

## PERSONALITY-ORIENTED APPROACH IN PROFESSIONAL TRAINING OF STUDENTS OF HIGHER MEDICAL EDUCATIONAL INSTITUTIONS

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**Annotation.** The processes of globalization that have occurred in recent years are rapidly entering the field of education; the abundance of information and innovative technologies, in turn, requires changes in the content of education. This article reveals the essence and possibilities of personalized learning in teaching medical students, including higher education nurses. In particular, the possibilities and positive aspects of using person-centered education for training medical personnel are revealed.

**Key words:** personnel training, education, student-centered education.

**Introduction.** In the context of the ongoing reform of the education system, including the higher education system, it is becoming an important task to train specialists of a new level, in accordance with the changed requirements of the labor market. At the same time, the system of higher medical education needs not only to preserve and develop its unique features, but also to achieve a fundamentally new level of efficiency, which makes it possible to meet the country's needs for highly qualified medical specialists.

The main feature of the new paradigm of education is the transition from the concept of acquiring knowledge, skills and abilities necessary for working in certain typical standard conditions specified by the qualification characteristic, to the concept of personality-oriented education. The new concept assumes the achievement of such a level of professional competence that allows you to act effectively in any conditions, guaranteeing the priority development of intelligence based on the synthesis of the principles of fundamental, individualization, and applied orientation of medical education. In addition, it includes launching mechanisms for personal self-development, actualizing creative abilities, and creating conditions for professional and life self-realization.

The possibilities of traditional forms and methods of training future nurses are limited and cannot provide training aimed at developing creative thinking; they do not pay enough attention to the development of creative thinking and independence

of students. The need of modern society for active, independent people determines the priority of personality-oriented education among other pedagogical concepts.

Between the existing need for theoretical and methodological support of medical education at the institutional level and the possibility of meeting it in real educational practice; between traditional approaches to training nurses and innovative processes in education; between the growing need for the implementation of a personality-oriented approach in education and the existing practice of functioning of the traditional organization of the educational process in medical higher education; between the actual practice of implementing innovative approaches in teaching students and the lack of theoretical generalization and scientific description of this experience.

The revealed contradictions allowed us to identify the research problem: what are the pedagogical conditions for the effectiveness of implementing a person-oriented approach in the process of professional training of medical university students?

The relevance of this problem led to the choice of the topic of the dissertation research: "Personality-oriented approach in professional training of students of higher medical educational institutions".

The purpose of the study: to identify and justify the pedagogical conditions for the implementation of a personality-oriented approach in the process of professional training of medical university students.

Object of research: the process of professional training of students of higher medical educational institutions.

Subject of the research: pedagogical conditions under which the implementation of a personality-oriented approach in the professional training of students of higher medical educational institutions will be carried out.

The process of teaching students on the basis of a personality-oriented approach will be effective if the following conditions are implemented: creating situations in the course of the educational process in which tasks of various nature and level of complexity are solved based on the use of interactive teaching methods; subjective inclusion of students in the educational process that varies in content, instrumental characteristics and final procedures; reflexive interaction between a teacher and a student based on mutual interest in the personal position of the subjects of interaction in the pedagogical process; verbalization of the meaning of joint actions in the educational process related to the solution of typical and non-standard tasks for the implementation of professional functions of a nurse.

**The purpose and hypothesis of the study determined its tasks:**

1. To identify the essence and features of the personality-oriented approach in the process of professional training of students of higher medical educational institutions.

2. To determine the features of training medical university students and ways to implement a person-oriented approach.

3. To develop and test a model of personality-oriented training of a nursing student at the faculty of higher medical education.

4. To identify and substantiate the pedagogical conditions and means of effective implementation of a personality-oriented approach in teaching nursing students of higher medical educational institutions.

The theoretical and methodological basis of the research is the following scientific provisions: on the dialectical nature of social relations; on the role of a personality-oriented approach in the formation of personality; on the humanistic principles of organizing the educational process.

Scientific novelty of the research: the essence, features and ways of implementing a personality-oriented approach in the process of professional training of students of higher medical educational institutions are revealed; a set of pedagogical conditions for the effectiveness of implementing a personality-oriented approach in the process of professional training of students of higher medical educational institutions is determined; the formation of reflection and cognitive activity of students approaches; a model of personality-oriented training of a student of the Faculty of Nursing of a higher medical educational institution is developed; a set of pedagogical conditions and adequate means is justified and used, which makes it possible to effectively influence the educational process of training future specialists.

The theoretical significance of the research consists in enriching the methodology of pedagogical science by developing the problem of the effectiveness of implementing a personality-oriented approach in teaching medical university students in the specialty "nursing", as well as in supplementing pedagogical theory with a scientific idea of the influence of personality-oriented training on the development of students' cognitive activity and the formation of their reflexive position, practical significance of the study: educational and methodological materials have been developed and implemented, ensuring the introduction of a person-oriented approach in the process of teaching nursing students; practical recommendations are prepared that are used by teachers of medical universities in the process of training medical students. the problem of modeling professional activity.

