

**APPLICATION OPPORTUNITIES OF PERSONALIZED EDUCATION IN MEDICAL SCHOOLS**

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*The processes of globalization that have occurred in recent years have been entering rapidly the field of education, the large volume of information and innovative technologies, in turn, require certain changes in the context of education. In this article, there will be uncovered the nature and possibilities of personalized education of students studying in medicine, including higher education nurses. In particular, the prospects and positive features of employing individual-oriented way of educating of medical personnel have been revealed.*

**Key words:** *personnel training, education, person-oriented education.*

**INTRODUCTION**

On the PD-4947 decree of the President of the Republic of Uzbekistan dated February 7, 2017 "On the action strategy of the further development of the Republic of Uzbekistan" "Improving the constant education system, training highly qualified personnel in accordance with the modern needs of the labor market, creating effective mechanisms for the implementation of scientific and innovative achievements" and several other tasks were defined as priorities in the field of education. This has expanded the possibilities and processes of inauguration of a person-oriented education and implementation of them.

Analysis of the literature. In our republic, several effective activities are being carried out in order to reform the educational system and, improve the quality of education. Including the establishment of continuous education in the education system, including the opportunities for nurses to continue their academic career in institutes after graduating secondary schools, are involved in the period of fundamental changes in the quality of education in our country.

In the era of globalization and changes, the ineffectiveness of the traditional education system is expressed by the fact that it is based on the teaching of knowledge. Traditional teaching has the following characteristics: only explanatory method of teaching, mass teaching. In traditional teaching, authoritarianism is manifested in the following form: the learner is a person who has not fully formed yet, he or she only needs to perform, and the pedagogue is the leader judge, the only initiative person.

In professional education, it is necessary not only to teach knowledge, but also to analyze the acquired knowledge and use it correctly. In this regard, it is necessary to create

an opportunity for future medical staff to renew their clinical experience, to look critically at their professional level and to implement solutions to problems.

Nowadays, systematic thinking has become the one of the main requirements of our age, and the proposed approaches, as a rule, are presented to various departments of the educational system. There is not enough attention to the systematization of the material received within the educational process, the system-forming relations between didactic units in the study of both theoretical and clinical subjects.

The inadequate direction of students in learning process is the presence of uncertainties in the concepts related to the existing various disciplines and the relationships between them.

Mastering the profession of a medical worker in medical schools begins with learning and memorizing a large number of concepts, terms, with the study of basic theoretical subjects. The acquired knowledge is continuously updated, and the student tries to find proper solutions to situational tasks related to practice in clinical departments. The knowledge which is one of the aspects of the idea of the connecting with thinking process outlines psychological and pedagogical features, and the conditions for the formation of professional thinking consist of the organization of a certain method of mastering the educational material (certain activity-cognitive, research, etc.). Thus, the search and application of new approaches to the training of independent thinking medical personnel remains one of the urgent issues.

The aim of the activities of medical schools is to introduce such approaches to the educational process. A systematic approach that enables the formation of students should include the ability to work with educational literature, analysis, to see orientation schemes in the material to be learned, to synthesize the acquired knowledge and information, and to include practical activities in the process of solving professional problems.

One of the current approaches is person-centered learning. The main direction of person-oriented education is to cultivate the student's personality and abilities, taking into account the student's thinking and action strategy.

S.Bagaeva, A.Bakhmutsky, I.Belevtseva, E.V.Bondarevskaya, I.Galmukova, S.V.Kulnevich, A.Makarov, A.Mayorov, S.Khohlova from the countries of the Commonwealth of Independent States and F.T. Fomenko, I.S. Yakimanskaya and S.Anderson, B.Blum, N.Gronlud, L.Hoffmann, L.Kronbach, R.Lynn, R.Stigtins, H.Yulek and others from foreign countries expressed their opinion about the possibilities and effectiveness of personalized education.

In addition, B.R.Adizov, B.Ma'murov, S.Nishanova, R.F.Safarova, E.A.Seytkhalilov, K.Hoshimov, F.R.Yuzlikaev, E.Yuzlikaeva and others have conducted the research about the development of person-oriented education with the implementation of monitoring.

Research methodology. This type of education serves to educate students such qualities as independence, initiative and responsibility, as well as independent, creative and critical thinking skills. In the organization of this type of education, pedagogues are

required to approach each student as individually as possible, respect his/her personality, and trust him/her, and represents the demand to create a favorable pedagogical environment for learning in mutual cooperation. In addition, criteria for training nurses with secondary education were analyzed in the conditions of Uzbekistan, and various approaches to improving the quality of higher education were studied.

