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## SOCIAL PEDAGOGICAL DESCRIPTION OF MEDICAL-ENVIRONMENTAL COMPETENCE DEVELOPMENT IN MEDICAL UNIVERSITY STUDENTS

**Annotatsiya:**Maqolada tibbiyot oliygozlari talabalarida tibbiy-ekologik kompetentlikni shakllantirishning ijtimoiy-pedagogik jihatlariga bag'ishlangan. Tadqiqotda muhitni muhofaza qilish va aholi salomatligi bilan bog'liq muammolarni hal etishga tayyorlashdagi mavjud holat tahlil qilinadi. Ijtimoiy omillarning talabalarda ekologik fikrlash va mas'uliyatni shakllantirishga ta'siri o'rganilib, tibbiy-ekologik kompetentlikni rivojlantirishga yo'naltirilgan o'quv dasturlari va metodikalarini takomillashtirish bo'yicha tavsiyalar beriladi.

**Аннотация:**Статья посвящена социально-педагогическим аспектам формирования медико-экологической компетентности студентов медицинских вузов. В исследовании анализируется современное состояние подготовки к решению проблем, связанных с охраной окружающей среды и здоровьем населения. Изучено влияние социальных факторов на формирование экологического мышления и ответственности у студентов, даны рекомендации по совершенствованию образовательных программ и методов, направленных на развитие медико-экологической компетентности.

**Abstract:**The article is devoted to the socio-pedagogical aspects of the formation of medical-ecological competence among students of medical universities. The study analyzes the current state of preparation for solving problems related to environmental protection and public health. The impact of social factors on the formation of environmental thinking and responsibility among students is studied, and recommendations are made for improving educational programs and methods aimed at developing medical-ecological competence.

**Kalit so'zlar:** tibbiyot, kompetentlik, tibbiy-ekologik kompetentlik, texnologiya, takomillashtirish, pedagogik, texnologik, model, monitoring, didaktik, loyihalash, ekspert baholash, pedagogik eksperiment, integrativ.

**Ключевые слова:** медицина, компетентность, медико-экологическая компетентность, технология, совершенствование, педагогический, технологический, модель, мониторинг, дидактический, проектирование, экспертная оценка, педагогический эксперимент, интегративный.

**Key words:** medicine, competence, medical-ecological competence, technology, improvement, pedagogical, technological, model, monitoring, didactic, design, expert assessment, pedagogical experiment, integrative.

**The relevance of the study:** the process of Education and upbringing consists in preparing the growing young generation for life on the basis of a objectionable social order, which embodies the requirements of society. In the process of education and upbringing, the personality of an educator, his professional skills are important in the formation of the potential and worldview, in which young people acquire the knowledge, manners, customs, culture and labor skills accumulated by ancestors, take their rightful place in society on the basis of life experience. The determination of ways to develop professional competence of the teacher puts the issue of determining factors in the first place.

**The purpose of the study:** the acquisition by a medical-environmental – specialist of the knowledge, skills and qualifications necessary for the implementation of activities and their high degree of application in practice. Medical-environmental competence implies not the acquisition of special knowledge, qualifications by a specialist, but the assimilation of integrative knowledge and actions in each independent direction. Competence also assumes the constant enrichment of specialist knowledge, the study of new information, the ability to understand important social requirements, the search for new information, their processing and application in their activities.

**Results and discussion:** the group of factors for changing the main activity includes the following - a change in the leading activity, a change in the method of carrying out the activity, in particular, its improvement. These factors have the greatest influence on the development of the activity component of professional competence. One of the most studied factors in Russian psychology is the change in leading activity during the transition from one stage of development to another. Changes in leading activities in the process of professional development occur at the stages of selection, professional training and professional adaptation. At the same time, it should be noted that with the professional development of the teacher, this factor loses its decisive significance. Obviously, mental development in adulthood occurs within the same activity. Therefore, the next factor is a change in the methods of carrying out activities within the same professional activity.

The factors of the second group are represented by a change in the state of social development: changes in the socio-economic situation, conditions of the educational environment, situations in the implementation of professional plans, random events, etc. This group includes, first of all, factors that have the greatest influence on the development of the social and communicative component of the professional competence of the teacher. A change in the social status of development contributes to the development of professional competence, since it "forces" a person to change his usual behavior and encourages the search for new opportunities for implementation in the profession.

The next factor in this group is the change in socio - economic living conditions. These include changes in the work of an educational institution, job cuts, wage changes, etc. Current socio-economic conditions can be considered extraordinary and "experimental". B.A.Sosnovsky believes that social instability affects "a person's time orientation, the development of self-awareness, the level of professional skill, intellectual capabilities", increases the number of critical situations in a person's life.

The conditions of the educational environment, in particular its innovative nature, are an important factor in this group. This is a set of various conditions necessary for the development of innovative educational activities in the school, a system of organizational forms and tools that affect innovative educational activities. Currently, changes in the educational system are making new requirements for the level of professional skills of teachers. In the current conditions, teachers who develop professional competence in accordance with innovative changes will be competitive.

The factor for the development of medical and environmental competence can also be the expansion of the socio-professional environment as a result of absorption into professional activities. Business professionals employed as a means of recognition and success, sometimes seriously break professional ethics, conflict and show cruelty in relationships, but at the same time they have a very high level of professional competence. Finally, the factor for the development of professional competence is random phenomena and situations in the implementation of professional plans (for example, forced changes in the place of residence, job reduction, etc.).

The factors of the third group are the characteristics of personality subjectivity, which are determined by the internal conditions of Personality Development and the activities necessary for self-development. We have identified such characteristics: increased social and professional activity, dissatisfaction with personal needs, readiness for professional self-determination, a desire for self-development and self-realization, a subjective feeling of stagnation in development, etc. The factors included in this group have the greatest influence on the development of the personal component of the teacher's professional competence. In the development of personality, the individual's own activity is of great importance. The subjective activity of an individual is determined by a system of constantly dominant needs, motives, interests, directions, etc.

One of the important factors determining the development of medical and environmental competence is socio-professional activity. While carrying out medical and environmental activities, the teacher develops, develops his activity as he develops. However, if the activity begins to be strictly regulated, in this case a person with a high level of activity will experience severe discomfort and dissatisfaction with his position in the workplace. Self-satisfaction and a subjective feeling of constant development begin to develop medical-environmental competence. It so happens that the further development of professional activity and the formation of its individual style is impossible without a radical change in normative approved activities. The teacher must perform a professional action and operate above the standard. Excessive professional activity can manifest itself in the transition to a new level of education and qualifications or a qualitatively new, innovative level of activity.

Increased social and professional activity can also be a factor in medico-environmental competence. However, this factor appears in the later stages of medical and environmental development. The development of pedagogical stagnation depends on the concentration of the teacher. The minimum level of stagnation is observed among teachers of humanistic and cognitive (methodological) concentration. Stagnation also helps with the teacher's experience: the transfer of knowledge, abilities, skills that have become the property of society, the teaching of certain educational materials on a relatively stable program every year and the use of the same teaching technologies. As a result, the development of medical and environmental competence also stops. In this case, we can say that the development of professional competence is an important factor in preventing stagnation of professional development of the teacher.

**Conclusion:** the issue of competence continues a number of controversies over the issue of its place in society. The acquisition of high professional skills by a teacher is carried out directly through the system of continuing education. Skill development, which is the main place in the system of Continuing Education, allows you to analyze the activities of the student and give him perspective directions. The current period requires the teacher to be able to correctly understand the requirements of advanced pedagogical technology of teaching, to take initiative, to be aware of the innovations in his subject and to introduce them to his lessons.

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