



The Need for Integrative and Creative Opportunities for Students of Higher Medical Schools

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Abstract: The creative integration of special scientific disciplines during the educational process at the higher school of medical profile, as shown by experience, contributes to the activation of creative thinking of students, which ultimately will affect the motivation for creative activity of future specialists in a particular field of medicine. In this regard, it is legitimate to think that for creative and complex scientific research, it is necessary to develop such theoretical concepts that would be interdisciplinary in nature, would be fruitful not in one, but in several special branches of science that are part of the system of modern medicine.

Keywords: integration, training in a medical institution, integrative and creative opportunities, creative thinking, creative integration.

Introduction

The development of society in the 21st century requires a new innovative education system aimed at forming students' ability to actively integrate into the realities of modern life with a high speed of scientific and technological progress, increased responsibility for their business, professional and human qualities, the ability to quickly apply the results of this progress in their daily work. The replacement of traditional methods of the pedagogical process in the formation of a young specialist with modern innovative technologies has already proved its effectiveness in improving the quality of student training.

The use of an integrative and creative approach when students master subjects allows them to increase the digestibility of the proposed material, develop practical skills, learn to make independent, logically justified decisions, formulate conclusions, work in a team.

The analysis of the literature has shown that the modern activities of UNESCO, the Council of Europe and other international organizations are based on the ideology of democratization, humanization and humanitarization, which are the main principles of developing a common methodology, content and modern technologies of educational activities. These principles act as integrated bases in the field of education. Our experimental work suggests that the combined representation of the definitions of the concept of "integration" in various fields of creative knowledge allows us to identify the following essential positions in its interpretation:

- Integration in the system of the creative aspect as a phenomenon has a dual nature and appears, on the one hand, as a process, and on the other hand as a result.
- Creative integration as a state of integrity has such qualitative characteristics as interconnectedness, interaction and interpenetration, interdependence, mutual interaction and interweaving.
- Integration in the system of creativity as a process is the merging into a single whole of previously differentiated elements, leading to new qualitative and potential possibilities of this integrity, as well as changes in the properties of the elements themselves.
- Integration based on the creative and pedagogical aspect acts as a functional condition for the existence and balance of the system, as well as a mechanism for its development.

Theoretical background

In connection with the research tasks, we determined that in a dynamically changing and unpredictable world, a person's professional competence, even the highest, requires constant improvement. In this regard, education should be aimed at developing a person's creative abilities to change previously acquired competence, i.e., at developing professional and social mobility in the system of the creative aspect. The process of integration in science is associated with a new scientific paradigm. "The new scientific paradigm will most likely be based on three complementary methods of scientific cognition: systemic, synergetic and informational" [1,3].

For integration in science and education, where the conduct of complex interdisciplinary research is put in the foreground, the idea of fundamentalization of education is put forward. We proceed from the fact that excessive differentiation of knowledge does not allow a student to create an integral system of creative knowledge. The integration of scientific creative knowledge is one of the most important creative and methodological problems of science, which is especially noticeable in the field of medical research. Taking into account these studies, we have revealed that at present integrative and creative opportunities are manifested in several directions:

- the emergence and development of borderline sciences, in which a general scientific conceptual creative apparatus is formed,
- borrowing and transferring creative methods of one science to others, which leads to the emergence of interdisciplinary, integrative research methods in the aspect of creativity;
- on the basis of education and application of the general scientific conceptual and creative apparatus and integrative creative research methods, a unified style of thinking is formed, own approaches to various scientific fields are developed in integration with creativity.

Main part

To solve the set directions, we have revealed that the development of the concept of a promising education system, which should be based on the fundamentalization of education and the constant updating of integrative and creative opportunities, comes to the fore at the present stage of education development. As our research has shown, this will be most facilitated by the creation of special creative, scientific and methodological centers in medical universities, the development and practical implementation of new interdisciplinary training courses on their basis. Such a concept of a promising education system assumes, first of all, the development of integrative and creative abilities, self-education skills, the ability to find ways to solve complex problems in conditions of uncertainty among medical university students. Thus, the integration of scientific creative knowledge and creative thinking acts as one of the most important characteristics of the educational process at the higher school of medical profile, the basis of which is the formation of a new, interdisciplinary nature of the research of the future medical specialist.

