

# GEORGIAN MEDICAL NEWS

ISSN 1512-0112

NO 7-8 (352-353) Июль-Август 2024

ТБИЛИСИ - NEW YORK



ЕЖЕМЕСЯЧНЫЙ НАУЧНЫЙ ЖУРНАЛ

Медицинские новости Грузии  
საქართველოს სამედიცინო სიახლენი

## GEORGIAN MEDICAL NEWS

Monthly Georgia-US joint scientific journal published both in electronic and paper formats of the Agency of Medical Information of the Georgian Association of Business Press.  
Published since 1994. Distributed in NIS, EU and USA.

**GMN: Georgian Medical News** is peer-reviewed, published monthly journal committed to promoting the science and art of medicine and the betterment of public health, published by the GMN Editorial Board since 1994. GMN carries original scientific articles on medicine, biology and pharmacy, which are of experimental, theoretical and practical character; publishes original research, reviews, commentaries, editorials, essays, medical news, and correspondence in English and Russian.

GMN is indexed in MEDLINE, SCOPUS, PubMed and VINITI Russian Academy of Sciences. The full text content is available through EBSCO databases.

**GMN: Медицинские новости Грузии** - ежемесячный рецензируемый научный журнал, издаётся Редакционной коллегией с 1994 года на русском и английском языках в целях поддержки медицинской науки и улучшения здравоохранения. В журнале публикуются оригинальные научные статьи в области медицины, биологии и фармации, статьи обзорного характера, научные сообщения, новости медицины и здравоохранения. Журнал индексируется в MEDLINE, отражён в базе данных SCOPUS, PubMed и ВИНТИ РАН. Полнотекстовые статьи журнала доступны через БД EBSCO.

**GMN: Georgian Medical News** – საქართველოს სამედიცინო სიახლენი – არის ყოველთვიური სამეცნიერო სამედიცინო რეცენზირებადი ჟურნალი, გამოიცემა 1994 წლიდან, წარმოადგენს სარედაქციო კოლეგიისა და აშშ-ის მეცნიერების, განათლების, ინდუსტრიის, ხელოვნებისა და ბუნებისმეტყველების საერთაშორისო აკადემიის ერთობლივ გამოცემას. GMN-ში რუსულ და ინგლისურ ენებზე ქვეყნდება ექსპერიმენტული, თეორიული და პრაქტიკული ხასიათის ორიგინალური სამეცნიერო სტატიები მედიცინის, ბიოლოგიისა და ფარმაციის სფეროში, მიმოხილვითი ხასიათის სტატიები.

ჟურნალი ინდექსირებულია MEDLINE-ის საერთაშორისო სისტემაში, ასახულია SCOPUS-ის, PubMed-ის და ВИНТИ РАН-ის მონაცემთა ბაზებში. სტატიების სრული ტექსტი ხელმისაწვდომია EBSCO-ს მონაცემთა ბაზებშიდან.

### WEBSITE

[www.geomednews.com](http://www.geomednews.com)

## К СВЕДЕНИЮ АВТОРОВ!

При направлении статьи в редакцию необходимо соблюдать следующие правила:

1. Статья должна быть представлена в двух экземплярах, на русском или английском языках, напечатанная через **полтора интервала на одной стороне стандартного листа с шириной левого поля в три сантиметра**. Используемый компьютерный шрифт для текста на русском и английском языках - **Times New Roman (Кириллица)**, для текста на грузинском языке следует использовать **AcadNusx**. Размер шрифта - **12**. К рукописи, напечатанной на компьютере, должен быть приложен CD со статьей.

2. Размер статьи должен быть не менее десяти и не более двадцати страниц машинописи, включая указатель литературы и резюме на английском, русском и грузинском языках.

3. В статье должны быть освещены актуальность данного материала, методы и результаты исследования и их обсуждение.

При представлении в печать научных экспериментальных работ авторы должны указывать вид и количество экспериментальных животных, применявшиеся методы обезболивания и усыпления (в ходе острых опытов).

4. К статье должны быть приложены краткое (на полстраницы) резюме на английском, русском и грузинском языках (включающее следующие разделы: цель исследования, материал и методы, результаты и заключение) и список ключевых слов (key words).

5. Таблицы необходимо представлять в печатной форме. Фотокопии не принимаются. **Все цифровые, итоговые и процентные данные в таблицах должны соответствовать таковым в тексте статьи**. Таблицы и графики должны быть озаглавлены.

6. Фотографии должны быть контрастными, фотокопии с рентгенограмм - в позитивном изображении. Рисунки, чертежи и диаграммы следует озаглавить, пронумеровать и вставить в соответствующее место текста **в tiff формате**.

В подписях к микрофотографиям следует указывать степень увеличения через окуляр или объектив и метод окраски или импрегнации срезов.

7. Фамилии отечественных авторов приводятся в оригинальной транскрипции.

