SCIENTIFIC AND THEORETICAL FOUNDATIONS OF PEDAGOGICAL SCIENCE IN MEDICAL EDUCATION

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Abstract: The professional culture and professional attitude of the future doctor in the world education and scientific-research event are directly determined by his professional deontologist. Therefore, this concept requires further research in the development of future therapeutics. In the world scientific literature, the problem of this socio-pedagogical problem has been studied to a certain extent, and the experience of finding a way to solve it has been collected. The fact that the aspect related to the professional competence of the future doctor has been understudied in the research work of the medical education in Japan requires a special study of the aspect of professional competence, professional deontology and the harmony of professional culture.

Key words: medicine, pedagogy, professional competence, professional deontology, professional culture, personality, medical education, Evolution and revolution, special nobility.

Annotatsiya: Jahon ta'lim va ilmiy-tadqiqot muassasalarda bo'lajak shifokorlarning kasbiy madaniyati, kasbiy munosabati bevosita uning kasbiy deontologiyasi bilan belgilanadi. Shuning uchun ham ushbu tushunchalar bo'lajak shifokorlarni tayyorlashda uzviy ravishda tadqiq qilishni taqozo qiladi. Jahon ilmiy adabiyotlarida, ushbu ijtimoiy pedagogik muammoning ayrim qirralari ma'lum darajada o'rganilib, uni hal qilish usullarini topishga qaratilgan tajriba to'plangan. Biroq muammoning bo'lajak shifokorlar kasbiy kompetentligi bilan bog'liq jihatlar kam o'rganilgani tadqiqot ishlarida tibbiy ta'lim jarayonida kasbiy kompetentlik masalalari, kasbiy deontologiya hamda kasbiy madaniyat uyg'unligidagi nazariy jihatlari alohida o'rganishni talab qiladi.

Kalit so'zlar: tibbiyot, pedagogika, kasbiy kompetentsiya, kasbiy deontologiya, kasbiy madaniyat, shaxs, tibbiy ta'lim, evolyutsiya va inqilob, maxsus zodagonlik.

In the world, developed countries have adopted regulatory documents on the basis of a number of studies devoted to issues of medical education, deontology of future doctors and professional competence. Also "Medical pedagogy" and "Medical deontology" at the Akkon Hochschule für Humanwissenschaften in Germany, "Health pedagogy" in the United States, "Edinburgh Declaration of the World Federation for Medical Education" "International Code of medical ethics" are studied among others. In them, first of all, there is an expression of the formation of professional development as a self – physician, as defined by society, the achievement of goals in professional activity; secondly, there is a system of human relations in the profession of physician and educator.

The professional culture, professional attitude of future doctors in World educational and research institutions is directly determined by its professional deontology. That is why these concepts call for continuous research in the preparation of future doctors. In the world scientific literature, some aspects of this social pedagogical problem have been studied to some extent and experience has been accumulated aimed at finding ways to solve it. However, the fact that the problem is poorly studied in aspects related to the professional competence of future doctors

requires special study of issues of professional competence in the process of medical education in research work, theoretical aspects in the harmony of professional deontology and professional culture.

In the Republic of Uzbekistan, great attention is paid to the reform of the education and training system and its elevation to the level of developed countries as a priority of state policy. The quality of the system of continuous education and training of personnel is considered a decisive and important factor in the development of innovation in harmony with the modern requirements of any state. The increasing progress of science and technology necessitates the corresponding changes in the field of education. This in turn leads to a further complication of the pedagogical profession, an increase in responsibilities and tasks. Because in today's conditions of mass education, working with a new digital generation, their development, training for a profession in accordance with the requirements of the world requires high technological knowledge, potential and labor from a modern teacher.

President of the Republic of Uzbekistan, Sh.M.Mirziyoev said that “The solution to another problem is extremely important: it is the professional level of the composition of educators and professors, their special knowledge. In this regard, it is necessary to create an environment that actively contributes to the processes of education, issues of spiritual and educational maturation and the formation of their true values,” -this opinion attaches great importance [2;45p].

The problems of medical education that arose in the second half of the 20th century in the era of the acceleration of today's scientific and technical progress and the intense flow of information contribute to the solution of this problem. In the context of mass education, educational technologies – each stage and each element of which is seriously developed, based, designed, provides the opportunity to draw up and implement a pedagogical process intended for a guaranteed qualitative final result.

