

The Need To Develop A Model For The Professional Development Of Future Doctors

Ahmedova Nigora Dadahonovna

Andijan State Medical Institute, Andijan, Uzbekistan. agmi-361@umail.uz

Abstract

The development of professional and spiritual qualities of future doctors requires an understanding of the continuous process of pedagogical influences aimed at developing in students a conscious attitude to the necessary spiritual and ethical standards and a set of professional qualities in the process of solving professional problems.

The need to develop a model for the future professional development of doctors depends on a number of aspects related to the medical profession.

The model of professional and spiritual development of future doctors is the basis on the achievements of scientific and pedagogical approaches and concepts developed in Uzbekistan and around the world.

In the framework of this research article, I will give special emphasis on the spiritual environment, which will promote the development of future doctors' professional and spiritual qualities in combination with professional and spiritual values as well.

Key words: development, professional and moral qualities, future doctors, pedagogical influence, competence, education.

Introduction

Developed on integrated basis, formed professional and spiritual qualities have an effective impact on the life of society in the future, which is ensured in the harmony of higher education and upbringing. In addition to the effective work carried out in this direction, there is a need to improve the system of educational work in higher educational institutions and expand its methodological support.

Research Objectives:

1. Development of pedagogical model for the formation of professional and spiritual qualities of future doctors at higher medical schools;
2. Justification and testing of the pedagogical conditions which contributes to the formation of professional and spiritual qualities of students;

Research methods - the study of regulatory documents on the training of doctors, the development of higher and secondary education of the Republic of Uzbekistan, modeling, pedagogical observation, pedagogical experiment, integrated diagnostics, conversations, questionnaires, interviews and mathematical and statistical methods are used as well. Scientific novelty of the research project.

- The model "Development of professional and spiritual qualities of future doctors" was developed and aimed at improving the system of professional competencies among the students of medical universities in our country;

- A set of pedagogical conditions is substantiated that ensures the development of professional and spiritual qualities of future doctors and methodological recommendations for their implementation are developed.

Scientific and practical significance of the research results. The practical significance of the study is determined by clarifying the pedagogical and psychological features of the development of PSQ of future doctors, determining the parameters, stages that make up the pedagogical support of this complex of professional and spiritual qualities, improving the content, forms and technologies of spiritual and educational work to develop spiritual and moral qualities of future doctors, the development of scientifically based proposals and recommendations as well.

Main content.

The development of professional and spiritual qualities of future doctors requires an understanding of the continuous process of pedagogical influences aimed at developing in students a conscious attitude to the necessary spiritual and ethical standards and a set of professional qualities in the process of solving professional problems. The need to develop a model for the future professional development of doctors depends on a number of aspects related to the medical profession. For instance:

- The presence of social order for the formation of spiritual immunity of future doctors to various negative influences in labor activity, installing in them a sense of high morality, national pride, as well as love for the humanity and educating them in the spirit of fidelity to the “Oath of the Doctor of the Republic of Uzbekistan”[1];

For the real progress of a country it is very crucial to enhance values in all citizens and to achieving this goal, teacher plays an important part as a teacher has the capacity to influence students their thought and personality and engage them in these activities. [12]

- Analysis of medical-deontological and pedagogical research, emphasizing the contradictions between the normative and existing levels of professional and spiritual preparedness of students;
- Research results that make it possible to highlight the professional and spiritual qualities of students and the features of the system of higher medical education;
- The availability of the opportunity to objectively present the justification of the integrity of competence, the interlinking processes of vocational education and spiritual education;
- Systematization of the data corresponding to the process of the studied professional and spiritual education, the availability of the opportunity to give this process a focused, controlled form.

The theoretical and methodological foundations of the development of PSQ of future doctors, the identification of emerging features of their manifestations and opportunities in higher medical education served as the reason for the theoretical justification and development of a model for the formation of future doctors in accordance with the objectives of the study.

The purpose of the study. The experimental purpose of this study is to verify and evaluate pedagogical conditions that ensure the effectiveness of the development of professional and spiritual qualities of future doctors.

