting").

Constructive feedback: suggestions and recommendations for behavior change aimed at improvement ("You did a good job on the project, but next time, try describing your findings in more detail. This will help others understand your reasoning").

Consider, how feedback effectively affects medical education:

- ✓ Feedback improves academic results and helps students identify strengths and weaknesses. This allows them to focus on areas needing improvement and ultimately enhance academic performance.
- ✓ Discussing feedback promotes the development of cognitive processes and critical thinking, allowing students to analyze their actions, evaluate their decisions and suggest alternative approaches.
- ✓ Feedback promotes better understanding and reduces conflict, promoting more effective communication.
- ✓ Timely, positive and constructive feedback helps students to increase self-esteem, confidence and self-reliance, knowledge and skills, which can reduce stress levels and anxiety.
- ✓ The feedback received from teachers and peers allows students to develop new skills and improve their clinical skills. It also improves communication with patients and enhances professional competence.
- ✓ Feedback is an integral part of the learning process in medicine where continuous learning and improvement of skills are vital.

Feedback plays a key role in the formation of sustainable learning motivation, the development of professional identity and the formation of clinical thinking among medical students. Constructive, timely and differentiated feedback promotes awareness of the achieved results, understanding of one's own mistakes and ways to correct them, which increases internal motivation to learn and increases academic activity. In addition, the systematic receipt of meaningful feedback forms students' understanding of professional standards and requirements for medical activities, stimulating the development of professional competencies and responsibilities. With regard to clinical thinking, feedback plays an important corrective function, allowing students to critically evaluate their own diagnostic and therapeutic decisions, develop analytical skills and the ability for clinical reflection.

Scientists have developed the following principles of correct and effective feedback:

1. **Concreteness.** Feedback should be clear and specific, pointing to specific actions, events, or results rather than general vague assessments. It is necessary to describe the observed facts, not subjective interpretations, using understandable language and avoiding ambiguity.
2. **Timeliness.** Feedback should be provided as soon as possible after the action or event has been committed, so that the student can immediately correct their behavior.
3. **Purposefulness.** Feedback should aim to improve learning and behavior rather than criticize the student's personality.
4. **Balance.** Feedback should include both positive aspects and areas for improvement, offering constructive solutions and helping students to improve their actions. Start with a positive assessment, continue with constructive criticism, and end with an alternative proposal.

Two-way communication: feedback should be part of a two-way process, in which the student has the opportunity to ask questions and discuss information received.

The effectiveness of feedback in medical education is largely determined by creating favorable psychological and pedagogical conditions that ensure productive perception and use of feedback by students. These conditions include creating a trusting atmosphere in the study group where students feel psychologically safe, open to constructive criticism, and have a respectful and empathetic approach from the teacher. It is important to develop students' self-assessment skills and reflection to help them perceive feedback as a tool for professional growth rather than an assessment of their personality. Optimization of these conditions leads to enhanced learning effects of feedback and promotes the development of autonomy and professional consciousness among future doctors.

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The conducted theoretical and analytical analysis allows us to conclude that feedback is an integral component of an effective educational process at a medical university and performs a key function in the development of educational motivation, professional development, and the formation of clinical thinking among students. Psychological features of the perception and interpretation of feedback depend on individual characteristics of students, their level of self-esteem, emotional stability, and degree of reflective skills development. Feedback provided in trustful pedagogical interactions, taking into account psychological and pedagogical principles contributes not only to improved academic performance but also to students' internal preparedness for professional development.

Thus, in order to increase the effectiveness of training at a medical university, it is necessary to introduce systematic and thoughtful feedback practices focused not only on assessment but also on supporting, developing and forming students' professional identities. Of particular importance is training teachers to consciously use psychological feedback principles, which make it possible to make the educational process more human, effective and relevant to the goals of modern medical education.

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