

PEDAGOGICAL AND PSYCHOLOGICAL APPROACH TO TEACHING SOCIAL AND HUMANITARIAN SCIENCES IN MEDICAL UNIVERSITIES

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ABSTRACT

This research paper provides a methodology for teaching humanitarian disciplines to medical students and their role in the learning process. The necessity of introducing the humanities in medical education has been substantiated. It is shown that humanitarian disciplines contribute to the formation of a tolerant attitude towards others in students, the development of communication skills and critical thinking.

Keywords: *education, pedagogical and psychological approach, teaching, student, social humanitarian sciences, medical university.*

Introduction

The reform of higher education in the country - the organization of higher education on the basis of credit-module system. -module system can be set up. After all, the original credit-module system in higher education should serve to ensure that the student can study at the same semester in the same semester in another developed state university. This is a basic requirement of the Bologna system of international higher education. If our students and faculty master the above textbook and the book "B2 to C2 (8.5-9) Highest English in Three Months", vital areas (medicine, agriculture, exact sciences, economics, high-tech and industry, etc.) By opening branches or analogues of the top ten universities in Uzbekistan as flagship universities, there will be an opportunity to coordinate the scientific potential of our universities with their potential and make Uzbekistan one of the world's higher education centers through these prestigious flagship universities. This, in turn, serves to train vitally mature personnel for our country and bring a lot of benefits and income in exchange for foreign students to study at these universities.

The global trend of humanization and humanization of higher education does not bypass the system of higher education in Russia. Significant changes are expected in the training programs for students of the so-called non-humanitarian profile. For quite a long time in higher education there was an opinion that the humanities are

"Nonessential" for future technicians and health professionals. However, now we are talking about the comprehensive development of the individual as a priority task of higher education, and here it is no longer possible to neglect fundamental humanitarian knowledge that helps to form the necessary general cultural competencies of a student and motivation for further self-study and development. In a medical school, this is especially important, since through the humanities, personality traits such as empathy, tolerance, compassion, and communication skills are developed. Currently, a small number of domestic studies are devoted to the issues of humanization and humanization of medical education.

Most of the research in this area is of a generalizing and theoretical nature, in which there is a certain gap between the fundamental ideas of humanization and humanization from real pedagogical practice in a medical university.

One of the main goals of medical education in the world is to move from a narrow scientific focus of teaching to a more liberal learning process, in which equal attention is paid to the development of cognitive and emotional elements of clinical practice. The exclusion of the humanities from the medical education system led to the adverse consequences that we still see today. For example, a survey conducted by S. Weine et al. Of 313 medical students graduates over a 10-year period showed that feelings of empathy and tolerance are undeveloped among young doctors.

Another problem was identified by D. Weer et al., In their research they talk about the difficulties faced by teachers of humanitarian disciplines in medicine. Students are reluctant to discuss issues of sexual and racial identity. The authors question the theoretical narrative model of material presentation and call for more active discussion of such issues with students.

Thus, some studies indicate that existing approaches to medical education regarding the promotion of empathy and humanistic values have not been successful enough. At this point, it is necessary to look deeper into the problem in order to understand what interferes with the impulses and desire of the learners to show empathy towards the patients. According to J. Shapiro, the reason for this may be the fear of vulnerability and sensitivity that exists in the medical culture.

The humanities should not only superficially address human problems, but rather draw attention to the systems and paradigms that shape these complex situations. The humanities in medicine can also take on a more complex role that can be seen in benefit to patients and that goes beyond teaching empathy as a simple communication skill. The theoretical rationale for the inclusion of the humanities in medical education is based on their ability to help students adequately assess the subjective opinion of patients about their illness, and also provides students with an opportunity to reflect on their professional development.

Turning to the applied aspect of teaching humanitarian disciplines, we will consider a number of studies that have highlighted the practical issues of humanitarization of medical education. The work of A. McLeod and B. Frank, dedicated to the importance of the social sciences in medical education, seemed interesting, in the framework of which such important issues as religious, racial, social and gender inequality, social justice and many others can be raised and discussed. Moreover, they propose to make social sciences an obligatory component of the curriculum in medical education and, in particular, to use the theory of feminism and feminist approaches to teaching.

