

THE MECHANISM OF METHODOLOGICAL IMPROVEMENT OF PROFESSIONAL AND PEDAGOGICAL COMPETENCE OF FUTURE MEDICAL TEACHERS

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ABSTRACT

Professional competence is a person's ability to perform professional duties. Professionalism is made up of many professional competencies. Competence includes the ability to use these skills depending on their knowledge, skills and abilities. In the context of deepening the content of pedagogical and information technologies, the key to the success of any doctor-teacher in the field of professional activity is an approach to the methodological improvement of his professional, pedagogical and information competence.

Key words: Competence, development, information, professional competence, information competence.

INTRODUCTION

Research is being conducted to develop the basic and scientific competencies of medical education institutions around the world, to improve the methodology of combining the content of medical education with scientific achievements, to master the pedagogical skills of physicians, to assess the level of medical education. In the world system of medical education, effective mechanisms for improving the professional and pedagogical competence of doctors have been introduced into the educational process. In medicine, the research on the model of improving the professional and pedagogical competence of doctors, the diagnosis of methodological improvement of competencies, the orientation of medical teachers to the activities of algorithmic information exchange is of particular importance. In the study, it is important to improve the professional pedagogical skills, the history of the formation of professional pedagogy of doctors in medicine, the problems of career choice and career guidance in the research of Uzbek teachers, the activities

of vocational education and modern requirements to it. The Concept, which includes comprehensive measures to improve the system of medical education in the country until 2030, is being implemented, curricula based on state educational standards based on the approach of professional pedagogical and informational competence of medical education, the basis for improving the quality of medical education.

We are well aware that in the context of deepening the content of pedagogical and information technologies, the key to success in the field of professional activity of every medical educator is the approach to the methodological improvement of his professional and pedagogical competence. However, the existing literature does not fully disclose the content of methodological improvement of professional-pedagogical and informational competence of doctors in medicine based on today's requirements. This problem shows the methodological need to pay special attention to improving the professional, pedagogical and information competence of doctors in medicine.

A number of scientific researches aimed at substantiating the methodological improvement of professional-pedagogical and information competence of doctors in medicine have been carried out by the world's leading scientific centers and higher education institutions, including: University of California, University of Oklahoma, Yale University, George Washington University, University of California Berkeley (USA), Columbia University (USA); (University of Helsinki, Finland); University of Genoa, University of Messina (Italy); Ewha Womans University (South Korea), University of Québec (Canada), National Institute of Nutrition (India), National Institute of Health and Nutrition (Japan), Turku University, Osmangazi University, Turkey); University of Medical Sciences (Iran); Deakin University (Australia); Roseman University of Health Sciences (USA), University of Catania (Italy), University of Oslo (Norway), Bambodino Paediatric Dental Clinic (Netherlands), An-Najah National University (Palestine), First Moscow State Medical University (Russia); It is conducted at the Tashkent State Medical Academy (Uzbekistan).

Foreign scholars in the field of improving the quality of medical education Spirichev V.B., Tutelyan V.A., Kiseleva T.L., Kochetkova A.A. research on the importance of information has been conducted.

Questions of competent approach to education from researchers of the CIS countries Z.M.A.Zimnyaya T.Yu.Parshina, I.A.Koroleva, I.V.Kuznetsova, L.V.Shkerina and others conducted research. Competence approaches are studied in the scientific work of IA Koroleva, issues of use of information sources are

reflected in the scientific research of NA Piontkovskaya, articles on the formation of competence in working with information VV Kurshunova.

Uzbek scholars Muslimov NA, Urazova MB, O.Avazov, S.Alikhonov, M.Barakaev, M.Tojiev, D.Yunusova, B Research has been conducted by pedagogical scientists such as Abdullaeva, N. Bikbaeva, M.E. Jumaev, R.A. Mavlonova, N.Kh. Rahmonkulova, B.E. Sabirov. The use of information technology and informatization of educational processes, theoretical and methodological bases of information exchange in the electronic environment have been studied in the scientific works of AA Abdukodirov, U.Sh. Begimkulov, G.S Ergasheva. The essence of the competency approach in education is studied in the scientific works of F.M Zakirova, R.G Isyanov, N.A Muslimov, A.K Rakhimov, and J.E Usarov.

Conditions for improving the methodological training of future medical teachers. Improving the methodological training of future medical teachers consists of the following components: socio-personal, general, professional. N.Muslimov, a methodologist of teaching pedagogical competence, introduced his own mechanism for professional-pedagogical activity in the context of integrative activity and competency-based approach to the teaching process [1, p. 216].

Conditions for improving the methodological training of future medical teachers Implementation of interdisciplinary integration, ensuring the testing process of pedagogical activities (material, teaching methods, e-learning resources, etc.) Organization of cooperation of educational institutions (medical universities) to improve methodological and pedagogical training.