During the experiment, the following tasks were performed:

- identification and analysis of the initial level of development of PSQ of future doctors;
- introduction of the model for the development of PSQ of future doctors in the educational process;
- study and analysis of the dynamics of levels and development indicators of PSQ of future doctors;
- the creation of pedagogical conditions that ensure the development of PSQ of future doctors.

To achieve this goal, the organizational stages of the experiment were determined: ascertaining, formulating and final.

In the experimental work, 641 students of the faculties of “Therapy (Medical treatment)” and “Pediatrics” were involved. The difference between the experimental and control groups is the creation of pedagogical conditions that ensure the development of professional and spiritual qualities of future doctors in organizing educational work in experimental groups (323 students), while in the control groups (318 students) the work is done on the basis of standard programs and traditional teaching methods.

The main areas of experimental work are the activities of the deans of the faculties, work with students, cooperation with group curators and teaching staff. During the experiment, in collaboration with deans and the spiritual and educational department, the following work was carried out: In the educational work of the faculty of therapy, adjustments were made to develop the professional and spiritual qualities of future doctors; intermediate results were obtained and changes were made at the stage of forming the experiment of the program being implemented; pedagogical situations have been developed that form the spiritual-ethical and professional-spiritual position of future doctors.

In order to form a holistic view of the complex of professional and ethical standards, special seminars were organized for teachers, group curators, and medical personnel. Conversations were held on the following topics:

- 1) "Ethics of doctors";
- 2) "Professional duty and honor of the doctor";
- 3) "The Oath of the doctor of the Republic of Uzbekistan";
- 4) "The culture of interaction between doctors";
- 5) "Basic ethical principles of medical institutions";
- 6) "The main causes of corruption in medical institutions and the fight against them".

Modeling the development process of the PSQ for future doctors was carried out taking into account the basic mechanisms of spiritual and moral education [7] and based on basic motivational values, spiritual and ethical activities in medical institutions.

The above given criteria and indicators for the development of PSQ for future doctors with reference to the Concept of "Continuous spiritual education" [2], the levels of development of PSQ for future doctors were determined as low, middle and high.

Low level - future doctor has a low level of professional and spiritual qualities, does not seek to use them in his/her professional activities, does not need an adequate moral and ethical assessment, is not ready to accept professional responsibility.

Middle level - future doctor is well aware of the PSQ, but when used in professional activities, he expects external motivation of mentors, waits for help from professors and teachers, doubts professional-spiritual self-esteem, professional-spiritual responsibility is not sufficiently developed.

High level - future doctor has deep knowledge and required high level of competency about professional and spiritual qualities, strives to use them in his professional activities, adequately evaluates himself, has steady motivation for professional and spiritual activities, is ready to take on professional and spiritual responsibility.

Defining the required competencies

The committee defined 3 main goals of training of medical students according to their future needs and responsibilities:

- a) critical appraisal of the scientific literature to inform practice;
- b) conducting research using epidemiological tools and methods;
- c) practicing and advocating health promotion and disease prevention in the clinic. Following these goals the main competencies physicians require were defined:

Skills to appraise the quality of the various types of medical research and to acquire tools for comprehensive reading and understanding scientific literature according to EBM;

Competency in efficient and precise literature search;

Competency in basic statistical skills;

Competency in planning and conducting research, i.e. knowledge of specific medical methods including the various study designs, choice of an appropriate study population, methods for data collection, analysis and interpretation of study results;

Competency in applying health promoting principles and strategies, measures and recommendations;

Competency in implementation of EBM techniques in public health decision making, e.g. immunizations and population screening; and

In addition, we identified the importance of understanding the structure of health systems and of increasing the awareness of the role of the physician in these systems as a means of better pursuing the skill of practicing and advocating health promotion and disease prevention in the clinic. [13]

It was understood that in determining the components of the complex criteria of professional and spiritual qualities of a future doctor, a student must have knowledge of professional and spiritual qualities, understanding of their true purpose and results of activities, and also be able to justify the behavioral

algorithms used in the situations that have arisen, and if necessary, improve the skills of students in pedagogical situations.