The development of communication skills can also be facilitated by the study of issues of

intercultural communication. Nevertheless, B. O'Connor et al. Note that intercultural competence is still an untouched topic in medical education. Although the elements of intercultural competence include aspects such as self-determination, the ability to empathize, the desire to see the world through someone else's eyes, when differences in values and expectations make communication difficult, as well as the desire to find common solutions to problems and the ability to develop a joint plan of action. In this regard, the authors talk about the need to introduce special trainings on intercultural communication into the educational process in medical universities.

Methods of research

There is growing interest in introducing the humanities as core disciplines in medical education, but skeptics point to insufficient evidence to assess their impact on patient care. M. Perry et al. Reviewed existing articles on the impact of liberal arts courses on improving the communication skills of medical students. The authors identified a lack of substantiated evidence for assessing the effectiveness of such courses and pointed out the need to develop methods for assessing the effectiveness of humanitarian cycles in terms of their impact on the attitude, behavior and professional skills of a doctor, in addition to simple observation.

Poor communication with colleagues and patients is a major contributor to the emergence of medical error, and is rooted in a lack of democracy in medical practice. The introduction of communication science can provide valuable evidence for the inclusion of the medical humanities in medical education, it will develop cooperation skills and a tolerance for uncertainty. The humanities, embedded as core courses in medical education, are a key element in the democratization of attitudes needed to change medical culture and promote safe practice.

In the early twentieth century, especially in North America, many doctors and educators turned to the history of medicine as a way of representing humanistic values in medical practice. However, in the second half of the twentieth century, history was largely replaced by medical ethics as a means of solving professional problems. Nevertheless, the

course on the history of medicine remains the most important component of the humanitarian education of the future doctor. Bringing a new understanding of the teaching of this discipline, M. Jackson draws attention to the fact that the history of medicine should be studied from the point of view of medical biographies in order to visually illuminate the issues of medical ethics, introduce the best medical practices and demonstrate humanistic values.

While clear models of the future doctor are being created, it is worth paying attention to the best examples of medical workers from the past and present. It is examples from life, not ideology and theory, that should come to the fore in teaching the history of medicine and the humanities in general. The medical humanities seeks to build the capacity for empathy and compassion.

However, the humanities in medical education are often criticized for the separation from clinical practice and insufficient participation of medical specialists in the training process, thereby causing a dichotomy between the emotional and intellectual competences of the future doctor.

Lecture courses are most often targeted only at those students who are interested in the humanities. These features of liberal arts education at a medical university formed the basis for the study of M. Muszkat, who developed a clinical medical humanitarian training program, in which both students and practicing doctors participated. At each lesson held in the hospital after medical practice, students and doctors discussed a poem describing the relationship between a doctor and a patient. This learning model contributes to the development of empathy, but at the same time is closely related to the professional activity due to the place, time and environment of such classes.

Speaking about liberal arts education at a medical university, one cannot touch philosophy as a fundamental discipline. There is a historical connection between philosophy and medicine, and, accordingly, philosophical ideas can influence the theory of education and medical education in particular. For example, a liberal philosophy of education, which is characterized by a variety of pedagogical

approaches and ways of developing thinking and understanding, can contribute.

Integration can be one such approach. On the basis of an integrated approach in teaching medical humanitarian disciplines, it is possible to make them the main components of medical education. The idea of developing a humanities curriculum in medicine based not on disciplines to be studied, but rather on clusters of topics reflecting key philosophical issues related to human nature, could become a key concept for building a liberal arts education system in a medical school. The humanities attempts to capture and interpret all aspects of human experience, in this case, the medical humanities deals with the interpretation of experiences related to disease, disability, medicine, and health care. The main task of the humanities in medicine is not to provide general knowledge about the humanities, but rather to penetrate into the inner world of a person, life experience in all its manifestations, taking into account the variety of models of reality based on various cultural, linguistic, spiritual and religious traditions. The humanities in medicine allow you to look at these aspects from different angles.

