

CREDIT-MODULAR TRAINING IN THE SYSTEM OF MEDICAL STAFF TRAINING IN UZBEKISTAN: ON THE EXAMPLE OF THE TASHKENT MEDICAL ACADEMY

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This article is devoted to the actual problem of modern medical education. Data on the existing problems of higher medical education in the Republic of Uzbekistan are presented. The main direction of development of the educational activities of the Tashkent Medical Academy is to improve the quality and efficiency of the educational process, achieved by expanding the independent work of students and the widespread use of information and communication technologies. The article presents analytical data on the results of the introduction of credit-modular education in TMA, shortcomings and ways to solve them.

O'ZBEKISTONDA TIBBIY XODIMLARNI TAYYORLASH TIZIMIDA KREDIT-MODUL TA'LIMI: TOSHKENT TIBBIYOT AKADEMIYASI MISOLIDA

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Ushbu maqola zamonaviy tibbiy ta'limning dolzarb muammosiga bag'ishlangan. O'zbekiston Respublikasida oliy tibbiyot ta'limining mavjud muammolari bo'yicha ma'lumotlar keltirilgan. Toshkent tibbiyot akademiyasi o'quv faoliyatini rivojlantirishning asosiy yo'nalishi talabalarning mustaqil ishlarini kengaytirish va axborot-kommunikatsiya texnologiyalarini keng qo'llash orqali o'quv jarayoni sifati va samaradorligini oshirishdan iborat. Maqolada TTAda kredit-modulli ta'limni joriy etish natijalari, kamchiliklar va ularni bartaraf etish yo'llari bo'yicha tahliliy ma'lumotlar keltirilgan.

КРЕДИТНО-МОДУЛЬНОЕ ОБУЧЕНИЕ В СИСТЕМЕ ПОДГОТОВКИ МЕДИЦИНСКИХ КАДРОВ УЗБЕКИСТАНА: НА ПРИМЕРЕ ТАШКЕНТСКОЙ МЕДИЦИНСКОЙ АКАДЕМИИ

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Данная статья посвящена актуальной проблеме современного медицинского образования. Представлены данные о существующих проблемах высшего медицинского образования в Республике Узбекистан. Основным направлением развития образовательной деятельности Ташкентской медицинской академии является повышение качества и эффективности образовательного процесса, достигаемое за счет расширения самостоятельной работы студентов и широкого применения информационно-коммуникационных технологий. В статье представлены аналитические данные о результатах внедрения кредитно-модульного обучения в ТМА, недостатки и пути их решения.

Today, teaching methodology, like all didactics, is going through a difficult period. Currently, the goals of higher medical education have changed, new curricula are being developed, new approaches to reflect the content through not separate disciplines, but through integrated educational areas. New educational concepts based on the activity-based approach are being created. It is known that the quality of knowledge is determined by what the student is able to do with it. As time has shown, unfortunately, the forms of passive-informative learning of students, do not overcome the differences between the assimilation of theoretical material of academic disciplines and the level of proper formation of students' creative clinical thinking and research skills. Today we cannot rely only on the widespread practice of teaching explanatory-illustrative and reproductive methods. Renewal of education requires the use of non-traditional methods and forms of learning organization, including integrative methods. Integration should be considered not only in terms of interconnections in the subjects, but also as the integration of technologies, methods and

forms of learning. The need to address integrated learning is caused by a number of objective reasons: a noticeable decrease in the interest of students in the subjects; insufficient thought and development of existing programs; inconsistency, separation of stages of knowledge formation, development of generalized skills and habits in students. As practice shows, in a number of cases, the same concept or term within separate disciplines is defined differently, which in turn complicates the learning process. Lack of consistency in work programs leads to the fact that the same topic in different disciplines is studied at different times. All of these contradictions can be easily resolved with integrated teaching. The principles of integrated teaching aim to achieve the primary goal of developing clinical thinking.

The Decree of the President of the Republic of Uzbekistan of May 6, 2019 "Medical and Pharmaceutical Education and Measures for the Development of Science" identified important areas for the development of medical and pharmaceutical education and science. According to this decree, starting from the academic

year 2020-2021, the education and training of medical and pharmaceutical personnel and the processes of continuous professional education will be carried out on a credit-module system.