8. При оформлении и направлении статей в журнал МНГ просим авторов соблюдать правила, изложенные в «Единых требованиях к рукописям, представляемым в биомедицинские журналы», принятых Международным комитетом редакторов медицинских журналов - <http://www.spinesurgery.ru/files/publish.pdf> и [http://www.nlm.nih.gov/bsd/uniform\\_requirements.html](http://www.nlm.nih.gov/bsd/uniform_requirements.html) В конце каждой оригинальной статьи приводится библиографический список. В список литературы включаются все материалы, на которые имеются ссылки в тексте. Список составляется в алфавитном порядке и нумеруется. Литературный источник приводится на языке оригинала. В списке литературы сначала приводятся работы, написанные знаками грузинского алфавита, затем кириллицей и латиницей. Ссылки на цитируемые работы в тексте статьи даются в квадратных скобках в виде номера, соответствующего номеру данной работы в списке литературы. Большинство цитированных источников должны быть за последние 5-7 лет.

9. Для получения права на публикацию статья должна иметь от руководителя работы или учреждения визу и сопроводительное отношение, написанные или напечатанные на бланке и заверенные подписью и печатью.

10. В конце статьи должны быть подписи всех авторов, полностью приведены их фамилии, имена и отчества, указаны служебный и домашний номера телефонов и адреса или иные координаты. Количество авторов (соавторов) не должно превышать пяти человек.

11. Редакция оставляет за собой право сокращать и исправлять статьи. Корректур авторам не высылаются, вся работа и сверка проводится по авторскому оригиналу.

12. Недопустимо направление в редакцию работ, представленных к печати в иных издательствах или опубликованных в других изданиях.

**При нарушении указанных правил статьи не рассматриваются.**

## REQUIREMENTS

Please note, materials submitted to the Editorial Office Staff are supposed to meet the following requirements:

1. Articles must be provided with a double copy, in English or Russian languages and typed or computer-printed on a single side of standard typing paper, with the left margin of 3 centimeters width, and 1.5 spacing between the lines, typeface - **Times New Roman (Cyrillic)**, print size - 12 (referring to Georgian and Russian materials). With computer-printed texts please enclose a CD carrying the same file titled with Latin symbols.

2. Size of the article, including index and resume in English, Russian and Georgian languages must be at least 10 pages and not exceed the limit of 20 pages of typed or computer-printed text.

3. Submitted material must include a coverage of a topical subject, research methods, results, and review.

Authors of the scientific-research works must indicate the number of experimental biological species drawn in, list the employed methods of anesthetization and soporific means used during acute tests.

4. Articles must have a short (half page) abstract in English, Russian and Georgian (including the following sections: aim of study, material and methods, results and conclusions) and a list of key words.

5. Tables must be presented in an original typed or computer-printed form, instead of a photocopied version. **Numbers, totals, percentile data on the tables must coincide with those in the texts of the articles.** Tables and graphs must be headed.

6. Photographs are required to be contrasted and must be submitted with doubles. Please number each photograph with a pencil on its back, indicate author's name, title of the article (short version), and mark out its top and bottom parts. Drawings must be accurate, drafts and diagrams drawn in Indian ink (or black ink). Photocopies of the X-ray photographs must be presented in a positive image in **tiff format**.

Accurately numbered subtitles for each illustration must be listed on a separate sheet of paper. In the subtitles for the microphotographs please indicate the ocular and objective lens magnification power, method of coloring or impregnation of the microscopic sections (preparations).

7. Please indicate last names, first and middle initials of the native authors, present names and initials of the foreign authors in the transcription of the original language, enclose in parenthesis corresponding number under which the author is listed in the reference materials.

8. Please follow guidance offered to authors by The International Committee of Medical Journal Editors guidance in its Uniform Requirements for Manuscripts Submitted to Biomedical Journals publication available online at: [http://www.nlm.nih.gov/bsd/uniform\\_requirements.html](http://www.nlm.nih.gov/bsd/uniform_requirements.html)  
[http://www.icmje.org/urm\\_full.pdf](http://www.icmje.org/urm_full.pdf)

In GMN style for each work cited in the text, a bibliographic reference is given, and this is located at the end of the article under the title "References". All references cited in the text must be listed. The list of references should be arranged alphabetically and then numbered. References are numbered in the text [numbers in square brackets] and in the reference list and numbers are repeated throughout the text as needed. The bibliographic description is given in the language of publication (citations in Georgian script are followed by Cyrillic and Latin).

9. To obtain the rights of publication articles must be accompanied by a visa from the project instructor or the establishment, where the work has been performed, and a reference letter, both written or typed on a special signed form, certified by a stamp or a seal.

10. Articles must be signed by all of the authors at the end, and they must be provided with a list of full names, office and home phone numbers and addresses or other non-office locations where the authors could be reached. The number of the authors (co-authors) must not exceed the limit of 5 people.

11. Editorial Staff reserves the rights to cut down in size and correct the articles. Proof-sheets are not sent out to the authors. The entire editorial and collation work is performed according to the author's original text.