The implementation of a new model of education in practice is associated with the technologization of the educational process. That is why the National Training Program "providing the educational process with advanced pedagogical Technologies" is defined as one of its main tasks [1].

As the content, goals and objectives of the educational process expand and progress day by day, its forms, methods and tools are also improving. Today, the main areas of human activity are aimed at promoting a holistic system, a new type of education, which allows you to fully realize the intended goals from this activity. Similarly, in the field of education, in recent years, new areas of pedagogy have entered education, that is, those that are hos to specializations. Today, all of us, realizing that the educational process consists in teaching their knowledge and experience by the older generation to the growing generation, are carried out in this process, mainly through the transmission of the necessary information for human life from generation to generation.

In today's education, the promotion of the problem of "personality" as a general scientific problem radically changes the relationship between different fields of knowledge, among which it is necessary to highlight the pedagogy of medicine, which is entering medicine today. Medical pedagogy is an area of scientific knowledge and practice that is actively developing unconventional methods of training of people who need the help of doctors or constant medical care. Scientific analysis shows that people who experience a change in their health are more likely to be able to recover their health through communication. Psychological, psychotherapeutic exercises with people with health impairments are more effective. Strong health also extends to the social environment in the family in many cases.

Looking at the history, the issues of education in medical education have not been studied, the development of communicative competence of doctors, the doctor – patient relationship were not brought up in the educational process.

Therefore, in medical education, it is considered important to direct future doctors to know their pedagogical functions. When researching this problem, we are required, first of all, to analyze the issue of Education. From the numerous analyzes we can see that in the studies carried out, it gives rise to the concepts that there can be a fundamental, theoretical, basic set of rules.

Thus, the methodological acoc showed the need for research of medical pedagogy in medical education.

When choosing the subject of the research carried out, we consider it important to substantiate the research work close to the studies studied by analyzing it. The object of the study is considered an evolution process in education, and the evolution process of education is understood as an incremental change to a gradual factor as a historically oriented social worker, and a new qualitative state arises. Today, the educational process has different forms, content and structure, reflecting the desired results determined by the requirements of the changing conditions of human life. The evolution of education forms its history. As if nothing had been changed and corrected in society today, the authenticity of the emerging historical and pedagogical events and factors made it possible to realize the truth. Evolution (Latin for Evolution - placement) and Revolution (revolution – turn, change) is a concept used to describe different aspects of development.

Accordingly, the term evolution refers to the gradual quantitative changes and the radical qualitative rapid changes of the revolution. The complexity of the relationship between evolution and revolution becomes ambiguous in the analysis of the emergence of a new idea. Evolution and revolution are not only correlation, but also relative: the revolutionary process can in one way be Evolution on the other [3;- 530 p].

Relying on the above foundations, we remain in the position that reforming education, modernizing education as a self-conscious progress in improving itself, nevertheless also shapes its history in relation to educational evolution. For this study, the evolutionary development process of education is important, revolutionary changes can be interesting in terms of revealing or describing individual historical and pedagogical events.

The rationale for the research being conducted today is to justify the origin of the term "education", a self-centered aspect of the foundation of the conceptual Aparat of the research being researched. The etymology of the word" education "is formed in a proportional way with the words" development "and" image", and also acquires a number of meanings: development, formation, transformation, etc. Education is complemented by various meanings of a homogeneous concept, encouraging the acceptance of the attitude and ideas of an individual in one way or another.

Education is the arming of a person with knowledge, skills and qualifications. "Teaching" can refer to concepts such as demonstrating existential possibilities, building existing knowledge.In many languages, the concept of Education does not have a fundamental morpheme of "image" but is conceptually broad enough in content. So, in German, the concept of "education" is explained by such concepts as enlightenment, formation, organization from the meaning enlightenment.