Conditions for improving the methodological training of future medical teachers the following criteria have been identified to improve the motives and needs of medical pedagogical activity: stimulating, cognitive, process, integrative. The incentive criteria for the methodological training of future medical teachers include the need for personal-professional criteria. Cognitive criteria of methodical training of future medical teachers: psychological and pedagogical knowledge - knowledge of medical knowledge and psychophysiological properties of teachers in medicine, forms, methods and means of organizing the educational process, basic methods of diagnosing students, innovative pedagogical technologies; know the principles of didactics, the requirements for the development of didactic and handout materials, the laws of the unit of education and upbringing; medical knowledge - knowledge of the goals of the development of medical knowledge of future medical educators, the content of basic scientific concepts (definitions, hoaxes, rules, methods, etc.). Process criteria for methodological training of future medical teachers: communicative skills - the ability to organize pedagogical

communication with students in the educational process, the ability to establish relationships in accordance with the pedagogical purpose, the ability to analyze the level of comprehension of assignments in various medical textbooks for future medical teachers. Skills aimed at ensuring integrative activities; information skills - the ability to acquire new knowledge through information and communication technologies, the ability to choose useful technologies in the educational process and the application of innovative technologies in the educational process. In preparing students for the medical profession based on professional and pedagogical competence, focuses on: creating a single basis for the formation of scientific concepts in different fields of knowledge, motivating students in medicine, cognitive, didactic, information and communication, medical professional creativity and growth, methodological medical knowledge, equipping them with competencies such as medical research, deontological approach.

Use of medical didactic principles in medical education of medical-professional pedagogical competence; mastering information and communication technologies; ensuring the regular aspiration of future medical teachers to independent learning, self-development, etc.

Thus, it is necessary to create a mechanism for improving professional methodological training, taking into account the competence approach of the medical educator and medical knowledge. In the competency mechanism of the specialist, the goals of medical education are integrated with the performance of functions, interdisciplinary; the requirements are linked to the results of the medical education process. The purpose of methodical training is not only to teach the student to do something, to provide relevant medical skills, medical competence, but also to create an opportunity to independently understand different situations of activity and life and to work in different socio-cultural conditions. The development of professional competence in the development of professional competence in the future medical teacher requires a thorough theoretical understanding and analysis of the concept of "medical expert model". Expert model is a set of various parameters that require a certain level of medical professional skills, a specialist to achieve significant results in their work.

From the point of view of a systemic approach, the training process as a cut is the result of the creation of an expert mechanism. This result depends on indicators such as the quality of education. According to E.E. Smirnova, "the expert mechanism itself is not a psychological-pedagogical constructor. At its core is a qualification description in which the system of requirements for an employee holding a certain position in the system of social production is recorded" [5, p. 176]. Researchers note that there are 4 relatively independent elements in each

knowledge and skill that must be formed in a student in order to successfully solve intermediate level articles: medical knowledge related to the subject matter; logical skills; skills such as working with information, absorbing it, and applying medical knowledge in a timely manner.

Summarizing the above points, we will focus on the following competencies in improving the professional and pedagogical competence of future medical teachers. 1) socio-personal competencies: - competencies related to students as individuals, activities; - social competencies that determine the relationship with other individuals, colleagues; competencies related to medical education, the ability to independently strengthen their knowledge, to strive for self-development;

2) professional and pedagogical competencies: - information competencies related to obtaining and processing the necessary information in a constantly changing society; - The future medical teacher plays an important role not only in the existing socio-cultural conditions, but also in the educational, scientific development, based on the factors of medical culture, which are useful in the performance of professional and pedagogical tasks in the field of independent medical education.

General cultural competencies; -Scientific competencies (organizational, managerial, diagnostic, didactic, mathematical, methodical, psychological, pedagogical, constructive, etc.) that allow future medical teachers to effectively organize the teaching process of pedagogical and didactic competence. It should be noted that in the field of scientific competence, in our opinion, medical-methodological competencies, including incentive, content, process, information, research competencies, play an important role. In particular, research competence allows for the conduct of camaraderie research activities, the formation of a tendency to pedagogical skills in future medical students;

3) special competencies (or professional-functional knowledge, skills and abilities) provide identification and stabilization of professional pedagogical competencies. They include competencies that allow them to regulate the educational process and adjust it. These competencies form the basis of integrative competence. In conclusion, the professional and pedagogical competence of the future medical teacher ensures readiness for methodical activity. Exact medical pedagogical competence, medical knowledge, history and status of teaching methods, teaching experience in developed countries, the content of pedagogical competence in future physicians, teaching methods and technologies, psychological and pedagogical principles of teaching, collection of theoretical and practical materials for lectures and practical training, pedagogical competence Students should be able to plan classes in classes and practical clinics, to select and

apply teaching aids, to organize individual and independent work of future medical teachers, to impart knowledge, skills and competencies in pedagogical competence to future doctors. Improving medical methodological training involves a number of efforts and activities that ensure the adequate acquisition of medical knowledge, the development of professionally important personal qualities, integrative knowledge, skills and competencies. Theoretical and practical analysis, the study of the activities of medical higher education institutions, as well as the improvement of methodological training of students in the field of pedagogical competence are important tasks today.

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