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TECHNOLOGY FOR DEVELOPING CREATIVE ACTIVITY OF MEDICAL STUDENTS DURING TRAINING

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ANNOTATION
This article describes the didactic qualities of the formation of creative qualities of medical students, the main trends in vocational education, the advantages of vocational education, the composition of pedagogical approaches in the medical education system, research in this area, the main criteria for creative thinking of students , developed goals for the development of creative activity in the organization of educational activities and proposals on the results of research.

Keywords: instrumental, interpersonal, professional, general cultural, systemic, social and personal.

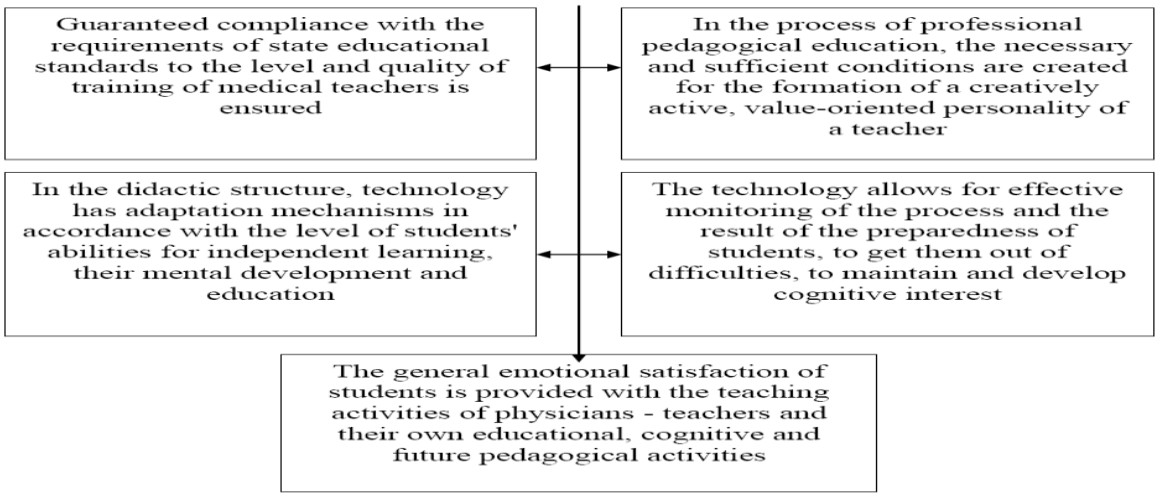
Medical education must be considered as a process and result of a person's comprehensive knowledge of the essence of professional activity, a conscious choice by a person of a direction of self-realization in a particular professional sphere that is adequate to her abilities, interests and needs, providing great benefit both for herself and for society.

The main trends in the development of professional pedagogical education in modern conditions include:

- understanding a person as an active subject in the labor market, freely disposing of his professional and pedagogical qualifications;
- the advanced nature of vocational education;
- the use of a variety of educational technologies;
- humanization of the content of pedagogical education;
- adaptation of the system of vocational pedagogical education in the conditions of modern market relations.

One of the priority pedagogical conditions is the development of the technology of vocational pedagogical education, where its effectiveness is determined by its essential advantages (Scheme 1).

The main advantages of technology efficiency vocational education



Modern requirements for professional and pedagogical approaches proclaim the main characteristic feature of the formation of a professionally oriented orientation of education. Among these approaches, one should pay attention, first of all, to the following structure:

Competence-based approach (development technologies): search, creative, problematic, work in small groups;

Modular approach in content: block-modular technologies, project technologies, research technologies;

Practice-oriented approach: transferring training to workplaces and training grounds, training firms; real coursework and diploma design, teacher training in modern production;

Grading change the level of training of the graduate: attraction of employers, application of international standards and certificates, use of computer technologies;

Using situational problem technologies;

Training based on the active use of modern information technologies;

Application of psychological and humanistic technologies;

Application of production-adaptive technologies.

Professional skills and abilities, as rightly noted by many leading experts (V.V. Kraevsky, Sh.E. Kurbanov, M. Ochilov, L. F. Savinova, V. A. Slastenin, etc.), are formed in the process of activity. To develop this or that skill, it is necessary to repeat many actions, exercises and training. The essence of active methods aimed at the formation of skills and abilities is precisely to ensure that students perform such tasks, in the process of solving which they would master the way of activity.