According to the results of the study, with the integrative and creative possibilities of valeological disciplines, we highlight the updating of the content of curricula and their improvement, the addition of new elements of knowledge, increasing the general cultural and creative orientation of learning, changing the organizational forms of the educational process based on the principles of creativity, cooperation of students and teachers as subjects of joint activity, the unity of educational and research and creative work, self-education and development. To solve the problem posed by us, the formation of the motivational sphere of students and the development of scientific and methodological support for the educational and creative process by the teachers of the medical university, taking into account the introduced developing technologies, are also important for creative integration. This will lead to the development of modern theoretical and scientific-creative thinking. Our research has shown that in addition to using the method of creative integration to master creative thinking, it is important to include creative and methodological knowledge in the outline of the subject material and familiarize students with the elements of valeology; to strengthen the consistency of creative thinking, the orientation of the learning process on the unity of creative knowledge, professional skills and creative potential. At the current stage of the development of science and pedagogy, integration at the level of educational technologies is based on the assertion of personality-oriented education as an ideology, which exacerbates the problem of finding new technologies that are adequate to the new educational demand of society in the higher education system.

According to the results of the study, we found that as a result of the creative integration of special scientific disciplines, such as valeology, in the process of education, the student gets more opportunities for creative thinking in various fields of medicine in which he shows interest. It is also necessary to note the equally important fact that the integrative-creative process of special scientific disciplines allows the student to more thoroughly and fully understand the material being studied, to consider in detail the essence of scientific terms and concepts of medical disciplines. On the basis of the Bukhara State Medical Institute, we conducted the following study of the interdisciplinary integration process. The study was conducted at the Department of Public Health and Health Organization (Valeology course). In the process of studying the discipline "Valeology", students of various faculties of the first year master special medical preventive measures belonging to different areas of medical science - psychiatry, gynecology, cardiology, etc. Students learn to analyze medical terms and the laws of their construction, learn to recognize the term elements that are part of these terms, which allows them, as a result of individual research, to trace the history of the origin of the term itself and the concept designated by it. In the process of such research, students gain new creative knowledge in the field of medical terminology, as well as replenish their knowledge in the field of medicine being studied, often learning, and in some cases even rethinking the essence of the concept designated by the term. The conducted practical research shows that the creative integration of special scientific disciplines of a medical university contributes to the simultaneous development of the potential of students' knowledge in the fields of these disciplines. According to the results of the study, we conclude that the creative integration of special scientific disciplines during the educational process at the higher school of medical profile, as shown by experience, contributes to the activation of creative thinking of students, which ultimately will affect the motivation for creative activity of future specialists in a particular field of medicine. In this regard, it is legitimate to think that for creative and complex scientific research, it is necessary to develop such theoretical concepts that would be interdisciplinary in nature, would be fruitful not in one, but in several special branches of science that are part of the system of modern medicine. Thus, the study of creative integration processes involves the search for integral structures and their corresponding concepts. Such a generalizing concept is the creative style of activity as a unity of ways and means of activity that ensure its creative character and integrity.

As it was revealed during the research, the creative research potential of a medical student contributes to the formation and subsequent development of the object of creativity, the product of his creative activity; creativity in the work of a medical university student is aimed not only at developing the object, but at transforming the subject of this activity - the medical student. The activities carried out by students at the same time become the creative activity of future medical specialists. Thus, we conclude that it is integrative and creative opportunities that contribute to the formation of a creatively thinking personality of a student-a future doctor, characterized, first of all, by the readiness of a medical student for creative activity in his chosen field of medical knowledge.

Conclusion

Based on the conducted research, we conclude that an integrative and creative approach to the modernization of education is one of the innovative approaches to the development of medical student education. In this study, we proceed from the fact that integrative and creative opportunities in the professional training of a medical student contributes to the formation of a highly qualified, professionally competent specialist-doctor.

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