



ENHANCEMENT OF EXCLUSIVE COMPETENCIES OF FOREIGN STUDENTS BY TEACHING THE HISTORY OF MEDICINE IN MEDICAL EDUCATION

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Article history:	Abstract:
Received: 4 th January 2024 Accepted: 3 rd March 2024	In this article, the aspect of the formation of the exclusive competence of the foreign student in Uzbekistan through the Connect-Extend-Challenge model of teaching the history of medicine is shown, and it is reflected that the teaching of the history of medicine through this model plays an important role in the full formation of the exclusive competence in the future student working in medical education
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Currently, in developed countries in the world, one of the areas that play an important role in the education is the knowledge of the history of medicine.

Most of studies on this problem are being conducted in the world's leading scientific centers and medical universities, including the Wiesenthal Center (USA) that has established a multimedia educational center that implements intensive educational programs for the development of historical thinking in the study of the history of medicine in young people, as well as at the University of Northampton (UK).) implemented the "internet project" as a specialized format for the "promotion" of tolerance, that is, involving people in problem solving in an interactive network, the system of human relations in the profession of medicine, pedagogy, free exchange of experience and intercultural mutual understanding is of great importance because it is based on technology.

The enhancement for medical education is also important for the medicine of our country, it is to prepare future doctors for effective activity in society, in which "loyalty to the ideas of independence, loyalty to national traditions such as humanism and high spirituality" [1. - P.4] is able to form important personal qualities. Therefore, in the process of studying history-related subjects, by developing historical thinking in students of higher educational institutions, they develop high spirituality and morality, patriotism, pride in their Motherland, their people, and their historical past [2. – P.3] it is necessary to educate the feelings. Also, when studying medicine, it is important to look at its history and connect it with today.

Pedagogical activities aimed at improving the exclusive competence of foreign students based on the history of medicine is a long-term, integrative process. Long-term means that the knowledge, s

kills, competences, which determine the basis of historical thinking, are mastered at all stages of the continuous education system.

It is known that in the first years after Uzbekistan gained independence, serious attention was not paid to the special and consistent acquisition of knowledge about the history of medicine by students in medical institutions of higher education. At various events, only episodic information was given about important national holidays, traditions, and great figures in the history of medicine.

We all know that the professional competence, professional deontology of foreign students is formed through the history of medicine and other social sciences, in the era when historical thinking is more important than ever, and the study of the nature of events, evidence and events is becoming more important than ever.

The development of historical thinking in foreign students is an important structural element of the history of medicine. This structural element is a series of historical sciences ("History of the Ancient World", "History of the Middle Ages", "New History", "Recent History", "History of Uzbekistan", "Development of Medicine of Uzbekistan in the Years of Independence", "Recent History of Uzbekistan") teaching represents the general essence of the process of organizing students' independent education on historical topics. In the development of historical thinking, students' independent assimilation of the basics of the history of medicine and the process of applying theoretical knowledge to practice - pedagogical practice also play an important role, and it is appropriate to take this issue into account in the training of future medical workers.



In the development of foreign students' knowledge of the history of medicine, it is important that they have the ability to effectively assimilate historical knowledge, historical dates, analyze the content of historical events, events and processes, and evaluate their cause and effect and interrelationship. Another important condition for foreign students to have a historical mindset as a future doctor is their ability to successfully master the competencies of working with historical documents related to medicine.

This kind of thinking, in turn, creates the ground for students - future doctors to acquire the qualities of national pride and patriotism.

Application of the Connect-Extend-Challenge model plays an important role in the process of developing the historical thinking and exclusive competences of foreign students through the history of medicine in medical institutions of higher education.

