



Education of a Human Attitude to a Man in the Professional Training of a Doctor

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Abstract: The article describes a number of approaches to the formation of a humane attitude towards a person in the process of professional training of future doctors.

Key words: humanity, future doctor, professional training, value, cooperation

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INTRODUCTION. The effective organization of the process of professional training of future doctors, in general, and the formation of a humane attitude towards a person in them, in particular, requires the implementation of a number of approaches developed by modern psychological and pedagogical science (personality-oriented, axiological, cultural, activity-oriented).

According to the interpretation of the pedagogical encyclopedic dictionary, a personality-oriented approach to upbringing is “a consistent attitude of a teacher to a pupil as a person, as a self-conscious, responsible subject of his own development and educational interaction”. The “personal” component of this approach means that the student's personality, his personal-subjective qualities are placed at the center of the educational process, become the main social and educational value [1]. The educational process is focused on the student himself, his teaching, not teaching. The teacher accepts the student as he is; does not try to remake it; affects its development, relying on the body of knowledge about a person, in general, and about a given person, in particular. Not only the teacher, but also the student himself must perceive himself as a person and see her in everyone around him.

LITERATURE ANALYSIS AND METHODOLOGY. In modern pedagogical research, the problem of the formation of humane relations in the student collective is widely considered (A.G. Absalyamova, I.A. Bonchenkov, S.A. Vdovin, I.P. Karuzhene, B.D. Kisikova, I. V. Mikhalets, T.V. Panina, L.A. Filyanina, I.V. Khitrov, I.K. Shakirov, E.V. Yashkova). However, the problem of educating the future doctor of a humane attitude towards a person remains practically unexplored [2 p. 12].

The task of the teacher is to assist the student in realizing himself as a person, his own uniqueness and originality.

DISCUSSION. The teacher becomes not so much a "source of information" and "controller" as a diagnostician and assistant in the development of the personality of the future doctor. The personal component of this approach also assumes that the upbringing process is based on the student's personal qualities. The latter express characteristics that are very important for education - the orientation of the personality, its value orientations, life plans, formed attitudes, dominant motives of activity and behavior. In collective education, the personal approach implies the recognition of the advantages of the individual student over the collective and the creation of humanistic relations in it.

The "oriented" component means that education is based on the principle of an individual approach, which implies the organization of pedagogical influences, taking into account the individual characteristics of students, the conditions of their life and the level of formation of a humane attitude towards a person. The principle of individualization in this context provides for:

the organization of a differentiated pedagogical process, depending on the characteristics of each student, both at the individual level (age, temperament, inclinations, character, etc.) and at the personal level (personality orientation, value orientations, interests, inclinations);

the choice of forms and methods of educational influence and interaction in accordance with the degree of social activity of students, the type of social behavior, as well as taking into account the nature of interpersonal communication and relationships with teachers;

the use of individual methods, techniques and means of education aimed at developing each component of a humane attitude towards a person (cognitive, emotional, behavioral);

involvement of each student in various types of educational and extracurricular activities to identify his humane personal potential;

individually-oriented assistance to students in the upbringing and self-education of a humane attitude towards a person (trainings, individual consultations, pedagogical support);

timely identification and elimination of individual difficulties that hinder the formation of a humane attitude towards a person, the search for new ways to correct student behavior;

systematic monitoring of the effectiveness of educational impact on each student [3].

In the matter of educating medical students a humane attitude towards a person, a personality-oriented approach involves:

- recognition of the student as the main character, an active subject of the entire educational - upbringing process;
- consideration of the future doctor as a person, as a subject of his own development and moral formation, independently and responsibly determining his position in the sphere of social relations;
- respect for the uniqueness of each student, recognition of his rights and freedoms;
- orientation towards a humane, tolerant, attentive attitude towards the future doctor, empathic understanding of the student;
- building a subject - subject relationship between a teacher and a student on the basis of cooperation, joint creativity and mutual responsibility; creating conditions for their moral interaction;
- development and self-development of humanistic personal qualities of student medicine on the basis of universal human moral values.

