CREATION OF THE "SCIENTIFIC CENTER OF INTERNAL MEDICINE" AS A MOTIVATION FOR SCIENTIFIC ACTIVITY OF YOUNG SPECIALISTS

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Abstract
The article discusses the role and place of the "Scientific Center of Internal Medicine" in the system of organization of science and scientific research, formulates priorities, motivation mechanisms for attracting students and young teachers to scientific activities. The purpose and objectives of this center in the implementation of innovative approaches in the materialization of research in new technologies and the theoretical foundations of the activities of the scientific center at the Tashkent Medical Academy, its functions in improving research activities are also reflected.

With the acquisition of academic and economic independence by the Tashkent Medical Academy (TMA), transformational transformations began, which are aimed at moving our academy to a qualitatively new level of development. Therefore, in solving such problems, cardinal changes are required in the organization of the educational process. The implementation of changes is necessary in various directions, where one of the priority tasks should be an innovative approach, the result of which should be the functioning of TMA as an effective innovative scientific and educational institution in Uzbekistan. The use of foreign experience, as well as our own innovation strategies, can fundamentally change the situation in the education market and give the necessary competitive advantages to TMA graduates. Consequently, this necessitates the search for ways to improve the content, methods and forms of medical education at various levels, to ensure the continuity and succession of the professional development of specialists at all stages of professional development. One of the key points in education is research activity, since the prospects for science have always been determined by the prospects of leading universities [1; 3].

Unfortunately, at present, motivational mechanisms for attracting students and young professionals to research activities remain insufficient. As you know, motivation should serve to induce a person to creativity, directs to a certain behavior [6]. The creation of motivational mechanisms in our academy will provide an incentive for research activities of students and young professionals, which is inextricably linked to the implementation of transformational changes. Understanding the effect of motivation at the university and in the performance of research work is inseparably linked with the establishment of a stimulating creative environment in the team. Moreover, motivation helps to determine the goals and opportunities for achieving them, and it also increases the initiative and efforts of young scientists to determine research directions [7]. Given that an important element in the system of scientific potential of the university and the country as a whole is the scientific community, then given the above, the creation of a scientific center and the development of mechanisms (motivation) to attract students and young teachers to scientific activities is an important link in achieving a stimulating creative environment in TMA.

As is known, the prospects of science have always been determined by the prospects of leading educational institutions. This is especially characteristic of the 21st century, when all branches of world science have reached outstanding heights, and any scientific problems require the unification of the efforts of scientists, the formation of teams of scientists [4]. In this regard, the importance of creating research centers at the university is increasing.

The formation of scientific centers is a tradition that has ensured the rise and progress in many countries, in particular in our domestic science. Researchers note [3] that the systemic approach that has been formed in world science has largely come from scientific schools. It should be pointed out that scientific centers are not only and not so much administrative formations at faculties and scientific divisions, but being the core of the scientific community, they play a special role in the formation of a full-fledged specialist. This means that the scientific center should be an essential element of civil society. However, it should be said that it is in terms of consolidating the work of scientists that the scientific center is of particular interest, since such an approach allows solving a complex of tasks of scientific activity in some direction in their unity and interdependence [8].

The scientific center should present itself as one of the types of the scientific community, a special form of

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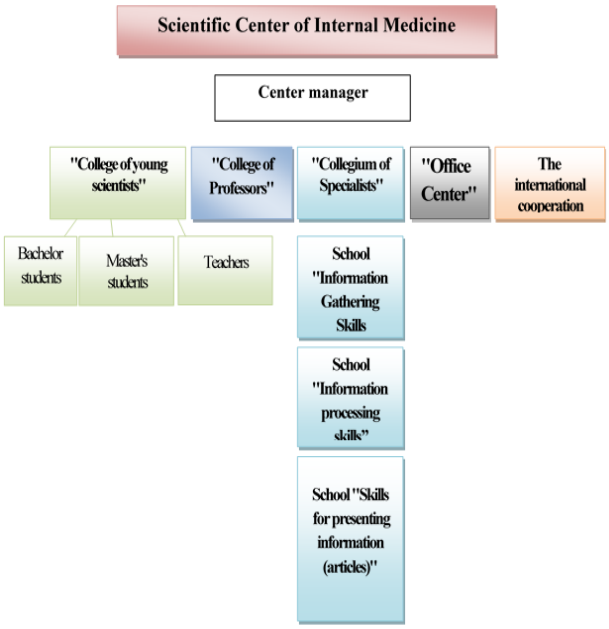
cooperation of scientific activity. Moreover, a scientific center associated with other scientific and social associations and structures of science, such as a scientific discipline, scientific direction, organization (institute, laboratory, department) will contribute to solving urgent problems in science [9,10]. Consequently, a motivated student and young specialist will develop scientific thinking, an incentive for science and, as a result, the ability to design research activities. This means that the research center is inherently an effective model of education, which takes into account the principle of continuity, ensuring the principle "from the older generation to the younger." Moreover, it is known that traditionally the department is the main cell of a higher educational institution. However, in the leading universities, where certain traditions have developed, both in the educational process and in scientific research, research centers play an increasingly important role [2,11]. Note that in most educational institutions, associations of scientists are indicated in scientific areas or “around” a scientist, and not by departments. It is this association of scientists that brings a greater scientific effect. Therefore, the creation of the "Scientific Center for Internal Medicine" (SCIM) at TMA would serve as an impetus in the development of mechanisms (motivation) for attracting students and young teachers to scientific activities in the context of transformational changes in TMA (pic.1). At the same time, the SCIM would become a place for close, permanent, informal communication between scientists, students and young professionals, as well as for the exchange of ideas and discussion of results.

