

PSYCHOLOGICAL-PEDAGOGICAL MEANS OF MEDICAL STUDENTS' ACTIVITY IN SELF-STUDY AND SELF-REALIZATION

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ABSTRACT

The article covers the importance and pedagogical ways of self-study and self-realization activity at students of medical institutions.

Keywords: Competency, self-study, self-realization, medical students, personal evaluation sphere, motivation, creative field.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The Presidential Decree "On measures for further reforming the medical education system in the Republic of Uzbekistan" dated May 6, 2017 noted the need to significantly improve the quality of medical education, the gradual formation of the system of higher and secondary specialized, professional medical education at the level of international best practices, and increase the level of medical care.

As measures aimed at solving this problem are determined:

- updating the curricula of basic higher medical education for applicants admitted to higher medical educational institutions;
- improving the level of theoretical and practical training of students of medical educational institutions by increasing the number of classes in specialized and specialized subjects, hours of clinical training practice;
- wide involvement of faculty members, undergraduate and graduate students, clinical residents to conduct research in modern areas of medical development.

Such measures as the revision of the standards of higher medical education, the expansion of the block of professional subjects, the installation of new shortened terms of study, and the targeted admission of students, the indication of graduates of higher medical educational institutions in the diplomas, the involvement of faculty members, undergraduate and graduate students, clinical interns to conducting research in topical areas of medical development is aimed at radical improvement of system of higher medical education and quality of public health services. At the same time, attention is paid to the fact that teaching subjects that are not related to the specialty takes time for independent classes of students. Such measures as the revision of the standards of higher medical education, the expansion of the block of professional subjects, the installation of new shortened terms of study, and the targeted admission of students, the indication of graduates of higher medical educational institutions in the diplomas, the involvement of faculty, undergraduate and graduate students, clinical interns to conducting research in topical areas of medical development is aimed at radical improvement of syst Higher medical education and quality of public health services. At the same time, attention is paid to the fact that teaching subjects that are not related to the specialty takes time for independent classes of students.

The problem of self-education and self-realization of students is due to the challenges of time - the process of reforming education in a number of countries, the unsatisfactory state of higher education in Uzbekistan, established as a result of analyzing the level of graduates and the quality of teaching and research activities in universities of the country, lagging behind the leading trend of the Bologna process the process of formation of qualified specialists, the need for the formation of a personality capable of self to viable development and the most complete personal and professional disclosure (1). At the present stage, there is a growing need for comprehensively developed, competent specialists who are able to build humanistic relationships with others, mentors, and colleagues, which requires them to self-confidence as a person and professional, passion for their work, ability and constant striving for self-development, self-education and self-realization (3). Currently, the concept of "competent specialist" is considered as a result of successful self-determination and self-realization in the context of professional training, which is of importance both for the individual and for the whole society.

The modern paradigm of personal-professional development involves the creation of conditions aimed at enhancing self-knowledge and self-realization as a result of changes in the attitude of the individual to his own achievements. This means a transition from a passively indifferent position to an actively-creative, socially professional, responsible attitude towards yourself and the process of your professional development. A graduate of a professional educational institution must self-improve and engage in creative self-realization (7).

A special place in the improvement of self-educational and self-fulfilling activities of medical students, aimed at their professional improvement, has practice on the basis of medical institutions. Professional medical skills are practiced with the independent mastering and practical application of modern methods of clinical and laboratory examination of patients under supervision, with independent substantiation of the clinical diagnosis, with an independent choice of rational treatment, when making decisions about the measures and means of helping patients, providing emergency medical care independently, with self-care for the sick.

At the same time, the analysis of the level of theoretical knowledge and practical skills of students of basic medical schools - Tashkent Medical Pediatric Institute, Nukus affiliate of Tashkent Pediatric Medical Institute - shows that one of the reasons for the future doctors' lack of preparation for self-educational creative activity is the low level of culture of cognitive processes, lack of sustainable motivation and skills for their development, insufficient communication of theoretical knowledge with practical skills.

The training of graduates from medical universities is weakly or fragmentarily oriented towards the development of such essential components of the process of self-education as:

-critical analysis, assessment of their shortcomings and setting a specific goal of self-education;

- development of a self-education program;

- determination of its methods;

- auto-training, i.e. directs (inspiring plan) work of the individual on himself;

- self-control.

Students of senior (4-5) courses (despite the existing experience of learning activities in 1-3 courses) have insufficiently developed skills:

- to analyze the collected material on the design of some of the foundations of the physiological processes of the human body;

- on the basis of this analysis to find an approach to solve the problem;
- to find the optimal solution for drafting a project on the research topic; conduct an analytical study.

The value sphere of the personality is the semantic basis determining the value of professional competence both for the individual and for the society as a whole. The students' mastering of knowledge, the performance of various tasks is also "launched" by the goals and tasks that teachers set for students, since the solution of these tasks requires certain educational actions from students:

- awareness of the learning goal;
- building a plan for finding a solution;
- analysis of the collected material;
- search for approaches and solutions;
- nomination, finding and implementation of the optimal solution of the problem;
- implementation of self-assessment of the result of the decision, comparing it with the assessment of other persons (teacher, classmates);
- analysis of the collected material on the design of further educational tasks (the study of medical concepts, processes, methods of treatment and prevention of diseases, etc.) (2).

The task of the teacher is to, taking into account the age and individual characteristics of the students, their interests, needs, plans for the future, to create a working atmosphere that would stimulate their thinking, communication and creative activity. The "inclusion" of the mechanism of positive motivation to self-education activities is important (7).

Students' motives are distributed in three main areas:

- external motivation: understanding of the dependence of professional career on the results of academic work at the university;
- intrinsic motivation: students' inclinations, their ability to study at a university;
- procedural motivation: the awareness of students of the usefulness and importance of the work performed in a professional, personal, intellectual and social terms.

Motivation is an internal source of human activity, so it is important to determine its content in the structure of the student's personality - what exactly can encourage him to engage in self-education, self-improvement, to strive for self-realization? It can be:

- cognitive need;
- interest in the mode of action;
- the need for self-expression and self-realization;
- the need for self-knowledge and self-education;
- the need for social recognition.

It is possible to use these internal psychological sources of learning motivation using an activity-based approach to learning, in which the learning of a learning content and the development of a student take place not by passing some information to him, but in the process of his own active work. (6).

The system consisting of three blocks can contribute to streamlining and systematization of this activity:

- strategic - setting a strategy (independent activity of students) - goal-setting, forecasting, planning;
- VTS accompaniment - tutor support, team work;
- feedback - evaluation, analysis, reflection, presentation.

One of the means of developing self-education and self-development of medical students is the formation of a creative field, namely, the space of possible options for creatively solving educational and cognitive tasks for students, therefore this process must include the formation of such competencies,

- 1) teaching and research (the ability to learn independently);
- 2) social (ability to adapt and coexist in society);
- 3) self-development (the ability to improve the knowledge);
- 4) problem (the ability to apply knowledge depending on the emerging problem situations);
- 5) informational (ability to extract, analyze and process the received information) (2).

Thus, value orientations of a person, positive motivation, goals and objectives of educational activities, creation of a creative field for solving educational tasks are catalysts for the formation of a creative personality of a medical student capable of self-education in the context of innovative changes in health care and the constantly developing world of medical research.

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