

OPPORTUNITIES FOR APPLICATION OF PERSONALIZED EDUCATION IN MEDICAL SCHOOLS

<https://doi.org/10.5281/zenodo.10655228>

Эгамбердиева Гулнора Неъматовна

Fergana Medical Institute of Public Health

Annotation: *The processes of globalization that have occurred in recent years have been entering rapidly the field of education, the large volume of information and innovative technologies, in turn, require certain changes in the context of education. In this article, there will be uncovered the nature and possibilities of personalized education of students studying in medicine, including higher education nurses. In particular, the prospects and positive features of employing individual-oriented way of educating of medical personnel have been revealed.*

Key words: *personnel training, education, person-oriented education.*

**ШАХСГА ЙЎНАЛТИРИЛГАН ТАЪЛИМНИНГ ТИББИЁТ ОЛИЙГОҲЛАРИДА ҚЎЛЛАШ
ИМКОНИАТЛАРИ**

Эгамбердиева Гулнора Неъматовна

Фарғона жамоат саломатлиги тиббиёт институти

Аннотация: *Охирги йилларда юзага келган глобаллашув жараёнлари таълим соҳасига ҳам жадал суръатлар билан кириб келмоқда, ахборот маълумотларининг кўплиги, инновацион технологияларнинг ўз навбатида таълим мазмунида ўзгаришлар киритилишини тақозо қилмоқда. Мазкур мақолада тиббиёт йўналишида таълим олаётган, жумладан олий маълумотли ҳамширалар йўналиши, талабаларни ўқитишда шахсга йўналтирилган таълим моҳияти ва имкониятлари очиб берилган. Жумладан, шахсга йўналтирилган таълимни тиббиёт кадрларни тайёрлаш учун қўллаш имкониятлари ҳамда ижобий таъмонлари очиб берилган.*

Калит сўзлар: *кадрларни тайёрлаш, таълим, шахсга йўналтирилган таълим.*

INTRODUCTION

In the era of globalization and changes, the ineffectiveness of the traditional education system is expressed by the fact that it is based on the teaching of knowledge. Traditional teaching has the following characteristics: only explanatory method of teaching, mass teaching. In traditional teaching, authoritarianism is manifested in the

following form: the learner is a person who has not fully formed yet, he or she only needs to perform, and the pedagogue is the leader judge, the only initiative person.

On the ¹⁸³PD-4947 decree of the President of the Republic of Uzbekistan dated February 7, 2017 "On the action strategy of the further development of the Republic of Uzbekistan" "Improving the constant education system, training highly qualified personnel in accordance with the modern needs of the labor market, creating effective mechanisms for the implementation of scientific and innovative achievements" and several other tasks were defined as priorities in the field of education. This has expanded the possibilities and processes of inauguration of a person-oriented education and implementation of them.

The task of education today is directly related to methodologically important problems of pedagogy, such as the implementation of the state policy set in the field, the qualitative fulfillment of state requirements for personnel training, the creation of a modern generation of educational literature, the continuous improvement of the methodology of teachers-coaches, teaching based on individual-oriented educational technologies.

In professional education, it is necessary not only to teach knowledge, but also to analyze the acquired knowledge and use it correctly. In this regard, it is necessary to create an opportunity for future medical staff to renew their clinical experience, to look critically at their professional level and to implement solutions to problems.

Nowadays, systematic thinking has become the one of the main requirements of our age, and the proposed approaches, as a rule, are presented to various departments of the educational system. There is not enough attention to the systematization of the material received within the educational process, the system-forming relations between didactic units in the study of both theoretical and clinical subjects.

The inadequate direction of students in learning process is the presence of uncertainties in the concepts related to the existing various disciplines and the relationships between them.

Mastering the profession of a medical worker in medical schools begins with learning and memorizing a large number of concepts, terms, with the study of basic theoretical subjects. The acquired knowledge is continuously updated, and the student tries to find proper solutions to situational tasks related to practice in clinical departments. The knowledge which is one of the aspects of the idea of the connecting with thinking process outlines psychological and pedagogical features, and the conditions for the formation of professional thinking consist of the organization of a certain method of mastering the educational material (certain activity-cognitive, research, etc.). Thus, the search and application of new approaches to the training of independent thinking medical personnel remains one of the urgent issues.

