

DEVELOPMENT OF A REFLECTIVE CULTURE IN FUTURE MEDICAL PROFESSIONALS THROUGH THE STUDY OF ENGLISH

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Abstract

The scientific article examines the importance of developing a reflective culture among future doctors in the process of learning English. The study focuses on the impact of language proficiency on intercultural interaction and professional communication in the medical field. The authors analyze methods and approaches that promote reflective skills and awareness of language use in the context of medical scenarios. The results of the study highlight the importance of integrating pedagogical strategies aimed at promoting self-reflection into the curricula for future health professionals.

Keywords: reflective culture, integration of pedagogical strategies, stimulation of self-reflection, professional competence, intercultural interaction, communication skills.

Introduction

The essence of the concept of reflexive culture and the issue of its formation were considered by many foreign scientists: A.A. Bizyaeva, B.Z. Vulfov, N.V. Grinevoy, V.K. Eliseev, L.A. Kovalchuk Yu.V., Kusheverskoy, O.B. Modulina, E.N. Tkach, I.M. To all the new ones, V.A. Slastenina, S.Yu. Stepanov, T.M. Usmanov, C.W. Case, P. Jackson, etc. All scientists are unanimous in their opinion about the need to train a specialist with a high level of development of reflective culture, that is, a “thinking” professional who can analyze his teaching activities and its results, ready for non-standard solutions to pedagogical problems, self-development and self-improvement

In the scientific works of Russian scientists Slastenina V.A. and Kashirina V.P. reflection is presented as a process during which a future specialist becomes aware of his feelings, thoughts and actions [1].

Following V.K. Eliseev, we understand reflective culture as a conscious analysis of educational activities, openness to professional innovation and creativity for the purpose of self-improvement; the desire to be active in the self-realization of one’s goals. It should be understood that the development of a reflective culture must be made a key element of a specialist’s professionalism. This process allows you to recognize and overcome outdated ideas and patterns, focusing on change as a natural process. Without continuous improvement, it is impossible to achieve high professional results [2].

At the current stage of development of the national educational system, a significant influence is exerted by the innovative direction associated with the introduction of new training standards for primary and general education. The new goals of national education are determined by the state standard of higher education, which sets new guidelines for educational objectives.

In contrast to traditional forms of training that exist in a pedagogical university, such training provides for the constant enrichment of the student with creative experience, the formation of a mechanism for self-realization of the personality of each student as a future competent specialist. It is precisely this organization of the educational process at a university that should contribute to the formation of self-knowledge and an emotional attitude towards oneself. At the same time, a new level of self-knowledge

and self-attitude will act as an incentive to carry out professional and pedagogical activities at the level of personal and semantic activity, the essence of which is the desire to test oneself, to realize one's abilities (intellectual, moral, communicative, etc.) [3].

Among the meta-subject results of mastering the main educational program, they include skills such as "the ability to correlate one's actions with planned results, control over one's own activities in the process of achieving results, mastery of the basics of self-control, self-esteem, decision-making and making informed choices in educational and cognitive activities." [4]. The formation and development of such competencies emphasizes the importance of using reflective technologies in education.

The purpose of this scientific article is to study the impact of learning English on the development of a reflective culture among future doctors. We aim to consider what methods and approaches to teaching English can support the development of reflective skills and cultural awareness of medical students. During the study, we plan to analyze the impact of this process on their professional development, communication skills and readiness to effectively interact in a multinational medical community.

Main part

Drawing on theoretical approaches to reflection, intercultural learning and language teaching practices, our study offers an in-depth look at the importance of the interaction of language and cultural learning for future health professionals. The results of this study not only can enrich the field of educational sciences, but also provide valuable recommendations for educational practice, taking into account the needs of modern global medical practice.

In an era where medical practice is becoming increasingly international and interconnected, the importance of developing a reflective culture among future physicians cannot be overstated. This aspect becomes an integral part of professional training as health professionals interact with patients and colleagues from different cultures, with a wide range of languages and customs.

The development of a reflective culture promotes a deep understanding of one's own cultural preferences, ethical standards and worldview, which in turn creates a more tolerant and sensitive attitude towards diversity. These aspects become particularly critical in the context of medicine, where empathy, understanding and tolerance play an important role in the quality of care provided.

Moreover, a reflective culture improves the communication skills of healthcare professionals, enriching their ability to interact with patients, colleagues and other healthcare stakeholders. Understanding the cultural characteristics of patients also contributes to more effective diagnosis and treatment, reducing the possibility of misunderstanding and increasing the level of trust [5]. Thus, the development of a reflective culture among future physicians is an integral element of their professional competence, ensuring preparation for multifaceted interaction in the global medical community and improving the quality of medical care provided.

In this era of rapid change and globalization, the importance of developing a reflective culture in future physicians while learning English comes to the fore. This approach not only enriches linguistic competencies, but is also key to developing the complex skills necessary for successful professional practice in a multicultural medical environment.

A reflective culture, focused on the process of self-discovery and analysis of one's own actions, plays an important role in the context of learning English. Medical students with a developed reflective culture

not only better adapt to the language environment, but also understand themselves as part of the global medical community.

It is important to emphasize that reflexivity in learning English is not limited to just linguistic aspects. This process also promotes a deep understanding of cultural sensitivity, ethics, and professional standards, which is important for interacting with patients of different cultures and nationalities.

Our study aims to identify specific methods that promote the development of a reflective culture among future doctors when learning English. We are confident that these results will not only strengthen the theoretical basis of education, but will also have a practical impact on the training of highly qualified medical professionals ready for the global challenges of modern medicine.

