

# Paradigm Of Continuity Of The Educational Process And Education In A Higher Education Institution

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## Annotation.

The authors presented the results of a study of the continuity of the educational process and education in a higher educational institution. Educational processes are an integral part of learning. This is the right trend, since it is important not only for students to acquire professional competencies and knowledge, but also the ability to be specialists with deep cultural properties, including ethical and deontological aspects of the medical profession. The psychological readiness of a good specialist for his professional activity is expressed in his ability to conduct a correct conversation and communicate with patients and their relatives. Thus, educational work in universities, aimed at developing a well-founded high self-esteem of future young specialists, will contribute to the development of broad universal, general professional and professional competencies. The educational work constantly carried out by higher school teachers is aimed at preparing precisely such highly erudite doctors.

**Key words:** education, medicine, pedagogy, higher, school.

## Introduction.

The paradigm of the inseparability of the educational process and the education of students requires constant attention from teachers of higher educational institutions. The educational component in the medical pedagogy of higher education is considered to be the most important component of the modern educational process. It naturally complements the pedagogical component of teaching medical students [1, 2, 3]. The problems of the educational process in higher educational institutions are closely related to the difficulties of a general nature that arise for students after entering a higher educational institution, where significant changes occur in their society when transferring from a secondary school to a higher educational institution.

The cardinal differences in the organization of the learning process in secondary and higher schools are clear. The main difference, which is the basic basis of the emerging problems of the educational pedagogical vector in the university, is the educational process itself. In higher education, the main requirement is that the student acquires knowledge and skills independently, the teacher acts only as an assistant - interpreter in the acquisition of higher medical education by students [4, 5].

It should be admitted that the transition of yesterday's high school student to a higher school student, from one system to another, is a complex psycho-emotional process. This process is aggravated by other important factors, such as the stress of changing the usual school environment with a long-term 11-year-old environment,

both classmates and teachers. This established life of teenagers changes dramatically when they enter a university.

Young people are thrown into a completely new social eco-environment, while a huge mass of previously unfamiliar events falls on them. For example, a new environment in the form of an academic group instead of the usual class, as well as a lot of unfamiliar disciplines that need to be covered according to a new system: during lectures and practical classes. These classes are conducted not by "our own" teachers who have become native, but by "foreign" unfamiliar teachers. By the way, the usual schedule of classes for the institute, for a novice student to deal with it is often a difficult task.

### **Purpose.**

The purpose of this work is to demonstrate the idea and personal experience in solving the issues of organizing the educational component of pedagogical work and the tracks of their implementation in medical pedagogy of the university. The problem is that it is necessary to conduct educational work with young people, with an incompletely formed psyche, in the most difficult period of their transition from secondary to higher school. Is this a problem? Without a doubt, yes! What can I do? It should be noted that the transition to senior courses does not resolve many issues, they continue to require their solution. Students continue to be under the pressure of a huge amount of scientific information, for which a relatively small amount of time is allotted, given that this applies not to one subject, but to several.

**Materials and methods.** The material for this work is the practically accumulated experience of conducting lectures and practical classes with students of the 2nd and 3rd courses of the Tashkent State Dental Institute. The methods included the study of the results of various groups of students within the academic group for the active use of modern innovative opportunities in the educational process.

### **Results and discussion.**

Students of higher educational institutions, as a rule, come to study at a university quite consciously. Ex-schoolchildren are aware that they will face difficulties on the way to the desired diploma of higher medical education. Obviously, each of them needs the support and participation of teachers. Consequently, one of the first options for solving the problem of the educational process is the approach of positive motivation of young people to learn [6, 7]. In the course of mastering the educational material of numerous disciplines - new and in a large volume, each, even not very great, success should be positively noted by the teacher. This is an important point that stimulates students to new achievements [8, 9, 10].

Several tactical approaches to the organization of the process of strategic mastering of disciplines are proposed. After the first lessons, each teacher understands the contingent with which they will have to work. This psychodiagnostic assessment of students is carried out from the very beginning of the communication between the teacher and the student.

In general, students can be divided into 3 groups. The first group includes those young people who are significantly motivated to acquire knowledge. They work a lot, and quite effectively, independently in preparation for practical classes and seminars on each topic, write down notes with the key points of voluminous material, use lecture material, textbooks and additional literature for preparation. These are the leaders of learning! Not only are there no problems with this category, but the teaching process itself is interesting with such students, since the payoff is felt in the form of mastering the educational material.

The second group includes good students, the so-called "average students", who are not as effective as their classmates from the first group, but also show diligence and show the assimilation of educational material at a good level. Students in this group, with the right educational approach, will have good academic performance.