However, the new form of work and additional workload required a lot of effort on the part of the students, and the authors revised the program. Nevertheless, according to the author, the concept of "medical humanities" should be implemented in medical education.

Another direction of introducing the ideas of humanism into medical education is creativity and art. In the medical education community, more and more attention is drawn to the ideas of people in creative professions who contribute to the awareness of collective responsibility in medicine, as well as the self-determination of medical professionals in society, and this undoubtedly leads to the fact that both students and teachers begin to they show themselves as socially active members of society.

Studying the problems of teaching the humanities in the medical field, a number of researchers turn to art as a source for the development of educational courses and programs aimed at forming a humanistic attitude towards the world around them.

Proposed a so-called “personal reaction tour” for medical students, which used visual art to induce reflection, a key competence of the medical professional. 105 second-year students took part in this study, which was conducted on the basis of a children's hospital. First, the students really liked the very process of thinking and further discussion of works of art. Second, participants reported that they felt more empathic about pediatric patients and their parents. Thirdly, they realized how strong the influence of the hospital environment and its decoration on patients.

In favor of developing the skill of writing, the idea that the doctor should always listen to patient stories is advocated, since only in this way can a person be fully understood. Physicians need to become accustomed to such stories and understand the narratives in case histories, and literature can help make young physicians more responsive to the social and psychological needs of patients. The doctor should not only have a good command of the professional language of medicine, but also communicate clearly and clearly with ordinary people. Today, the development of writing skills is necessary for medical students throughout their studies. The benefits of such courses are clear as they develop critical thinking, sensitivity and ethical response, contributing to better medical practice.

The need for humanities for medical education remains undeniable. They benefit from empathy, understanding and listening skills. The question arises why it is so difficult to integrate the humanities into the process of medical education. The answer can be found in the application of different approaches to gaining knowledge. Medical education is characterized by fixed goals, objectives and proof of the idea of objective reality that exists independently of the teacher and student.

Students must meet certain standard requirements, both in factual knowledge and practical skills. In this case, there is a danger that we detach students from the learning process itself, focus them only on the result. And at this stage of the development of society, the teacher's task is to stimulate students to constantly learn, to convince them that the process in this case is more important than the result. The evidence-based language of

medicine very often negates the ambiguous humanitarian component of medical education, the benefits of which cannot always be objectively assessed.

Results

However, these two areas in medical education should not be considered mutually exclusive. It is probably enough to give students the opportunity to evaluate and use different approaches to learning. This awareness will increase confidence in the need for liberal arts in medical education. Different directions should be taken into account, especially when the emphasis in medical education shifts from the acquisition of knowledge to the learning process itself, which prepares students for lifelong medical education.

The learning process is a kind of reflection in action, and this is where the humanities help us reflect on our lives and the lives of others. Humanities are recognized as valuable from an aesthetic point of view, as well as help form judgments, focus on meaning, introduce us to the complexity and ambiguity of the world around us, and develop critical thinking. Humanities, first of all, involve the development of the creative imagination of doctors. It remains to be hoped that through such education, future doctors will learn to see in each individual patient the potential for healing, and not the negative aspects of the disease.

Conclusion

Recently, among scientists and practitioners, the point of view has been substantiated, according to which a person should become the subject of education and training not by himself, but in interdependence with the whole complex of processes and phenomena of the surrounding reality. In this regard, one of the tasks of higher education is to ensure the involvement of students in the existing socio-cultural and professional situation. This problem can be largely solved through the study of social and humanitarian disciplines in a single, complex block, where the leading principle is the principle of socio-cultural consistency, which is determined by trends in the social, cultural and professional spheres of society. The highlighted principle will help not only to substantiate the content of the

disciplines, but also to solve the key issue of the methodology of its construction.

All this is an important moment in modern education, when the main emphasis is shifted from training to the upbringing and development of a student, which implies an increase in the influence of social and humanitarian knowledge on the formation of a

young specialist's personality. The formation and development of a professional specialist, the level of morality, culture and tolerance of our youth in general, and, consequently, the future of the country depend on the effective organization of teaching social and humanitarian disciplines in universities.

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