



THEORETICAL ASPECTS OF FORMATION OF HYGIENIC COMPETENCE IN STUDENTS OF MEDICAL EDUCATIONAL INSTITUTIONS

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Annotatsiya:Maqolada tibbiy ta'lim muassasalari talabalarida gigienik kompetentsiyani shakllantirishning nazariy jihatlarini, rivojlanishning pedagogik mexanizmlari va texnologik asoslari ko'rib chiqiladi. Tibbiyot ta'lim muassasalari talabalarida gigienik kompetentsiyani shakllantirishning pedagogik ehtiyoji ham tahlil qilinadi.

Аннотация:В статье изучены теоретические аспекты формирования гигиенической компетентности у студентов медицинских образовательных учреждений, педагогические механизмы и технологические основы развития. Также проанализирована педагогическая необходимость развития гигиенической компетентности у студентов медицинских образовательных учреждений.

Abstract:The article examines the theoretical aspects of the formation of hygienic competence among students of medical educational institutions, pedagogical mechanisms and technological foundations of development. The pedagogical need for developing hygienic competence among students of medical educational institutions is also analyzed.

Kalit soʻzlar:tibbiyot, gigiena, texnologiya, takomillashtirish, pedagogik, texnologik, model, monitoring, didaktik, loyihalash, ekspert baholash, pedagogik eksperiment.

Ключевые слова:медицина, гигиена, технология, совершенствование, педагогический, технологический, модель, мониторинг, дидактический, проектирование, экспертная оценка, педагогический эксперимент.

Key words:medicine, hygiene, reproductive, technology, improvement, pedagogical, technological, model, monitoring, didactic, design, expert assessment, pedagogical experiment.

Research relevance: the process of interaction and self-influence of personality and activity is dynamic in nature, this process is studied within the framework of the problem of the formation of a specialist personality. An important point of studying this problem is the concepts of “professional (professional)”, “professionalization (professional formation)”, “professionalism”, “competence”, “competence” and “professional maturity”. It is known that the last concept (“professional maturity”) is considered one of the important characteristics of the subject of Labor, which manifests itself as the process of formation (professionalization) of a specialist and its result (“professionalism”, “competence”, “competence”). The essence of the concept of "professional maturity" is studied in the studies of a number of world psychologists (Derkach, 2002; Derkach, Zazikin, 1998; Zeyer, 2003; Noskova, 2000; Povarenkov, 1999; Rean, 2003; Tolochev, 2005), but the process of formation of these features of the subject of Labor, the peculiarities of its manifestation in professional activity and the characteristic aspects of the interaction of the formation of a specialist's personality with other components have not yet been sufficiently studied. The study of the development of hygienic competence seems to be relevant for the current period.

Research objective: the development of hygienic competence for medical students is a very relevant topic at the moment. Hygiene occupies an important place among the main health factors. The concept of

personality maturity " is characterized by a high level of personal, psychological, social and professional development, reflected in its adequate attitude towards external vocation, the assimilation of spiritual-moral, ethnic, cultural, professional and Bashkir mayors and the manifestation of behavioral criteria in society, communication and consciousness, positive motives, the value system, content and functional resources of the organism and psyche. This concept is widely used for a description of a specific age period, based on the peculiarities of the development of an individual as an individ, person, subject of Labor.

Results and discussion: maturity is such a level of personality development that a person will be able to fully fulfill his civic, family, professional and other obligations, and, moreover, effectively participate in specific areas of society and labor activities. "...the analysis of progress shows that this process is extremely complex and contradictory: due to the fact that different time is spent on achieving a high level of progress in different systems of the human body, its psyche is extremely simple and very complex, and heterochrony at the beginning of its evolution and the non-adequacy of the speed at its

It is advisable to consider professional maturity as the process of the formation of a specialist's personality and the professional formation of a work subject. This process is associated with the management and implementation of labor activity, but it is not limited only to the development of the operational sphere, the acquisition of knowledge, skills and qualifications, but also S.L.Rubinstein, B.G.Ananyev, B.F.Lomov, A.N.According to Leontyev and others ' studies, the individual is associated with the formation of a functional system of psychic management of social behavior. An important role in this process is played by the development of perceptions of the Basic Laws of professional maturation of an individual and the management of his dynamics under the influence of various factors, as a result of which the individual begins to realize himself as a subject of professional activity and understands the level of social significance of his profession.