12. Sending in the works that have already been assigned to the press by other Editorial Staffs or have been printed by other publishers is not permissible.

**Articles that Fail to Meet the Aforementioned  
Requirements are not Assigned to be Reviewed.**

## ავტორთა საქურაღებოლ!

რედაქციაში სტატიის წარმოდგენისას საჭიროა დაიცვათ შემდეგი წესები:

1. სტატია უნდა წარმოადგინოთ 2 ცალად, რუსულ ან ინგლისურ ენებზე დაბეჭდილი სტანდარტული ფურცლის 1 გვერდზე, 3 სმ სიგანის მარცხენა ველისა და სტრიქონებს შორის 1,5 ინტერვალის დაცვით. გამოყენებული კომპიუტერული შრიფტი რუსულ და ინგლისურენოვან ტექსტებში - **Times New Roman (Кириллица)**, ხოლო ქართულენოვან ტექსტში საჭიროა გამოვიყენოთ **AcadNusx**. შრიფტის ზომა – 12. სტატიას თან უნდა ახლდეს CD სტატიით.

2. სტატიის მოცულობა არ უნდა შეადგენდეს 10 გვერდზე ნაკლებს და 20 გვერდზე მეტს ლიტერატურის სიის და რეზიუმეების (ინგლისურ, რუსულ და ქართულ ენებზე) ჩათვლით.

3. სტატიაში საჭიროა გაშუქდეს: საკითხის აქტუალობა; კვლევის მიზანი; საკვლევი მასალა და გამოყენებული მეთოდები; მიღებული შედეგები და მათი განსჯა. ექსპერიმენტული ხასიათის სტატიების წარმოდგენისას ავტორებმა უნდა მიუთითონ საექსპერიმენტო ცხოველების სახეობა და რაოდენობა; გაუტკივარებისა და დაძინების მეთოდები (მწვავე ცდების პირობებში).

4. სტატიას თან უნდა ახლდეს რეზიუმე ინგლისურ, რუსულ და ქართულ ენებზე არანაკლებ ნახევარი გვერდის მოცულობისა (სათაურის, ავტორების, დაწესებულების მითითებით და უნდა შეიცავდეს შემდეგ განყოფილებებს: მიზანი, მასალა და მეთოდები, შედეგები და დასკვნები; ტექსტუალური ნაწილი არ უნდა იყოს 15 სტრიქონზე ნაკლები) და საკვანძო სიტყვების ჩამონათვალი (key words).

5. ცხრილები საჭიროა წარმოადგინოთ ნაბეჭდი სახით. ყველა ციფრული, შემაჯამებელი და პროცენტული მონაცემები უნდა შეესაბამებოდეს ტექსტში მოყვანილს.

6. ფოტოსურათები უნდა იყოს კონტრასტული; სურათები, ნახაზები, დიაგრამები - დასათაურებული, დანომრილი და სათანადო ადგილას ჩასმული. რენტგენოგრამების ფოტოასლები წარმოადგინეთ პოზიტიური გამოსახულებით **tiff** ფორმატში. მიკროფოტოსურათების წარწერებში საჭიროა მიუთითოთ ოკულარის ან ობიექტივის საშუალებით გადიდების ხარისხი, ანათალების შედეგის ან იმპრეგნაციის მეთოდი და აღნიშნოთ სურათის ზედა და ქვედა ნაწილები.

7. სამამულო ავტორების გვარები სტატიაში აღინიშნება ინიციალების თანდართვით, უცხოურისა – უცხოური ტრანსკრიპციით.

8. სტატიას თან უნდა ახლდეს ავტორის მიერ გამოყენებული სამამულო და უცხოური შრომების ბიბლიოგრაფიული სია (ბოლო 5-8 წლის სიღრმით). ანბანური წყობით წარმოდგენილ ბიბლიოგრაფიულ სიაში მიუთითეთ ჯერ სამამულო, შემდეგ უცხოელი ავტორები (გვარი, ინიციალები, სტატიის სათაური, ჟურნალის დასახელება, გამოცემის ადგილი, წელი, ჟურნალის №, პირველი და ბოლო გვერდები). მონოგრაფიის შემთხვევაში მიუთითეთ გამოცემის წელი, ადგილი და გვერდების საერთო რაოდენობა. ტექსტში კვადრატულ ფხიხლებში უნდა მიუთითოთ ავტორის შესაბამისი N ლიტერატურის სიის მიხედვით. მიზანშეწონილია, რომ ციტირებული წყაროების უმეტესი ნაწილი იყოს 5-6 წლის სიღრმის.

9. სტატიას თან უნდა ახლდეს: ა) დაწესებულების ან სამეცნიერო ხელმძღვანელის წარდგინება, დამოწმებული ხელმოწერითა და ბეჭდით; ბ) დარგის სპეციალისტის დამოწმებული რეცენზია, რომელშიც მითითებული იქნება საკითხის აქტუალობა, მასალის საკმაობა, მეთოდის სანდოობა, შედეგების სამეცნიერო-პრაქტიკული მნიშვნელობა.

