

INDEPENDENT WORK OF STUDENTS AT THE DEPARTMENT OF PROPAEDEUTICS OF INTERNAL DISEASES NO. 1 OF TASHKENT STATE MEDICAL UNIVERSITY

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Abstract

The article examines students' independent work as a crucial element in the training of future doctors, emphasizing its role in an individual approach to learning. SR promotes the development of key professional skills: clinical reasoning, self-study, the ability to apply knowledge in practice, and conduct scientific research. SR is divided into three main forms: educational and cognitive, scientific research, and social. The primary focus is on the educational aspect, which includes self-study, work with literature, and participation in practical classes. Students' research consists of collecting material, analyzing it, participating in scientific conferences and presentations, which develops research skills. Three levels of student preparation must be taken into account: first-year students, mid-year students, and graduates. However, effectiveness is determined not by the course itself, but by the skills formed knowledge and skills. The instructor prepares assignments, provides consultations, and motivates students for their work. Topics for the course "Propaedeutics of Internal Medicine" range from analyzing laboratory and instrumental data to studying the characteristics of disease progression.

Introduction

Independent self-regulation is an individualized approach to developing the analytical and creative abilities of future specialists, which contributes to the intensification and improvement of the quality of medical training. To achieve this, students must acquire not only a system of fundamental, general, and specialized knowledge, but also professional skills and abilities while still in university. Independent self-regulation is a form and method of organizing learning; it is an activity that takes place under the guidance of a teacher.

SR is a creative process for mastering specific material, regardless of the location: in the classroom, at home, or in the library. After all, during a lecture, a student not only listens but also analyzes the material, thus becoming an active participant in the learning process.

SR in different courses varies significantly: in terms of types and methods of work and in terms of the level of independence.

Therefore, the organization of independent learning requires a certain differentiation depending on the specifics of the course, with increasing difficulty. Based on the degree of independence, participants can be divided into three levels of preparation: first-year students, mid-year students, and graduates.



The most challenging, in terms of scope, content, and nature, is the self-study for third-year students, due to their lack of preparation for this type of cognitive activity. At this stage, they are just learning how to collect, process, and prepare presentations for student scientific conferences.

Currently, there are three generally accepted forms of self-study at universities. The first is done jointly with a teacher. The second is completed independently, at a time convenient for the student, often outside the classroom, in a library, a hospital ward, or a laboratory.

The third intermediate form provides for greater independence, individualization and a number of psychological and pedagogical innovations concerning both the content of the assignments and the nature of consultations and control, including innovative methods.

Based on the type of activity, social work is usually divided into educational and cognitive, scientific research, and social. These types are interconnected and interdependent. The educational and cognitive aspect occupies a central place. It is represented by such forms as self-study, UIRS, and classroom work. This type of work obliges teachers to engage, organize, and motivate students.

Scientific research consists of participation in research work, scientific circles, conferences of various levels, as well as in the publication of printed works.

During the SR process, future doctors acquire new knowledge that becomes more solid. Students see the practical fruits of their labor, which effectively motivates them in their future work. They also acquire basic scientific research skills.

During their research, students develop a sense of purpose and develop clinical thinking skills. Research begins with researching the topic, developing a plan, selecting and reviewing literature, and collecting and processing data. The most important aspects of research are understanding it, comparing it with previously available data, analyzing the results, preparing a report, presenting, and publishing the findings.

Students acquire skills in social work in a team through participation in the life of a group, department, course, faculty, or university.

Based on the methods of interaction between participants, SR can be divided into frontal, group, and individual. This depends on whether the tasks are intended to be solved in groups or individually.

The characteristics of the frontal form are as follows: to prepare for the lesson, students complete tasks that are common to all, the teacher gives general instructions for completion, organizes and directs the students' actions.

Individual work is defined as work performed individually and without student collaboration. However, there is interaction between the student and the teacher.

Group learning involves grouping students together. Group work provides opportunities for interaction, and interactive teaching methods can be used. Mixed student composition, information exchange, and interactions between strong, average, and weak students strengthen interpersonal relationships within the group.

At the current stage of innovation, SRS is becoming one of the main factors in the training of scientific medical personnel.



To achieve this, every student, while still at university, must acquire not only a system of fundamental, general, and specialized knowledge, but also professional skills, abilities, and the ability to conduct scientific research.

The main task is not to present ready-made knowledge, but to organize independent acquisition of knowledge and its application in further work.

Self-directed learning is a physical and mental activity that is carried out independently under the guidance and supervision of a teacher; it helps improve the effectiveness of learning.

Principles of SR

- strength of knowledge acquisition
- availability
- continuity
- clarity
- connection between theory and practice
- individualization of the approach to learning.

The process of cognition is built in the following sequence:

- 1) basic knowledge and skills are taken into account
- 2) a step-by-step assimilation of the material is established
- 3) skills and abilities are practiced

The department determines the main directions, content, forms and methods of teaching.

Teacher:

- agrees on the topics of the assignment and the deadlines for submitting the results of the independent work
- creates appropriate motivation in students
- provides consultations on the methodology for completing the task
- evaluates the results of the completed task
- recommends necessary literature

The topics of assignments for individual independent work should be a continuation of theoretical knowledge, and the completed work should be presented in the form of a presentation.

Types of independent work:

- Working on lecture notes
- Preparing for a practical lesson using the textbook
- Selection, study, analysis and summary of recommended literature
- Preparing visual aids for the lesson
- Completing an individual assignment
- Preparation for the midterm assessment
- Preparing for the final assessment
- Participation in research
- Preparation of a report for SNO
- Preparing a report for a scientific conference
- Preparing for participation in the Olympics
- Participation in the social work of the department and institute.



List of topics for independent professional work at the Department of Propaedeutics of Internal Diseases:

- Healthy lifestyle
- Fundamentals of Deontology
- The Mindset of Medical Students
- The importance and prevention of risk factors
- Anatomical and physiological features of organs and systems
- The importance and methods of clinical examinations
- The importance and methods of laboratory tests
- The importance and methods of instrumental examinations
- Features of the clinical course of some diseases
- Orphan pathologies

These assignments will help students better absorb and apply theoretical knowledge in practice. Thus, independent work is an integral part of medical education, developing professional independence, responsibility, and readiness for future medical work.

The curriculum includes, in addition to mandatory classroom hours, certain hours of independent study.

Independent work is planned within the overall workload of the discipline and is an integral part of the curriculum.

Calculation of time for individual activities in the propaedeutics of internal diseases

Well	Hours of independent work during lectures	Hours of work audit	SRS hours	Total
3	24	96	120	243

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