In our country in recent years, the educational system is gradually moving to a credit-module system of education and there are already positive results. Examples can be branches of foreign universities in the country and domestic universities, carrying out the educational process with the introduction of international standards.

The main direction of development of TMA educational activity is to improve the quality and effectiveness of the educational process, achieved through the expansion of students' independent work and extensive use of information and communication technologies.

Currently, the introduction of a new model of training qualified specialists - credit-module learning, which implies greater academic mobility, more rights for students to consciously choose a medical profession.

Modular learning is the organization of the educational process, in which educational information is divided into modules (complete and independent units, parts of information).

Module is a block of information, which includes a logically complete unit of educational material, a targeted program of action and methodological guidance to ensure the achievement of the goals. The concept of module contains, "such a volume of educational material, through which the primary acquisition of some theoretical and practical skills to perform some specific work is provided [2,4].

The essence of modular learning is that the content of training is structured into autonomous organizational and methodological units - modules, the content and scope of which may vary depending on didactic objectives, profile and level differentiation of students, students' desires, students to choose an individual trajectory of the course [2,3].

A modular educational program is a set of modules aimed at mastering certain competencies necessary to assign a qualification. A competency is the aggregate level of knowledge, skills, and professional training (competencies) acquired by a student in the course of study and for successful activity in a particular field.

Credit-module system - a model of educational process, based on the unity of modular learning technologies and credit credits ESTS, as units of measurement of student workload needed to master the content modules. Credit-module system of the educa-

tional process provides a modular structure of the educational program, the use of credits for assessing labor intensity, the use of point-rating systems for evaluating knowledge, student participation in the formation of an individual curriculum, increasing the share of self-study in the educational process, increasing the flexibility of educational programs [2,4].

The purpose of the introduction of the credit-module system is to create flexible educational structures, both in content and organization of training, "guaranteeing to meet the needs available at the moment and determining the vector of new interest.

The main task in the credit-modular system of education is the selection of new forms and methods of learning, allowing not just giving the necessary knowledge, and including the student in the system of continuing professional education and self-education. The aim of mastering the educational program is the acquisition of certain competencies by a student, the means of their formation is a module as an independent unit of the educational program, and the system of accounting labor intensity of learning - credit units (credits), accrued for the mastering of each module [1,3].

The advantages of the modular training system include the following:

- a clear structure of the course and its ordering;
- an individual approach to student learning;
- the development of productive thinking; activation of cognitive activity;
- flexibility of providing information;
- possibility of self-control of learning by the student;
- cumulative principle of student assessment;
- possibility of not only self-control, but also self-assessment;
- formation of independence;
- formation of subjective position in the learning activity;
- possibility of adapting the content to qualification requirements;
- flexible schedule for mastering the content of the studied disciplines;
- cumulative principle in self-assessment.

In contrast to the traditional approach to learning, which focuses mainly on the transfer of knowledge, the modular approach is aimed at achieving a certain professional competence through independent activity.

With the credit-module system of training university students always have the opportunity to get help and advice, and if necessary, the assessment of their activities from the teacher and other students. This will develop in students such a quality as teamwork, and

will contribute to the acquisition of skills of team (collective) work.

The modular system of training (MST) consists of the study of modules. A module is a basic organizational-content unit of MSE covering a learning material that has a relatively independent meaning and includes, as a rule, several topics or sections of the course similar in content. A modular unit is an integral and independent part in the module content. A learning unit is a part of learning material that reflects some aspect of a professional or other task. It is the main carrier of learning information.

The aim of the module as a structural unit of the working curriculum of the studied discipline is to create conditions for students to assimilate knowledge, skills and abilities, as well as to form professional personal qualities necessary for the future work of students already as doctors. The essence of modular training is that the trainee can work independently with the individual training program offered to him/her, which includes a target action plan, bank of information and methodological guidance on achieving the set didactic goals.

