

**THE ROLE OF THE HISTORY OF MEDICINE IN THE DEVELOPMENT OF  
GENERAL TRENDS AND PATTERNS OF HIGHER MEDICAL EDUCATION****Raxmanova E'zozxon Yuldashevna**

Lecturer at the Department of Social Sciences,

Pedagogy, and Psychology, Tashkent State Medical University  
ezozafarzona@gmail.com

**Abstract:** The history of medicine as a scientific discipline plays a key role in shaping the professional identity of future physicians, developing critical thinking, and understanding the patterns of evolution of medical knowledge. The purpose of this article is to substantiate the importance of the history of medicine as a methodological basis for developing general trends and educational strategies in modern higher medical education. Analytical, comparative-historical, and systemic methods were used in the study. The results demonstrate that the integration of historical and medical knowledge contributes to the development of a holistic professional worldview in students, the development of clinical thinking, ethical culture, and the ability to reflect scientifically. The discussion emphasizes the importance of the historical approach as a tool for interdisciplinary integration and the prevention of professional errors. A conclusion is drawn regarding the need to expand the role of the history of medicine in educational standards and curricula.

**Keywords:** history of medicine, medical education, educational trends, professional identity, medical pedagogy, historical and medical approach.

**Аннотация:** История медицины как научная дисциплина играет ключевую роль в формировании профессиональной идентичности будущих врачей, развитии критического мышления и понимании закономерностей эволюции медицинских знаний. Цель данной статьи — обосновать значимость истории медицины как методологической основы для развития общих тенденций и образовательных стратегий современного высшего медицинского образования. В работе использованы аналитический, сравнительно-исторический и системный методы. Результаты показывают, что интеграция историко-медицинского знания способствует формированию целостной профессиональной картины мира у студентов, развитию клинического мышления, этической культуры и способности к научной рефлексии. Обсуждение подчеркивает важность исторического подхода как инструмента междисциплинарной интеграции и предупреждения профессиональных ошибок. Сделан вывод о необходимости расширения роли истории медицины в образовательных стандартах и учебных программах.

**Ключевые слова:** история медицины, медицинское образование, образовательные тенденции, профессиональная идентичность, медицинская педагогика, историко-медицинский подход.

**Introduction**

The history of medicine is one of the fundamental humanities disciplines that shapes the worldview and professional culture of future healthcare specialists. In the context of rapid changes in biomedical

science, the digitalization of medical practice, and the modernization of educational standards, there is a growing need for an in-depth analysis of the role of historical-medical knowledge within the system of higher medical education.

Modern trends such as the competency-based approach, interdisciplinarity, and the biopsychosocial model of health have led to the expansion of educational objectives that go beyond narrow professional training. Consequently, the demand for disciplines that help students understand the patterns of scientific development, critically evaluate contemporary practices, and predict future trends is increasing.

Despite the relevance of the topic, a significant portion of pedagogical research focuses on issues of clinical training or competency models, while the role of the history of medicine remains insufficiently highlighted. This determines the need for a comprehensive analysis of its functions, mechanisms of influence, and pedagogical potential.

The aim of the study is to analyze the significance of the science of medical history in the development of general trends, patterns, and strategic directions in modern higher medical education.

### **Materials and Methods**

To achieve this objective, the following methods were used:

**Analytical method** — analysis of scientific publications on the history of medicine, philosophy of science, and medical education.

**Comparative-historical method** — comparison of stages in the development of medical science and the evolution of educational approaches.

**Systemic method** — consideration of medical education as a complex dynamic system that includes cognitive, ethical, sociocultural, and professional components.

**Content analysis of educational standards** (including national and international), reflecting the place of the history of medicine in the educational process.

**Object of the study** — the modern system of higher medical education.

**Subject** — the role and functions of the history of medicine as a scientific discipline in its development.

### **Research Results**

#### **1. The History of Medicine as the Basis for Forming a Scientific Worldview**

Historical-medical knowledge helps students understand:

patterns of the development of medical science;

cause-and-effect relationships between discoveries, technologies, and changes in clinical practice;  
the role of social, cultural, and economic factors in the formation of medical approaches.

Thus, the discipline contributes to the development of critical thinking and historical-scientific reflection.

## **2. Formation of Professional Identity**

Studying the biographies of scientists and analyzing medical schools and traditions:

strengthens professional motivation;

contributes to understanding the social mission of the physician;

develops the foundations of medical ethics.

Historical examples of medical errors and achievements serve as a powerful tool for cultivating professional responsibility.

## **3. Contribution to the Development of Clinical Thinking**

The history of medicine reveals:

the evolution of diagnostic methods;

changes in clinical concepts (from humoral theory to evidence-based medicine);

the role of observation, experimental foundations, and technological innovations.

Understanding these processes promotes better mastery of clinical disciplines.