The third group includes the most difficult stratum of the student mass, which, unfortunately, is poorly motivated, no matter how paradoxical it may sound. For such students, the learning process itself seems unbearable and too complicated, which is why they lose heart and the mood to study. Such students "serve" the academic time of classes.

This part of students, being the most problematic for the implementation of any educational activities, requires continuous attention and great pedagogical experience, let's not be afraid of this word - talent. What is important is the change of an inert, inactive, indifferent student into a person who becomes interested in discipline and tries to show some knowledge.

To do this, you can use the method of limiting the studied volume at the initial stage, followed by a sequential increase. It is proposed to prepare an independent work in the form of an abstract report on specific issues of the educational topic. Then provide an opportunity to make a presentation of the material in the form of a report to the audience. The educational success of this approach lies in the fact that the indifferent student discovers for himself that he can report the material, even if only to the audience of his group. This work is undoubtedly deservedly evaluated positively [11, 12, 13].

The objectives of this approach are as follows: The first is the emergence of self-confidence among students who were assigned to the third group. In our opinion, making a person believe in himself is the most important element of the educational process. On the other hand, the use of the practice of speaking with self-prepared presentations on certain issues of the subject of classes, and not only students of the "lower intermediate level", but also students from the first and second groups, contributes to overcoming the fear of public speaking and the formation of the ability to make such presentations.

At the same time, it is obvious that the reports-presentations, of course, when compared, will differ in quality and depth among students of different groups, which was mentioned above. This can also be regarded as an educational moment of professional competition for the development of students' desire for the best option when working with educational material.

In our opinion, the material presented in this article is fully discussable. Criticism will be favorably received by the authors. At the same time, we understand a different situation, when the teacher simply states the presence or absence of the amount of knowledge on a given topic of the lesson, expressed in the assignment of a particular grade. Again, we are not talking about academically successful students, we are talking about students who, in such a situation, will receive unsatisfactory grades from lesson to class, will cease to be interested in learning and knowledge, and as a result, will lose faith in themselves and their strength. This is not the right way to go, as can be said with a high degree of certainty.

We would venture to say that the best practices of educational work at the university are those that motivate students to get good and excellent results in the process of studying numerous disciplines. The achieved successes will make it possible to affirm in the souls and hearts of students faith in their own strength and limitless capabilities.

As a demonstration, we would like to offer a method of conducting a practical lesson, which we use in the practice of teaching the discipline of pathological anatomy on the topic: Atherosclerosis, diseases of the cardiovascular system at the Department of Physiology and Pathology of the Tashkent State Dental Institute. On this topic of the curriculum, the results of research conducted by us according to the plans of scientific research have been introduced for practical use [14, 15, 16].

I would also like to note that the issues of teaching pathological anatomy, as a discipline that is one of the fundamental sciences, attract undying attention from interested scientists and practitioners. Confirmation of the global interest is the fact that the UN General Assembly proclaimed 2022 the International Year of Basic Sciences for Sustainable Development on December 2, 2021.

Students are offered a number of questions related to modern views on the pathomorphogenesis of this pathology within the framework of independent work. They prepare reports on various aspects of the pathogenesis and morphogenesis of atherosclerosis, which underlies cardiovascular diseases. Interest in the pathogenetic features of atherosclerosis remains relevant at the present time [17, 18, 19]. The issues of secondary prevention and treatment, the use of a wide range of therapeutic agents, including those of plant origin, for these purposes are involved. The latter, in comparison with synthetic drugs, have a number of significant advantages, which makes their use very promising [20, 21, 22, 23].

The results of students' independent work are presented in the form of speeches at practical classes, look like conferences with speakers. In terms of form, they are held in a similar way to standard scientific and practical conferences. In our opinion, such a part of the lesson, when the speaker greets the audience, makes a report, answers the questions received, and thanks for the attention of those present, in our opinion, has a great effect. Students gain experience in universal, general professional competencies that will be necessary for them in their future professional activities [24, 25, 26].

### **Findings.**

In view of the above, it can be concluded that the educational process in a higher educational institution is inextricably linked with the pedagogical one. It is quite difficult to imagine teaching without elements of an educational nature in the work of a teacher. At the same time, the proposed method of teaching, in our opinion, has its positive aspects, and this principle, in general, can be proposed for use in the educational process when teaching students not only pathological anatomy, but also other disciplines of universities.

Thus, educational work in universities, aimed at the formation of a well-grounded high self-esteem of future young specialists, will contribute to the development of broad universal, general professional and professional competencies in them. The training of such highly erudite doctors is the focus of the educational work constantly carried out by teachers of higher education.

Summing up, it should also be noted that the issues of psychodiagnostics, comprehensive support of students, a systematic approach to solving the problems of organizing educational work, its effective integration into the educational and pedagogical process will attract attention for a long time.

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