The aim of the activities of medical schools is to introduce such approaches to the educational process. A systematic approach that enables the formation of students

¹⁸³<https://www.elibrary.ru/item.asp?id=48401651>

should include the ability to work with educational literature, analysis, to see orientation schemes in the material to be learned, to synthesize the acquired knowledge and information, and to include practical activities in the process of solving professional problems.

Research methodology. This type of education serves to educate students such qualities as independence, initiative and responsibility, as well as independent, creative and critical thinking skills. In the organization of this type of education, pedagogues are required to approach each student as individually as possible, respect his/her personality, and trust him/her, and represents the demand to create a favorable pedagogical environment for learning in mutual cooperation. In addition, criteria for training nurses with secondary education were analyzed in the conditions of Uzbekistan, and various approaches to improving the quality of higher education were studied.

Analyses and results. In modern conditions, the use of innovative forms of education in order to improve the quality of education of students is gaining great importance.

One of these types of education, person-centered education, is gaining importance in bringing out the talent of the student. In contrast to traditional pedagogical technologies, at the center of personalized educational technology is a student personality with independent, non-standardizing qualities of decisions in various situations.

We conducted a survey among students to determine the need and effectiveness of independent work for students and to develop various aspects of the personalized learning system.

According to the results of a survey conducted among students studying at the Faculty of Nursing, the following hierarchy of preferences was revealed when choosing forms of independent work: working with visual materials — 72.9%; production practice — 60.2%; direct communication with patients — 49.5%.

Independent work in the concept of students can be of three types: performed without the participation of the teacher, but according to his/her task - 40%, independently, but under the supervision of the teacher - 31% or as a form of independent educational activity without the advice of the teacher - 29%.

According to the students, each of the proposed activities is acceptable, but most of them (66.4%) want to independently complete the tasks clearly assigned to them.

Effective independent work of students requires teacher supervision as one of the most important motivating factors - this is the opinion of 38% of respondents.

The established traditional approach to the organization of successful educational activities carried out in the proven methods of conducting lectures, seminars and practical training meets the requirements for the level of training of nurses. However, some students (24%) consider the organization of effective independent work to be an important reserve for improving the quality of the educational process.

According to the opinion of the majority of respondents (54%), it is necessary to improve the forms and methods of teaching, to use modern information technologies more widely-31%.

88.2% of students pointed out that they are adequately provided with educational and methodological materials for the successful organization of independent work. When doing independent work, students prefer to use traditional sources of knowledge, such as lecture materials - 69.5%, recommended textbooks - 72%, and methodological developments of teachers - 47.8%.

According to students, the following are necessary to increase the efficiency of independent work:

- self-education activity - 64.2%;
- additional allocation for independent work and increasing compliance with it - 40.1%;
- being able to use it effectively in the process of self-education - 41.8%.

It should be noted that the majority of students participating in the survey (88.7%) want to constantly improve their knowledge, using the time allocated for independent work wisely.

In order to overcome difficulties in independent work, students attach great importance to their efforts and persistence - 70% and teachers' support - 51%.

83% of students believe that as a result of independent work, it is possible to form important professional qualities of a medical worker, and also purposefully determine the field of their further scientific and practical activities.

The results of the survey can form an important basis for conducting independent work of students and developing effective forms and methods of rational planning.

If we consider the independent work of students more broadly - as a didactic form of education, we can create a system of organizing extensive pedagogical conditions that ensure self-management of students' educational activities.

In the modern concept of health care development, the training of highly educated nurses in the specialty "Nursing" has become more and more relevant. The Faculty of Higher Nursing, together with the training of specialist nurses, has the main task of training specialists who can lead nursing services at any level, and one of the important tasks of training specialists who independently conduct educational work in medical technical schools and colleges. This means that it is necessary to provide its graduates with in-depth clinical training.

The analysis of the current sample training programs for nurses with a higher education nursing diploma in basic clinical sciences shows that they repeat the content of the training programs for secondary specialized nurses in many ways and are limited only to the syndromic approach to the diagnosis and treatment of basic diseases and injuries. In connection with the above, we found it appropriate to develop a new concept of teaching

content and a curriculum for clinical training of nurses with advanced nursing education, based on the long-term experience of teaching staff of Fergana, Andijan and Tashkent Medical Higher Nursing Faculties.

