

MODEL AND TECHNOLOGY FOR THE DEVELOPMENT OF PROFESSIONAL ABILITIES OF STUDENTS IN MEDICAL EDUCATION

Hamdamova Shahnoza Yusupaliyevna

Teacher of the Department of "Uzbek and foreign languages" of Fergana Medical Institute of Public Health

Annotation. *The rapid renewal of the modern system directs medical education to the search for reserves of the pedagogical process, which ensure the acquisition of professional knowledge and skills by students, the ability to use them creatively, initiative, politeness, activity, the readiness of future specialists for continuous self-education. Consequently, the professional training of the future specialist is not limited to providing him with a certain amount of knowledge and skills, serving to maximize the opportunities of each individual, create conditions for his individual self-development and training a comprehensive specialist who acts purposefully, independently, deepen his knowledge through scientific and practical activities.*

Key words: *globalization, integration approach, interdisciplinary communications, systems integration, motivation, interactive methods.*

One of the priority areas of medical education today is the question of the formation of the professional direction of the student. The importance of this problem makes us identify the following aspects of its study to approach a series of scientific studies that determine the development of the student's professional orientation:

- professional orientation is the awareness of one's own ability and character, corresponding to this profession, as an interest and predisposition to the profession (N. V. Kuzmina) [71];

- professional orientation is a system of emotional value relations that determines the structure of dominant motives and encourages a person to confirm them in professional activities (L. M. Mitina).;

- professional orientation as an indicator of subjectivity, it depends on the degree of formation of subjective characteristics in life and profession, such as purposefulness, autonomy or independence from external conditions, activity, independence, responsibility for the consequences of actions (A. T. Ivanisky) [72].

Our point of view is expressed by many researchers, in particular, in connection with the position of A. K. Markov, S. B. Kaverin, M. A. Kotik, V. I. Popova, O. N. Borisov, we adhere to the following description of the concept of "professional orientation": a specific side of the general orientation; an independent

⁷¹ Kuzmina N. V. "professionalism of pedagogical activity" / N. V. Kuzmina, A. A. Rean. SPb., 1993. 54p.

⁷² Ivanisky A. T. "pedagogy of professional self-development of students in the Universities of the Ministry of internal affairs". - St. Petersburg: St. Petersburg University of the Ministry of internal affairs Russia, 1999..

semantic structure, a set of features; the core, the core of professional personal self-determination; internal motives, value system; the attitude of a person to this type of activity, arising on the basis of the professional direction of a medical institute student, develops in teaching Latin as part of self-education classes, during which he will be able to express himself, be creative, independent, make independent decisions^[73].

Professional orientation plays the role of a system-forming factor at the level of the individual, the social and moral value of the individual, as well as the professional importance, will depend on it. The measure of the formation and expression of professional orientation depends on the goals and objectives of professional activity by the subject, the level of understanding and internal acceptance of relevant interests, ideals, views, beliefs and views, the improvement of their training, the desire to satisfy their material and spiritual needs, their professional sphere. (V. A. Averin, L. A. Kandibovich, M. I. Dyachenko) ^[74,75]. Based on the indicated research and taking into account the peculiarities of the medical profession, the professional orientation of a medical student is determined on our side as an integral quality of the individual, reflecting the system of education and professional motivation, interest in future professional activities, professional intentions and inclinations, professionally significant qualities, value orientations.

During our research, we studied the formation of professional competence of a medical student as follows - this is the process of its formation, the accumulation of positive changes in its composition, which we consider to be holistic, pedagogically justified, desirable to form. In our opinion, it is necessary to research a structural and functional model, in which the process of forming professional competence not only reflects the characteristics of professional competence, but also reveals the conditions, tools, methods of developing and forming the necessary structural qualities.

Personal activity, competence and cultural approaches were selected as the theoretical and methodological foundations of its justification.

Scientific support for the implementation of the structural and functional model relies on the following principles: expediency, humanization, integration, integrity, continuity. The principle of humanization of medical education can be considered as its orientation in a personal direction, the process and outcome of professional development and self-control of the individual, and as a means of social protection and stability. The integrational principle is the interconnection of areas of science that are manifested in the exchange of methods, concepts, models, constructions.

⁷³ Markova A. K. "psychology of professionalism" / A. K. Markova. M.: 1996. 308 p.

⁷⁴ Bukharina T. L., Averin V. A. "psychological and pedagogical aspects of medical education". Yekaterinburg, 2002. 406 p.

⁷⁵ Dyachenko M. I., Kandibovich L. A., Kandibović S. L. "psychology of Higher Education". Publishing house: 2006. 416 p.