In the formation of the professional competence of a future specialist in medical education, such teaching methods as imitation of professional activity in practical classes, analysis of work situations, as well as additional classes are important. Using them in the educational process makes learning active, activity-based, contextual (included in professional pedagogical activity).

The effectiveness of the educational process depends on a number of didactic conditions that must be observed when conducting classes:

1) It is important to organize the intensive thinking of students. This is ensured by the consistent build-up of contradictions in their cognitive learning activities. An increase in the intensity of thinking is facilitated by both the creation of problem situations and the use of special methodological techniques for presenting educational material, such as:

- bringing students to a contradiction with a proposal to find a way to resolve it;
- actualization of contradictions in the teacher's practical activity;
- presentation of different points of view on the same issue;
- offering students to consider a phenomenon, an object from different sides, different facets of its functioning;

- encouraging students to make comparisons, generalizations, conclusions from the situation, compare facts;
- raising problematic questions;
- solving problem pedagogical tasks and tasks;
- a sharp limitation of the time for resolving a problem pedagogical situation.

2. It is necessary to ensure that the thinking process of students of medical universities is "visible" both for the teacher and for the students themselves. The "visibility" of the students' mental activity allows the teacher to identify shortcomings in their way of thinking, to develop optimal measures to correct it. In order for the process of thinking of students to become "visible", the following techniques are used:
- fixing the results of various stages of students' mental activity on a chalkboard, paper;
- a proposal to clarify the proposed version, to specify and explain it;
- questions for understanding, clarification of the expressed opinion;
- the teacher's active attitude to the thoughts expressed by the students, etc.

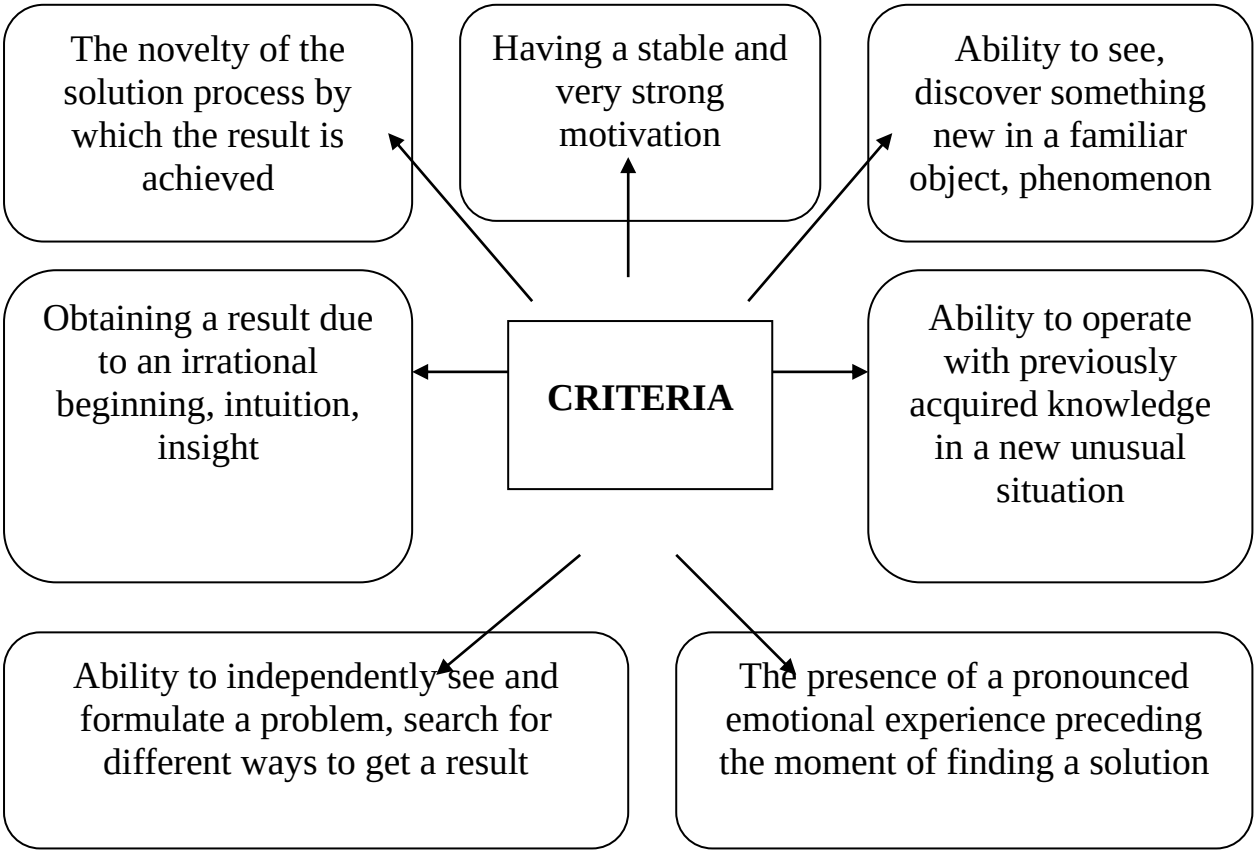
3. It is recommended to provide students with individual independent passage of the entire process of developing solutions to professional and pedagogical problems. Individual passage through the entire process of developing a solution allows not only to obtain a certain number of variable approaches, but also forms the student's ability to independently find options for solving the problem. The following methodological techniques contribute to achieving this:
- individual development;
- presentation and defense by each student of the developed version of the solution to a professional problem, its refinement and processing;
- participation in the development of a collective version;
- determination of the most optimal solution, etc.

