



Educational Component as The Most Important Trend in High School Medical Pedagogy

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Annotation.

The article presents the results of a study of the educational component in medical pedagogy of higher education. Education is considered an integral part of the educational process. This is the right trend, since it is important not only for students to acquire professional competencies and knowledge, but also the ability to be specialists with deep cultural properties, including ethical and deontological aspects of the medical profession. The psychological readiness of a good specialist for his professional activity is expressed in his ability to conduct a correct conversation and communicate with patients and their relatives. Thus, educational work in universities, aimed at developing a well-founded high self-esteem of future young specialists, will contribute to the development of broad universal, general professional and professional competencies. The educational work constantly carried out by higher school teachers is aimed at preparing precisely such highly erudite doctors

Key words: education, medicine, pedagogy, higher, school.

Introduction.

The educational component in medical pedagogy of higher education is, without a doubt, considered the most important trend in modern education. It naturally complements the pedagogical component of teaching medical students [1, 2, 3]. Issues of the educational process in higher educational institutions are closely related to the general difficulties, that arise for students



after entering a university, where significant changes occur in their society during the transfer from a secondary school to a higher educational institution.

It is clear, that there are fundamental differences in the organization of the learning process in secondary and higher schools. The general difference, which is the basic basis for the emerging problems of the educational pedagogical vector at the university, is the educational process itself. In higher education, the main requirement is that the student acquires knowledge and skills independently, the teacher acts only as an assistant - an interpreter in the acquisition of higher medical education by students [4, 5].

It should be recognized, that the transition from yesterday's secondary school pupil to a higher school student, from one system to another, is a very complex psycho-emotional process. This process is aggravated by other important factors, such as: stress from changing the usual school environment with a long-term, 11-year-old environment, both classmates and teachers. This established life of teenagers changes dramatically, when they enter university.

Young people are thrown into a completely new social eco-environment, while a huge mass of previously unfamiliar events falls on them in succession. For example, a new environment in the form of an academic group instead of their usual class, as well as many unfamiliar disciplines that must be completed according to the new system: during lectures and practical classes. These classes are conducted not by "our own" teachers who have become family, but by "strangers", unfamiliar teachers. By the way, the usual schedule of classes for the institute, for a beginning student, even figuring it out is often a difficult task.

Target.

The purpose of this work is to demonstrate ideas and personal experience in resolving issues of organizing the educational component of pedagogical work and the tracks for their implementation in medical pedagogy of the university. The problem is that educational work has to be carried out with young people with an incompletely formed psyche, during the most difficult period of their transition from secondary to higher school. Is this a problem? Without a doubt



- yes! What can you do? It should be noted, that the transition to senior years does not resolve many issues; they continue to require solutions. Students continue to be under the pressure from a huge volume of scientific information, for which a relatively small amount of time is allocated, considering that this concerns not one subject, but several.

Materials and methods. The material for this work was the practically accumulated experience of conducting lectures and practical classes with 2nd and 3rd year students of the Tashkent State Dental Institute. The methods included studying the results of various groups of students within an academic group on the active use of modern innovative opportunities in the educational process.

Results and discussion.

Students of higher educational institutions, as a rule, come to study at a university quite consciously. Ex-students realize that difficulties await them on the way to the desired diploma of higher medical education. It is obvious, that each of them needs the support and participation of teachers. Consequently, one of the first in a number of options for solving the problem of the educational process is the approach of positive motivation of young people to learn [6, 7]. In the course of mastering the educational material of numerous disciplines - new and in large quantities, each, even not very great success, should be positively noted by the teacher. This is an important point that stimulates students to new achievements [8, 9, 10].

Several tactical approaches are proposed in organizing the process of strategic mastery of disciplines. After the first lessons, every teacher becomes clear about the population with whom they have to work. This psychodiagnostic assessment of students is carried out from the very beginning of communication between the teacher and the student.

In general, students can be divided into 3 groups. The first group includes those young people who are noticeably motivated to acquire knowledge. They work a lot, and quite effectively, independently in preparation for practical



classes and seminars on each topic, write down notes with key points of the voluminous material, and use lecture material, textbooks and additional literature to prepare. These are the leaders of studies! Not only are there no problems with this category, but with such students the teaching process itself is interesting, since the return in the form of mastering the educational material is felt.

The second group includes good students, the so-called “average” students, who are not as productive as classmates from the first group, but also show diligence and show a good level of mastery of educational material. Students in this group, with the right educational approach, will have good academic performance.

The third group includes the most complex layer of the student mass, which, unfortunately, is unmotivated, as paradoxical as it sounds. For such students, the learning process itself seems overwhelming and too difficult, which is why they give up and lose the mood to study. Such students “serve” academic class time.