At the final experimental stage, the criteria for the formation of professional and spiritual qualities of future doctors were determined using control questions, questionnaires, pedagogical observations and interviews. As a result of the experiment, the level of professional and spiritual qualities of students has changed significantly.

Development indicators for PSDFD

n/ o	groups	Experimental group				Control group			
		Total number of students	high	mid- dle	low	Total number of students	high	mid- le	low
Therapy (Medical treatment)									
1	I	47	20	18	9	48	9	12	27
2	II	46	18	20	8	48	10	15	23
3	III	50	20	24	6	48	12	12	24
		143	19,3	20,6	7,6	48	10,3	13	21,3
Pediatrics									
1	I	60	22	30	8	58	11	14	33
2	II	60	26	24	10	58	14	15	29
3	III	60	32	22	6	58	13	19	26
		180	26,6	25,3	8	58	12,6	16	29,3
Total average		323	23	23	7,8	318	11,5	14,5	25,3

The experiments show that in the context of the pedagogical conditions created by us, prove the effectiveness of our approach to the organization of the educational process in the development of professional and spiritual qualities of future doctors.

The experiments carried out testify to the effectiveness of the methodologies developed by the author and implemented in medical universities. It was also revealed the need for a differentiated approach to the development of professional and spiritual qualities among medical students, and fixing the initial level of professional and spiritual qualities of first-year students. This allowed corrections to be made in the subsequent, forming stage of the experiment.

Through this study, we have developed the following criteria for the development of professional qualities of future doctors:

- motivational and value (spiritual and moral values of future doctors, motivation of spiritual and professional self-development - the development of empirical training);
- cognitive (knowledge of the fundamentals of spiritual, moral and medical ethics);
- personal (humanity, kindness, responsibility);
- activity (compliance of professional views and actions with professional qualities and medical ethics), the integrated use of which ensures the objectivity and quality of the results.

Four main components are identified as a complex criterion, including a set of professional and spiritual qualities: motivational, cognitive, operational, reflective.

Here, the indicator of the motivational component is the value attitude to the medical profession, and the indicator of the cognitive component is professional training. Indicator of the operational component is the formation of moral qualities in the doctor, and indicator of the reflective component is ethical self-esteem.

Their periodization is closely related to the organization of educational and spiritual-educational activities in higher medical schools, with each level being implemented at a certain stage of higher education.

Table 1

Stages of development of PSQ for future doctors

Stages	Components	Description of the stage	PSQ development level
First stage	Motivational	Expression of interest in PSQ	Professional needs and ideas
Second stage	Cognitive	Dynamics of knowledge about PSQ	Level of concepts, ideas, needs, knowledge, skills
Third stage	Operational	Formation of PSQ	Professional responsibility, duty, knowledge, skills
Fourth stage	Reflexive	Students' participation in public works, in the use of medical specific PSQ	Converting PSQ into vitagenic experience

Applying this tool in policy analysis which will offer the insights into the hidden dynamics of the current system and this can be an educational invaluable tool in designing future scenarios. [11]

It is known well that any model is an “artificial object in the form of schematic, physical drawing, a symbolic form or a formula that is specific to the object being studied (or appearance), and also reflects and displays in simple form the structure, property, interrelation and relationships between the elements of this object”[5].

The model of professional and spiritual development of future doctors is based on the achievements of scientific and pedagogical approaches and concepts developed in Uzbekistan and around the world. Therefore, this model was developed in combination with the following approaches: model systems (Adizov B.[3], Egamberdieva N.[6], Arkhangelsky S.I., Bepalko V.P.[4], Babansky Yu.K., Vakhobov M., Slastenin V.A., [Jennifer S. Groff](#)[11]), national education, moral axiological values (Kuronov M.[9], Makhkamov Yu., Musurmonova O., Ruzieva D., Azimova Z., Ushinsky KD, B. Tomar), aimed at personal activity (Akramova Sh., Andreev V.I., Markova A.K.[8], Platonov K.K.) and competence (Muslimova N., Urazova M.[10], Khojaeva B.).

