



AN INTEGRATIVE METHOD OF DEVELOPING MEDICAL-ECOLOGICAL COMPETENCE IN MEDICAL UNIVERSITY STUDENTS

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Annotatsiya: Maqolada tibbiyot oliygohi talabalarida tibbiy-ekologik kompetentlikni rivojlantirishning nazariy-metodologik asoslari, integrativ metodikasi va uni takomillashtirish samaradorligi o'rganilgan. Shuningdek, tibbiyot oliygohi talabalarida tibbiy-ekologik kompetentlikni rivojlantirishning integrativ usuli tahlil qilingan.

Аннотация: В статье рассматриваются теоретико-методологические основы совершенствования методики развития биоэтических знаний студентов-медиков, педагогические механизмы и технологические основы разработки. Также проанализированы интегративный метод развития медико-экологической компетентности у студентов медицинского вуза.

Abstract: The article examines the theoretical-methodological basis of improving the methodology of development of bioethical knowledge of higher medical students, pedagogical mechanisms and technological basis of development. Also, an integrative method of developing medical-ecological competence in medical university students were analyzed.

Kalit soʻzlar: tibbiyot, kompetentlik, tibbiy-ekologik kompetentlik, reproduktiv, texnologiya, takomillashtirish, pedagogik, texnologik, model, monitoring, didaktik, loyihalash, ekspert baholash, pedagogik eksperiment, integrativ.

Ключевые слова: медицина, компетентность, медико-экологическая компетентность, репродуктивная, технология, совершенствование, педагогический, технологический, модель, мониторинг, дидактический, проектирование, экспертная оценка, педагогический эксперимент, интегративный.

Key words: medicine, competence, medical-ecological competence, reproductive, technology, improvement, pedagogical, technological, model, monitoring, didactic, design, expert assessment, pedagogical experiment, integrative.

The relevance of the study: the current harsh conditions of the world environmental crisis, the need to eliminate it, presuppose the inclusion of environmental criteria as a mandatory and priority for all branches of human activity. The current conditions require the implementation of an innovative development strategy, the training of personnel aimed at optimizing the relationship between man and nature, increasing environmental safety on the basis of developed domestic and foreign achievements.

The main goal of environmental education of society in Uzbekistan is to form a generation with a high environmental culture, constantly striving for self – development, not only adaptable to rapidly changing socio-environmental conditions, but also aware of the environmental consequences of today's work, environmentally responsible for tomorrow.

Literature analysis and methods: environmental responsibility, environmental ethical values, environmental awareness and activities, environmental education and training methodology, research on

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The purpose of the study: it is important to establish priorities for the systematic reform of higher education in the Republic of Uzbekistan, to raise the process of training highly qualified personnel with modern knowledge and high moral and moral qualities, independent thinking to a qualitatively new level.

Competence-the ability of students to “creatively use the theoretical and scientific knowledge acquired from the subjects during education in solving educational problems arising from the content of the subject in the educational process”.

Results and discussion: competency education sets the stage for students to understand and find solutions to the main problems that arise in science, production, Society, future independent life and professional activities, to make the right and sound decisions.

Medicine is not limited to providing education to students of higher education institutions, but serves as the main resource for the development of their spiritual needs for the upliftment of environmental knowledge, preservation of Natural Resources and conservation. Therefore, instilling love for nature in the hearts of younger generations depends on the students ' knowledge of Ecology. As you know, the outer and inner world of a person; buy-basti, kurinishi, dress, behavior, the purpose of living is to depend on the culture of thinking, desires, aspirations, feelings of environmental, physical, mental, moral. While food develops a person physically and physiologically, ecological culture plays an important role in improving the relationship between man and nature.

Medico-environmental competence refers to the total achievements in social and spiritual life, such characteristics as literacy, educational intelligence. Medico-environmental competence does not occur in humans ready-made. It is achieved only by reading it consistently, learning, gaining knowledge and skills, and gaining education. The more medical-environmental competence develops in humans, the more man and nature knows what ecology is, the more he seeks a way to spend his life in a meaningful nature well, at the same time his medical-environmental competence develops and begins to take a fair approach to nature.

Specialists with highly qualified and communicative characteristics make up the human capital of society and serve as the basis and main reserve of a rapidly developing modern economy. At a time when the world community is standing in the era of the development of information and communication in the digital economy, a specialist is able to fully manifest himself in his field of activity not only by limiting future specialists to knowledge, skills and qualifications, but also by focusing on the content of general and professional competencies in them.

In future teachers, the development of medical-environmental competence on the basis of existing competencies through interdisciplinary integration of medical-environmental competencies, the content of medical-environmental competencies on the basis of a differential approach were envisaged, and a definition of environmental competence was formed on the basis of the qualification requirements of future specialists.

The development of medical and environmental competence in students of the Medical University was divided into several stages:

The first stage is motivational. It is necessary to have a conscious feeling of the need for knowledge acquired by students and clearly indicate the goals and objectives. In this, students get acquainted with the main content of the concept of environmental activity, initiative and “medical-environmental competence”, and the science being mastered by them is synthesized. The first step in this phase is the motivization of the learners. For this purpose, an environment is created for students to have a conscious understanding of environmental processes (videos about the environment, nature, crises).

The second stage is reproductive-educational. Development of scientific environmental knowledge through

practical experiments. The justification of the experience of scientific environmental knowledge further strengthens knowledge, skills and competencies and directs them to the level of competence. The process of mastering the algorithm for working with the project creativity is aimed at developing activities, carrying out the necessary environmental activities in a changing world.

In the theoretical part of the design, the following are:

- identifying an urgent problem;
- choosing a theme for design;
- advancing task or ideological hypotheses;
- implementation of modeling;
- it was recommended to prepare and protect the presentation of creative work.

The third stage is constructive. At this stage, students demonstrate their “methods”. At the constructive stage, the socio - psychological world of the individual is illuminated. The project to be presented will be developed creatively again. In the student group, topics may vary, but the framework that forms the system is the only one.

This stage also consists of several parts, which are:

- accelerate the process of studying the problem through information and innovative educational technologies;
- student response analysis and grouping;
- describing learning goals through the problem tree;
- identification of the object and subject of the project work, justification and proof of the generation of ideas;
- it was observed that reflection is generated and knowledge is transformed into axiological values.

The fourth stage is the formation and development of medical and environmental competence of the student's personality. The peculiarity of this stage is that the student's personality begins to feel integrity with the world in his worldview. At this stage, it becomes possible for students to practice reflexive, information, communicative, facilitation technologies and see the effect of these technologies. In the implementation of the fourth stage, the possibility of rounding up mental knowledge and understanding its content and applying acquired knowledge in vital processes appears.

Conclusion: pedagogical and psychological sciences have a special opportunity in the development of medical-environmental competence in students of medical higher education. Systematization of the content of theoretical, practical, seminar and independent educational training, expressed in the content of various disciplines, that is, the organization of special training in terms of the development of medical-environmental competence in students of medical higher education, can serve to increase the effectiveness of our research work.

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