Integration makes it possible to ensure the interconnection and mutual subordination of all parties and elements in the teaching of subjects of different profiles (general education, biomedical, clinical) by introducing optimal approaches to teaching using active, innovative methods, means of teaching and upbringing, pedagogical technologies. The principle of integrity requires comprehensive psychological, pedagogical and scientific training of the future specialist, including the introduction of various forms of entry into the profession, the introduction of a system of interdisciplinary affiliation, the synthesis of theoretical training with practical activities. Integrity refers to properties such as structure, interdependence, hierarchy, integrality. The principle of continuity serves as a characteristic feature of a person's involvement in the educational process at all stages of professional training. This is done through the purposeful formation of an attitude towards self-education and self-improvement throughout life and develops in an integral unity with professional activity. The principle of continuity implies the professionalization of the profiles of the general public Sciences and biomedicine; interdisciplinary integration; it implies the involvement of students in the scientific direction, in which the skills and abilities of students to obtain independent knowledge, self-education, readiness for self-development are formed and developed.

The process of forming a professional direction is organized in stages, taking into account four components. In the proposed model, the choice of the target component is associated with a detailed consideration of the goals of practical, educational, educational and developmental self-education activities in the study of Latin. And this, in turn, provides the basis for determining certain laws of the process of achieving them, as well as concretizing each of these goals within the framework of the problem under study. All these goals are determined by the professional needs of a medical professional. The practical goal is to teach the student to understand the importance of learning Latin and associate it with future professional activities, to form the correct vision of Latin as a science of professional importance, as a means of professional communication and self-improvement. The implementation of the educational goal involves improving the general culture and professional skills of students; filling and deepening knowledge on the subject through self-education. The study of Latin helps to form professional thinking, the influence on the nature of the attitude to the profession lies in the following. In terms of achieving educational goals, Latin is of great importance as an academic discipline, contributing to the education of a career-oriented individual. Special aspects of student education are an active life pose; respect for cultural, historical and spiritual values; cognitive activity; striving for self-education. The achievement of development goals implies the development of the intellectual, emotional, motivational sphere of the student's personality, the development of thinking, the improvement of the ability to think logically and critically independently, the development and improvement of all types of memory, attention, imagination; the formation of self-awareness, self-control and self-expression of the individual.

The achievement of these goals contributes to the development of the personality of a medical specialist, as a result of which there is a need to put into practice the professional knowledge gained, a desire to acquire new knowledge as a result of practical activity.

The component of the model covers the student's self-education activities in Latin studies, including the students' independent work, both classroom and extracurricular.

The operational component of the structure and the functional model include a set of pedagogical tools that ensure the formation of the professional orientation of the medical student.

The effective component of the model determines the growth of the level of professional orientation of the student (high, medium, low) in accordance with criteria and indicators: cognitive (a set of knowledge about the profession, their professional qualities, methods of professional self-determination), motivational value (a set of stable motives that regulate the self-education activities of students)^[76].

The Model includes three stages of the formation of the professional orientation of students: diagnostics (preparation), correct formation, improvement. At the first stage, questionnaires, tests, interviews are carried out, the level of professional orientation is determined. From the first classes, students immersed themselves in a specially created environment by gradually introducing specific educational materials (in accordance with the established practical, educational, developmental and educational tasks) and using a set of pedagogical technologies for teaching Latin. Activation of student activities: due to the leading activity, the development of technology develops the problematic educational principle, the ability to develop games, compare, find similarities, find imagination, reflection, find optimal solutions, due to the orientation towards the formation of motivation for educational activities, the development and improvement of comparative skills.

The main task of the second stage of the formation of professional orientation was to attract students to various types of self-education activities and form their readiness for them, to make the most of the currently acquired knowledge on this topic, to carry out active independent work on this basis. For this purpose, technologies of humanitarian training were introduced: that is, the method of the project, applied research.

At the third stage, a system of self-education activities was created, in which the knowledge of students related to future professional activities was included in the educational and research work in the specialty within the framework of the science; their skills and skills for conducting research on self-education were

⁷⁶ Gorbunova N.V., Vesetiu E.V. Media educational technologies in the system of formation of information competence of future teachers. The world of science, culture, and education. 2017; № 5 (66): pp. 66 – 69

regularly and purposefully improved (within the framework of professional-oriented Latin).

In conclusion, it can be said that in medical higher education institutions, the English course is mainly vocational. In general, the achievement of the educational goal is carried out in terms of humanizing technical education, which means expanding the student's worldview, increasing his overall culture and level of education, as well as increasing the culture of thinking, communication and speech. The changes that are taking place in public relations today, the means of communication (the use of new information technologies) require an increase in the communicative competence of students, improving their language preparation. Therefore, learning English has become a priority not only as a means of communication, but also as a means of achieving high results in the professional sphere, since knowledge of English provides access to information, that is, it helps to improve its social status and develop professional competencies.

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