10. სტატიის ბოლოს საჭიროა ყველა ავტორის ხელმოწერა, რომელთა რაოდენობა არ უნდა აღემატებოდეს 5-ს.

11. რედაქცია იტოვებს უფლებას შეასწოროს სტატია. ტექსტზე მუშაობა და შეჯერება ხდება საავტორო ორიგინალის მიხედვით.

12. დაუშვებელია რედაქციაში ისეთი სტატიის წარდგენა, რომელიც დასაბეჭდად წარდგენილი იყო სხვა რედაქციაში ან გამოქვეყნებული იყო სხვა გამოცემებში.

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## FACTOR ANALYSIS OF THE COMPETENCIES OF PERSONAL RESOURCES OF SPECIALIST

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### Abstract.

The problem of the professional competencies and importance of specialists in their activities are presented in this article. The target concept that is analyzed in the article is professional competence. The results of the research were collected a sample of 4 professions: doctors, psychologists, military and pedagogue, because in the last year they were working in the crisis conditions in our country. The aim of the article is to do factor analysis of the collected data and create out leaderboard of competencies to ensure of professional quality for specialists who are working in the crisis situations. In summarizing our research sample, we selected 191 specialists, four focus groups and contents about competencies. The results showed that there are three groups of competencies with higher stability in professional activity in crisis situations: needs (abilities, skills, and physiological responses), motivation (financial stability, real rewards of work, career growth), intrapersonal resources (personality growth, humanistic and spiritual feeling, openness). Based on personal resources, a specialist can develop abilities that will contribute to the most effective construction of professional activity. Also, continuing education, training and professional development opportunities make the development of professional competences more stimulating, smooth the difficulties of work activities and reduce burnout and stress.

**Key words.** Competencies, specialist, factor analysis, personal needs, personal resources.

### Introduction.

The actual challenges of modern transformations are for the human-human type of specialists like doctors, pedagogues, and psychologists to reassess not only their knowledge, but also their professional competencies: skills, abilities, technological knowledge, emotional self-control, communication and creativity skills, feasibility or anxiety feelings in stress situations, mental resource and etc. The different factors of environment, ecological and climate change, unsafety, and hard-working conditions make ongoing difficulties and professional burnout in the professional activity [1-7]. The adaptation of new conditions, the proving of quality of work or the making professionalism are presented by the aspects of personality, emotions, social growth, technological literacy, and applying skills of the profession [8-14].

In our days, the problem of competencies is discussed at the level of education. There are accentuated scientific, methodological, and categorical correlation and analysis; their practice exists and human resources as specialist. In recent decades, the experience of Western countries approaches to the organization of education has been included in RA, and the way of acquiring

knowledge does not fully reflect the modern developments in the specific field. A professional crisis arises between acquired knowledge and applied experience is. Currently, it is important to review, reshape, and re-specify competencies for some modern professions (doctors, psychologists, and teachers).

### Theoretical review.

Many authors from different countries [5,8,15,16] relate their attention to the problem of professional competencies, because the problem is not only our country, but also theirs, where there are crisis coordinators for professional activities like doctor, psychologists, pedagogies, military, helpers. There are many studies about the period of lockdown during COVID - 19, and local wars in different countries [14]. The studies of competencies are mostly discussed in the context of educational challenges, which are trying to explain, understand, and create all features of professional education.

The assessment and study of the processes of formation and development of professional abilities, especially psychosocial characteristics, are also emphasized. This allows professionals to be more insightful, knowledgeable and accept the modern challenges of their professional identity based on the new demands presented to their professional personalities. The modern period of the development of society is characterized by fundamental psychological and social changes, that is, the involvement and integration of specialists, the acceleration of current processes, globalization, and the constant investment of innovations in various spheres of life [17-22].

A number of authors believe that the personal development of a specialist takes place in conditions of constant transformation, implying internal individual processes, which, in turn, allow them to go beyond the established standards. This stems from the purpose of the specialist's activity and his awareness of how well his abilities and skills correspond to the content of the work. External and internal motivations manifested in professional activities, as well as personal, social, and emotional maturity, occupy no less space.

A modern feature of professional development is that there is a collision of psychosocial influences in almost all spheres of life. The factors that determine the content of the concept of professional competences affect the decisions of a specialist and stimulate the development of knowledge and skills, the acquisition of new professional abilities, and ensuring professionalism [8].

Analyzing different approaches, we considered competences as a multi-component system, which is a scheme of one or another type of action of a person, that is, professional activity. By distinguishing the components of professional abilities, we

prioritize those abilities and skills, the mastery of which enables the specialist to have a new achievement or reinterpretation of previous knowledge. Some experts also state that competence also refers to an ability that makes the performance of professional activities estimable and measurable [8,12]. In this case, from the point of view of modern personality psychology, motivations and attitudes towards professional activity play a significant role, and the components and their manifestations become the basis for the review and development of future professional abilities. The awareness of skills and abilities from the perspective of professional or work psychology creates expanded opportunities for the professional's personality development, promoting abilities in both cognitive and behavioral aspects. Both points of view include the cognitive sphere of a specialist's personality: logical thinking and flexibility, problem solving and decision-making, and the emotional sphere: self-control, time management, and others [11].