The main task, which is designed to solve the credit-module system of training - is the transition from informational and informative learning to simulate and shape the future professional activity, as well as the transition to active forms, allowing to prepare a doctor who can quickly adapt to changing conditions, see the problems and directions of medical development, to develop and professionally make the best decisions.

The credit-modular system of education provides the possibility of rapid and adequate correction of educational programs in accordance with the requirements of medical science, the possibility of creating new programs based on already existing ones and their adaptation to the level of existing training of students. This system promotes the activity of not only students (increasing their motivation to acquire knowledge), but also teachers, forcing them to improve their pedagogical skills.

Credit-module learning system is aimed at achieving the most effective result in the assimilation of knowledge, the formation of professional and personal qualities of future doctors and should be regarded as a prospect of improving the educational process in higher medical schools

The introduction of the credit-module system will contribute to solving important problems of higher medical education in Uzbekistan:

- Adapting the ideas of ECTS (European Credit Transfer and Accumulation System) to the system of higher education in Uzbekistan to ensure student mo-

bility in the learning process and flexibility of training specialists depending on the rapidly changing requirements of the national and international labor market;

- Providing students with the opportunity to receive education according to an individual program, formed in accordance with the requirements of customers and the wishes of students, which contributes to their self-development and preparation for life in a free democratic state;

- To stimulate the participants of the educational process in order to achieve a high quality of higher education;

- To standardize the procedure of obtaining a student's professional qualification in accordance with the labor market.

In the credit-modular system of education the student, having a work plan and bank of information, as well as methodological recommendations for achieving the educational goals, can independently master certain sections of the curriculum. Thus, in the transition to the credit-module system of learning in the higher medical education institution will be observed increasing the importance of independent work in the learning process, and this, in turn, will require increasing independence, creative initiative and activity of future doctors.

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During the first 2 years of study, students will study disciplines related to "general developmental", which form universal competencies. Before the 3rd year, the student will have to make a final choice and, if necessary, change the specialty chosen when enrolling in TMA. In the following years, the formation of professional competencies with an emphasis on practical training takes place.

By the time a graduate completes his or her degree, thanks to the well-established professional guidance system, he or she will be prepared both to work

in primary health care and to make a conscious choice and continue his or her education in residency or master's degree programs.

During the two years of teaching students on the credit-module system, we have identified several problems that need to be solved. The most important problem is the unpreparedness of students for independent education. Lack of general educational and psychological readiness of students for integrated learning due to low use of this technology at the pre-university period. Teachers should constantly stimulate students and create conditions for independent work, provide students with didactic material. The next problem is the large teaching load. Today the annual teaching load of an assistant is 1100-1200 hours. With such a workload, the teacher has no time for self-improvement. The criteria for assessing students' knowledge was left the old, with a passing score of 55 points.

A gradual transition to credit-module training is planned at the Tashkent Medical Academy:

- changing the psychology of both students and faculty;
- creation of 2+4 ideology. The ideology is based on obtaining fundamental and general professional competencies by students in the first 2 years of study (Premedica - pre-clinical) and mastering special subjects in the 3-6 years of study (Medical - clinical).
- the choice of the educational program of a successful credit-module university;
- adaptation and translation of the educational program into the Uzbek language;
- implementation of the educational program by stages from the first year to the sixth year;
- creation of a unified system of credit units of assessment USTS, which combines modular learning technology and credit credits - units of volume measurement, learning;
- revision of normative documents in accordance with the educational program;
- hiring an educational program coordinator from

among the staff of successful foreign universities.

Thus, the introduction of the credit-module system in the educational process will contribute to the improvement of the educational process in the medical university, as it will allow making the transition from information-forming learning to modeling and forming learning, which determines the future professional activity of the doctor. The transition to active forms will make it possible to train a doctor who will be able to adapt quickly to changing conditions (improvement of information medical technology).

The use of credit-module system of training in the educational activities of medical schools will improve the quality of medical training, because it will enable teachers to better manage the activities of students in the process of training, and students to work more independently (if necessary, you can get advice from teachers) and themselves to master the material studied when working with the primary source and / or additional literature.

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