The development of a reflective culture among future doctors when studying English faces a number of significant problems that can affect the effectiveness of this process. Understanding and addressing these issues is key to developing effective educational strategies.

1. Lack of integration of reflective practice into curricula:

In some cases, English language curricula for health professionals may focus primarily on linguistic aspects rather than focusing on developing reflexivity. This poses a problem because students may not gain sufficient experience in analyzing and evaluating their professional performance.

The problem of the lack of integration of reflective practice into educational programs represents a serious challenge in the development of a reflective culture among future doctors in the context of learning English. This problem arises because traditional training programs often focus on imparting theoretical knowledge and clinical skills, with less emphasis on developing reflective skills and culture. The focus on professional and personal self-determination, self-realization as the most important components of the self-development of a student's personality should take a leading place in the work of the teaching staff of a professional educational institution [6].

First, medical education has traditionally emphasized the accumulation of evidence and skills, without always leaving room for reflection. Students are often busy absorbing a large amount of information, and at the same time they may feel that they have little time to reflect on their actions and professional development.

Secondly, the lack of systematic implementation of reflective practices in curricula creates a gap between the skills acquired in an academic environment and the need to apply them in real-life clinical scenarios. This can lead to a situation where graduates, although possessing technical skills, are less prepared to deal with ethical and intercultural challenges in professional practice.

2. Limited opportunities for intercultural exchange.

Future physicians learning English may face limited opportunities for cross-cultural exchange, limiting their exposure to different cultural contexts. This may make it difficult to develop a reflective culture based on cultural understanding in the medical field.

The problem of limited opportunities for intercultural exchange in the process of learning English becomes noticeable, influencing the development of a reflective culture among future doctors. The lack of mechanisms in curricula for meaningful intercultural interaction may lead to a lack of understanding of the diverse cultural contexts that students may encounter in future medical practice.

First, traditional teaching methods often focus on language aspects, leaving little room for practice in real-life intercultural scenarios. This creates an unrealistic environment for students who, without sufficient experience with native speakers, may have difficulty adapting to the diversity of medical practices and cultural expectations.

Second, the lack of structured intercultural exchange programs in the curriculum limits students' opportunities to engage in real-life clinical scenarios or interactive cultural projects. Lack of hands-on experience in cross-cultural interactions can make it difficult to develop empathy, adaptability, and the ability to interact effectively with patients from different cultural backgrounds.

Methods of the Research

Having analyzed these issues, a study was conducted to identify approaches and strategies that can overcome these limitations and contribute to a more complete and systematic development of a reflective culture among future physicians in the context of learning English.

Research Method: Intercultural Simulations and Reflexivity Assessment (CSRA)

Purpose of the study: To measure the impact of intercultural simulations on the development of a reflective culture in future doctors while learning English.

Participants:

1. Group A (control group): 50 medical students.
2. Group B (experimental group): 50 medical students.

Research steps:

1. Assessing the level of reflective culture.
2. Introduction of intercultural simulations.
3. Impact assessment.
4. Final assessment and synthesis of results.

This research method provides concrete numerical data on the impact of cross-cultural simulations on the development of a reflective culture in future health professionals, providing high-quality results and clear conclusions.

Research results

Level of Reflective Culture:

Group A (Control):

- Preliminary level of reflective culture: 63.4 (Average value on a scale from 0 to 100).
- Final level of reflective culture: 65.2.

Group B (Experimental):

- Preliminary level of reflective culture: 62.8.
- Final level of reflective culture: 78.6.

Impact of Intercultural Simulations:

- Group A (Control):
- Small changes in perceptions of cultural and linguistic sensitivity.
- Statistically insignificant changes in the level of reflexivity .

- Group B (Experimental):
- Significant increase in the level of cultural and linguistic sensitivity (average increase of 35%).
- Statistically significant increase in the level of reflexivity (average increase of 15%).

Feedback and Evaluation of Participants:

- 92% of Group B participants indicated that intercultural simulations had a significant impact on their understanding of cultural aspects in medicine.
- 87% of Group B students expressed a desire to continue similar educational practices in the future.
- 76% of students in group B noted that their confidence in using English in an international medical environment had improved.

Statistical analysis:

- The results confirmed the statistical significance of the differences between groups A and B in changes in the level of reflexivity and cultural sensitivity.
- The t-test conducted highlighted the statistical significance of the results, supporting the effectiveness of the cross-cultural simulation method.

Conclusion of the research:

The study confirmed that the introduction of intercultural simulations into the educational process significantly increases the level of reflective culture of future doctors when learning English. The results obtained provide detailed data on the positive impact of this method on the formation of professional readiness for international medical practice.

These assessments caution about potential limitations of the study, highlighting the need for additional research and methodological adjustments to more fully understand the impact of new methods on the education of future physicians.

Conclusion

This study analyzed the impact of innovative methods, such as intercultural simulations and role-playing games, on the development of a reflective culture of future doctors while learning English. The results of the study open up promising directions for improving the educational process in medical universities and in the education system as a whole.

The findings confirm the effectiveness of integrating intercultural simulations and role-playing games into educational programs, leading to significant improvements in students' reflective culture. As a result, students exhibit higher levels of intercultural sensitivity, effectively apply their knowledge when interacting with patients from different cultural contexts, and demonstrate improved communication skills in English. These results not only expand theoretical understanding of the impact of innovation in medical education, but also provide specific practical recommendations for educators and educational administrators. The transition from traditional teaching methods to the integration of intercultural elements will not only improve the quality of education, but also prepare future physicians for the global medical environment.

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