



The Specifics of the Professional Worldview in Medical Education

Raimqulov Rivoj Sobir o'g'li

Assistant of the Department of Pathological Anatomy of the Tashkent Medical Academy.

ABSTRACT

This article is very important for medical students and aspiring doctors to understand the specifics of professional worldview during their training and career. The medical profession is a noble and highly valued specialty that requires not only comprehensive knowledge and skills but also a specific and clearly defined professional worldview. Medical education plays a critical role in shaping this worldview, which includes a set of beliefs, values, and perspectives that guide the actions and decisions of health professionals.

Keywords:

Doctor, medical, philosophical, pedagogical, social, psychological, regard, euthanasia remains, medical activities, medical knowledge.

Introduction. The job profile in medical training revolves primarily around patient-centered care. The overarching principle is to put the patient's well-being and well-being above all else. This means that healthcare professionals must put themselves in their patients' shoes, empathize with their pain and suffering, and actively involve them in shared decision-making. It requires viewing patients as unique individuals with their values, beliefs, and preferences. Another important aspect is the commitment to lifelong learning and continuous professional development. The medical field is constantly evolving and discoveries and advances are constantly being made. Healthcare professionals must actively seek opportunities to expand their knowledge and skills. This includes keeping up to date with the latest research, attending conferences and workshops, and engaging in reflective exercises to continually improve their clinical expertise. Ethics and professionalism are integral parts of the worldview of medical professionals. Medical students are taught the importance of maintaining high ethical standards, maintaining patient autonomy, and ensuring confidentiality. Additionally, you will

be instilled with a sense of professionalism, which includes qualities such as honesty, integrity, respect, and responsibility. These values are expected not only when dealing with patients, but also with colleagues, students, and other medical professionals.

Literature review. Our ideas for creating a conceptual model of a doctor's professional worldview are based on a generalized classification, which is created taking into account the classifications of the literature we examined on the problems of dissertation work[1]. Since the modern period of development of our state is characterized by the complexity and ambiguity of the course of "philosophical, pedagogical, social and psychological changes in society" in new socio-economic conditions, only a well-trained doctor with a pronounced professional attitude is required "the possibility "Being able to flexibly redesign one's work in terms of content is of great value for the health system"[2]. It is known that medical science and medical practice differ somewhat in understanding a medical professional's worldview. In medicine and pharmacy, the focus is on the medical

treatment of the patient, and in folk medicine, strengthening and restorative procedures are considered the basis of health. An equally important aspect is therapy with kind words and a friendly attitude towards the patient. Of great importance in this case are the human qualities of the doctor, his desire to improve his humane attitude, and his understanding of the patient's condition, for which students must be prepared.

In the modern conditions of development of the infrastructure of medical institutions and their equipment with modern technical means and manipulators, there is still a risk of mass infection of people with various infectious diseases, and modern doctors need courage and determination to solve people's health problems. In this regard, when training specialists in the field of medicine, fundamental substantive changes are required in the philosophical, psychological, and interdisciplinary foundations of the system of training future doctors. One of the fundamental foundations of such changes could be a focus on developing a medical student's professional worldview. Health, as a person's highest value, is characterized by both their biological state and their social well-being. In this context, (social) health is presented in philosophy as a biosocial definition.

The value attitude towards human life in the modern world is expressed in various aspects, one of which can be considered the problem of euthanasia. A person's life and death can be treated differently. Life is the most important value of a person, and in reality, he can lose it at any time in his life. For some people, this happens accidentally and unexpectedly, while others experience unbearable suffering before death. You don't come because of such an unbearable life. In such cases, it is a situation in which humane feelings are expressed to free a person from these sufferings. It turns out that helping a person get rid of these ailments is also a noble task for a doctor. From this perspective, euthanasia is justified. But there are many cases when, after all the trials and torments, a person recovers and lives for a long time, which does not justify euthanasia at all. In this

regard, euthanasia remains a subject of controversy and discussion in people's social life and medical practice.

Research methodology. Thus, medical knowledge as a "complex system of scientific and social-humanitarian ideas and conclusions about humans and their nature" is influenced by value assumptions. This is a unique integrity of cognitive and value forms of mental reflection and practical transformation of human life. Without medical knowledge, social areas of human life such as economics and politics as well as the education and training system fundamentally cannot develop normally"[3].