This part of students, being the most problematic for the implementation of any educational activities, requires continuous attention and extensive teaching experience, let’s not be afraid of this word - talent. What is important is the change from an inert, lack of initiative, indifferent to everything that happens, student into a person who begins to be interested in the discipline and tries to show some knowledge.

To do this, you can use the method of limiting the volume being studied at the initial stage, followed by a consistent increase. It is proposed to prepare independent work in the form of an abstract report on specific issues of the educational topic. Then provide the opportunity to present the material in the form of a report to the audience. The educational success of this approach lies in the fact that the indifferent student discovers that he can report the material, even if only for the audience of his group. This work is undoubtedly deservedly assessed positively [11, 12, 13].



The following goals of this approach are achieved. The first is the emergence of self-confidence among students who were classified in the third group. In our opinion, allowing a person to believe in himself is the most important element of the educational process. On the other hand, the use of the practice of speaking with independently prepared presentations on certain issues of the subject of classes, not only for students “below the average level”, but also for students from the first and second groups, helps to overcome the fear of public speaking and develop the ability to make such speeches.

At the same time, the obvious fact is that the reports and presentations, of course, when compared, will differ in quality and depth for students of different groups, which were mentioned above. This can also be regarded as an educational moment of professional competition for the development of students’ desire for the best option when working with educational material.

In our opinion, the material presented in this article is completely negotiable. Critical comments will be favorably received by the authors. At the same time, we understand a different situation when the teacher simply states the presence or absence of knowledge on a given topic of the lesson, expressed in issuing a particular grade. Again, we are not talking about academically successful students, we are talking about students who in such a situation will receive unsatisfactory grades from class to class, will cease to be interested in learning and knowledge, and will ultimately lose faith in themselves and their strengths. This is not the right path, which can be stated with a high degree of confidence.

We would venture to say, that the best practices of educational work at a university are those, that motivate students to obtain good and excellent results in the process of studying numerous disciplines. The successes achieved will strengthen in the souls and hearts of student’s faith in their strengths and limitless possibilities.

As a demonstration, we would like to offer a method of conducting a practical lesson, that we use in the practice of teaching the discipline of pathological anatomy on the topic: Atherosclerosis, diseases of the



cardiovascular system at the Department of Physiology and Pathology of the Tashkent State Dental Institute. On this topic of the curriculum, the results of research conducted by us in accordance with scientific research plans have been introduced for practical use [14, 15, 16].

I would also like to note, that the issues of teaching pathological anatomy, as a discipline, that is one of the fundamental among the basic sciences, attracts undying attention from interested scientists and practitioners. Confirmation of universal interest on a global scale is the fact that the UN General Assembly on December 2, 2021, declared 2022 the International Year of Basic Sciences for Sustainable Development.

As part of independent work, students are asked a number of questions, regarding modern views on the pathomorphogenesis of this pathology. They prepare reports on various aspects of the patho- and morphogenesis of atherosclerosis, which underlies cardiovascular diseases. Interest in the pathogenetic features of atherosclerosis remains relevant today [17, 18, 19]. Issues of secondary prevention and treatment, the use of a wide range of therapeutic agents, including those of plant origin, are included for these purposes. The latter, in comparison with synthetic drugs, have a number of significant advantages, which makes their use very promising [20, 21, 22, 23].

The results of students' independent work are presented in the form of presentations during practical classes and look like conferences with speakers. They are held in a similar format to standard scientific and practical conferences. Conducting part of the lesson in this way, when the speaker greets the audience, makes a presentation, finally answers questions received, and thanks those present for their attention has a great effect. Students gain experience universal, general professional competencies, that they will need in their future professional activities [24, 25, 26].

Conclusions.

Taking into account the above, we can conclude, that the educational process in a higher educational institution is inextricably linked with the



pedagogical one. It is quite difficult to imagine teaching without educational elements in the work of a teacher. At the same time, the teaching method we proposed, in our opinion, has its positive aspects, and this principle, in general, can be proposed for use in the educational process, when teaching students not only pathological anatomy, but also other disciplines of universities.

Thus, educational work in universities, aimed at developing a well-founded high self-esteem of future young specialists, will contribute to the development of broad universal, general professional and medical competencies. The educational work constantly carried out by higher school teachers is aimed at preparing precisely such highly erudite doctors.

In summary, it should also be noted, that the issues of psychodiagnostics, comprehensive support for students, a systematic approach to solving problems of organizing educational work, and its effective integration into the educational and pedagogical process will attract attention for a long time.

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