Humanistic knowledge in this case is not a goal, but a means of forming a humane attitude towards a person, developing the value-sense sphere of students in the educational process. The personality-

oriented approach is designed to humanize the educational process, fill it with high moral and spiritual experiences, approve the principles of justice and respect, maximize the potential of the student, and stimulate him to personal development.

The upbringing of the humane personality of the future doctor, the development of his humanistic qualities is possible only on the basis of universal human moral values. In this regard, we adhere to the axiological approach in educating future doctors of a humane attitude towards a person.

The main difficulty in applying the axiological approach to education is to determine the system of values that must be assimilated by a person. "Some authors suggest focusing on global values: nature, culture, love, family, work, freedom. Others - for spirituality, creativity, cooperation, responsibility, tolerance, humanism. Still others - on truth, goodness, beauty, which complement and mutually condition each other". Despite the existence of various classifications, it should be noted that the basic universal human values remain constant at all stages of the development of society. Values such as life, health, love, education, work, peace, beauty, creativity, etc., are significant for a person at all times. From the point of view of T.I. Petrakova [15], humanistic values affirm, first of all, the primacy of the human person and such absolute categories as Truth, Goodness, Beauty [4 p. 32]. The main humanistic value and the goal of social development in itself is a person - a natural and all-encompassing value. Outside of man and without man, the concept of value cannot exist. Man is the source of the highest spiritual values, the creator of educational values.

The organization of educational activities aimed at the formation of a humane attitude towards a person among medical students should be jointly - divided, i.e. the proportionate the ratio of the efforts of the teacher and the student [5]. At the initial stage, the share of the teacher's activity, as a rule, exceeds the student's activity. The teacher is the initiator and organizer of joint activities aimed at helping and caring for others. Further, the student's activity increases. Here the teacher's task is to imperceptibly transfer the "reins of government" to the future doctor, to awaken desire and initiative in organizing humanistic activity, to help him become a subject of this activity. An interconnected organization of all types of educational and extracurricular activities is necessary as a prerequisite for the comprehensive development of the personality of the future doctor.

RESULTS. It is necessary to involve all types of educational activities of students, fill them with "humanistic implications."

Thus, educational, cognitive and creative activities, in the process of which students acquire knowledge about humanism and morality, will contribute to the formation of a humanistic worldview. Collective social activities, socially useful work for the benefit of other people will develop the skills of mutual assistance, mutual assistance, etc. Only if the student participates in all types of activities is it possible to form all the components of a humane attitude towards a person.

The psychological rationale for this pattern lies in the fact that positive personal relationships can develop only under the condition of positive emotions received by the subject from the process of activity or its completion. Failure in any business gives undesirable results: dislike for art, disdain for scientific knowledge, hostility towards people, etc. The "situation of success" consists not so much in a successful objective result as in internal satisfaction with the result. "A situation of success," writes Professor N.Ye. Shchurkov, is a subjective feeling, a special state of satisfaction with the result of physical or mental stress of the performer of the work, the creator of the phenomenon. The situation of success is a kind of take-off for a person, a kind of leap one step higher in his personal development" [5 p. 64]. In the course of their activity, future doctors should see a positive result from the help they provide; to be aware of their involvement in the life of another person. To practically organize the situation of success, the teacher needs to help the student overcome the state of fear, uncertainty, provide the necessary support in the form of advice and instructions. At the same time, it is important

to advance the personality in the presence of the collective, noting its merits, achievements, etc. The test of satisfaction from successful activity mobilizes the activity of the future doctor, contributes to the development of his humane qualities.

CONCLUSION. The highlighted methodological approaches and principles of the educational process made it possible to design a theoretical model of educating future doctors of a humane attitude towards a person.

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