

METHODOLOGICAL BASIS OF ORGANIZING SIMULATION TRAINING IN FORMING THE PRACTICAL COMPETENCE OF FUTURE NURSES

*Kadirova Munira Rasulovna,
Irgasheva Maxbubaxon Davlatjon kizi
Fergana Medical Institute of Public Health
Fergana, Uzbekistan*

Abstract: This article is intended for students, teachers, postgraduates who are engaged in various issues of improving practical and pedagogical training. The article pays special attention to the main categories reflecting the practical and personal development of a nurse, as well as to the features of modern education, such as practical competence, which is studied by many domestic and foreign researchers. Based on the identification of pedagogical conditions for the formation of practical competence of a nurse, some methods and technologies for their implementation in the educational process of the institute are considered.

Keywords: education, development, reform, pedagogy, object, upbringing, method, technology, personnel, professional, quality, teacher, competence, society, state, specialist, analysis, competence, content, creative, environment, motivation, dialogization, success.

INTRODUCTION

In the context of the innovative processes taking place in Uzbekistan, education, which is becoming increasingly demanding, is becoming the main requirement for the development of humanity today. The pedagogical education system, which requires radical reforms, is the central link of the modern educational object and ensures the successful solution of educational and upbringing problems. This is determined primarily by the appropriate professional training of pedagogical personnel based on the use of effective pedagogical technologies in the educational process, along with teaching methods.

The criterion of the quality of professional and pedagogical training is the professional competence of the teacher, which fully reflects all the requirements that society and the state place on a specialist of the 21st century. In this regard, the training of qualified teachers is one of the priority tasks of modern professional pedagogical education.

This article presents important and meaningful foundations of the teacher's professional competence, taking into account the analysis of different perspectives on the phenomenon being taught; examines the pedagogical conditions for the formation of the teacher's professional competence in the educational process, and analyzes the creation of a creative environment; motivation for reflective activity; dialogization of the educational process; educational technologies and active teaching methods that contribute to the successful formation of the teacher's professional competence.

Properly organizing the consolidation and improvement of knowledge, training and skills teaches students a culture of work, a responsible attitude to the lesson, and develops their thinking. It is very important to develop the comprehensive thinking of future qualified specialists. It should be emphasized, without contrasting it with other types of intellectual activity, that the ability to use functional simulation material gives the thinking process a unique character: it becomes focused on solving operational and therapeutic tasks.

The system of consolidating and improving knowledge, training, and skills consists of performing various exercises, repeating the learned material during training sessions, and completing students' homework assignments.

The important conditions for effective teaching are: the activity of the learner's interest, the sincere relationship between the teacher and the learner. This, in turn, ensures the student's attitude to learning, his effective assimilation, improvement of knowledge and skills, the development of volitional qualities for effective work with educational material, and aesthetic satisfaction from the knowledge gained.

Today, to improve the professional skills of nurses, we need to focus on pedagogical knowledge, which is the basis of professional skills.

Pedagogical knowledge is understood as an integral professional and personal characteristic determined by the ability and readiness to perform pedagogical tasks in accordance with the norms, standards and requirements adopted in a specific historical period.

Since pedagogical knowledge implies the ability of a person who works skillfully in the pedagogical field to rationally use all the experience accumulated by humanity in the work of education and upbringing, it follows that he must sufficiently master the appropriate methods and forms of pedagogical activity and relations.

MATERIALS AND METHODS

Currently, medical education in our republic is facing a number of challenges, including an increase in the number of students, changing requirements for their teaching methods, and the need to reduce the gap between theory and clinical practice. In addition, there is an increasing focus on patient safety, ethical issues, increased responsibility of health workers, a high level of professional qualifications required, and the rapid development of procedures and methods. All this requires the adaptation of curricula to international standards using existing educational tools.

Today, there is an acute shortage of highly qualified specialists in the medical field. Therefore, it is natural that one of the main directions in the field of higher medical education is the need to significantly strengthen the practical direction of training highly qualified specialists, while maintaining the appropriate level of theoretical knowledge. The introduction of innovative educational technologies into the educational process determines the demand for highly qualified specialists capable of increasing the competitiveness of healthcare in the Republic of Uzbekistan. As everyone knows, many medical universities and leading clinics around the world, where students undergo internships and doctors improve their skills, have installed robot patients with simulation equipment and technical characteristics that are as close as possible to real patients. They have introduced a system for assessing the level of knowledge of students and accrediting doctors in all specialties. With the help of simulators, it is possible to bring practical skills to the level of automatism, while avoiding harm to the health of patients.

