



EXPLORING THE IMPACT OF SELF-EDUCATION ON THE PROFESSIONAL GROWTH OF MEDICAL STUDENTS

Lutfullayeva Khulkarkhon Asatullaevna

Jeyn84@mail.ru 998304443

Tashkent University of Information Technologies named after Muhammad al –
Khwarizmi/Foreign languages department, senior teacher

Abstract

The article focuses on the issue of self-education among medical students in English classes with a professional focus. Its objective is to explore a pedagogical approach for enhancing the self-educational skills of medical university students through the development of English-language professional competence. The article draws on methodologies outlined in educational concepts such as those by UNESCO, the Bologna process, WFME, program documents on education in Uzbekistan, state standards on medical education, as well as research-theoretical, research, and practice-based methods. The pedagogical system presented in the article addresses students' self-educational activities in the context of studying English with a professional orientation. It establishes a diagnostic system for assessing the level of self-educational skills among future specialists, which has been applied in practice. The article proposes an improved methodology for teaching English that combines various pedagogical technologies aimed at fostering universal educational actions, motivating learning, developing students' self-educational skills, and enhancing their proficiency in foreign professional terminology, as well as communicative and research skills in English. The experimental group of students demonstrated better outcomes compared to the control group in terms of self-educational activities and proficiency in English-language professional terminology, as well as communicative and research skills in English.

Keywords: Self-education, medical students, foreign professional competence, diagnostics, criteria, technologies, pedagogical system

Introduction.

The study is grounded in the global educational landscape, specifically the lifelong learning paradigm, the principles outlined by the UNESCO International Commission, the concepts of the Bologna process, and the "Strategic Framework for European Cooperation in Education and Training" (ET 2020), which emphasize the significance of self-education in the training of professionals across various fields and levels. Furthermore, the World Federation of Medical Education (WFME) has established International Medical Education Standards since 1998 to

enhance the education and continuous professional development of medical practitioners. Proficiency in English plays a crucial role in the quality and level of training for medical students, as it is the primary language of international communication. Knowledge of foreign sources, participation in international conferences and projects, and effective collaboration with foreign colleagues necessitate a strong command of English. Moreover, in emergency situations of international and global magnitude, such as the current COVID-19 pandemic, English language proficiency becomes even more vital. Rapid and competent solutions, collaboration with the World Health Organization (WHO), infection prevention and control coordinators, international experts, governments, and partners are essential to obtain scientific evidence, monitor the virus's spread, and provide recommendations to the public for disease prevention and protection.

Literature review

In the works of American academic scholars S. Merian, R. Cafell [17], C. Hayes [11], M. Knowles [14], self-education is characterized as an endeavor rooted in self-control, responsibility, initiative, and the cultivation of focus, motivation, and activity. L. Bachman [4], M. Warsawsky, K. Meskill [16], and S. Savignon [19] provide descriptions and frameworks for communicative competence. Psychological foundations of self-education can be found in the Concept of developing training by psychologists and teachers such as A. V.V. Davydov, L.V. Zankov, I.Ya. Lerner, and M.N. Skatkin. The notions of self-improvement and self-realization are explored in the works of N. Berezovin, A.V. Brushlinsky, Bubnova, and S.S. Value orientations of personality are investigated by L. Vygotsky. A. Maslow, N.N. Badmaeva, and T.I. Ilyina discuss personal motivation for activity, self-improvement, and self-education. E.G. Gaziev examines methods of self-management in students' educational activities.

Dissertations and articles by Uzbekistan scientists such as A.B. Mamanazarova, M.A. Batyrova, M.N. Tsoi, G.A. Tobacco, F.B. Kilicheva, S.S. Magdieva, S. Pirmatova, V.V. Abduazizova, and I.M. Kazakova delve into the issues of self-education in secondary and higher schools. Linguists V.I. Andriyanova, M.A. Batyrova, and I.S. Lvova analyze various forms and types of pedagogical management for students' self-development, self-expression, and self-realization. R.Kh. Dzhurayev, S.E. Khegay, M.D. Rasulova, and I.N. Styrkas explore the application of innovative technologies and sociocultural contexts in teaching foreign languages. G.S. Kinzhaeva, D. Tursunova, E. Baldagulyants, M.M. Yuldasheva, and F.T. Hakimova present the experience of employing a professionally oriented approach to the study of foreign languages at the university level. Methodological approaches to the study of English, aligned with national and European standards, are discussed in articles by A.F. Akhmedova and L.T. Akhmedova.

Materials and Methods

Research Plan:

1. Analyze the theoretical foundations of self-education in various fields of study and characterize them from a contemporary perspective.



2. Identify the specific features and directions for developing self-educational skills among medical students, which contribute to their professional and personal growth.
3. Determine the professional and personal qualities of medical students that will be analyzed, developed, and measured during the research process.
4. Develop and implement a diagnostic system to evaluate the required qualities among future medical professionals.
5. Conduct a comprehensive analysis of different technological approaches to address the research problem.
6. Justify, select, and experimentally identify the most effective approaches within the context of professional training for medical university students in the country.
7. Identify the pedagogical conditions necessary for successful development of students' self-education skills.
8. Present the most significant findings of the study and propose practical solutions in the form of a model.

Study Type:

This research is a doctoral dissertation in the field of pedagogical sciences, specifically within the specialty of 13.00.01 - Theory of Pedagogy and History of Pedagogical Teachings.

Study Duration and Institutions:

The study was conducted between 2017 and 2020. The research was carried out at TashPMI (Tashkent Pediatric Medical Institute), the Nukus branch of Tashkent Pediatric Medical Institute, and Tashkent State Dental Institute.

Results

The results of the formative experiment demonstrated that the forms, methods, and technologies employed to facilitate students' self-education in English language led to the expansion and improvement of their skills in this area. The qualitative and quantitative data presented regarding the changes in the structure of students' self-educational activities in English language substantiate the positive influence of the author's chosen technologies and the developed pedagogical system as a whole on students' proficiency in medical specialization, including English-language professional and partially vocational-scientific terminology, as well as oral and written communication. Students reported a growth in personal and cognitive interest in learning, increased motivation for self-education, and enhanced professional development. These outcomes were accompanied by the acquisition of self-organization skills, self-education, and a significantly enriched knowledge base in the English language. Furthermore, the intervention contributed to the development of competent, self-assured, and purpose-driven individuals capable of representing their knowledge, profession, and country at the international level. The final assessment of changes in the level of self-educational activity in the control and experimental groups was conducted based on an analysis of the classes taught by participating teachers, their reports, and a qualitative and quantitative evaluation of the outcomes of the system for developing students' self-educational skills in English. Tables 1 and 2 provide data indicating noticeable positive changes in the experimental

group, with an increase in high-level indicators and a decrease in low-level self-educational skills. In contrast, the control group, where traditional teaching methods were employed, showed minimal changes or remained relatively unchanged in terms of high and low levels (the first figure represents the number of students before the experiment, and the second figure represents the number after the experiment when criteria were divided into high-H, medium-M, and low-L levels).

Conclusion

Based on the findings of the study, it can be concluded that the pedagogical system employed successfully enhances and refines the self-educational skills of medical students in the subject of "English." This system comprehensively promotes students' cognitive independence. The effectiveness of the system is achieved through a combination of diagnostic and supplementary components, adherence to phasing and algorithmization principles, fostering cooperation between teachers and students, employing appropriate technologies, and integrating theoretical, practical, professional, and research-based methods of learning.

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