An analysis of the processes taking place in the system of medical education shows that at the present time, it is becoming increasingly important to train a specialist not only professionally competent, but also competent, creatively developing, ready not for performing, but for problem-research, search activities, creating conditions for self-development and self-realization of the individual.

Solving the problem of developing the creative thinking of future specialists will ensure the formation of a personality ready for creativity, capable of working in the conditions of the dynamic development of pedagogical science, technology, production, construction, service, etc.

For the development of creative thinking in students of a medical university, not separate creative, pedagogical tasks are needed, but systems of such tasks, which should be one of the main components of educational activity (Scheme 2).

Criteria for creative thinking of students



Pedagogical conditions or factors affecting the process of creative activity are of two types:
- situational;
- personal

The latter conditions include stable properties, personality traits or character of a person, which can affect the conditions caused by a particular situation.

Within the educational process, it is possible to purposefully develop the creative thinking of teachers and students. **Actions recommended in the process of educational activities to enhance creative thinking:**

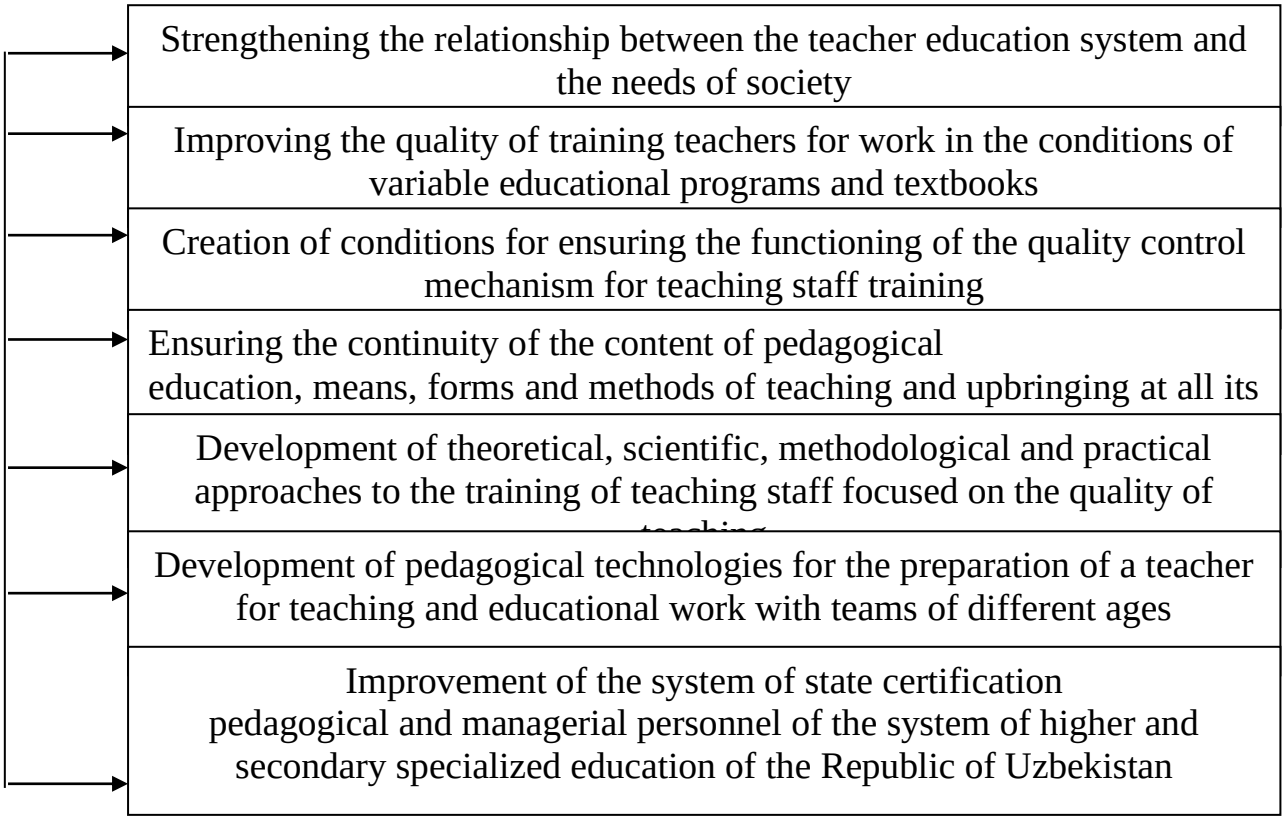
- To create in the classroom an atmosphere of cooperation, co-creation through the implementation of subject-subject relations in the learning process;
- Create (develop) your own educational options for solutions, sample diagrams, reference signals and notes, question systems, etc;
- Analyze any task, activity in the classroom from three positions: teacher, student, methodologist;
- Solve creative, pedagogical tasks and tasks of various types;
- Orient students to creative comprehension of each task, stage of the lesson, specific activity through the definition of goals, methods of implementation, anticipation of consequences (i.e., predicting the effectiveness of the educational process).