The following circumstances are important aspects that guarantee the achievement of efficiency through this model:

- drawing attention to the fact that the development of historical thinking among foreign students is a matter of social importance in modern conditions;

- development of cognitive-methodological bases that illuminate the content of the development of historical thinking in foreign students through the history of medicine;

- determining measures for effective use of existing didactic, technical and technological opportunities that serve to develop students' historical thinking during the lesson;

- establishing a system of innovative forms, methods and tools that help to develop the exclusive competence of students;

- theoretical historical knowledge acquired by foreign students, their effective application in practice, creation of conditions that allow purposeful, rational use of skills, qualifications, experiences in practice. [3. - P.238].

In this process, it is necessary to pay special attention to the development of foreign students' future activity plans, individual and independent education, individual and independent organization of educational activities, reflexive study of educational results, experience, competences.

Full formation of exclusive competencies of foreign students is a somewhat complicated process. Therefore, the history of medicine includes a large volume of historical knowledge, which requires a certain amount of time and intellectual effort to be mastered by foreign students.

Teaching the history of medicine through the Connect-Extend-Challenge model during the lesson allows you to positively solve the following tasks and adequately master the exclusive competencies of foreign students:

1. An innovative approach to the process of teaching the history of medicine.

2. Organization of classes based on interactive methods.

3. Creation of collaboration between teacher and students.

4. Creating conditions for independent activity of students in mastering the basics of science.

5. Directing students to perform creative projects by working in small groups.

6. Stimulation of students' creative activities.

7. Development of students' ability to independently reflexive analysis of educational activities.

In today's global world, foreign students have a wide range of opportunities for communication, especially at the international level, the Internet provides a wide range of opportunities for online or face-to-face communication and professional and personal communication with representatives of other cultures.

The application of modern technology to teaching the history of medicine in Uzbekistan, and the enrichment of the content of medical education using modern educational technology - forming the ability of self-respect, self-improvement in foreign students, and the ability to follow the rules of etiquette. hit

The Connect-Extend-Challenge model is also an important feature of the professional activity of the future medical worker, taking into account the rules of ethics and etiquette. One of the most exclusive forms of social communication is that inconlap respects the beep- Peep and strives to create a more positive approach to communication.

Based on the above research, it should be emphasized that the development of medical culture of foreign students as future medical workers through the Connect-Extend-Challenge model, the ecstatic training of students and the development of their spirituality is one of the main goals of the history of medicine, i.e., accepting foreign students by adapting to their spirituality is the future of the university. it gives them the opportunity to have high and low scores in their professional activities.

In the history of medicine, exclusive competence also entails having competence in ethical standards, behavior, even behavior modeling, and reflection.



In the history of medicine, the uniqueness of the moral problem lies in the consolidation of the moral and moral situation of our society.

In the history of medicine, having a positive attitude towards the moral code can make a foreign student show a positive moral attitude towards his inconnap, the foreign student who kissed him.

However, it should also be noted that following the rules of etiquette among foreign students requires the formation of a certain culture and the acquisition of certain knowledge. In the course of our research, teaching the history of medicine to foreign students has been shown to form a comprehensive educational opportunity of the rules of etiquette (from the beginning of the formation of the personality to the mature stage of professional development). shows that the following components can provide the following components:

- the ability to use a pencil sharpener in the classroom;
- for foreign students to have the ability to develop their skills and aspirations for successful work as future medical workers;
- being trained in the form of activity to master the topics of the history of medicine;
- the integration of the foreign student's personal qualities with the result of professional training directed to the activity.

Knowledge of the multifaceted nature of foreign students can be derived from the rules of cultural etiquette, as it encompasses all aspects of medical communication in Uzbekistan. But competence is formed only during practical activities, which are often taught. Because of this, until recently, there was little attention paid to the practice of cultural etiquette in medical education in our country. Also, in improving the behavior of foreign students, the multifaceted policy of etiquette has not always been used [4. –P.12]

Through the Connect-Extend-Challenge model, we understand the concept of applying the exclusive competence of students to medical education in such a way that, as a result, foreign students acquire the following:

- in the second place, the full manifestation of spiritual and moral communication towards the students, begins to master the etiquette method, which is closed to the formation of the culture of communication;
- begins to understand the logic and validity of cultural etiquette;
- begins to acquire the moral character of cultural etiquette, as well as the moral-practical concept of moral rules.