The model of development of PSQ of future doctors valid for Socio-political inquiry of "The Oath of doctor of the Republic of Uzbekistan":

Improving the quality of preserving the health of population and the effectiveness of medical service.

Pedagogical goal block			
Pedagogical goal: formation	Tasks: formation of responsible attitude	to the	Principles: scientific, praxiological, connection
			Approaches: systemic,

and development of PSQ of future doctors	future profession, the technological support of knowledge, skills, and social competencies of students, the formation of PSQ.	with life, a combination of education and training, axiological, fidelity to the homeland, subjectivity, reflexivity	axiological, praxiological, active, competent, environmental
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Block of spiritual and ethical education

Determine the degree of formation of professional and spiritual qualities of students

The essence of the development of professional and spiritual qualities of future doctors

Training program: 1) In the main part of the curriculum: "National idea. Basic concepts and principles", "Fundamentals of spirituality. Religious studies", "Philosophy", "History". 2) Special courses: "Formation of PSQ of future doctors", "Spirituality of a doctor".	The plan of spiritual and educational work with students based on historical and modern vitagenic experience.	Pedagogical support of future doctors in the system of relations "person-person"	The program is aimed at training professors, teachers, curators of groups, public organizations of medical institutes, and "Master-student" relationships.
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Technological block

<i>Forms of professional and spiritual development of future doctors</i>	<i>Methods for the development of professional and spiritual qualities in future doctors</i>	<i>Means of development of professional and spiritual qualities in future doctors</i>
Classroom lessons, spiritual and educational events, infotainment, edutainment.	Traditional, normative (methods of promotion, stimulation), informal interpersonal (meeting with experienced doctors, veterans, experts), reflective, game trainings.	Visual, teaching aids, multimedia.

Monitoring block

Criteria and indicators for the development of PSQ of future doctors (integral diagnostics)

Motivational	Cognitive	Operational	Reflective
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Positive motivation and value attitude to the future profession	The system of spiritual and moral knowledge	Competencies in the field of moral and ethical qualities	The ability to adequately assess their PSQ.
<i>The level of development of professional and spiritual qualities of future doctors</i>			
High	Average	Low	
Deep knowledge of PSQ, the desire to use them in professional activities, adequate self-esteem, the presence of sustainable motivation	Moderation of knowledge about PSQ, expectation of outside help when using them in professional activities, indecision in self-esteem	Lack of knowledge about PSQ, impossibility of their use in professional activities, inadequate self-esteem	

Result: future doctors have developed a set of professional and spiritual qualities. A student is a future doctor who has professional and spiritual qualities and is ready to use them.

Conclusion.

In the framework of our research, special emphasis was placed on the spiritual environment, which promotes the development of future doctors' professional and spiritual qualities in combination with professional and spiritual values.

For this reason, the integrity of the educational process, praxeology, devotion to the Motherland, subjectivity and reflexivity are the principles of the target block.

The social sciences and humanities as "Philosophy", "History", "Religious studies", "Strategy for further development of the Republic of Uzbekistan", "Civil society", "Uzbek language", "Russian language", "Foreign language in medicine", "Physical education" are considered to be the main processor of development in the curriculum of professional and spiritual qualities of future doctors.

The results of theoretical research and experimental work are aimed at developing the professional and moral qualities of future doctors: determining the goals and content of moral education in the context of the professional activities of future doctors; development of a model for the development of professional and moral qualities of future doctors, their implementation in the process of educational and spiritual-educational work; enriching the educational content of lessons by creating the educational environment of a medical institute with spiritual and moral content; training of curators of academic groups for the development of spiritual and moral qualities of future doctors; And it is confirmed that pedagogical conditions contribute to the implementation of integral pedagogical diagnostics and, on its basis, increase the level of development of the spiritual and moral culture of future doctors as well.

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