

# Pedagogical Conditions of the Principles of Formation of Communicative Competence of Medical Students in the Process of Professional Training

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## ANNOTATION

*This article provides a brief overview of the principles and pedagogical conditions for the formation of communicative competence in the process of preparing medical students for the profession. In addition, the humanization of students in higher education - the main quality of the communicative approach - is highlighted.*

## INTRODUCTION

When evaluating the process of formation of communicative component in future doctors, it is necessary to pay attention to a number of educational conditions that help to achieve high efficiency in education. Humanizing the attitude of medical students - as a basis of communicative attitude, includes the following.

### Use of modern medical techniques:

1. Ensuring communicative competence in professional activities;
2. Focusing on directing the communicative activities of medical students in the teaching of social and humanitarian sciences;
3. Encouraging future doctors to develop their communicative skills;
4. In the process of medical education, by activating the educational process-developing components of communicative competence, the use of individual-oriented constructivist technologies of education with the help of various forms of interconnection.

## LITERATURE ANALYSIS AND METHODOLOGY

We analyze each process. One of the main factors of social education of students is the educational process or educational environment, which acts as a system that organizes the pedagogical system. V.A. Levin believes that the educational process is a system of individual, specific influences and conditions for the formation of a person in socio-cultural conditions, when there are opportunities for its full development. In this case, he states that the environment itself should not be the same [8].

In turn, E.V. Bondarevskaya stated that "the educational process expresses an opinion about the development of students under the social influence: in his opinion, nature, cities or villages, material and spiritual conditions of life, real events in the social environment influence the formation of a person and, in turn, the development of his relations" [2,4,5 ]

G.N. According to Serikov, the unique feature of the educational process of higher educational institutions is that it helps to provide students with information for their independent study, and this can be seen in the processes of individual information exchange with others. It shows that such exchanges with data can be carried out on the basis of the following four criteria (measures) [6,7,9].

1. **Normative-regulatory:** This criterion includes a number of laws and legislative documents, which reflect the rights and obligations of all participants in the educational process, and strictly define their operating conditions;
2. **Prospective director:** In view of the work planned to be carried out in the framework of the educational development program;
3. **Communicative information:** It is oriented to the exchange of information and the inclusion of specially selected information about the real world of life, the place of a person in it, also serves as a unique means of exchange between the participants of education;
4. **Active-promoting:** To direct students not only to fulfill their obligations, but also to direct them to develop their knowledge and fulfill their other spiritual needs.

Based on the above analysis, the main tasks of medical education pedagogues are:

- helping medical students to understand themselves by creating their own psychological portraits,
- learning to understand patients and people around them based on their professional activities,
- to have an influence on their feelings and to be in an understandable manner,
- to be able to see the stages of development of his future professional activity.

## RESULTS AND DISCUSSION

In addition, social-humanities in medical education directs the development of social competences in medical students, such as communication, creativity, tendency to analysis (reflection), as well as motivation for lifelong learning.

In medical education, the most important element of attitude culture in students should be the change of subject-object attitude between the pedagogue and students. The teacher and his students become separate "subjects of full development of their creative individuality", in which the pedagogical process is primarily a relational process. Modern authors who expressed their attitude to the communicative sphere of education and upbringing (Kh. Abdugarimov, G.G. Chanisheva, B.D. Elkonin, F.R. Yuzlikaev, etc.) express their views on the humanization of the pedagogical process, where the dialogue of its participants assumes that students should have full equal rights with the pedagogue. they speak In this case, the formation of interpersonal relationships and the wide effectiveness of the impact on the smooth development of students' communicative qualities are considered a necessary condition of pedagogical activity.

But the most complex aspect here is the problem of student identity management. In this regard, M.N. Berulava sarcastically touched on the essence of traditional pedagogy, which is still applicable in the modern educational process: "The learner is embodied as a kind of engineering-technological mechanism that can be controlled by external influences, new technologies, common standards and norms" [1,3,10].

A.A. Leontev "communicative behavior, behavior is not only the process of speaking, conveying information, but also organizing speech that affects the nature of mutual relations, creating an emotional (emotional)-psychological environment of the relationship between the pedagogue and students, their working methods". that is, it meant the creation of special cultural-ethical relations. However, any ethical relationship between the pedagogue and the students is subject to only one important condition, that is, "the pedagogue must have a humanistic worldview, and more importantly, an "internal" culture and a culture of behavior." Humanistic worldview pedagogue is the basis of the profession, and the culture of ethics is considered the most important aspect of it. Nevertheless, although humanistic ideas in pedagogy did not appear until our time, they still consist of declarations (dry words, nonsense) and often, due to the lack of behavior and behavior culture of some pedagogues, authoritarian education and training in practical activities he has to give way to his methods". We can see that the humanistic direction in education, despite the multitude of different forms and methods, is based to a certain extent on the belief in the personality of the student, because he is capable of full self-development and self-improvement. However, it remains an important problem to analyze, in the preparation of future doctors for professional activity, how medical education pedagogues can pay attention to medical education students, create an atmosphere of readiness for dialogue, establish the professional role expected by students, and provide students with "freedom of education".

## **CONCLUSION**

In conclusion, it should be noted that today, in the preparation of medical students for professional activity, it is impossible to prepare them for professional practice, as well as to expand the possibilities of using new technologies and new approaches in the process of preparing them for professional practice, without organizational and pedagogical principles (principles). Today, in the conditions of modernization of medical education, the development of communicative competence in medical education in the educational process is of special relevance. Today's modern student (including medical students) has the lowest level of communicative competence due to his inability to act effectively. Vocational-oriented vocational education methodology, principles(principles) of vocational-pedagogical education processes are the most important features of the category.

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