

CONTENT OF REFLECTIVE SKILLS AND MEDICAL ROLE IN EDUCATION

Toshmatova Mokhizatkhon Inomidin kizi

Andijan State Medical Institute, UZ

"Uzbek Language and Literature, Languages"

teacher of the department

moxizatxontoshmatova@gmail.com

Abstract: The article extensively analyzes the philosophical, psychological, and pedagogical foundations of the concept of reflection, its structure as a skill, and its practical application in medical education. Reflexive skills are considered the main foundation in the professional development of doctors.

Keywords: reflection, reflexive skills, medical education, doctor training, self-awareness, professional development.

Input

The modern system of medical education requires not only theoretical knowledge, but also the formation of professional and moral culture, communicative and reflexive competencies. In medicine, the assessment of errors is measured by a person's life, therefore reflexive skills - the ability of a doctor to analyze, evaluate, and improve their work - are considered an important professional component. Reflection is a person's ability to understand and analyze their thoughts, actions, and decisions. In the medical context, it plays an especially important role in making clinical decisions, working with patients, and understanding professional ethics.

Main part

1. Theoretical foundations of the concept of reflection

Reflection originated in ancient Greek and Latin philosophy and was interpreted by such philosophers as Socrates, Plato, and Aristotle as "self-knowledge," "reflection of thought." Philosophers of the new era - Descartes, Locke, Kant, Hegel - considered reflection as an important element of the formation of thinking, consciousness, and moral consciousness. In psychological approaches (Vygotsky, Leontyev, Mamardashvili, Semenov, Stepanov), reflection is a form of activity of a higher level of consciousness, a state of self-analysis, self-evaluation, readiness for change.

2. Structure of reflexive skills

Researchers (Isaev, Shiyonov, Korthagen) divide reflexive skills into the following components: Motivational-volitional component: purposeful approach to one's actions, inner aspiration; Activity component: planning, execution, and control of one's own activities; Evaluative

component: self-assessment, analysis of results, drawing conclusions. Reflective competence plays an important role not only in the academic environment, but also in personal and professional growth.

3. Reflection and its role in medical education

For medical students, reflection is important in the following aspects: Analysis of clinical cases: self-assessment of the patient based on the diagnosis and the chosen course of treatment; Learning from professional mistakes: a reflexively thinking doctor does not deny mistakes, but deeply analyzes them; Understanding ethical aspects: reflection plays the role of a moral compass in making moral decisions; Critical approach to life problems: reflection helps to deeply understand the problem, to search for alternative ways. The following methodological approaches are recommended for the formation of reflexive skills in medical education: Case study (analysis of the clinical situation) Portfolios (personal development diary) Simulation lessons and role-playing games, Student self-assessment tests

4. Pedagogical and psychological foundations

Main theoretical approaches to the development of reflexive skills: System-activity approach (Davydov, Vygotsky): reflection is at the center of learning activity. Dialogic approach (Slavov, Zuckerman): communication between teacher and student stimulates the reflexive process. Humanistic approach (Eliseev, Novikova): focuses on the individual capabilities of the student. Competency-based approach (Alekseeva, Zimnyaya): reflexive skill is an important indicator of professional competence.

5. Important aspects in the formation of reflexive skills

Reflection does not form spontaneously. This develops through pedagogical stimulation, personal motivation, and psychological comfort in the environment. To establish this process in medical education, the following conditions are necessary:

Reflective learning environment;

Teacher's methodological training;

Teaching the student to take a responsible approach to their studies;

Transformation of external motivation into internal.

Conclusion

Reflexive skills are an integral part of the medical profession, ensuring the student's desire for self-awareness, self-assessment, and professional development. The formation of these skills in the process of medical education occupies a special place not only as professional training, but also as the basis of humanity, ethics, and critical thinking. Therefore, placing reflection at the center of the learning process is a relevant area of medical pedagogy.

References

1. Dewey J. How We Think. Boston: D.C. Heath & Co., 1933.

Schön D. A. The Reflective Practitioner: How Professionals Think in Action. - New York: Basic Books, 1983.

Kolb D. A. Experiential Learning. Prentice Hall, 1984.

4. Yusupova N.Sh. Modern pedagogical technologies in medical education. - Тошкент: ЎзМУ, 2020.

5. M.Kh. Mamardashvili. Philosophy of Self-Awareness. - M., 1992.

Krayevskiy V.V. Pedagogy: Textbook. - M., 2001.

Eliseev V.K., Slastenin V.A. Reflection and its Implementation in Education. - Тошкент, 2015.

F. Corthagen. Linking Practice and Theory: The Pedagogy of Realistic Teacher Education. - Тошкент, 2020.

Musaev M.A. Methodological foundations for the development of reflexive thinking in future doctors. - Тошкент, 2021.

I.N. Semenov, S.Yu. Stepanov. Psychology of Reflection. - M., 2005.