



The Educational Process is the Basis for the Formation of a Doctor's Worldview

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ABSTRACT

The scientific basis presented in our article is the high scientific and technical progress, the level of the modern development of home nursing, characterized by an increased need for highly qualified specialists, encourages higher medical faculties to increase the requirements for the quality of professional staff training doctors. Currently, the emphasis is on the formation of a high level of worldview and professional skills of students, their erudition, culture, morals, and moral personal qualities.

Keywords:

motivation, research activities, medical, professional education, pace, scope, educational activities, motivation to learn, practice, self-education activities

Introduction: The solution to this task should start with the individualization of learning as one of the main aspects of the humanization of education. An important prerequisite for the individualization of learning, according to E.P.Panisheva aims to allow students to choose their educational path, taking into account the pace, scope, level, and style of assimilation of the material [1]. In the educational process of a medical university, the individualization of student educational activities, which contributes to the improvement of the quality of their professional education, is not given due attention. We have found that choosing an individual educational path as one of the innovative approaches to learning is possible if the following conditions are successfully met:

- high motivation for training based on a conscious choice of medical specialty;
- the modern level of organization and conduct of educational activities;
- high-quality organization of practical activities of students during the period of practical training;
- Activation and high-quality conduct

- of research activities;
- development and improvement of self-educational activity and cognitive activity of students;
- effective educational environment of the university.

In the course of our research, we found that the most important of the above conditions (motivation to learn, educational activities, practice, and research activities, self-education activities) play an extremely important role in the formation of a medical worldview. The success of developing a medical worldview in the context of university studies depends directly on the motivation for choosing a medical profession [2]. In psychology, motivation is viewed as a complex regulator of human activity at multiple levels. Motivation includes both automatically implemented attitudes, current aspirations, and the realm of the ideal that is not active right now but performs an important function for a human being, giving him the semantic perspective for the further development of his motivation without causing the current worries of

everyday life become less important. All this allows us, on the one hand, to define motivation as a complex, multi-layered, heterogeneous system of motivators, including needs, motives, interests, ideals, aspirations, attitudes, emotions, norms, values, and on the other hand, from the poly motivation of human action, behavior and the dominant Motive to speak in their structure.

Motivation is mostly understood as a set, a system of psychologically heterogeneous factors that determine human behavior and actions. The main goals of motivation to study at a medical university are the formation of general cultural and professional competencies of the graduate, the professional orientation of the educational process, the development of an appropriate attitude to the difficulties of medical activity, the formation of science and professional worldview, the development of needs for self-education and self-improvement, promoting a sense of duty and responsibility in professional activities and an ethical attitude towards patients.

Literature review: Analysis of literary sources has shown that there is a small amount of research on the problem of the formation of motivation to learn, the solution of which would meet the requirements of the modern level of medical specialty education. This justifies the need to study this topic in universities, including medical ones. A significant number of scientific studies by domestic (V.G.Aseev, V.K.Vilyunas, V.I.Kovalev, V.S.Merlin, P.V.Simonov, D.N.Uznadze, A.A.Fayzullaev, etc.) and foreign authors (J.Atkinson, G.Hall, K.Madsen, A.Maslow). Psychologists look at the motivational sphere through the prism of activity, relationships, interactions, or emotional experiences (L.I.Bozhovich, V.S.Merlin, V.G.Aseev, V.I.Kovalev, A.K.Markova, V.G.Leontiev, V.K.Vilyunas, etc.). However, the question of the psychological nature of this phenomenon remains controversial and requires detailed theoretical and methodological study [3].

E.A.Larina's research has shown that the motivational environment of a student's personality should be considered for the effectiveness of educational activities and the

professional orientation of education [3]. Students' attitudes toward learning activities can be improved by changing their motivation to learn [1]. It is necessary to use teaching technologies aimed at increasing students' educational motivation and contributing to the formation of pedagogical, cognitive, scientific, self-educational, and professional motives, which are important for the quality training of medical specialists. Pedagogical activity has its peculiarities, including didactic, philosophical, pedagogical, and psychological aspects, which have a significant impact on the student's personality, form his motivation for the chosen profession, and the result of his further practical activity. This activity can only be successful if the graduate has sufficient specialist knowledge, a well-founded ideological position, and a broad ideological perspective.