The reliability of the research results was ensured by a comprehensive analysis of the problem in determining the initial theoretical and methodological positions, a set of theoretical and empirical methods that are adequate to the goals, objectives and subject of the study; generalization of the results of experimental work, statistical and mathematical processing of the results obtained.

A set of pedagogical conditions for the effectiveness of the implementation of a personality-oriented approach in the process of professional training of students of higher medical educational institutions is defined; the essence, features and ways of implementing a personality-oriented approach in the process of professional training of students of higher medical educational institutions are identified; a model of personality-oriented training of a student of a higher medical educational institution is developed; The peculiarities of implementing a personality-oriented approach in training specialists of higher medical educational institutions are determined.

Submitted for protection:

1. Personality-oriented education as a type of educational process in which the personality of a young person and the personality of a teacher act as its subjects; the purpose of education is to develop the student's personality, his individuality and uniqueness, taking into account the value orientations that are the basis of students' behavior and their attitude to the activities performed.

2. Functional model of personality-oriented training of a student of a higher medical educational institution, the main components of which are targeted, meaningful, instrumental and effective.

3. Conditions for the implementation of personality-oriented training of medical university students: selection and creation of situations in the course of the educational process in which tasks of various nature and level of complexity are solved; subjective inclusion of students in the educational process that is variable in content, instrumental characteristics and final procedures; reflexive interaction between the teacher and the student; verbalization of the meaning of joint actions in with the solution of typical and non-standard tasks related to the implementation of professional functions of a pharmacist.

4. Criteria for the effectiveness of personality-oriented learning: cognitive criterion (knowledge of the essence of personality-oriented learning); activity criterion (optimal subjective inclusion of all its participants in the educational process based on reflection of both the educational process itself and its results); situational conditionality, related to the organization of the educational process based on the optimal selection of situations of educational activity that require from students to making independent decisions; motivational, which is expressed in the



readiness of participants in the pedagogical process to solve the tasks set and achieve a certain goal on the basis of subjective inclusion in educational activities.

**The results** of the analysis of the above questions allow us to draw the following conclusions:

1. In the course of experimental work on testing a set of conditions that ensure the effectiveness of personality-oriented training of students of the Faculty of Nursing, it is possible to use the following set of methods: for a lecture course (informational lectures, press conferences, lectures-dialogues, binary lectures), for a practical course (conducting seminars using the small group method, business training). games, solving situational problems).

2. The main task of personality-oriented learning is to develop students ' cognitive activity. The solution of this problem in the course of experimental work allowed us to draw the following conclusions:

- cognitive activity of a student is a quality that is formed under the influence of certain personality-oriented conditions created in the learning process; internal prerequisites can serve as the interests of students themselves, and these interests can change both positively and negatively during the learning process; external prerequisites for activity are the entire complex of interaction between the teacher and the teacher. student's name; this positive influence, which leads to successful educational and cognitive activity, is exerted by the pedagogical interaction that is not only objectively significant, but also accepted by the students themselves; in the personality-oriented approach, the student acts not as an object, but as a subject, an active participant in the cognitive process, and the main difference in this is his activity; the impact of personal-This approach is focused on cognitive activity through motivation, actualization of subjective experience, and the formation of students ' reflection.

3. The main conditions that encourage active student activity are: actualization of the student's subjective experience, establishment of subject-subject relations, development of the ability to reflect. Actualization of subject experience allows students to find the basis for their own intellectual and creative development in the academic discipline. The establishment of subject-subject relations is achieved by changing the usual forms of organization of training to non-traditional ones. These included: modeling situations, conducting test tasks with mutual control, using lectures of various types, and classes in the form of business games. As a result, there is a change in the student's position: from the role of a student, he moved to another role (teacher, consultant, ready-made specialist, organizer of activities of fellow students). The development of skills to reflect on their own activities allows

students to adequately assess their activities and their results and correlate their assessment with the opinion and assessment of all participants in the pedagogical process.

4. There is a relationship between the basis on which the educational process is built, i.e.e. this or that approach, on which it is based, and the level of development of cognitive activity of students. The use of a personality-oriented approach in the practice of teaching pharmacist students contributed to a significant increase in the number of those students who had an average and high level of cognitive activity.

5. The process of teaching nursing students based on a person-centered approach will be effective if the following conditions are implemented:

- selection and creation of situations in the course of the educational process in which tasks of various types and levels of complexity are solved based on the use of interactive teaching methods;
- subject inclusion of students in the educational process that is variable in content, instrumental characteristics and final procedures;
- reflexive interaction between the teacher and the student based on mutual interest in the personal position of the subjects of interaction in the pedagogical process;
- verbalization of the meaning of joint actions in the educational process related to the solution of typical and non-standard tasks for the implementation of professional functions of a nurse.