If we try to group the above component of competencies, we get the following picture:

1. **Cognitive** - assessment, prediction, critical approach, problem solving.
2. **Behavioral** - self-control, self-management, flexibility in behavior.
3. **Interpersonal** - cooperation, compromise, acceptance of alternatives, general relations.
4. **Professional** - sequence of actions, time management, effective planning, realistic perception of information.

#### **Professional competencies.**

The formation and development of professional competencies begins with the assimilation of knowledge in the learning process, the acquisition of certain skills and abilities, and already in work activities, it is supplemented with new skills and experience [16]. Over time, the need to review the psychosocial components of professional competencies is related to the fact that, in many cases, educational and training programs do not meet the general requirements for a professional person. The priorities are changing, and the potential for mental health, stress resistance, vitality, activity, emotional stability, and general resistance in the characteristics of the person is emerging [2]. In stressful and crisis situations, new challenges are created for ensuring professional competence and reducing the risks of professional burnout [19].

The formation of professional competencies can be affected by stressful situations [10], as a result of which psychophysiological changes occur [7]. It becomes difficult to satisfy certain needs, and the meaning of individual characteristics, such as mental activity, interest, emotional tone, tension, and comfort, changes [2,9].

Professional competence is the ability to perform a job or task based on skills and knowledge dictated by job requirements and job attitudes. A positive attitude and orientation in work or professional activities contribute to the improvement of one's own responsibility and duties, which ensures the effectiveness of the activity [3]. Depending on the working conditions and current requirements, specialists may have certain problems in the process of developing professional abilities due to the workload

and excessive demands against which their own resources are not evaluated. Many authors argue in their research that job satisfaction depends on the quality of professional abilities [15]. In many cases, attention to ergonomics is overburdened, and the stress from such conditions is a constant concern. [6].

It is obvious from the above-mentioned trends that work stress causes real problems, which need to be investigated in many ways, because their neglect can be an occasion to increase the level of personal anxiety among professionals. In stressology, understanding the effects of stress and recognizing coping resources can provide insight into the negative effects of stress [21,9]. The fundamental effects of stress occur in these directions:

- **Physical:** The relationship between stress and impact is complex and indirect. Stress does not automatically have a negative effect on health, but its impact on mental health can be a combination of individual characteristics, character traits, and the social environment [17].

- **Psychological:** Stress is always immediate and is associated with limited behavioral manifestations of emotional feelings. There are also many active ones, there are anxiety, phobias, panic attacks, depression, obsession, compulsion, etc., as well as psychophysiological changes: anxiety, diet, pressure. As compensation, secret behaviors may appear. aggressive tendencies, against alcohol, smoking, etc. [23].

- **Professional:** Professional consequences are always directly related to both psychological and natural consequences, which in turn create great difficulties in the work environment, interpersonal autobiographies. overcoming self-control to a higher level more efficiently and effectively [10].

Multi-faceted and multi-level analyses of capabilities are the reason why new requirements are introduced to professionals during development. technology mastery, qualification improvement, training, self-education, etc. These requirements are viewed as a shared capability that professionals and individuals must play a role in meeting. In professional activities, self-motivation, self-esteem, and job satisfaction also increase, and employees become more committed [4].

#### **Methodology.**

We have organized research to substantiate new applied approaches and points of view on the problem of professional competencies. The purpose of the research is derived from the results of theoretical analysis and applied research carried out in recent years by our team in 2022-23 [13]. That study helped to bring out the components of the capabilities of specialists in various fields and create the <3/2> three level model of professional competencies: general, professional, and personal/ humanistic, and spiritual components. Our team has the methodology that we consider professional abilities as opportunities and attitudes that are unique to a specialist in a certain field: for example, clarity of presentation of material, organizational and communication skills, willingness to cooperate, and others for the pedagogues. A methodological basis for the research is also the fact that personal traits and types are fundamental in the three- level model of competencies, and they are the third. These are the factors that, as professional qualities, influence the behavior of a specialist's reactions

under the influence of the social environment. These behavioral manifestations determine how efficiently the competences of the other two levels presented in the model will be used in different situations, especially in crisis situations [13].

**Methods.**

To ensure the metric side of the research, we were guided by the following psychological and math-statistic tools:

- Dayto's Stress Questionnaire, which measures three profiles of a person's stress: psychophysiological (functional states of the body, for example headache, constipation, insomnia, etc.), personal (needs, feelings, thoughts, etc.), and coping resources (optimism, purpose, common sense, diligence, etc.) [1].

- We used the short version of the "Big 5" personal questionnaire, adapted in Armenian [18].