Simulation is the imitation of the execution of a real process or the operation of a system over a period of time. Simulation is used in many contexts, such as simulation of performance optimization technology, safety design, testing, training, education, and video games. Skills such as interpersonal communication, clinical reasoning, and planning are also used in the theoretical and clinical training of medical professionals. To master and improve technical-psychomotor skills and interpersonal communication skills, constant practice and simulation are necessary, which allows students to bring the technique of performing these skills to the level of automatism. The use of simulation techniques and methods in medical education is called simulation training in medicine. Simulation centers or Clinical Skills Laboratories are training centers for medical students (in institutes) or medical professionals (postgraduate education), where a safe and protected environment is organized for learning skills and manipulations. To date, considerable experience has been accumulated around the

world in the use of innovative educational technologies in medicine. Skills acquired in virtual environments are being successfully applied to real clinical settings.

Thanks to the establishment of such centers in the USA, Germany, Great Britain, Japan, Korea, and other developed countries, it has been possible to bring practical skills and the performance of medical procedures to a level of automation. The simulation training center can be used by students of higher medical institutions (for example, to study anatomy, physiological functions, to get acquainted with medical examination methods), residents (for example, to acquire and improve skills in performing manipulations and techniques), in preparation for practical exams, in advanced training courses, certification exams, etc., in the ongoing training of doctors or nurses (for example, to acquire practical skills, improve teamwork), or to test the qualifications of an employee before hiring him.

RESULTS

In our opinion, in order to assess the effectiveness of simulation training in the process of improving the quality of students' practical training, the following interrelated indicators should be taken into account:

- accessibility and individualization of training for everyone; compliance of training programs and content with the needs and trends of the healthcare system;
- the level of material and technical equipment of the educational process. Constant updating and enrichment with new equipment is required;
- implementation of interdisciplinary integration and coherence in teaching subjects. Today, it is necessary to prevent departments from training students separately, of course, integration between departments is also necessary;
- the quality of methodological support of the educational process. Our programs and all documents must comply with international standards;
- indicators characterizing the results of control and evaluation activities. Assessment should be objective, taking into account the students' own assessment. We can talk about objectivity only when the student's self-assessment coincides with the teacher's assessment. But at the same time, we can achieve one hundred percent objectivity only by reducing the human factor. Create simulation centers and create conditions for students to practice practical medical care skills there in accordance with the curriculum, for example, first aid to a patient in an ambulance, complex surgical operations, obstetrics, dentistry, ultrasound diagnostics, etc. Simulators can cover almost all areas of the learning process. Simulation training allows students to apply theoretical knowledge to practice. This is especially important in medicine, where theoretical knowledge must be developed together with practical skills. During the simulation process, students have the opportunity to make mistakes. The process of analyzing these mistakes and learning from them allows them to experiment in a safe environment before working with real patients. Working in the medical field often leads to stressful situations. Through simulation, students can develop skills to prepare for and manage stressful situations. Simulation training helps to improve patient communication skills. Students learn to communicate with different patients in a practical way, which develops their empathy and communication skills. In a simulation environment, students from different professions can work together. This develops interprofessional education and improves teamwork skills. Simulation training plays an important role in improving the quality of medical education. This method creates opportunities for students to gain practical experience, learn from mistakes, manage stress, and communicate effectively with patients. Providing high-quality education for medical professionals is essential for their professionalism and the health of patients. Therefore, the

introduction and development of simulation training is a necessary measure for the future of the medical education system.

The following competencies are defined as the main core competencies that nurses must develop in the process of their work:

- Communicative;
- Personal;
- Self-development as a person;
- Socially active citizenship;
- General.
- Keeping up to date with news in their field.

It is advisable to improve these basic competencies that medical workers should develop in the process of their work, in parallel with the formation of social intelligence factors.