An analysis of research that is pedagogical research shows that it is a system of rounding of research carried out in the past. In his research, M.A.Navikov studies that methodology has studied the historical processes of research and traces its content as follows "methodology is a research activity, including the doctrine of the organization of activities" [4; -320 p]

A number of scientists (M.V. Boguslavsky, G.B. Kornetov, V.V. Kraevsky)in science, the interpretation of education as an object in pedagogy presupposes the rational attitude of understanding education as the acquisition of knowledge and skills systematized in the process of teaching. While educational issues were studied in pedagogy, they were considered by researchers as the main subject of Pedagogy of educational and educational issues. Scientist L.N.Tolstoy believes that upbringing is not the subject of pedagogy, but argues that the subject of pedagogy should be education. In a broad sense, education is the process by which a person develops, which gives him a broad worldview, arming him with new information. [5; 33 p.]

Thus, education and its historical evolution are very important choices as research object. The choice of an object and the disclosure of the position of the research work and clarification of the topic of research makes it possible to identify historical and pedagogical approaches and methods of pedagogical and educational concepts, as well as to determine medical pedagogy.

In his research, K.D.Ushinsky analyzes the similarity between pedagogy and medicine in the activities of a skilled physician and an experienced teacher. "In the treatment of the patient, the doctor helps nature, in the same way that the teacher should help the student to realize the difficulties encountered in learning, not to teach," he emphasizes. [6; 15p] K.D.Ushinsky says that "if pedagogy wants to educate a person in every possible way, he must first know him in every possible way".

J.Lokku argues that teaching pedagogical knowledge in medical education allows for a correct approach in educating the younger generation and solving their problems [7; - 224 p]. His ideas demonstrate the generalization of medical – pedagogical knowledge in the subject of personality.

It should be noted that the fact that the issues of medical pedagogy were not studied in the history of pedagogy made it necessary to consider this problem as a scientific problem. Based on the set goal of the study, the periods of formation and development of medical pedagogy require the identification, explanation and justification of the data of medical pedagogy in the process of medical education in Uzbekistan.

We will research the process of medical education and set the purpose of pedagogy in medical education as follows: formation of high human qualities in students of the medical direction, coping for etiquette, upbringing, life and professional activities – the development of strategies, globalization and further mobilization of the economy, the rapid development of communications is the formation of tolerance characteristics, the prior perception of the consequences of independent thinking and personal behavior, the correct assessment of the individual's self-assigned capabilities, the formation of pedagogical and psychological knowledge, skills and abilities to set the right goal and achieve it.

As medicine develops in the process of glabalization today, it sets the following tasks for itself in the issues of training personnel and their comprehensive formation:

- to teach students of medical education the personality and its activities, individual characteristics, cognitive processes, emotional – volitional management, tolerance aimed at overcoming various difficulties, development of communicative abilities, impressive psychoprophylaxis, pedagogical and psychological methods and means, which will become acoc for the acquisition of professional subjects and their subsequent professional activity;

- scientific-practical, methodological foundations of pedagogical science taught in medical education, General Laws of personality development, cognitive processes of the individual, individual-psychological characteristics, emotional-volitional states, psychology of communication and groups, content and essence of the educational process, justification of modern educational technologies;

- goals and objectives of pedagogical science in medical education, object, subject, basic concepts and terms, research methods, branches, role in the system of Sciences, importance in medicine, role of factors affecting the formation and development of personality, personality activity and its individual characteristics, emotional-volitional states and management, methods of developing cognitive processes, communication, pedagogical psychological laws of small groups and their influence on, methods and means of educational influence of future doctors, types of upbringing, foundations of family upbringing, structure of the didactic and educational process, principles of education, structure of educational (pedagogical) technologies, classification and features of application in clinical sciences, prohibition of non-traditional methods of teaching.[8; 56p]

Relying on the tasks that pedagogical science has set for itself in medical education, we have also researched the tasks set for future doctors.

Today, the task of a medical worker requires accuracy in all matters – meetings, procedures, notes, words and promises. The sense of duty (along with deep professional knowledge and skills) indicates the correct course of behavior towards the patient. It was E. A.Wagner who proved it to be an essentially spiritual phenomenon, defines" medical duty is not only professional debt, but also spiritual debt". [9; - 340 p]

Based on the tasks set out in medical education, the fact that future doctors regularly develop their knowledge is considered one of the main tasks assigned to future doctors. The main requirement for future doctors in today's medical education is to encourage them to be in incessant search. Because innovations in medicine today acquire a special nobility by their speed.

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