

Pedagogical Fundamentals of Preparing Students and Young People for Professional Activities in Medical Higher Education Institutions

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ABSTRACT

The article talks about the pedagogical foundations of training future medical workers for professional activities. Also, the necessary components of the professional competence of medical personnel are highlighted. Methodological bases of professional training of future medical personnel, content, components of professional activity, scientific opinions on the main paradigms of professional training are described. The levels of development of professional activity based on the model of professional activity are explained on a scientific basis.

Introduction. In our country, special attention is paid to the training of highly qualified personnel based on modern educational trends. In particular, in the concept of the development of the higher education system of the Republic of Uzbekistan until 2030, the priority tasks are "to raise the content of higher education to a new level in terms of quality, to establish a system of highly qualified personnel training that will make a worthy contribution to the sustainable development of the social, medical and economic sectors, and to find a place in the labor market." included in the series. In this case, it is important to improve the methodology of preparing future medical personnel for their professional activities based on methodological approaches, develop didactic support, develop technological processes and qualities specific to the management specialty, and model the educational process.

Literature Review.

A successful solution to the tasks of training competitive specialists in the labor market is not possible only on the basis of the qualification requirements for the level of education specified in the State Education Standard (DTS). All this leads to the need to include the requirements for the content and level of training of medical personnel, the issues of forming a

methodological culture that includes cognitive, professional, communicative and axiological methods of activity reflected in the national teaching of medical education.

Priorities given to science and high technologies, pedagogical conditions are necessary for highly qualified personnel. In real conditions, the modern employee has to deal with problems related to uncertainty and high level of risk, problems related to missing and redundant information. Solving such problems involves creative activity.

Fundamental natural sciences aimed at forming the professional competences of a graduate of higher education and preparing them for professional activities play a key role. (E.F. Zeer, Yu.A. Konarzhevsky, V.P. Kosyreva, E.V. Tkachenko).

There are different approaches to the definition of professional competence in theory and practice, which shows the complexity and versatility of the interpretation of the concept of "competence".

In the field of pedagogy, the concept of "professional competence" is considered as a set of knowledge and skills that determine work productivity; amount of task performance skills; a combination of personal qualities and characteristics; professional orientation vector; unity of theoretical and practical preparation for work; the ability to perform complex types of movements, etc.

In her research, E.V. Bondarevskaya emphasized that the purpose of higher education is preparation for professional activity. Professional competence simultaneously acts as its main component and serves to form highly cultured specialists.

A.K. Markova defines competence as "a characteristic of the level of compliance with the requirements of the profession as a psychological state that allows a person to act independently and responsibly, such as having the ability to perform certain labor functions." Competence as readiness for professional activity is also shown in the researches of G.A. Bokareva.

Research Methodology. It consists of the following components, which consider the readiness of students for professional activity as an integral professional characteristic of a person:

- 1) is a process that includes a system of acquired knowledge, and the ability to apply them in the practice of solving educational and production tasks;
- 2) professional knowledge and its application in future activities;
- 3) motivational goal, reflecting the motive of learning knowledge and how to apply it to production activities;
- 4) attitude to professional, including future production activities.

In the State educational standards of higher professional education in the field of medicine, competence is defined as the ability and readiness of a person to apply acquired knowledge and skills in practice. Competence of a specialist - the ability and readiness to perform activities in certain professional conditions is an integrated characteristic of a person, one of its components is professional qualification.

The formation of the professional competence of a future medical worker cannot be carried out only within the framework of acquired knowledge, skills and qualifications, without taking into account the ability to act in important situations related to the specific characteristics of this profession.

An important component of the professional education process will be mastering the model nature of phenomena and methods of modeling reality processes. The readiness to model situations is formed by the ability to make independent and creative decisions and knowledge of

natural science, the characteristics of which model real processes being studied to design non-standard professional situations that require creative solutions.

A person's readiness for professional activity means a characteristic of a person in general, based on the interaction of the components necessary for the performance of his main professional duties. This is a complex mental formation, which is built in relation to the characteristics that perform certain functions in its formation. In the process of education, we must first of all consider the development of the future specialist's commitment to his professional activity, the goal of the development process as the final result.

A personal approach to the study of readiness for professional activity perceives professional activity as a unit of important professional characteristics that differ in their role in regulation. At the same time, the leading integrative role is played by personal qualities that express attention to relevant activities.

Within the personal-activity approach, readiness for professional activity is considered as a manifestation of the integrity of individual, personal and subjective characteristics and qualities of a person, which provides a person with the opportunity to perform his functions effectively.

Conclusion.

By developing various methods of training future medical workers for professional activities, including lectures, practical, independent education, circles, and research methods, they can be trained as qualified professionals. The formation of professional competences in students is determined based on the assessment criteria of the levels of readiness for professional activity acquired in the answers to the questions asked in the assignments of independent work.

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