### **ANALYZES AND RESULTS**

In modern conditions, the use of innovative forms of education in order to improve the quality of education of students is gaining great importance.

One of these types of education, person-centered education, is gaining importance in bringing out the talent of the student. In contrast to traditional pedagogical technologies, at the center of personalized educational technology is a student personality with independent, non-standardizing qualities of decisions in various situations.

Person-oriented education has the following characteristics:

- ensures students' independence;
- expresses confidence in students' existing knowledge and potential, experiences;
- creates opportunities for students to express their identity, taking into account their social characteristics and lifestyle;
- makes it possible to purposefully form educational skills taking into account the spiritual and moral values of students.

Based on the results of the conducted research, we tried to highlight person-centered medical education, including patient-centered medical education -medical education that puts the patient at the center of the educational process and requires students to consider the patient in all aspects of education. Topics included in the curriculum involve the knowledge, skills, and attitudes most needed by patients, areas such as doctor-patient communication; ethics and professional conduct; and including patient safety.

We have relied on approaches that include problem-based learning or other case-based learning strategies that specifically address personal or social issues related to their treatment as methods that promote patient-centered medical education.

The current international educational requirements should be focused on ensuring training of specialists in the field of higher medical education, training of qualified, qualified personnel, training of psychologically and socially competent doctors and nurses.

Thus, a competency-based approach is an approach that focuses on the outcome and quality of education, which analyzes the outcome as the result of learning rather than as the conclusion of learned information. The health professional's ability to act in different conditions, problem situations, his competences and readiness to perform tasks which make it possible to make a full range of life and professional functions and a free humanistically oriented choice.

Taking this into account, it is possible to consider the modern ideas of independent work of students as a unique pedagogical construction determined by the characteristics of educational and cognitive tasks embodied in the specific content of forms, types and types of independent work. Independent work can also be interpreted as a means of rational assimilation and deepening of knowledge, development of basic competencies and student activation.

The independent work of students who declared mandatory in the new educational standards and provided with a certain amount of study load, today needs pedagogical support and methodological support. In this regard, this type of student work should be related to the organizational role of the teacher, which implies constant monitoring of the student's independent activity process. Properly organized independent work is necessarily accompanied by increased complexity and labor intensity, which ensures its evolving nature.

We conducted a survey among students to determine the need and effectiveness of independent work for students and to develop various aspects of the personalized learning system.

According to the results of a survey conducted among students studying at the Faculty of Nursing, the following hierarchy of preferences was revealed when choosing forms of independent work: working with visual materials — 72.9%; production practice — 60.2%; direct communication with patients — 49.5%.

Independent work in the concept of students can be of three types: performed without the participation of the teacher, but according to his/her task - 40%, independently, but under the supervision of the teacher - 31% or as a form of independent educational activity without the advice of the teacher - 29%.

According to the students, each of the proposed activities is acceptable, but most of them (66.4%) want to independently complete the tasks clearly assigned to them.

Effective independent work of students requires teacher supervision as one of the most important motivating factors - this is the opinion of 38% of respondents.

The established traditional approach to the organization of successful educational activities carried out in the proven methods of conducting lectures, seminars and practical training meets the requirements for the level of training of nurses. However, some students (24%) consider the organization of effective independent work to be an important reserve for improving the quality of the educational process.

According to the opinion of the majority of respondents (54%), it is necessary to improve the forms and methods of teaching, to use modern information technologies more widely—31%.

88.2% of students pointed out that they are adequately provided with educational and methodological materials for the successful organization of independent work. When doing independent work, students prefer to use traditional sources of knowledge, such as

lecture materials - 69.5%, recommended textbooks - 72%, and methodological developments of teachers - 47.8%.

According to students, the following are necessary to increase the efficiency of independent work:

- self-education activity - 64.2%;
- additional allocation for independent work and increasing compliance with it - 40.1%;
- being able to use it effectively in the process of self-education - 41.8%.

It should be noted that the majority of students participating in the survey (88.7%) want to constantly improve their knowledge, using the time allocated for independent work wisely.

In order to overcome difficulties in independent work, students attach great importance to their efforts and persistence - 70% and teachers' support - 51%.

