INNOVATIVE TECHNOLOGIES IN THE PROFESSIONAL EDUCATION SYSTEM FOR MEDICAL EMPLOYEES

Kambarova Dilfuzahon Mirzakarimovna
Independent Researcher of the Institute of Pedagogical Innovations, Management of Vocational Education and Retraining and Advanced Training, **UZBEKISTAN**

ABSTRACT

This article discusses innovative technologies, their content and implementation mechanisms in the process of training mid-level medical personnel in professional education.

Keywords: Professional education, innovation, nursing staff, professional activity, innovative technologies.

INTRODUCTION

In a relatively short period of time in the life of our Republic, dramatic changes have taken place. Particular attention was paid to updating the content of vocational education, improving the quality of education, improving the theoretical and methodological level and skills of teachers, providing them with visual aids and technical means. To date, modernization of medical education in the professional system, systematic introduction of international educational standards in this area, systematization of a number of measures to develop an effective system of medical education is carried out in a new direction.

Wide-ranging reforms are being made to improve the operation of medical colleges through the integration of education, science and practice, with the greatest possible use of clinical and educational facilities. Currently, many new and modern pedagogical theories have emerged within the new paradigm of medical education.

Material and methods. Despite the positive advances in the development of advanced pedagogical theoretical and practical educational technologies in medical education, their implementation by teachers is insufficient. In our view, the main reason for this problem is that most medical colleges are focused on reproductive knowledge, skills and qualifications of most teachers.

Research work on the use of innovative educational technologies and advanced teaching methods in the system of professional education by R.Kh.Jurayev, NA Muslimov, Sh.S.Sharipov, NI Taylakov, BS Nuriddinov, AA Alimov led by.

AA Alimov has studied the problems of preparing future vocational education teachers for innovative activities based on personal technologies and made a number of scientific and methodological recommendations.

R. Hamdamov, NI Taylakov, U. Begimkulov explored the possibilities of using innovative technologies in education and obtained scientific results.

Scientists such as AA Abdukadirov, NN Azizhuzhaeva, N. Sayidahmedov, JG Yuldoshev, B. Ziyomuhammedov, R. Ishmuhamedov work on scientific research on innovation in the

education system, new pedagogical technologies and their introduction into the educational process. led by.

Results and discussion. Innovations are very relevant, state-of-the-art, innovative creative approaches, created in one system. They are supported by innovations and initiatives that serve as a perspective for the consistent development of the content of the educational process, as well as always positively impact the rapid development of the entire education system. Innovation - technology, form and technology in a particular field of activity or production, a new, systematic approach to solving problems in the system, or the use of a newly created technological process that is known to lead to faster success than ever before. the desired result.

Innovation technology is the creation of an innovative learning environment, the introduction and popularization of modern pedagogical systems and technologies in collaboration with the pedagogical community; problem solving (integration of innovative programs with curricula and programs, improvement of personal and professional development and professional development of teachers, creation of new textbooks, electronic resources).
In the pedagogical literature the following are the main forms of innovation:

- new ideas;
- specific goals for changing the system or course of action;
- unconventional approaches;
- unusual initiatives;
- advanced working methods.

The goal is to get the maximum possible out of the money and effort invested in innovation in the education system or educational activities.

It is not enough to just show the innovative nature of the innovation technology, but also to consider its effectiveness. That is, the “creation, assimilation, and application of news” should yield positive (better) results. Therefore, we believe that this definition can be supplemented by one word. Innovative technology is the process and result of the creation, assimilation, application of pedagogical innovations. Here the "novelty" can be both tool and method, technique, technology, software and so on.

In the light of the above, innovative technologies mean not only learning tools, methods, methods, but also their creation, implementation and application, evaluation and management.

Innovative technology in medical education is the creation or implementation of innovations in medical science education, which have been described as the process and result of their introduction, implementation, implementation, evaluation and management in medical education. It can be concluded that for the process of preparing students for medical care, special attention should be paid to integrating and integrating medical practice into the development of Network education standards, curricula and programs.

Innovation in education does not come about by itself, but is activated by the results of research, advanced pedagogical experience of individual teachers and the whole community.

The most important task of today's medical colleges is not to build a stable set of knowledge and skills that will remain with the individual until the end of life, but to learn how to develop and acquire new life skills through continuous improvement of the education system.

An innovative approach is to ensure that no student is left out in the process, that is, they will be able to express their knowledge, skills and competencies, alternatives and adequacy in the formation of professional qualities, to express their thoughts, thoughts and thoughts in stressful situations. . Each student's ideas, whether they are right or wrong, are not criticized by collaborating and adapting modular approaches to specific requirements such as non-standard teaching and know-how in an innovative learning environment.

There is a process of teacher-student interaction, sharing knowledge, ideas and ideas. Such situations provide for the mutual scientific intimacy, the desire for new knowledge and the acquisition of knowledge based on the integration of multidisciplinary pedagogical approaches.

CONCLUSIONS

Supporting each other in the course of the lesson creates a warm, friendly relationship. The creation of this environment is of great educational importance.

In the course of the dialogue, the student learns to think critically, to analyze complex issues based on the integration of multidisciplinary pedagogical approaches, to search for information, to freely express some alternative ideas.

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