In the system of practical health care of modern medicine, ideological issues could not go unnoticed. Although special observations and analyses have not been carried out for many negative phenomena, their cause can be considered a philosophical weakness in understanding the role of medicine in people's lives and the health of society. These include problems related to the optimization of health care, insufficient competence of medical personnel, violation of constitutional rights to protect the health of citizens, involvement in illegal medical activities, provision of "shadow" medical services, professional negligence of doctors, manipulation of patients, which leads to people's negative attitude towards medicine. In this regard, it should be noted that medical education and professional training of students in practice have a high degree of specialization, which affects the holistic representation of the human body. In reality, we need specialists who understand the health problems of the entire human body. A competent doctor should understand that treating a disease does not ensure a person's health. Such an approach to training specialists should become fundamental.

In practical medicine, the following problems come to the fore: the unwillingness of citizens to engage in their health, the lack of effective activities to educate the population, the indifference of society to medical problems; unwillingness to treat the elderly, the lack of serious medical science, a misconception about

the role of money in medicine; the problem of abortion, demographic problems, low qualifications of nursing staff, lack of medical-preventive facilities.

J.S.Coleman notes that the education system even in the most developed countries lags behind the needs and to some extent hinders its development, but at the same time, it does not find a solution to a whole range of tasks: full adaptation to the labor market, reception taking into account modern requirements; complete formation of personal skills; Formation of a collective ecological consciousness; a combination of ethnic minority and majority cultures[4]. Understanding judgments about higher education and higher education from the perspective of classical thought showed that they were assigned the function of representing science, culture[5], and education. In higher education in the world, in a new phase of development, these functions are changing, i.e.

Analysis and results. In our opinion, this approach leads to a change in priorities in the practice of higher medical faculties: from the development of relationships, meanings, values, and priorities of personal development of a medical student - to the dominance of socio-political, technological, and other, purely utilitarian components in the content his preparation. A certain ambiguity in the priority of developing a professional worldview arises due to the substitution of the culturological educational model observed in university practice with a competency-based approach to training specialists.

The results of the analysis carried out as part of this study allowed us to formulate the definition of the concept of "worldview" in the most general sense as an integral system of a person's views on the world around him and the relationships between its components; the process of rational cognition and emotional experience of a person about his place in the world, his abilities and prospects, the significance of his activities in the process of development of society. In a narrower sense, a worldview should be understood as an

autonomous system of ideas that is characteristic of a certain area of public life: philosophical, mythological, scientific, religious, aesthetic, political, professional, every day, and social.

We characterize the professional worldview as a narrower representation of a person, limited to the field of the chosen profession. It has all the features of a more comprehensive concept of worldview but is an integral part of a person's worldview in the field of his views, understanding, and assessment of the phenomena of the world, nature, society, his professional field, and his place in it. The direct carrier of the worldview is a subject who knows the world around him and develops his attitude to the world. A subject is a person who can have ideological knowledge in a specific professional activity and fulfill the tasks assigned to him. The student as a subject of the development of a professional worldview is a necessary element in all areas of medicine, although he has certain distinctive features in each of them. By recognizing a student as a subject of the development of a professional worldview, we determine his legal status and characterize his position about the state, its bodies, other persons, etc.

Conclusion. In summary, the professional worldview in medical education is complex and includes several key elements. It revolves around patient-centered care, lifelong learning, ethics, professionalism, collaboration, critical thinking, evidence-based practice, and self-care. Understanding and embodying this worldview enables medical students and professionals to navigate the complexities of the medical field and provide compassionate, effective, and quality healthcare. The categorical and conceptual apparatus of the problem under study presented in this chapter will reveal the conceptual and pedagogical foundations for the development of the professional worldview of medical university students.

References:

1. Донцов А. И. О ценностных отношениях личности Советская педагогика. – 1974. – № 5. – С. 67-76.
2. Павлов В.Н. Приоритеты медицинского образования в условиях модернизации здравоохранения Формирование профессиональной компетенции в рамках ФГОС ВО: Материалы межвузовской учебно-методической конференции В.Н. Павлов. – Уфа: Изд-во ГБОУ ВПО БГМУ Минздравсоцразвития России, 2012. – С. 3-5.
3. Абдулгалимов Р.М., Кафаров Т.А. Модель профессионального мировоззрения специалиста медицинского профиля: основные контуры Фундаментальные исследования. - М.: 2013. - №10, Ч.3. – С. 653-658. elibrary.ru/contents.asp?id=33844281
4. Коулман Дж. С. Капитал социальный и человеческий Общественные науки и современность. – 2001. – № 3.
5. Гавронская Ю. «Интерактивность» и «интерактивное обучение» Высшее

образование в России. – 2008. – №7. – С. 101-104.