83% of students believe that as a result of independent work, it is possible to form important professional qualities of a medical worker, and also purposefully determine the field of their further scientific and practical activities.

The results of the survey can form an important basis for conducting independent work of students and developing effective forms and methods of rational planning.

If we consider the independent work of students more broadly - as a didactic form of education, we can create a system of organizing extensive pedagogical conditions that ensure self-management of students' educational activities.

In the modern concept of health care development, the training of highly educated nurses in the specialty "Nursing" has become more and more relevant. The Faculty of Higher Nursing, together with the training of specialist nurses, has the main task of training specialists who can lead nursing services at any level, and one of the important tasks of training specialists who independently conduct educational work in medical technical schools and colleges. This means that it is necessary to provide its graduates with in-depth clinical training.

The analysis of the current sample training programs for nurses with a higher education nursing diploma in basic clinical sciences shows that they repeat the content of the training programs for secondary specialized nurses in many ways and are limited only to the syndromic approach to the diagnosis and treatment of basic diseases and injuries. In connection with the above, we found it appropriate to develop a new concept of teaching content and a curriculum for clinical training of nurses with advanced nursing education, based on the long-term experience of teaching staff of Fergana, Andijan and Tashkent Medical Higher Nursing Faculties.

The proposed concept of teaching clinical subjects based on the nosological approach allows future nursing bachelors to master all methods of direct examination of the patient and the initial skills of clinical reasoning, to competently evaluate the results of additional studies and, together with knowledge of etiology, pathogenesis, clinic, to be able to make

nursing diagnoses for patients based on the nursing process, and allows them to carry out maintenance work based on new innovative approaches.

One of the problems of the current system of higher medical education is that this system is still dominated by the information paradigm, whose tasks mainly include the simple transfer of information and knowledge to students. One of the main goals of the education system is to train a skilled participant in the production process that is often necessary for society. All other potential abilities of the individual, including creative abilities, are not required. As a result, a graduate with insufficiently developed creative thinking will later have difficulties in perceiving increasingly complex information, making decisions in non-standard situations, and will not be able to understand the connection between concepts and events that are slightly different from the usual.

That is why the development of creative and non-standard thinking of students, based on the assimilation of information, has become one of the complex and urgent tasks for educational institutions.

For the formation of creativity as a personal and not only a behavioral property, a specially organized educational environment is required. "Local" methods of creativity development (for example, solving non-standard tasks) are certainly useful, but as a result of their application, students simply memorize new ways of solving and then repeat the learned actions. Therefore, the formation of creativity as a personal property requires a special environment that has a multifaceted systemic impact on students.

Finally, based on student evaluations, and a systematic review of outcomes related to patient-centered learning objectives based on curriculum evaluation curriculum, we proposed the following.

Problem learning. Problem-based learning is a form of embodied orientation. This method can be used as a starting point for training, namely:

1. Cooperation in small groups.
2. Flexible tutor guidance.
3. Limited number of lectures.
4. Education should be initiated by the student.
5. Sufficient time for independent study.

To provide an opportunity for these directions, I wanted to create compelling stories and characters that would make students care about the biological, clinical, demographic, and behavioral issues that affect patient health. That is, the lesson process is modeled as a dialogue.

Patient-focused panels and presentations. In this direction, the teaching process is conducted in small groups. Less time is devoted to lectures than to practical sessions, and part of the lecture time is used to reinforce the concept of patient-centeredness.

Early clinical experience. Clinical education begins at the beginning of the experiential curriculum. Interactions with patients help students see the connection

between their duties as physicians and the material being studied in class. Students interact with inpatients and outpatients early in their first year of medical school.

Standardized patients. A large number of patient simulations are provided. Standardized patients are used for personal, face-to-face interactions, and each student's ability to respect their patients' cultures and beliefs is evaluated.

Modeling based on mannequins. Mannequin-based modeling begins in the first two months of medical school and occurs in nearly all required courses and internships. Mannequins can answer medical students' questions in real time and mimic various physical characteristics, allowing students to apply what they've learned to specific patient scenarios. When both standard patient and mannequin simulations are integrated into the curriculum, the learning process comes alive.

### CONCLUSION

Based on the conducted research, we came to the following conclusion. Person-oriented education educates such qualities as independence, initiative, sense of responsibility, critical thinking in the student. This, in turn, increases the quality and efficiency of education.

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