



General Theoretical, Methodological, and Philosophical Foundations for the Development of a Medical Worldview

Sheraliyev Ilyosjon Ibroxim o'g'li

Assistant of the Department of pathological anatomy of the Tashkent Medical Academy

Raimqulov Rivoj Sobir o'g'li

Assistant of the Department of pathological anatomy of the Tashkent Medical Academy

ABSTRACT

Our article analyzes the work aimed at ensuring that the modern system of higher medical education, which has arisen as a result of modernization, prepares doctors for a qualitatively new scientific, ideological, and professional level. In this regard, it is necessary to radically resolve the issues of the content, structure, and technology of training highly qualified doctors in higher medical education. Attention should be paid to the training of doctors with well-founded specialist knowledge and a comprehensive worldview who can successfully solve new tasks in the health sector defined in the project.

Keywords:

educational process, confidence, spirituality, initiative, medical profiles, medical university, epistemological, axiological, biological, psycho-emotional

Introduction: The training of a 21st-century physician should be reduced to their ability not only to establish cause-and-effect relationships and to make a diagnosis based on symptoms and syndromes, to adhere to an established concept of treatment, but also to recognize the multifactorial development processes and understand those that occur in nature and affect human health. This requires different criteria for evaluating facts, events, and phenomena, and a different direction of the educational process, which makes it possible to form a high level of professional thinking and ideological attitude of doctors. The focus of the content and qualitative design of the training process was also the personality development of the future doctor, his professional and social responsibility, the legal culture and legal self-confidence, spirituality, initiative, the ability for successful social integration into society and the corresponding scientific and professional

orientation is today one of the most urgent tasks of medical university education.

Literature review: The medical worldview is of great importance as the core of the spiritual basis for the successful professional activity of specialists with different medical profiles [1]. Awareness and application in practice by graduates of a medical university of the acquired knowledge, their own scientific and professional thinking, medical competence, and the ability to create programs for their professional activity are among the subjective factors in shaping their professional prospects. At medical universities, doctors are currently being trained according to the new state training standards. On the positive side, medical and pharmaceutical universities have not switched to bachelor's and master's education, which generally corresponds to the higher medical education model in most European countries. Under these conditions,

medical universities need to improve the quality of medical education. It is determined by many components at each level of education: pre-university study, improving the effectiveness of a competitive selection of applicants, pre-university study - during the students' main education, and post-graduate study, which is the transition from education for life to education through that Life. [2]

The introduction of new training standards and the approbation and certification of specialists not only determines a uniform medical training area but also a uniform level of requirements for graduates of medical universities. At the same time, it must be taken into account that the higher medical faculty must compensate for the lack of development and training in the previous educational system. According to the new educational standards, a medical university graduate should have two main types of competencies, general cultural, and professional. They form the basis for training to become a doctor. Competence is an integral quality of a person who is competent in a specific field of knowledge, which consists of elementary education and higher professional education. This is made possible by a personality-centered, competency-based learning model and problem-based learning that has become widespread in medical universities in developed countries in recent years and represents the central pedagogical strategy.

The structure of the worldview contains such cognitive elements as overall views in the form of knowledge, beliefs and ideals, emotions and feelings, and experiences, as well as an element of will be aimed at their practical implementation. The content of the worldview is a set of views of a person formed based on his knowledge, beliefs, and ideals realized by him in practice and defines the main functions of the worldview. Such functions should include methodical, epistemological, axiological, praxiological, and individual-personal functions. The worldview is not only content but also dealing with the environment, a relatively autonomous and stable system of inner determinants of human action. The worldview arises as a complex result of a

person's practical interaction with the surrounding reality of nature and society and appears in the form of an integral, multi-layered, complexly organized system of social attitudes that has basic functions in the life of the individual.

In the worldview system, thoughts and feelings, motivation and action, the conscious and the unconscious, and the objective and the subjective are dialectically linked. Ideas and ideals only integrate the worldview, giving it a conscious character, which means that it can be viewed as an actively shaping subjective reality [3]. To show the theoretical and methodological aspects of the formation of a professional worldview of doctors, it is necessary to dwell on the content of these concepts. The theoretical aspect of the worldview determines the movement from the direct sensual reflection of reality to abstract conceptual thinking. However, conceptual thinking is not the final instance of scientific knowledge. Thereafter begins the ascent from the abstract to the concrete, which is not a simple return to the original, but a return to the concrete at a higher stage in its development, when the subject is grasped deeply and comprehensively. Such ascension is essentially not a process of simple summation of abstractions, but a synthesis that represents a further immersion like the phenomena of the material world in all its causal relationships and interrelationships.

