

Pedagogical and Psychological Features in The Development of Spiritual and Moral Qualities of Future Doctors

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Abstract

The problems of moral and spiritual education and personal development are considered in various organizational forms, using all possible means and methods, based on the use of diverse psychological, pedagogical and social technologies. The moral and spiritual development of a person depends on the nature of social conditions and upbringing, which are formed for the spiritualization and implantation of a person through psychological and pedagogical techniques into the socio-cultural space. The most important socio-psychological problem of moral character education is the formation of stable, dominant, and action-defining moral relationships.

Keywords: Medical university, moral and spiritual development, moral and spiritual development of personality, psychological and pedagogical recommendations.

Introduction

We live in the 21st century – a time of intensive technical transformations and incredibly rapid development of scientific thought, covering absolutely all spheres of our lives. Scientific activity gives us the opportunity to form various social relations that reveal the individual's inclinations to the processes of personal and collective creativity. The computer, the Internet, online television, modern communication systems have burst into the life of a modern person at a rapid pace, and modern technologies are constantly developing and every day they are becoming more and more firmly part of the lives of ordinary people, simply becoming an integral part of it. This certainly requires the restructuring of many work skills, promotes the emergence of new habits, and therefore the needs and interests associated with them. The work activity itself, its social functions, also changes, since the latest achievements of science and culture transform the nature of human activity, and the work itself becomes a value. It is quite obvious that the world that has changed in the 21st century radically changes the perception of the world by a person in new realities, and, undoubtedly, the value-motivational range of the individual is significantly enriched. Our moral

categories, spiritual values, moral ideas, motives and incentives are always the main driving force in all spheres of activity, where the main object is a person. Through the spiritual values and ideas of a teacher, doctor, or scientist, regulation of his or her individual behavior is carried out, and, what is especially important, regulation of the collective actions of members of a particular society. Thus, in addition to the interests that operate within the framework of a particular profession, in addition to private interests, there are higher interests in the light of which the meaning, content, and results of professional activity are recognized. It is obvious that the weakening or even complete absence of moral “filters” gradually leads to the personalization of interests, their confinement within the boundaries of a particular profession, and ultimately leads to the degradation of social relations. [1]

The problems of moral and spiritual education and development of personality are considered in various organizational forms, using all sorts of means and methods, based on the use of diverse psychological, pedagogical and social technologies. Moral and spiritual development of personality depends on the nature of social conditions and education, formed for the spiritualization and integration of a person by means of psychological and pedagogical techniques into the socio-cultural space. Moral and spiritual development of personality begins with living event activity: co-presence, assistance, sympathy, empathy, participation, involvement in the secret that is in nature, in people. [4] The most important socio-psychological problem of moral character education is the formation of stable, dominant, and action-determining moral relations. The implementation of this task presupposes the fulfillment of the well-known pedagogical rule of unity and consistency of requirements, unity of emotional-evaluative relations to the student's action on the part of those educating him. A conscious attitude, growing out of the past, is oriented toward the prospects of the future. The problem of morality is, first of all, a problem of moral relations that determine the motives and choice of action. [4] Moral struggle, the clash of moral and non-moral impulses, the result of this clash are determined by the level of effectiveness of moral relations, their dominance. Relationships between people are formed in the process of their interaction. Important educational interactions are demands and help. Help and assistance from the leader form the response of the person led to the leader. Requirements, as is known, are based on the assessment of the student's capabilities in terms of fulfilling the duties imposed on him by the school or society. Moral formation of personality is based not only on requirements, but also on knowledge of models, and on the process of comparing one's actions and deeds with models, with an assessment. This internal process leads to the formation of evaluative relationships formed in connection with ethical, aesthetic and other criteria of a person's actions and experiences. [4] Within the framework of the educational process, the skill of building relationships, and therefore the formation of spiritual and moral potential, can be reflected in a competence approach. The Federal State Educational Standard provides for the use of active and interactive forms of conducting classes in the educational process in order to implement this approach. Thus, the experience of using business and role-playing games in the educational process is important for the formation and development of general and professional competencies.