The proposed concept of teaching clinical subjects based on the nosological approach allows future nursing bachelors to master all methods of direct examination of the patient and the initial skills of clinical reasoning, to competently evaluate the results of additional studies and, together with knowledge of etiology, pathogenesis, clinic, to be able to make nursing diagnoses for patients based on the nursing process, and allows them to carry out maintenance work based on new innovative approaches.

One of the problems of the current system of higher medical education is that this system is still dominated by the information paradigm, whose tasks mainly include the simple transfer of information and knowledge to students. One of the main goals of the education system is to train a skilled participant in the production process that is often necessary for society. All other potential abilities of the individual, including creative abilities, are not required. As a result, a graduate with insufficiently developed creative thinking will later have difficulties in perceiving increasingly complex information, making decisions in non-standard situations, and will not be able to understand the connection between concepts and events that are slightly different from the usual.

That is why the development of creative and non-standard thinking of students, based on the assimilation of information, has become one of the complex and urgent tasks for educational institutions.

For the formation of creativity as a personal and not only a behavioral property, a specially organized educational environment is required. "Local" methods of creativity development (for example, solving non-standard tasks) are certainly useful, but as a result of their application, students simply memorize new ways of solving and then repeat the learned actions. Therefore, the formation of creativity as a personal property requires a special environment that has a multifaceted systemic impact on students.

Finally, based on student evaluations, and a systematic review of outcomes related to patient-centered learning objectives based on curriculum evaluation curriculum, we proposed the following.

CONCLUSION

Based on the conducted research, we came to the following conclusion. Person-oriented education educates such qualities as independence, initiative, sense of responsibility, critical thinking in the student. This, in turn, increases the quality and efficiency of education.

LITERATURE:

1. Burkhanova G.T., Varga V. Person-centered education. Educational and methodological complex. - Tashkent., 2014, 320 p.
2. Akhunova G.N., Golish L.V., Faizullaeva D.M. Design and planning of pedagogical technologies. / edited by B. Yu. Khodiev. - Tashkent.: "Economics", 2009, 45 p.
3. Osnovy lichnostno-orientirovannogo obrazovaniya. / I.S. Yakimanskaya. - Moscow: "Binom". Laboratory science», 2011, 238 p.
4. Dikanskaya N.N. Otsenochnaya deyatelnost kak osnova upravleniya kachestvom obrazovaniya // Standart i Monitoring v obrazovanii.2003. – No. 3. – p. 38–42.
5. Methodological recommendations for proektirovaniyu otsenochnyx sredstv dlya realizatsii mnogourovnevnykh obrazovatelnykh programm VPO pri kompetentnostnom podkhode / V.A. Bogoslovsky, E.V. Karavaeva, E.N. Kovtun, O.P. Melekhova, S.E. Rodionova, V.A. Tarlykov, A.A. Shekhanin. - Moscow.: Izd-vo MGU, 2007. -148 p.
6. Kolomiets O.M. Tehnologiya razvitiya pedagogicheskoy deyatelnosti v obrazovatelnom uchrejenii / Vestnik MGGU im. M.A. Sholokhova. -2011. - Vyp. 4, series "Pedagogy and psychology". - pp. 15-9.
7. Kolomiets O.M., Fokina M.A., Butylchenko O.V. Model methodical preparation of teachers of the higher medical school in the system of complementary professional education. Electronic scientific and educational journal "Zdorove i obrazovanie v XXI veke". - No. 1, 2013. -T. 15. – pp. 14–8.
8. Formirovanie sistemnogo mishleniya v obuchenii / Pod ed. Z.A. Reshetovoy. - Moscow., 2002. -39 p.
9. Mikhailovsky M.N. Osobennosti sotsialno-psychologicheskikh kompetentsiy/Aktualnye voprosy sovremennoy psykologii i pedagogiki: Sbornik dokladov XII-y Mejdunarodnoy nauchnoy konferentsii (Lipetsk, December 28, 2012).
10. Gorlenko O.A., Miroshnikov V.V., Kukareko A.N. Formirovanie professionalnykh standartov v oblasti kachestva na osnove kompetentnostnykh modeley // vesti.BgTU.— 2010.—№3(27)—p.91-98.
11. Pyanykh A.V., Burkovskaya Yu.V. Professionalnye i obrazovatelnye standarty: vzaimodeystvie, perspektivy razvitiya naprimere programm dlya bakalovov strinskogo godela // Standartizatsiya v zdoroookhraneni. 2013. — #7-8.— p.3-7.