- "Emotional activity and tone assessment" methodology

- "Methodology for studying the motivation of professional activity" [12].

We relied on the following personal, emotional, and motivational factors to identify the primary personal characteristics of professional abilities:

- indicators of the motivational sphere of activity, which refers to external and internal motives,

- emotional activity and tone related to interests, comfort, and tension,

- indicators of personal qualities regarding communication, emotional, and intellectual abilities.

A tool for collecting general information or scoring was also used, with the help of which we extracted the demographic picture of the sample.

In the analyses carried out so far, we have presented the three-level model of capabilities, in which the educational requirements, necessary skills, and personal-professional qualities of specialists have been emphasized [13]. Turning to the content of the model, let's present the most important abilities that have been separated into general, professional, and personal groups. They are:

- **General skills**, which are formed during basic and continuing education, are supplemented and enriched as a result of training, seminars-discussions.

- **Psychological or personal competencies**, which are organizational skills, willingness to cooperate, and tolerance, can contribute to the maturity of a person.

- **Professional skills** that mainly relate to mental-cognitive, behavioral, and emotional processes, motives, as well as self-control, time management, feasibility, creativity, teamwork, etc. [20].

The research results were subjected to statistical analysis, average values, standard deviations, and correlation coefficients were calculated. The research is summarized with the results of the factor analysis. It should also be noted that all tools are localized and adapted to the Armenian language. In this article, we will share with you the results of the factor analysis, and you can get to know the research in more detail in the previous articles (see the list of literature).

**Sample and object of research.**

The objects of research are competencies. We collected a number of competencies through expert content from different

fields of specialization. Expert groups were created from Yerevan, Vanadzor, Shirak, Ijevan cities in Armenia, they are big and active cities and have universities, hospitals, schools and military bases. Experts participated the four focus group discussions, and they were 10 doctors, 16 pedagogues, 7 military personal, and 20 psychologist. For more details, see the article published by our team [13]. As a result of experts focus group discussions, we have identified a significant group of personal qualities that, as a resource, will serve in the formation of professional competencies based on the modern requirements of professionals. The focus group discussions showed that there is a challenge of distinguishing between professional and personal competencies. Professional competencies were identified as those characterizing the requirements for a specific activity or job, such as research skills for a doctor or oratory skills for a teacher. On the other hand, personal competencies were recognized as qualities stemming from an individual's character, temperament, and personal attributes that contribute to a given activity or work, like honesty, courage, friendliness, and willingness [20]. After all this, the psychometric methods and their statistical processing were specified for further, more extensive research.

The sample consisted of 191 people, from Yerevan and other regions, aged 25-65 (all of them have a high education and are working in the fields of education, medicine, military and psychology), uniformly distributed by general size of sample, from four professions: doctors, pedagogues, psychologist, and military (See Tables 1-3 and Figures 1 and 2).

**Results.**

The obtained results are as follows: The stress index is close to moderate, where the numerical expressions are

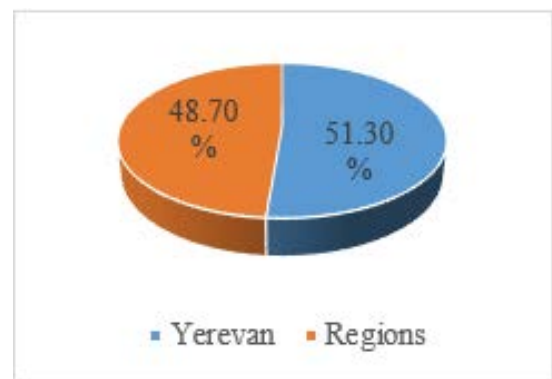


Figure 1. Sample by distribution by region.



Figure 2. Sample distribution by profession.

**Table 1.** The correlation of variables (Motivation and Stress).

		Finance	Work progress	Avoiding criticism	Avoiding punishment	Gaining respect requirement	Satisfaction with the work result	Opportunity for self-realization
Psychophysiological	Pearson Correlation	-.076	-.185*	.096	.044	.017	-.060	-.076
	Sig. (1-tailed)	.299	.010	.188	.548	.815	.408	.294
	N	191	191	191	191	191	191	191
Needs	Pearson Correlation	.132	.324***	.116	.145	.168*	.196**	.228**
	Sig. (1-tailed)	.068	.000	.109	.046	.020	.007	.002
	N	191	191	191	191	191	191	191
Personal resources	Pearson Correlation	.158*	.290**	.068	.136	.189**	.249**	.305***
	Sig. (1-tailed)	.029	.000	.349	.060	.009	.001	.000
	N	191	191	191	191	191	191	191