An educational business game is a variable, dynamically developing form of organizing the purposeful interaction of activity and communication of all its participants with the implementation of pedagogical guidance by the teacher. The essence of this form is the relationship between the simulation modeling and role-playing behavior of the game participants

in the process of solving or such professional and educational tasks of a sufficiently high level of problematic. [5] Optimization of medical education is bringing the education system to a level that can provide each student with stable maximum results of training and education, close to their theoretical limits, in the most economical way with minimal expenditure of time and effort of students and teachers. The main meaning of using active teaching methods in the educational process is to contrast traditional passive learning with methods that significantly activate the mental, cognitive activity of students in their acquisition of professional knowledge and skills. [5] Business games are one of the methods of active learning. In our opinion, the most effective methods are such as analysis of specific situations, solving practical problems, staging (role playing), incident analysis, studying correspondence, role playing, modeling a problematic issue, imitation modeling with role playing. In this case, the student receives the necessary knowledge by studying various sources of information characterizing practical activities. Good training of a specialist provides for three stages of a single task: the formation of optimal clinical thinking, on this basis mastering the ability to successfully perform professional activities, on the basis of the first two stages the formation of professional skills, i.e. bringing various skills to a high level of qualification - professional automatism. [5] A business game can also be considered as a self-regulating system. If regular classes involve communication between the teacher and students "vertically", when the teacher completely dictates the direction and mode of work, revealing the students' lack of information on a number of issues, then the relationships in a business game between its participants are "horizontally". It develops the basis for free creative relationships, equally informed partners. The student fills the role with individual means of self-expression, fights for professional and intellectual recognition in the group. The degree of students' preparedness and their involvement in the educational process, organized with the help of active learning methods, is directly dependent on the gradual complication of the methods used. The use of active teaching methods within a specific academic discipline, professional module is aimed at the formation of professional competencies, development of personal qualities of future specialists. Along with this, students acquire the ability to search, the ability to effectively implement assigned tasks, work in a group, step by step passing the stages of creativity. [5] Much attention is paid to the development of extracurricular activities. They are characterized by high cognitive activity and independence of students, in-depth and comprehensive study of wildlife, taking into account interests and inclinations. Being a continuation of educational activities, extracurricular work has such advantages as voluntariness and creative activity. Forms of creative activity are diverse: Zakavat; thematic competitions; olympiads; conferences; business games; KVN [4], as well as participation in personal growth and negotiation trainings, independent research in the field of communications. Possession of the basic principles of rhetoric (addressee-oriented speech, development of strategy and tactics of speech). [3] Obviously, one of the main tasks of teachers is to use the learning process as a powerful educational tool in their practice. In this sense, education and upbringing are a single whole, since educational activity, regardless of forms and methods, leads to a change in the moral and spiritual level of a person. It is important to note that personalization is a preparatory stage for the formation of the moral and spiritual layer of the student. The breadth and stability of interests, general cultural outlook reflect the level of education of the individual. The stable components of the personality include: abilities, temperament, character, volitional qualities, emotions, motivations and social attitudes. Each

person has an individual level of these components. [2] The level of thinking, will and emotional attitude allow achieving significant success in education. The mutual influence and interaction of information, communication, professional competencies allow you to realize the individual capabilities of the individual at the proper level not only in terms of creative abilities, artistic intuition, aesthetic tastes. In their professional activities, students need to see and respect the signs of originality and uniqueness of the interlocutor, have the skills to communicate with representatives of different peoples, be able to correctly understand people, distinguish their emotional states, show empathy and tolerance. Each student must be able to restrain or express their own emotions in relation to others, develop skills of rational behavior in conflict, skills of negotiation with partners in difficult situations, the ability to adapt to different cultures and act in different social systems. [2]

The determining condition for the formation and development of personality is its cognitive activity. The formation of cognitive activity of personality occurs when the student connects the goals of his life with educational activity. The presence of the potential of computer technologies can be aimed at developing the mental and personal qualities of students.

Innovative educational and pedagogical social technologies can provide invaluable assistance to a person in the process of self-development, the formation of holistic thinking, intellectual abilities, creative imagination, that is, the life potential of the individual. [6] The skill of the higher education teacher himself is largely determined by his readiness to use innovations in the educational process and the ability for his own creative activity. The possibilities of revealing the professional competence of a teacher, relying on the achievements of psychological science in relation to pedagogical activity, can currently be realized with psychological support of teachers at the university [8], which would allow them to receive intellectual satisfaction and ensure the success of future professional activity. [7]

Thus, the problems of moral and spiritual development of the individual within the educational process are solved in the implementation of the competence approach. The use of active teaching methods within a specific academic discipline is aimed at forming professional competencies, developing personal qualities of future specialists. Thus, research work, thematic competitions, olympiads, conferences, business games, KVN, as well as participation in personal growth and negotiation trainings, independent research in the field of communications, mastering the basic principles of rhetoric (addressee-oriented speech, development of strategy and tactics of speech) contribute to the development of the moral and spiritual level of medical university students. Psychological, pedagogical and social technologies can provide invaluable assistance to a person in the process of self-development, formation of holistic thinking, intellectual abilities, creative imagination, that is, the moral and spiritual potential of the individual. At the same time, the skill of the higher education teacher himself in using innovations in the educational process and the ability for his own creative activity are important.

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