Moreover, it should not be forgotten that foreign students, as future doctors, have a great and serious responsibility for their future life activities. This

requires a high level of professional expertise, exclusive competence and, of course, great mental strength in foreign students. [5. - P.27]. Fulfilling the moral obligation gives satisfaction to the incon, and he learns to think of himself as noble.

Бироқ ҳар бир шахсдаги такрорланмас характер хусусиятининг эътироф этган ҳолда "эстетик тарбия натижаси ҳамма вақт маданиятда идеал сифатида кўрсатилган маълум бир мезон, образ билан боғланишини унутмаслик лозим" [6. – P.9].

Teaching the history of medicine in medical education in Japan, forming a scientific-collegial and ethical-esthetic culture in foreign students is the most important task of a medical science teacher in modern medical education. Because the formation of this culture at a high level allows the successful formation and development of exclusive competence in professional activities.

It should be noted that the main goal of the history of medicine is to consolidate and further deepen the competence acquired during study. Also, students must acquire competences necessary for practical activities optimized for studying mathematics. In short, the use of the Connect-Extend-Challenge model in the history of medicine class fulfills the following integration tasks, such as integrating practical lessons into the curriculum, teaching, training, and preparation:

- The task of "Adaptation" is to develop the competences of foreign students to study specialized subjects by studying the history of medicine, by understanding the system of personal interaction in medical education in Japan. In this way, students begin to think about the problems of future specialization.

- The "Teaching" task is based on the practical application of the competence acquired by foreign students in practical training in the history of medicine. In the minds of foreign students, the desire to become an exclusive competence begins. In this case, the future doctor will receive professional and exclusive knowledge in the field of future professional activity.

- "Educative" task means formation of a unique educational motivation in foreign students, professional culture that includes the professional "I concept" and medical professional activities.

- "Enhancement" task is manifested in the development of the ability of foreign students who have a medical history in the practical classes of medical history. In this case, supplementary professional competence is formed in students whose professional skills have not been developed at the advanced level. It should be noted that students develop both personally



and professionally, that is, they learn to think and make decisions in the future profession [7. -B.18].

- "Reflective" task is, in our view, one of the most important tasks. Because due to the practical activity, the future doctor will have the opportunity to evaluate his psychological-psychological condition in the context of communication with other subjects of the professional activity. In this, foreign students can analyze and evaluate the personal and professional qualities that are important for a future doctor and can determine the level of success as a future doctor.

It is necessary to approach the practical lessons of the history of medicine using the Connect-Extend-Challenge model, not only to use a laptop or a laptop, but also to approach the foreign student as a future doctor. It is important to identify strong personal and professional qualities of foreign students, and therefore to develop strong qualities, focus on goal orientation and consistency.

Providing a student with high-level professional skills and qualifications to a person-oriented, comprehensive, comprehensive, continuous and creative training program is manifested in a serious increase in the quality of professional training in the Ulap [8. -P.180].

Also, it is important to determine how well a foreign student chooses his/her personal qualities in the practical training of medical history and how well he/she chooses the type of professional activity.

It is in active, long-term practical lessons of the history of medicine that a serious difference can be identified in the activities of foreign students in the field of exclusive competences that they have grown up with. After that, the exclusive competences of foreign students will be improved in practical training. In this case, this topic is fully understood with the help of vital observations, mental standards and observations.

In conclusion, it can be said that teaching the history of medicine through the Connect-Extend-Challenge model plays an important role in the development of the future student working in medical education, as well as in the full formation of exclusive competence. During the practical training, the student's relative competence in the history of medicine expands, increases, and the exclusive competence formed along the way is closely related to the personal professional experience. In particular, pedagogical thinking, his creativity, active life position and independence are developed. Akhip Ulap faced the task of using the best possible opportunities of educational practice. This is very important for improving the readiness of foreign students for future independent work.

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