Modern problems of the quality of vocational education make it possible to determine the main directions and related components of the development of the pedagogical education system:

- improving the content and quality assurance of professional pedagogical education;
- resource, material and technical and regulatory support of institutions of the system of professional pedagogical education;
- improving the management of the system of professional teacher education;
- organization of conferences, seminars, meetings, refresher courses;
- preparation of publications for the system of professional pedagogical education and coverage of pedagogical education issues in the media.

The highest priority is the direction associated with improving the content and ensuring the quality of professional pedagogical education and the following tasks arising from this (Scheme 3).

Quality Priorities vocational teacher education



The appeal of modern pedagogical education to the personality of the future physicians - the teacher as a subject of communication, cognition and social creativity - increases the role of the student himself in mastering the teaching profession. He must clearly understand the goal and objectives of his activities, clearly see the paths of professional development.

The search for new ways and means of mastering educational material is becoming a characteristic professional feature of the teaching staff of the system of secondary specialized education in the Republic of Uzbekistan.

Practical Recommendations:

1. In the process of studying at a medical university, it is necessary to pay attention to the following main aspects of education:

- the formation of a new paradigm of education, in which the social and pedagogical aspects of the educational process are considered in the context of the life goals of the student's personality;
- awareness of the strategic goal of modern vocational education not only as an opportunity for the teacher's personality to adapt to changing circumstances, but also as a requirement to take a competent position so that each graduate of a medical university has the ability to overcome obstacles encountered, to cope with numerous unforeseen situations in innovative processes.

2. In the educational process of a medical university, students should develop the following competencies:
- social and personal;
- general cultural;
- professional;
- instrumental;
- interpersonal;
- systemic.

3. In the professional training of future medical teachers, it is necessary, on the one hand, to optimize the learning process, which will make it possible to most expediently build the educational process, correctly select and organize educational material, and on the other, to intensify, where the main attention will be paid to creating favorable conditions for learning.

4. For effective vocational education in an educational institution at a medical university, a number of the following conditions must be taken into account:
- individualization of student learning;
- reducing the cost of study time for current control by introducing a system for assessing knowledge, skills and abilities of students during educational and business games;
- providing feedback with graduates of a medical university;

5. In modern conditions of reforming the system of secondary specialized education, it is necessary to put forward a change in the predominantly informational concept to a professionally oriented one, when goal-setting and the construction of the educational process ensure the development of strong skills and abilities necessary for a qualified, competitive and professionally mobile specialist.

6. The solution to the problems of increasing the effectiveness of the pedagogical process in the medical education system must be based on the introduction of a competency-based approach to planning, implementation and assessment of the effectiveness of the activities of pedagogical teams, on purposeful and professional work on the introduction of professionally oriented educational technologies.

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