We present the SCIM at TMA as a center with a conventional strategy that is important for researchers' communication. This will stimulate young scientists to scientific activity, to form cognitive abilities. Therefore, for the SCIM the main goal will be to develop mechanisms (motivations) for attracting students and young teachers to scientific activities. To achieve this goal, we set the following tasks:

- development of a unified communication format among the departments of internal diseases of the TMA with the creation of an "office center" in the SCIM;
- development of mechanisms for the work of the College of Professors, the College of Young Scientists and the College of Specialists;
- creation of a bank of “unresolved scientific problems” at the SCIM;
- Creation of a bank of "patients" in the SCIM;
- development of an incentive system in the SCIM, taking into account the introduction of the "scientific rating of a student" and "scientific rating of a young specialist";

The development of a unified communication format among the departments of internal diseases of the TMA with the creation of an "office center" is the most important element of the SCIM. This is necessary in order to build effective interaction with colleagues and thereby ensure efficient and clear data exchange without information and time losses. It is also important that these interactions work in all directions, both to build the policy of the center and to strengthen the team spirit.



Picture 1. Structures of the proposed "Scientific Center of Internal Medicine"

A necessary condition for the SCIM should be the integrative and team nature of research activities. A necessary condition for the SCIM should be the integrative and team nature of research activities. Therefore, the development of mechanisms for the work of the College of Professors, the College of Young Scientists and the College of Specialists will contribute to the active practice of interaction based on professional communication, building vertical and horizontal connections, as well as establishing rules and norms for specialists. Moreover, this approach brings together a group of associates and students who share scientific ideas and general theoretical principles, research methodology. This will allow them to jointly carry out a certain research program developed and proposed by the board or a group of scientists headed by it.

During the implementation of the scientific program of a particular board, there is an intensive exchange of

opinions and results. Consequently, simultaneously with the solution of a certain scientific problem, scientists exchange scientific information, young specialists improve their qualification erudition. The essential difference of the "College of Professors" is that they simultaneously solve such tasks as the development and defense of scientific ideas in internal medicine, as well as the complex, collective implementation of a major task that is inaccessible to a single scientist, and the training of young scientists. At the same time, an important function of the center should be to take care of the scientific change, the preparation of PhDs and doctors of sciences from among the novice researchers of scientific, and in many respects, like-minded people. For a member of the College of Young Scientists, scientific self-determination, self-identification, identification and strengthening of his social role in it, designing the research activities of each as parts of a common one is extremely important.

The research work of a student and a young specialist or scientist is one of the forms of self-expression of his personality, his desire for self-affirmation in life, develops creative abilities, independence, the ability to understand the flow of information, select and process the necessary. Being engaged in research work, they are included in specific activities and in the system of research work of university students, which has a certain structure and features [1,5]. Therefore, the development of an incentive system at the SCIM, taking into account the introduction of the “scientific rating of a student” and the “scientific rating of a young specialist” in the system of training scientific personnel, will be of priority importance in involving young people in scientific activities, as well as creating a more effective system of remuneration, encouragement and career growth young scientists.

Thus, the creation of the SCIM is considered as one of the most important means of improving the level of training of specialists with higher professional education through the development by students and young specialists in the learning process of the basic additional plans of the basics of professional and creative activity, methods, techniques and skills for performing research work. This will allow them to form their abilities for scientific creativity, independence, initiative in learning and future life. All functions of scientific activity are expected from the creation of the SCIM: the production of knowledge (research), its dissemination (communication) and the reproduction of both knowledge and the scientific community itself. The SCIM is expected to unite university and academic science, help graduates in self-determination in the scientific field of activity, coordinate programs of specialized and profile departments with academic institutions. It should be especially noted that the SCIM should be an innovative professional and educational subsystem.

Thus, the SCIM contributes to:

- promotion of scientific research, innovation and education;
- joint work of teachers, students and young specialists;
- motivation of students and young specialists;
- development of skills for conducting scientific research;
- raising the scientific level of specialists and identifying talented students for the subsequent replenishment of the scientific and pedagogical staff of TMA;
- participation in research projects and grants.

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