Orientation towards the goal in the dynamics of the disclosure of the essence of specific activity in the process of professional formation of an individual is an important source of the gradual discovery of its capabilities and the transformation of its individual components and structure. In accordance with the psychological structure, the determination, selection, achievement of a system of goals that require adequate activity, and the content of individual components of activity, as well as the degree of conformity of psychic tension to achieve the intended result, are also considered the source of the psychic progress of the individual of the subject of Labor. This mechanism of development is the process of formation and clarification of the motives of the subject activity, which is directly related to the management of motivational needs, which, at each stage of the labor process, go through a specific phase of changes, become rich in content and are oriented in activity, are factors that drive psychic and professional progress. Aspects of the upbringing of hygienic competencies of specialists by pedagogical scientists of Uzbekistan A.Abduezizov, L.T.Ahmedova, G.Bakieva, J.Jalalov, K.Korayeva, G.Makhkamova, K.Riskulova, F.Saidova, A.Sattorov, U. X. Khoshimov, D.Researched by the hoshimovas. The multi-use concept of "competence" is a major that assesses professional formation and professional maturity and does not yet have a clear definition. It is applied to the subject of labor as a characteristic that characterizes the requirements of specific activities, or precisely, the attitude of the subject towards specific aspects of specific activities. In general, this concept is characterized by the authoritarianism of the individual in some life situations, social and professional activity, the possession of understanding and knowledge in this area. A.K.Markova believes that the competence of a particular person is a more common description than its professional formation. According to this, it is possible to distinguish between different types of hygienic competence: special (in the implementation of the labor process), Social (in the implementation of cooperative activities), personal (ownership of self-management and improvement qualifications), etc. Certain authors distinguish competence in professional communication, the development of a specialist's personality.

Three main types of competencies are distinguished:

1. Competencies apply to the sphere of professional activity of a person. Among them, the following can be included: basic universal knowledge, skills and qualifications related to the field of professional activity; professional knowledge, skills and qualifications related to a specific area of modern production; special professional knowledge, skills and qualifications related to a narrow (specific) field of professional activity.

2. Competencies that must be taken quickly apply to social, communicative, methodological and other competencies necessary for effective labor activity in various fields of profession and activity. Among the qualifications that currently need to be taken quickly are the qualifications of being able to participate in the organization of the workplace and the development of the enterprise; qualifications for effective communication with colleagues, management and customer (customer); qualifications for ensuring the safety of vital activity; finally, qualifications related to the field of Environmental Protection are included.

3. General, basic or base competencies are necessary to obtain new knowledge and adapt existing knowledge to the new requirements of the labor market. The following competencies can be included in their order:

competencies of the socio-economic sphere: setting and implementing promising directions of self-intellectual, cultural, moral, physical and professional development and improvement; being able to work in a team in an independent way; critical analysis of accumulated experience; maintaining a budget; ability to ensure the safety of one's own life activities;

civil-legal competencies make it possible to understand the orientation to society, their rights and obligations;

information and communicative competencies take into account the opinions, views of other people of the individual; readiness for joint educational and educational-professional activities; readiness for indirect communication through the computer; knowledge of reading and writing in several languages; development of dialogical communication, discussion, including using internet resources; graphic, diagram and table information are considered as reading skills;

instrumental competencies understand and propose ideas and ideas for solving a person's problem; the use of technology and technology in solving vital and professionally important tasks; communicative and linguistic qualifications in the native language and foreign languages; computer knowledge of information management, obtaining and analyzing information from various sources, organizing time and planning work; understood as educational, environmental protection strategy building skills.

The above-listed types of competence do not necessarily characterize a person in full form, since, an individual may be a good specialist, but may not have the qualifications of self-management or interpersonal professional communication, and, moreover, while having a high level of professional competence, personal and social competence may be low. It can be said that, in turn, the degree of professionalism is conditioned by the orientation, indication and content of the professionalization of the subject and by the competence of a wide range of social, psychological, economic and other aspects that affect the degree of professionalization of the specialist.

Dj.Raven's research has allowed for the foundation of a structured functional concept of competence, and it is reflected in:

1. First of all, the importance of the systematic manifestation and formation of the sphere of motivational-values of the individual, determining the values of the individual, socio-political trust and opinion.

2. The reflection of personal values in such characteristics as direct interest in the organization and content of the labor process, leadership, organization.

3. The nature of competence will be based on the criterion and manifestation of cognitive, emotional and volitional processes, assessment of the individual's readiness to solve, solve issues that ensure the achievement of the goal.