The operating system Belyaeva identifies the following main groups of motives in the motivation to acquire higher education: socio-professional, status, material, and moral-ethical or moral [4]. Based on the research conducted, we have identified the following types of motives that help to achieve quality medical education and the formation of a medical worldview at the right level: the motive of conscious and purposeful choice of a medical specialty, the motive of the philosophical and methodological orientation of medical knowledge, the motive of professional orientation in educational and scientific activities, the motive of social importance and prestige of the chosen profession, the motive of cognitive activity, self-education and self-development of students, the motive of moral and ethical dominance of medical action.

Research Methodology: The process of implementing these motives should take place from the very beginning of studies at the university and its effectiveness may vary depending on how quickly and successfully the student adapts to the educational environment, as well as the teachers, especially those who direct the educational process, will to it contributed to youth courses. Teachers should promote the development of inner self-

discipline, mental self-regulation, and emotional stability of the students, and motivate them to consciously acquire high-quality knowledge. A teacher should have broad ideological knowledge, be able to show the ideological potential of the taught discipline, build up his teaching and educational process in the form of ideological discourse, teach students the skills of dialectic thinking and thus the ability to act, form their world views and attitudes, to make independent decisions and to argue.

The pedagogical factor in medical cognition is, first of all, the personality of a teacher who can properly build the educational process, and who has organizational, educational, and pedagogical skills. Only the caring attitude of teachers towards students, personal interest in the development of their creative abilities, mutual understanding, and support can create a positive motivation for students' studies. The mission of the teacher is «to promote the awakening of ideological consciousness, philosophical mentality» [5]. The implementation of the motives considered by us in the educational process, subject to their deep awareness and responsible approach to teachers, will allow us to form the professional and ideological competence of the graduates of the Medical University. With it, the role of the higher medical school is growing, which aims to create all the necessary pedagogical and pedagogical methods and conditions that will ensure the harmonious development of both professionally oriented qualities and the spiritual and moral culture of medical students. The search for effective ways of forming a medical worldview under modern conditions of the educational process at a medical university is an urgent problem that requires socio-philosophical reflection. The socio-philosophical basis of such a degree is important for an objective assessment of the medical professional knowledge that the students have acquired through the theoretical development of specific sciences and their deepening in practice. Philosophy conveys the idea of a medical worldview as a dialectic unit of scientific, methodical, moral, and ethical guidelines of the doctor in the individual and

social being of the human being, as a qualitative transformation of all human life. In the centuries-old history of healthcare, the development of mentality can be traced as a line of socio-philosophical understanding of a person, their physical characteristics, intellectual potential, and spiritual abilities.

The problem of personality development and the worldview of doctors is complex and contradictory. Their solution should be based on the implementation of effective educational activities at the university, the conditions of which are: the dominance of innovative teaching technologies; the widespread use of interactive teaching methods in the educational process, which contribute to the activation of students' pedagogical and cognitive activity; self-education and self-development of students; the development of clinical reasoning and professional skills; sufficient information support of the educational process; adapting the content of the disciplines taught to the actual needs of practical health care; as well as the scientific, ideological and professional-pedagogical competence of the teachers. Traditional forms of organization of training work at medical colleges: Lectures, internships, seminars, laboratory work, colloquia, workshops, nursing and anamnesis, research work by students, pedagogical and industrial practice, as well as independent training work under the direction of a teacher. Both traditional and innovative teaching methods are used in the departments: the method of didactic games, brainstorming, the method of analyzing a specific situation (solving problems of the situation), modular training, demonstration and testing of medical manipulations, conducting biochemical and bacteriological experiments, case method, portfolio method, problem-based learning method, pedagogical method dialogue.

Conclusion/Recommendations: In a general sense, the environment is a natural and necessary condition for people's life and professional activity, and at the same time a product of their common activities. The educational environment is a set of conditions and influences that surround a person. Such a

general definition of this term allows us to take into account the whole variety of influences, circumstances, conscious and unconscious, purposeful and spontaneous in the formation of a professional personality and its worldview. To characterize the educational environment of the university and its departments, the following criteria are used: the human factor, the physical environment, educational programs implemented in the educational process, an innovative approach in the educational process, scientific and professional competence of the teaching staff, the material and technical basis of the educational process.

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