The core competencies that nurses are expected to develop and improve include:

1. Communicative competence: to express one's thoughts orally and in writing in a short, clear, understandable and effective way, to correctly emphasize words when pronouncing them, to avoid using dialect words in speech, to follow the norms of the literary language, to express one's thoughts without errors, while observing the rules of spelling and good writing; to be able to communicate with strangers of different ages, both young and old, in different circles, to show respect for those who are older than oneself and to show respect for those who are younger; when working collaboratively, as the situation requires, be able to listen to and respect the opinions of team and group members, respond appropriately to objectionable opinions, and contribute to the formation of their opinions.
2. Competence for self-development as a person: continuous self-development as a person, turning the desire for spiritual, mental and intellectual perfection into a constant vital and spiritual need; respect for national and universal values and adherence to them: to regularly read and study books of various genres (fiction, journalism, science, popular science, science and technology, art, etc.) throughout one's life, to draw conclusions, learn lessons, and, in appropriate cases, to use them in practice as evidence and proof of one's own opinion; to be able to critically approach one's own actions and thoughts, to be able to control oneself, and to correctly evaluate the content of oral and written texts.

DISCUSSION

Since competence, as the practical application of knowledge, skills, qualifications and life experiences, plays a major role in the life of nurses, in their personal development, today it is appropriate to seriously approach this issue in the upbringing of a well-rounded, spiritually mature person in all respects, and for this, first of all, to achieve the formation and development of basic competencies in medical personnel, along with the formation and development of social intelligence factors. It can be concluded that one of the most important and urgent tasks facing our scientists in today's era of social reforms is the formation of social intelligence factors affecting professional competence in nurses, and the improvement of the psychological mechanisms of the formation of social intelligence in medical personnel. The issue of the interrelationship of professional skills and competence in nurses has been revealed in a number of pedagogical and psychological literature. A number of studies have directly studied professional competence and its specific aspects. Such studies include those conducted by A.K. Markova and B. Nazarova. In her research, A.K. Markova notes that professional competence consists of the following structural foundations.

At the same time, the professional competence of medical workers can be assessed by their professional knowledge and skills, on the one hand, and the professional position and psychological

qualities, on the other hand. After all, as the well-known psychologist A.K. Markova rightly noted, the role of procedural indicators in professional activity, that is, the means of influence and the environment leading to the achievement of certain results, is great. The professionalism of medical workers manifests itself differently in the conditions of their professional activity. For nurses, it is important that professional activity in different conditions, on the one hand, corresponds to the requirements of the profession, and on the other hand, to adhere to the logic of professional self-development, and to maintain internal psychological stability in any situation. According to A. Reshetova, it is recommended to consider the functional approach to the study of the professional activity of medical workers in the form of functions and functional characteristics. According to her, an approach to the profession of medical workers is described based on subject and pedagogical qualifications, knowledge. Consequently, the analysis of professional activity highlights medically related actions aimed at solving pedagogical tasks.

In this, the professional abilities of nurses, their ability to work as medical personnel, and their competence are considered. In studying the structure of V.A. Slaste's activity, he places special emphasis on personal qualities and professional aspects. He also pays special attention to increasing the requirements for the content of methodological training and special training in his psychological and pedagogical training. Thus, the complete structure of professional competence of nurses is characterized by the presence of a motivational-guiding component, a developmental, corrective, and professional advisory nature.

From this point of view, in the process of studying the modern trends in the application of digital technologies in social-psychological education of nurses and the development factors of competence, it is important to study and research the social psychological competence of each medical worker and his unique capabilities. Based on the above, in our study, we set out to study the harmony between their social intelligence and social psychological competence, putting forward the argument that the professional competence of medical workers also depends on their social intelligence. Traditionally, in interpreting the social-psychological competence of nurses, the concepts of social intelligence, emotional intelligence and social-psychological competence were studied in their interrelation. When connecting the concepts in terms of content, they are understood as reflecting the sameness, and in some cases, differences. The content of these concepts is used to determine the role of social-psychological competence in nurses in their activities. The fundamental idea behind the program for researching the socio-psychological competence of medical personnel is to ensure that nurses direct their professional activities and professional competence to achieve high results.

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