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PEDAGOGICAL SCIENCES

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THE ROLE OF INDEPENDENT WORK IN THE FORMATION OF A FUTURE MEDICAL SPECIALIST

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Abstract. According to research new tasks are set for students of medical universities, which should aim them at professional self-development, self-knowledge, formation and maintenance of their own image while constantly increasing the competitiveness of specialists. For countries with a market economy, the question of determining the criteria for the quality of professional activity and the desire to quantify this quality is typical.

Key words: independent work, medical specialist, professional activity, academic discipline, educational process.

Education at the university should prepare a future professional specialist with certain professional qualities that contribute to the development of cognitive interests in his medical practice. The assimilation of good knowledge by students in any discipline studied, the development of creative abilities and cognitive needs is

possible only on the basis of active interaction in the educational process of the teacher and students. Cognitive activity, which is a unity of sensory perception, theoretical thinking and practical activity, is the main activity of students [1, p. 437]. A modern student has sufficient skills to work with information sources and methods of its analysis, processing and accumulation. The teacher should not directly convey the results of the theoretical and practical knowledge accumulated by mankind, and this is impossible with the ever-increasing information flow. The forms of work of a teacher with students should also be changed in the direction of increasing the share of independence in the study of a particular academic discipline [2, p. 66].

During the classroom, it is necessary to teach students the methods of independent work and give them the opportunity to consolidate them in extracurricular work. The organization of a variety of independent work ultimately contributes to the formation of professional skills. It is noted that disciplines that are not of paramount importance for the future specialty are studied by students with a significant degree of formalism. Therefore, one should take into account the importance for students of the discipline being studied. The very process of studying the discipline, classroom work, are important components of the formation of their professional competence, any part of the completed educational work becomes an important step towards the formation of the image of a modern competent specialist [3, p. 37].

If a traditional lecture is oriented in such a way that the material presented contains information closely related to the future specialty, examples and facts show the need for this knowledge, interest in the lecture will naturally increase. Independent work, organized by the teacher in various forms and variations, helps to eliminate formalism in the educational activities of students. If further this material is worked out at seminars and practical classes, its significance will no longer be in doubt. The inclusion in the lecture structure of elements of independent work on the most controversial and interesting points, the organization of a short discussion to clarify some issues, the creation of a problem situation, will increase interest in the

lecture and the scientific problems under consideration [4, p. 221]. Traditionally conducted practical classes with an already established system of fixing the result do not arouse students' interest and desire to complete tasks accurately, consistently, following the instructions. A significant proportion of independent work should be carried out in practical and seminar classes. Students do not see the point in doing the work and linking the content of the assignment with their future professional activities. For them, the correct design of the work becomes important so as not to cause criticism from the teacher. The result will be different if we change the traditional approach to the organization of this kind of classes, formulate the learning task in such a way that the meaning of performing this type of work and its content are closely related to the formation of the professional competence of the future specialist [5, p. 555].

Laboratory work, as a rule, is a confirmation and illustration of the theoretical material being studied. Naturally, each student must complete laboratory work. Preparation for a laboratory lesson involves the study of theoretical issues based on lecture materials and textbooks. Each theoretical question is presented as a series of shorter, leading questions, the answers to which require a search for reflection and the construction of the same short answers. The student prepares a detailed answer, in fact, memorizing theoretical material. In addition, this form of work does not form the professional skills of a future specialist. This work can be organized as follows. But it is possible to break the work into separate experiments illustrating certain theoretical facts, combine them with the corresponding theoretical questions, and offer these tasks as individual ones. The student can answer both separately for each question, and compose a text of a complete answer on these questions. After the time allotted for preparing the experience and answering questions, each student gives an individual answer, including a theoretical part and a demonstration of the experience or its result, and the answer must be logical, consistent, meaningful [6, p. 73].

The approach to organizing the work of students contributes to a better assimilation of knowledge, which gives them the opportunity to repeat the necessary theoretical answers during homework, in preparation for an answer in class, when answering and listening to comrades. An individual verbal response with a demonstration of experience or an explanation of its progress and an analysis of the result helps to form the professional speech of a future medical worker, which is an integral part of his image. Preparing answers to questions makes it possible to develop the ability to quickly navigate the sources of information and cope with the task in a timely manner. The integral quality of the personality of a medical worker, harmoniously combining the totality of professional knowledge, skills, experience of relationships necessary for the successful implementation of professional activities. the effective solution of medical problems, is considered as professional competence [7, p. 264].

The formation of professional competence takes place even in the conditions of a professional educational institution and the leading role here belongs to practice, but the most important stage in the development of professionalism is the direct independent work of students. At the beginning of the course, students are invited to familiarize themselves with the program, so they have a complete understanding of the course being studied and can draw up a plan for their individual educational activities in the discipline being studied [8, p. 108].

Questions and problems that arise at the lecture and require additional preparation and information can be considered in more detail at practical and seminar sessions. Preliminary awareness of students about the theoretical issues that will be considered at lectures, practical and seminar classes, makes it possible for the teacher to offer to familiarize themselves with them in advance. They can be disclosed by the teacher himself or students by preparing messages or abstracts on their own. With such an organization of work, interest in the discipline being studied is fixed. This makes it possible to organize a lecture in an active form, including elements of discussion, dialogue, and a business game [9, p. 373].

Thus, the training of students of medical universities becomes an important factor in obtaining their professional knowledge and contributes to the formation of professional skills of the future medical worker, the development of his professional competence.

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