In contrast to the technocratic paradigms of higher education, the development of the intellectual, socio-cultural and moral potential of the student's personality, his ability to implement the acquired knowledge and social technologies, as well as design his own versions of technologies, develop original models of future professional activity is currently the most relevant. To do this, it is necessary to solve the problem of training a specialist in the conditions of higher education.

A significant number of scientific papers have been published on the study of the value orientations of students, among which special attention is paid to the importance of their own individuality for modern students. Another group of scientific papers raises and examines the problem of special formation of values in future specialists. It is concluded that modern students do not possess the values that make up the culture of our society, and one of the main reasons for this is the inaction of universities. Thus, in order for these values to become relevant for every student, it is necessary to develop a certain attitude towards them, to meet the needs of future specialists in their awareness and formation as personally significant.

The analysis of the conducted research on various aspects of the problem of the personality-oriented approach has shown that these studies are based on the humanistic paradigm of education, due to the fact that it carries the main focus on meeting human needs and creating conditions for the realization of human potential. The main component of the humanistic paradigm is the self-worth of the individual, the satisfaction of the individual's need to realize his own abilities. The principle of personal approach, which establishes the student's position in the pedagogical process, indicates the recognition of the student as an active subject of this process. Educational activities in the process of preparation do not form the student's personality, but help to develop individual psychological characteristics, social and professional experience, and purposefulness.

Our theoretical analysis of the pedagogical literature on the problem under study allowed us to approach the formulation of personality-oriented education as a type of educational process in which the personality of a young person and the personality of a teacher act as its subjects; the purpose of education is to develop the student's personality, his individuality and uniqueness, taking into account the value orientations of students current activity.

The advantages of implementing a personality-oriented approach in teaching are as follows: first, the personality-oriented approach is aimed at meeting the needs and interests of the student to a greater extent than those of state and public institutions interacting with them; secondly, when using this approach, the teacher makes the main efforts not to form socially typical characteristics of young people and to develop unique personal qualities in each of them; Third, the application of this approach involves the redistribution of subject powers in the educational process, which contributes to the transformation of subject-subject relations between teachers and students.

The personality-oriented approach is a methodological orientation in pedagogical activity that allows, by relying on a system of interrelated concepts, ideas and methods of action, to ensure and support the processes of self-knowledge, self-building and self-realization of the student's personality, the development of his unique individuality. The essence of the personality-oriented approach is that, first of all, the personality-oriented approach is, first of all, an orientation in pedagogical activity; secondly, it is a comprehensive education consisting of concepts, principles and methods of pedagogical actions; thirdly, this approach is associated with the teacher's aspirations to promote the development of the student's personality, the manifestation of his subjective qualities.

Solving the tasks set in the course of our research, we developed a functional model of personality-oriented training for a student of the pharmaceutical faculty of a higher medical educational institution. The main components of the model are target, content, instrumental and effective.

The tasks of teaching a nurse based on a personality-oriented approach are to ensure and support the development of the processes of self-knowledge, self-building and self-realization of the student's personality, the development of his unique individuality; the development of the student as a person within his psychophysical capabilities and individual characteristics using a complex of various pedagogical tools; the formation of skills and abilities of adequate interaction in the social and professional spheres; the creation of situations of alternative choice in the course of decision-making by students in the educational process; formation of readiness for volitional efforts for the sake of the opportunity to achieve a significant goal for oneself; formation of an adequate perception of risk in situations of voluntary and imposed choice; development of the desire to analyze, interpret and evaluate the probability of emerging, possible and predictable events; creation of educational situations that ensure the formation of skills for removing cognitive dissonances, etc.e.solving contradictions between existing knowledge, opinions, beliefs of a person and new information about an event or phenomenon.

The principles that we were guided by in the course of training future nurses based on the personality-oriented paradigm of education are as follows:

1. Personification of the learning process.
2. The principle of indirect pedagogical influences.
3. The principle of making an independent and logically sound decision.
4. Self-realization.
5. The principle of perception.

The implementation of personal-oriented training of nurses in medical universities is provided by the following conditions: selection and creation of situations in the course of the educational process in which tasks of various nature and level of complexity are solved based on the use of interactive teaching methods; subjective inclusion of students in the educational process that varies in content, instrumental characteristics and final procedures; reflexive interaction of based on mutual interest in the personal position of the subjects of interaction in the pedagogical process; verbalization of the meaning of joint actions in the educational process related to the solution of typical and non-standard tasks for the implementation of professional functions of a nurse.



These conditions were determined by us on the basis of pilot studies and theoretical study of the problem.

**Conclusion.** The analysis of pedagogical literature and practice of training nurses on the basis of a personality-oriented approach in training allowed us to identify criteria for the effectiveness of this process. These criteria, according to the results of our research, are cognitive; activity; situational conditioning; motivational.

The content of the educational material offered to students meets the requirements of the state educational standard, but is offered for study in various forms and based on the use of interactive teaching methods. In the process of working with students on the basis of a personality-oriented approach to the educational process, we used the method of business play and creating personality-oriented educational situations that allow us to take into account the specifics of professional training of nurses to a greater extent.

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