\* $p < 0.01$ ; \*\* $p < 0.001$ ; \*\*\* $p < 0.0001$

**Table 2.** The correlation of variables (Stress index with Emotional activity, Tone and Big Five factors).

		Activity	Interest	Emotionality	Tension	Comfort	B1-Neuroticism	B2-Extraversion	B3-Openness	B4-Agreeableness	B5-Conscientiousness
Psychophysiological	Pearson Correlation	.403***	.407***	-.500***	.068	-.477**	.439***	-.280**	-.054	.012	-.203**
	Sig. (1-tailed)	.000	.000	.000	.347	.000	.000	.000	.460	.864	.005
	N	191	191	191	191	191	191	191	191	191	191
Needs	Pearson Correlation	-.236**	-.323***	.479***	.000	.355**	-.236**	.350**	.291**	-.093	.227**
	Sig. (1-tailed)	.001	.000	.000	.997	.000	.001	.000	.000	.198	.002
	N	191	191	191	191	191	191	191	191	191	191
Personal resources	Pearson Correlation	-.417***	-.493***	.559***	-.051	.396**	-.353**	.469***	.305**	-.032	.479***
	Sig. (1-tailed)	.000	.000	.000	.480	.000	.000	.000	.000	.662	.000
	N	191	191	191	191	191	191	191	191	191	191

\* $p < 0.01$ ; \*\* $p < 0.001$ ; \*\*\* $p < 0.0001$

psychophysiological ( $M=46$ ,  $\sigma=10.49$ ), satisfaction of needs: ( $M=65$ ,  $\sigma=9.23$ ), individual abilities ( $M=48$ ,  $\sigma=7.24$ ). Among our researchers, expressiveness means satisfaction of needs, while the other two (personal profile and resources) are low, given the emphasis on what is moderately highly valued. Indicators of motivation, both external and internal, have an average expression. As for the average indicators of the "Big Five" factors, they are: Neuroticism ( $M=18$ ,  $\sigma=4.13$ ), Extraversion ( $M=19$ ,  $\sigma=3.20$ ), Openness ( $M=19$ ,  $\sigma=2.77$ ), Agreeableness ( $M=20$ ,  $\sigma=2.19$ ) and Conscientiousness ( $M=23$ ,  $\sigma=2.62$ ). In this case, Conscientiousness and Agreeableness are expressed, which as a personal-professional quality is characteristic of pedagogues, psychologists of the educational system, military commanders, and doctors as well. The Comfort and Tension scales have low indicators; the latter can be considered protective resources for a person acting in difficult situations.

Indicators of the "Emotional activity tone" test are also presented with averages and corresponding standard deviations. Activity ( $M=12$ ,  $\sigma=2.76$ ), Interest ( $M=10$ ,  $\sigma=3.45$ ), Emotionality

( $M=16$ ,  $\sigma=3.10$ ), Tension ( $M=13$ ,  $\sigma=3.01$ ) and Comfort ( $M=13$ ,  $\sigma=2.62$ ). Relatively high is the index of Emotionality, and low is the index of Interest.

In order to reveal correlations between the evaluated factors, we performed a correlation analysis with the Pearson coefficient of linear correlation. The obtained coefficients are interesting and partially coincide with our ideas and predictions.

Interpreting the results of the correlation analysis, we see that the psychophysiological indicators are inversely related to the tendency to work progress ( $r=-0.185$ ): It is explained by the presence of a certain amount of activity and tension, which can be accompanied by the aspiration for the progress of the specialist's activity. Why not? In the case of the professions discussed in our group, the nature of the work has sufficient tension and requires physical activity. It should be noted that the indicator of satisfaction with requirements is also correlated with work progress ( $r=0.324$ ), with a more significant relationship. Direct correlations were shown with other indicators of satisfaction with requirements: they are the tendency toward respect and achievement ( $r=0.168$ ), satisfaction with work results

**Table 3.** Matrix of factor analysis.

MATRIX OF COMPETENCIES				
Tests	Factors	1 group	2 group	3 group
Dayto's Stress Questionnaire	Psychophysiological	-.536	.421	-.024
	Needs	.638	-.030	-.047
	Personal resources	.781	-.093	-.063
Motivation for professional activity	Finance	.259	.410	.400
	Work progress	.556	.349	.285
	Avoiding criticism	.140	.604	-.555
	Avoiding punishment	.246	.561	-.653
	Gaining respect requirement	.343	.538	-.321
	Satisfaction with the work result	.461	.532	.411
	Opportunity for self-realization	.526	.527	.440
Emotional activity and tone	Activity	-.589	.353	.227
	Interest	-.676	.211	.179
	Emotionality	.720	-.341	-.062
	Tension	-.064	.150	.152
	Comfort	.541	-.390	-.059
Big 5	Neuroticism	-.499	.274	-.149
	Extraversion	.567	-.182	.124
	Openness	.409	.157	.170
	Agreeableness	.067	.201	.221
	Conscientiousness	.591	.111	-.266

( $r=0.196$ ) and opportunities for self-realization ( $r=0.228$ ). These correlations are very logical and show the reliability of our research data. The most pronounced and significant correlations were found with the same indicators of personal potential and motivation as mentioned above: work progress ( $r=0.290$ ), tendency to respect and achieve ( $r=0.189$ ), satisfaction with work results ( $r=0.249$ ) and opportunities for self-realization ( $r=0.305$ ).

