

**INDEPENDENT WORK OF MEDICAL UNIVERSITY STUDENTS AS AN
INTEGRAL PRINCIPLE OF TRAINING A HIGHLY QUALIFIED
SPECIALIST**

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Annotation: Today, there is no doubt that the form of labor organization affects its result. In medical universities, the pedagogical value of independent work depends, first of all, on how students' activities are organized. At the same time, it is necessary to imagine that the form of organizing independent work is a certain arrangement of participants in the educational process, ways of interaction between the teacher and the student, and the students themselves. At a medical university, in the process of independent activity, a student must learn to identify cognitive tasks, determine ways to solve them, carry out operations to control the correctness of solving the assigned tasks and at the same time improve the skills of implementing theoretical knowledge. It should be emphasized that the formation of skills and abilities in independent work of a medical university student proceeds both on a conscious and intuitive basis.

Keywords: knowledge, education, student, universitet.

Like any teaching method, independent work is a multidimensional phenomenon. It is based on those learning tools that are, in essence, the source of activity, its subject basis. This encourages teachers of medical universities to use tasks aimed at working with various tools, to search for an appropriate classification of types of independent work, simple and convenient in using a model that focuses on the development of a methodology for applying each source of knowledge, taking into account the specifics of the subject, to form students' ability to independently extract knowledge from different sources [12,17,19,27].

Today, there is no doubt that the form of labor organization affects its result. In medical universities, the pedagogical value of independent work depends, first of all, on how students' activities are organized. At the same time, it is necessary to imagine that the form of organizing independent work is a certain arrangement of participants in the educational process, ways of interaction between the teacher and the student, and the students themselves. At a medical university, in the process of independent activity, a student must learn to identify cognitive tasks, determine ways to solve them, carry

out operations to control the correctness of solving the assigned tasks and at the same time improve the skills of implementing theoretical knowledge. It should be emphasized that the formation of skills and abilities in independent work of a medical university student proceeds both on a conscious and intuitive basis [15,27,29,37].. The student's independent work under the guidance of a teacher takes place in the form of business interaction, while the student receives direct instructions, recommendations from the teacher on the organization of independent activity, and the teacher performs the function of management through accounting, control and correction of erroneous actions. The effectiveness of training a medical university student increases if the content of independent work is twofold. On the one hand, it is a set of educational and practical tasks, which the student must complete in the learning process, which is the object of his activity. On the other hand, it is a way of doing things a student of a medical university to complete an appropriate academic theoretical or practical task. A number of factors contribute to improving the effectiveness of independent work in the modern educational process at a medical university, which, to varying degrees of importance, include the problematic, dialogical, research, personality-oriented, acmeological, integrative nature of independent work. Today, no one doubts that computer support for this type of activity is important, provided that its motivational and operational sides are united. However, an analysis of existing developments indicates a problem with the integrity of the environment being developed. As a rule, mobile correction of the information contained in it is impossible without the help of developers, for medical universities there are a number of ethical aspects (demonstration of photographs of patients, results of medical research, especially in comparison of erroneous and correct criteria for diagnosis, etc.), which leads only to the presentation of purely theoretical materials (lectures, methodological developments, etc.). Therefore, for medical universities, the idea of creating an integrated environment for independent work, both students and teachers, equipped with reliable and easy-to-use tools to facilitate navigation and expand the information environment is relevant. It must be recognized that today it is necessary to create real motivations for teachers, encouraging them to develop and implement more advanced teaching methods in pedagogical practice, improving the quality of the educational process, contributing to the activation of cognitive activity of students, the development of their mental abilities. At the same time, any independent work of students should be monitored. Currently, the difficulties of teachers in organizing independent work in the educational process are due to the fact that many textbooks do not yet fully contribute to the successful development of students' cognitive activity and their independence. They mostly contain yes, but the content of the educational material, an insufficient number of tasks that require each student to observe independently, examples; finding similarities and differences of comparable

phenomena; disclosure of essential features that make it possible to determine the diagnosis of one or the other diseases, prescribe treatment to a specific patient. Unfortunately, most of the educational materials are prepared according to the nosological principle and require only memorization. Clarifying the essence of independent work, we can give a definition that more closely reflects this process: "independent work is the planned work of students, performed on assignment and under the methodical guidance of a teacher, but without his direct participation." From this definition, you can conclude, a high-quality specialist for medical practice can be trained only if the skills are instilled to study independently, acquire knowledge independently from various sources of information, and master as wide a variety of types and techniques of independent work as possible. Currently, two forms of independent work are used in medical universities. Traditional, i.e. actually independent work of students, performed independently in an arbitrary mode at convenient hours for students, outside the classroom, and when the specifics of the discipline require it, in a laboratory or clinical hospitals. Another type of independent work is classroom independent work under the supervision of a teacher, who can be consulted during the assignment. At the same time, taking into account modern realities, it is necessary to use the third option of independent work of students, which would provide for greater independence of students, greater individualization of tasks, the creation of consulting points (possible within the departments of industrial practice), the introduction of a number of psychological and pedagogical innovations concerning both the content of tasks and the nature of consultations and control, to include elements of scientific research in the tasks for independent work.

Thus, it is currently impossible to train a highly qualified doctor without teaching self-employment skills, forming students' skills of independent thinking and practical application of knowledge. At the same time, the formation of independent mental work skills is also important. This is important because, no matter what knowledge and to what extent students receive, they have an irreversible tendency to become outdated and lag behind the needs of life.

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