The theoretical aspect of the worldview is expressed in theoretical knowledge, which is the highest product of knowledge of reality, the basis of which is a set of derived consequences, and statements with their proofs. This knowledge is characterized by a high degree of generality, abstraction, and consistency, reflecting the general and essential aspects of phenomena that are not only open and observed but also undiscovered and unobserved. In the system of medical education, the theoretical knowledge that students acquire in pre- and post-graduate training is the basis for forming their professional worldview and should be geared towards their later practical work.

A.F.Lemeshev and others identified the following features of the medical worldview.

1. The main object of application of scientific and theoretical knowledge and practical skills is a person, that is, a biological subject.

2. But this object is dual. As a biological being, he is an object, but as a human, he is a subject with all likes, dislikes, and likes. By forgetting this subjective quality, the physician risks earning an unflattering judgment of himself and a complaint.

3. For a physician of any medical specialty, the old maxim remains unshakable:

Medicine is a fusion of science, art, and craft. The specific gravity of these components varies in different medical specialties [4]. The methodological aspect in the formation of a medical professional profile is the selection of methods, principles, and procedures to achieve the goal. At the same time, it is important to know that to achieve life and professional goals, one must acquire personal qualities that correspond to the modern demands that domestic health care and society place on a doctor. The methodological basis of the medical professional worldview is a series of the following principles: Consistency, integrity, structurality, processability, evolutionism, determinism, and synergetics.

M.I.Borovkov, Presentation of the methodological bases of the formation of the professional worldview of a military doctor, gives a brief description of the above principles. Taking into account our supplements, these principles are characterized as follows. The principle of consistency means considering all factors, elements, and components of the formation of a medical worldview about the macro and microenvironment as integrity and unity [5]. The systematic development of a medical professional worldview requires the orientation of the students on a creative and targeted search for meaningful answers to ideological questions, the ideological orientation of the training, and the further education process. At the same time, it is important to consider the nature and trends of the development of modern public

consciousness, which developed at the beginning of the 21st century.

Research Methodology: The principle of the doctor's integral worldview training is holistic, determined not only by the implementation of functions, elements, and subsystems of the worldview but also by qualitatively new properties and contents of the worldview process as holistic training. This principle requires the integration of medical worldview formation on an inter- and intra-disciplinary level. It means the recognition of the integral nature of man and his biological, psycho-emotional, and social unity. In our opinion, this principle can be characterized as follows in the context of ongoing scientific research. It is about the integrity and content of the elements of a medical worldview of a philosophical, scientific, humanitarian, social, religious, psychological, and ethical as well as educational, scientific, and pedagogical nature that contribute to the development of a medical professional worldview. Here it is necessary to take into account other factors: the level of knowledge and the development of the worldview of students at the initial stage of education (school), the motivation for choosing a doctor's profession and specialty, the educational environment of the university, the professional and ideological level of the teaching staff of the Medical University and modern educational technologies. The principle of synergy reflects the openness and interdisciplinary of this process, the interaction of heterogeneous factors, elements, and approaches in the interest of self-organization of the ideological formation of the trainees, the coordinated behavior of the subjects, and the creation of the necessary ideological environment. The central link of the system of methods and principles of upbringing and education should be the comprehensive promotion of self-education and self-development of the individual. In this case, it is important to develop the pedagogy of collaboration to change the status of the student to the level of an equal partnership between teacher and student.

Conclusion/Recommendations: In conclusion, we note that the analysis of the literary sources dealing with the problem of the formation of the worldview of doctors shows that at the moment there are few studies aimed at solving it. In the educational process of a medical university, hardly any research was done on modeling the process of forming a medical worldview. There is not enough information about the main directions and methods of organizing educational and pedagogical activities to effectively solve this issue. The above testifies to the relevance of our scientific research aimed at finding effective methods and directions for the formation of a modern medical worldview based on social-philosophical aspects. The structure of higher medical education is a purposefully developing holistic pedagogical system, characterized by a modern level of development of pedagogical technologies, information, and technical support of the educational process, which provides the opportunity to qualitatively train doctors that correspond to modern local healthcare needs.

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