

Professional Competence of a Nurse

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Article Information

Received: Aug 25, 2023

Accepted: Sep 25, 2023

Published: Oct 26, 2023

Keywords: *professional competence, professional mobility, operational definition, theoretical understanding.*

Annotation

The article will discuss the professional competence of a nurse and the skills necessary to provide nursing care. As well as the presence of professionally significant personal qualities of nurses.

The effective development of the healthcare system largely depends on the state of professional training of nurses as the largest component of the healthcare workforce.

The main system-forming concepts of training nurses in continuing professional education are “professional competence” and “professional mobility of a nurse”

To determine the essence of these concepts, consider the definitions of these concepts from various scientific sources. Depending on the way in which the content of a concept is revealed, different types of definitions are distinguished in logic. The main ones most often used in scientific research are the following: generic definition. Which indicates the closest genus. B defined concepts and distinctive features that are present only in a given type of object and are absent in all other types of objects included in this genus; a genetic definition that indicates the origin of the object and the way in which this object is created; a real definition that displays the essential features of an object, phenomenon and aims to distinguish the defined object from all other objects by indicating its distinctive features: a nominal definition that explains the meaning of a term, often in terms of other, more familiar and therefore more understandable terms; an operational definition that represents an object through a description of the operations characteristic of it; definitions of this kind are most often used at the beginning of the study of the properties of a particular object, when its essential and distinctive features have not yet been established or systematized

To determine the essence of the concepts “professional competence of a nurse” and “professional competence of a nurse,” first consider the concepts of “competence” and “competence” from

various sources and highlight their characteristics. Then we will dwell on the definition of these concepts according to scientific sources that provide definitions of the competencies and competence of a nurse, we will also consider these concepts in accordance with the Federal State Educational Standard and further concepts. Let's present our definition of these Many foreign and domestic works are devoted to the problems of the competency-based approach, competencies and competence. The conceptual basis of the competency-based approach, a relatively new methodological toolkit in world practice and education, is the idea of competencies. H key competencies, formed in foreign social theory as one of the most effective ways to resolve contradictions in the development of education and society, which confronts a person with the need to be competent in many related areas of activity and constantly update his knowledge throughout his life. The development of the theory of the competence approach was made by V.I. Bidenko

A special contribution to the development of the theory of the competence approach was made by V.I. Bidenko and I.A. Zimnyaya and other scientists. IN AND. Bidenko summarized foreign and domestic experience in theoretical understanding of the competency-based approach to higher education. He notes that the strengthening of cognitive and information principles in modern production is not "covered" by the traditional concept of "qualification", and the concepts of "qualification" and "competence" seem more adequate. IN AND. Bidenko provides in his works a comparative analysis of qualification-based competence approaches, emphasizing that "competence is a measure of the educational success of an individual, manifested in his own actions in certain professional and socially significant situations, and qualification is a measure of the educational success of an individual, representing in his possibilities"

E.F. Zeer defined competencies as "generalized methods of action that ensure the productive performance of professional activities. This is a person's ability to practice their competence. The core of competence is activity abilities, a set of methods of action. Operationally, the technological component determines the essence of competencies. Since the implementation of competencies occurs in the process of performing various types of activities to solve theoretical and practical problems, the structure of competencies, in addition to activity (procedural) knowledge, abilities and skills, also includes the motivational and emotional-volitional sphere."

Developing the ideas of V.D. Shadrikov and I.A. Zimnyaya, E.F. Zeer draws attention to a person's activity abilities in the process of developing competencies, as well as the motivational and emotionally-volitional sphere of the individual.

Considering the professional development of the personality of a mid-level medical worker, E.A. Bastrakova identifies several substructures of professionally important qualities, knowledge, skills and abilities of a medical specialist. The first substructure - professional motives, interests, beliefs express the attitude of the individual medical specialist to the activity being carried out. The second substructure determines the individual properties of the physician's personality, which are based on the psychological properties of the individual (temperament, character, abilities), which determine the individual's behavior in various life and professional situations.

For our research, an important indicator of the professional development of a nurse is her psychological readiness for professional activity.

Psychological readiness of E.A. Bastrakova defines it as "a stable characteristic of an individual, an essential prerequisite for purposeful activity, which allows an individual to fulfill his professional duties, using existing experience, knowledge, personal qualities, and also to rebuild his 9 activities in unforeseen professional situations

Let us limit ourselves to these works, which, in our opinion, quite fully highlight the signs of professional competence of a nurse

Currently, professional education is focused on the implementation of a model of advanced

education, which is based on the idea of personal development.

Advanced education, in contrast to traditional education, is oriented in the training of specialists not so much to specific professional activities, but to the formation of readiness for multifunctional skills.” To master NEW knowledge, acquire

Based on the analysis of the above works and our practical experience, the professional mobility of a nurse represents an integral dynamic quality of a specialist, based on his readiness for professional activity and determining the specialist’s adaptation to new conditions and types of activities, responsibility in decision-making and the ability for self-development.

Thus, in the concept of “professional mobility of a nurse,” we highlight several important components. The first is related to the readiness of the nurse for professional activities, which is reflected in the professional competence of the specialist. To be mobile, a nurse must be able to adapt to new conditions: medical, social and medical institutions, governing bodies, be able to use innovative technologies and equipment in professional activities - this is determined by her adaptability. A mobile nurse must not only be able to adapt to new conditions, but also take responsibility for independently making certain decisions; this reflects responsibility as a quality of a specialist’s personality. Finally, in order to be mobile, a nurse needs to constantly improve, self-develop and realize her activities and the professional community. Like in a professional

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