

THE CONCEPT OF GHOSPITALЬАЬ R D GICAL AND ITS ESSENCE

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Abstract

This article presents the concept of geologic and its essence. It also identified the need to organize the educational process of students in hospitals and other health institutions, based on the interlinking of medicine and education. Similar and different features of therapeutic pedagogy, hospitable pedagogy, medical pedagogy, and inclusive pedagogy are highlighted.

Keywords: Therapeutic pedagogy, hospital pedagogy, medical pedagogy and inclusive pedagogy, medical and pedagogical integration, personal approach, health education, psychological help and support, social and cultural development, pedagogical analysis and monitoring.

Introduction

Pedagogical pedagogy is a pedagogical activity based on the interconnection of medicine and education, which is engaged in the organization of the educational process of students in hospitals and other health care institutions. Horticultural pedagogy is focused on providing an education and upbringing process for children or adults being treated in a hospital. Students in this education are mostly children who cannot attend school or have disabilities who are unable to attend school due to public health problems. The main goal of Holistic Pedagogy is to improve the physical and mental state of students, to provide them with psychological and social support in the treatment process. **There are the following main areas of aesthetic psychology:**

1) Medical and pedagogical integration. Holistic pedagogy is inextricably linked to medicine, enabling the application of pedagogical approaches in the process of treating students. This, in turn, helps improve students' psychological well-being, facilitate treatment, and reduce stress;

2) Personal approach. Depending on the state of health and individual characteristics of each student, special curricula are developed. For example, some children may not be physically active due to illness, so educational methods tailored to their needs are chosen;

3) Education in health settings. Holstery is carried out in a pedigree treatment facility, most often in a special classroom or classroom. These rooms are equipped by teachers in special ways, depending on the condition and needs of the students;

4) Psychological support and support. Holistic pedagogy involves not only providing education, but also providing psychological support to students and supporting their mental states. To do this, teachers and psychologists work collaboratively;

5) Social and cultural development. Various activities are carried out in general psychology aimed at increasing the social activity of the student. It provides the learner's social and cultural development in a hospital setting;

6) Pedagogical analysis and monitoring. A regular analysis and monitoring of the educational process of students in the hospital is necessary. It is desirable to comprehensively assess pupils, determine what is progress in education and solve problems related to them.

Holistic pedagogy has the following main tasks:

creating learning and learning opportunities for children being treated in hospitals, developing study programs so that they do not miss out on education;

improve students' mental well-being, reduce stress from being in the hospital and help them adapt to social change;

providing the best educational conditions for pupils whose physical condition is weakened by illness, applying the best methods adapted for them;

to increase students' motivation to learn and to maintain their interest in education during illness.

The following methods are used in geologic pedagogy:

1. Interactive methods. Interactive techniques, games, simulations and experiments are used to keep the students' attention.

2. Visual Methods. Enrichment of the teaching process with the use of visual materials, videos, diagrams and pictures.

3. Management methods. adapt the teaching process and apply individual approaches taking into account the situation and needs of students.

4. Psychological methods. Provide students with support through psychological counseling, group conversations and stress management techniques.

The following phrase is used to describe the nature of the hospital pedagogy:

Psychological-redirect-reagogic privatization of the child;

The organization, methods, technologies, and tools aimed at ensuring continuous education during the period of hospitalization;

an interdisciplinary means of ensuring the full educational process in a hospital school;

the profession of a state teacher;

To make readers re-integrate into their schools as a means of demonstrating the quality of education in a state hospital school.

The functions of the Gósrítal redagógógá include the following:

O'aní o'ragogíkí o'ílaí oroílaí óraí oroílaí órrílaí órrílaí órrí ní;

Adaptation of the education system to the needs of the students who have been affected by the pandemic;

To ensure continuous treatment of the hospital [5].

In practice, there are concepts of therapeutic pedagogy, hospitable pedagogy, medical pedagogy, and inclusive pedagogy, with similarities between them (see Table 1):

Table 1. Similar features of Treatment Pedagogy, Hospital Pedagogy, Medical Pedagogy, and Inclusive Pedagogy

Related features	Contents of Similar Properties
A Specific Approach to the Learning and Upbringing Process	In each area, the educational process is organized taking into account the physical or mental state of children
Individual yondashuv	In all areas, individual education plans are developed that are tailored to the specific needs and capabilities of the child
Social integration	All sectors support the reintegration of children who have been removed from society into social life
Interdisciplinary approach	The educational process is accompanied by teachers, doctors, psychologists, defectologists and other specialists
Education for Child Health Improvement	The educational process is carried out without harm to the health of children

There are differences between therapeutic pedagogy, hospitable pedagogy, medical pedagogy, and inclusive pedagogy (see Table 2):

Table 2. Different aspects of therapeutic pedagogy, hospital pedagogy, medical pedagogy and inclusive pedagogy

Spaces	Description and purpose	Main Focus	Methods used
Therapeutic pedagogy	Education and Upbringing for Children with Physical and Mental Disabilities	Supporting children's cognitive, physical, and social development	Educational processes enriched with therapeutic elements
Hospital Pedagogy	Organization of education for children in the hospital	Ensure that education does not fall behind during the treatment period	Individual and group training at the hospital
Pedagogy of medicine	Education in the field of medicine (trainings, training courses)	Organizing training processes for health care providers or patients	Professional training programs and treatment-appropriate education
Inclusive pedagogy	Educating children with disabilities alongside healthy children	Ensure that all children receive an equal education	Inclusive Teaching Methods and Coeducational Courses
Differences in goals			
Therapeutic pedagogy	Hospital Pedagogy	Pedagogy of medicine	Inclusive pedagogy
Developing the child's personal potential and supporting the treatment process	Organization of education for children being hospitalized	Training of health workers or pedagogical assistance on medical issues	Creating conditions for the inclusion of children with disabilities in society

In conclusion, each pedagogical direction has its own place and purpose. While they focus on children's education, they differ greatly in scope, methods, and objectives. The integration between them contributes greatly to the education and development of children.

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