4. Competence is formed not only at the expense of its active components, but also at the expense of its passive components, which can manifest themselves in new life situations.

5. Competence is determined by its multiple components, which are completely independent of each other, but are able to occupy each other as a factor of behavior that is significantly effective.

One of the important components in applying innovation to the educational process in higher education institutions is the hygienic competence and innovative activity of the individual. In the science and practice of pedagogy, there are many approaches to the concept of "hygienic competence". Professional competence as a term is often used in pedagogical, psychological, sociological and economic literature.

Research scientist E.F.Zeyer's research into the functional progress of hygienic competence shows that in the course of professional maturation, different manifestations of competence are integrated and their relationship with professionally important personality qualities increases.

E.F.Zeyer argues that research into the functional progress of hygienic competence has shown that in the course of professional maturation, different manifestations of competence are integrated and their relationship with professionally important personality qualities increases.

K.J. According to riskulova, "competence" refers to the sum of professional laws, principles, requirements, rules, duties, duties and obligations necessary for the owner of one or another profession, as well as personal deontological criteria. Competence, on the other hand, is related to the practical activities of the individual and is the skill of manifesting competence criteria in work experience on the basis of creativity, based on the requirements of society. The main criterion of competence is determined by effective activity, competitive training of personnel".

E.F. Zeier believes that hygienic competence is the sum of professional knowledge, skills, as well as methods of carrying out activities, which consist of the following components:

- socio-legal competence-thorough mastery of knowledge and skills in the field of social institutions and human interaction, as well as professional communication paths and behavioral rules;
- special competence-readiness to independently carry out certain types of activities, to be able to cope with many common professional issues and assess the results of their labor, to be able to independently master new knowledge and skills in their specialty;
- personal competence-the ability to constantly gain professional skills and qualifications, to be able to show oneself in professional activities;
- autocompetence-to have a truthful idea of its social professional capabilities, to be able to overcome professional difficulties.

It is worth saying that the main levels of competence include professional training and experience, self-awareness, self-confidence, correct acceptance of the shortcomings indicated by other people, and other such personality traits that determine professional maturity. In particular, the main levels of professional competence include personality traits that determine professional training and experience, self-awareness, self-confidence, correct acceptance of the shortcomings indicated by other people, and other such professional maturation.

M.I. Lukyanova divides hygienic competence into three structural components:

- 1) psychological-pedagogical literacy;
- 2) psychological and pedagogical skill;
- 3) personal quality of hygienic importance.

At the same time, while it does not distinguish as a separate component, the need to direct the student to pedagogical activity and self-knowledge and change, to find a way to improve his activity in accordance with the change in the personality of the student, the definition of professional competence as the main criterion.

In a number of studies, professional competence and its specifics, which are directly specific to an educator, are studied. Among such studies is A.K. Markova and B. It is possible to include research carried out by Nazarovas. In his research, a.K. Markova notes that the hygienic competence of an educator consists of the following structural foundations:

- special or professional competence (high level of Organization of professional activities);
- personal competence (self-development, self-expression);
- social competence(collaborative organization of additional activities);
- individual competence (self-management, professional development and creation of innovations).

In the conditions of Uzbekistan, hygienic competence specific to the educator, its specific aspects, are also studied, among which B. The study conducted by Nazarova has a special significance. According to the researcher, the basis of hygienic competence inherent in an educator is formed by the following structural foundations:

- special or professional competence (high level of Organization of professional activities);
- social competence (collaborative organization of professional activities, social responsibility);
- autocompetence (being able to develop oneself socio - professionally); - extreme professional competence (being able to work in unforeseen situations).

Conclusion: hygienic competence implies the acquisition by a specialist of the knowledge, skills and qualifications necessary for the implementation of professional activities and their high degree of

application in practice. There are different definitions and approaches to this concept. N.M. According to Muslimov, "competence" (Eng. "competence" – "ability") - represents the effective use of theoretical knowledge in activities, the ability to demonstrate a high level of professional competence, skill and talent. Scientists are well aware that the suffix "lik" in the term "competence" actually indicates the degree of ownership of the quality of Education. That is why the term in question is used in our national language and pedagogical practice to designate educational qualities and the level of their ownership. Competence is understood as the integrated qualities of an individual based on general abilities to conduct a certain activity and knowledge and experiences acquired in the educational process, manifested in his professional training.

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