## **4. Interdisciplinarity and Integration**

The history of medicine connects:

biomedical sciences (anatomy, physiology, pathophysiology);

social sciences (philosophy, sociology, history);

clinical practice.

Such an interdisciplinary bridge expands the opportunities for comprehensive training of future specialists.

## **5. Prevention of Professional Errors**

Historical analysis of epidemics, diagnostic errors, and unsuccessful interventions serves as:

prevention of repeating past mistakes,

development of analytical skills,

formation of a culture of patient safety.

## 6. Alignment with Modern Educational Trends

The history of medicine meets the key requirements of current educational standards:

- competency-based approach,
- evidence-oriented training,
- development of soft skills (critical thinking, communication),
- humanization of medicine.

## Discussion

The results demonstrate that the history of medicine has significant educational potential in the training of future physicians. Nevertheless, in educational practice, its role is often limited to an auxiliary discipline, not fully integrated with clinical and fundamental subjects.

Analysis of educational programs indicates the need for:

- expanding study hours and modernizing course content, including the history of epidemiology, surgery, therapeutic schools, and biomedical technologies;
- using interactive teaching methods: case analysis, situational tasks, historical reconstruction of clinical cases;
- linking historical knowledge with contemporary research to demonstrate continuity in scientific thought;
- developing research competencies, including working with historical sources, project activities, and mini-research;
- integrating with clinical disciplines to illustrate the evolution of specific medical technologies and approaches.

Historical-medical knowledge forms in future physicians the ability to critically interpret clinical decisions, see prospects for the development of medicine, and preserve the humanistic foundations of the profession.

Thus, the history of medicine serves not only as a humanities discipline but also as a strategic tool for improving the quality of professional training.

## Conclusion

The history of medicine plays a fundamental role in the development of the scientific, professional, and personal potential of future physicians. It ensures:

- the formation of a holistic scientific worldview;
- the development of clinical and critical thinking;
- the strengthening of professional identity and ethical orientation;
- interdisciplinary integration of knowledge;
- prevention of professional errors;
- compliance with contemporary trends in medical education.

Based on the analysis, it can be stated that expanding the role of the history of medicine in educational standards and curricula is a necessary step toward improving the quality of specialist training and ensuring the sustainable development of higher medical education.

### Literature:

1. Кадирова М. Тиббий таълим жараёнида касбий компетентликни методик такомиллаштириш технологиялари (тиббийта педагогикани ўқитиш мисолида). Педагогика фанлари доктори ... дисс. – Наманган., 2023. – Б. 27.
2. Хайтматова Г. А. Shifokorlarni tayyorlashda fanlararo yondashuv gumanitar va kasbiy sohalarning integratsiyasini ta'minlaydi //shokh library. – 2025. – Т. 1. – №. 10.
2. Хайтматова Г. А. Гуманитаризация медицинского образования в контексте компетентностного подхода. Journal of iqro. Volume18, issue 01, 2025. С. 971-976.
3. Shoyimova Sh.S. Oliy tibbiy ta'lim muassasalari pedagoglarining hayotiy qadriyatlarini pedagogik faoliyat mazmunini baholovchi muhim ijtimoiy-psixologik omil sifatida. Buxoro psixologiya va xorijiy tillar instituti ilmiy axborotnomasi №8, 2024. - B. 121-126.
4. Shoyimova Sh.S. Oliy tibbiy ta'lim pedagoglari kasbiy kompetensiyasini takomillashtirishda elektron ta'lim tizimi afzalliklari. "Педиатрия" илмий-амалий журналі, 3-сон 2024 йил, ТошПТИ. - Б. 389-392.
5. Шойимова Ш.С. Роль личностных и психологических качеств в эффективности педагогической деятельности в вузе. "Та'лим va innovatsion tadqiqotlar" xalqaro ilmiy-metodik jurnali, 2024 №9, - B. 389-392.
6. Shoyimova Sh.S. Psychological factors influencing the development of professional competence of a teacher. American Journal of Open University Education, Volume 1, №9 (Nov 2024), Pp. 168-172.
7. Shoyimova Sh.S. Strategies for Improving the Psychological Preparedness of Teachers in Higher Education Institutions. American Journal of Alternative Education / aprel 2025, Vol.4, pp. 167-170.

8. Raxmanova E.Yu. Encouraging influence in the management of innovation and pedagogical activities. Web of Teachers: Inderscience Researche. Vol 3, T:4, p. 84-91.
9. Рахманова Э.Ю., Тулеметова Г.Т. Плюсы и минусы использования искусственного интеллекта. European Journal of Interdisciplinary Researche and Development. 2027/7, Vol.41, С.10-12.
10. Рахманова Э.Ю. Методы и средства обучения истории Узбекистана в медицинских ВУЗах /Илм-fan yangiliklari konferensiyasi. Vol. 11 No1. 2025. С.1371-1373.