From the second table of the correlation analysis, it is clear that the main correlations are with all three sub-components of the stress index, but not all of them are inversely related. In particular, Psychophysiological indicators have very strong negative correlations with the factors of Emotionality, Comfort, Extraversion and Conscientiousness, and positive correlations with Activity, Interest and Neuroticism. And the other two sub-components of the stress index are respectively correlated with the same factors with a certain inversion. Inverse connections are manifested in direct form, and direct ones are reversed. This is explained by the fact that Psychophysiological manifestations contribute to the increase of general stress, while personally Needs and Personal resources counteract stress. The picture obtained for the Conscientiousness factor is interesting. It acts together with the stress index, that is, high conscientiousness contributes to the exacerbation of various physiological manifestations in stressful situations, such as sleep, digestion, fatigue, muscle tension, and others. As for openness, flexibility of thinking, and not giving in to fantasies, factors are not correlated with the index of psychophysiological manifestations but have a direct correlation with the satisfaction of personality needs and personal resources. Emphasizing the obtained results, we tried to do the path of factor analysis and identify the main components and factors that jointly act in professional activity and form the set of competencies.

The matrix of competencies clearly shows the main groupings associated with the three components of the stress index advancement and self-actualization from work motives, emotional stability, comfort, openness, and conscientiousness. These factors create an opportunity to act freely in professional activities, to avoid panic in stressful situations, and to maintain general activity. It is important to single out as an external motive the importance of finance among professionals, which is also accompanied by satisfaction with work and the desire for comfort.

Generally, it can be said that socially acquired personal qualities and communication indicators do not play a very big role in the organization and implementation of professional activities. Motives are more important, both external and internal, their satisfaction and psychophysiological indicators, thinking and approaches, and attitude towards life.

Summarizing the discussions of the results of the correlation analysis, their detailed interpretations, let's now discuss the factor analysis. The correlation coefficients presented above were subjected to factor analysis. The main factor weight is the high coefficients of the first group (see the 0.5-0.7 high factor weights presented in <1 group> score of tables) : Next, the second group /0.4-0.6/, the third group with weak factor weights.

In the output data of the factor analysis of the research results, three main groups are distinguished. The first factor weight includes the fundamental needs of a person, psychophysiological resources, abilities, which are a prerequisite for the first, second and third levels of the ability model, conditioned by personal qualities and manifestations. The second main groups factor weight is motivations. In this group, external and internal motives, communication skills, emotional and behavioral components were distinguished. The qualities and motivational

components identified in this group are more useful for the second and third levels of professional abilities. The last, third group of the factor weight includes the components of emotional stability and self-control, which help to overcome stressful and crisis situations. Conscientiousness, judgment, optimism and others are also in that group.

### **Conclusion.**

Summarizing the results of the factor analysis, we can note that in crisis situations, there are three groups of professional competencies that ensure the high-quality activity of professionals working in difficult situations. Let's summarize again that by crisis situation in our research, we mean the situation caused by factors external to professional activity, which are directly related not only to the personal safety of the specialist, but also to the people who receive help from these specialists - professional service. Such conditions have been created in our country over the past five years, and educators, psychologists, soldiers, and doctors have become their target professions.

Thus, the factorial and correlation analysis of competencies and results obtained from psychological tests are summarized in follows:

1. We called the first group of competencies fundamental needs. In this group, physiological resources, professional abilities and skills, basic and stable knowledge appear as professional competencies.

2. We named the second group motivations. Among this group, the fundamental conditions of work activity and the professional qualities of a person are leading. Among them are finances, perfectionism, results orientation, communication, and organizational skills. In other words, emotional and behavioral components, and their socialization.

3. We named the third group of competencies personal resources. This group includes the enthusiastic, moral, ethical, and humanistic qualities of professionals, which also provide stress management mechanisms for overcoming complex and crisis situations. Among them are openness, benevolence, honesty, reasonableness, and optimism, etc.

Comparing the obtained results with the 3/2 model of professional competences previously formed by us, we state that professional competences are three-level: fundamental, professional, personal. The latter has two components: spiritual and humanitarian values. Also, we believe that these last two components balance the professional and personal qualities of a specialist in complex and crisis situations, ensuring the effectiveness of activities, guaranteeing the prevention of professional burnout, exhaustion, and exhaustion from stress.

### **Suggestions.**

Summarizing the picture of individual characteristics and stress manifestations underlying the process of the formation of human abilities, we can state that today the requirements for professional abilities play a leading role in the selection and management of professional direction. Based on personal characteristics, a specialist can develop abilities that will contribute to the most effective construction of professional activity. Also, continuing education, training and professional development opportunities make the development of professional competences more

stimulating, smooth the difficulties of work activities and reduce burnout and stress.

### **Funding.**

The work was supported by the Higher Education and Science Committee, in the framework of research project # 21T-5A044.

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