



IMPROVING THE METHODOLOGY OF DEVELOPING HEALTH CARE COMPETENCE IN THE PROFESSIONAL TRAINING OF FUTURE TEACHERS

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Annotation:

Innovations in the system of modern education, including higher professional education, force the teacher to look for, select, implement active, modern, effective methods to improve the educational process. The transition of higher educational institutions to a system of tiered education requires the shortest possible time to convey to students the full scope of the state educational standard, but the quality of assimilation and development of professionally significant competencies in this should remain at a high level.

Key words: methodological techniques, methodology, global problems, specific conditions, educational institution, modern thinking.

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The preparation of a future teacher is a prerequisite for the development of professionally necessary competencies in the field of the basics of medical knowledge. Thus, the problem of human health has become today one of the main ones for both the humanities and the natural sciences, therefore, a person should be the crystallization center of the picture of the world. Proceeding from this, all sciences should put a person at the center of all relations. Future specialist in the field and education must possess theoretical knowledge, methodological techniques and practical skills of maintaining and strengthening their health and the health of others, providing first emergency medical care.

A systematic analysis of dissertation research and theoretical

literature on the professional training of a teacher in the development of general professional disciplines "Life Safety" and "Fundamentals of Medical Knowledge" made it possible to establish that the problem of mastering skills first aid and the methodology of their teaching is especially acute for the category of teachers, and there are contradictions between the demand for teachers with a high level of health culture and medical literacy and the actual level of development of these skills in a graduate of a teacher training university; between the need for professional training of future teachers who are able to maintain the health of schoolchildren, which they are entrusted with, and the lack of methodological support for the formation of these skills.



Based on the foregoing, a problem arises that the university still lacks a reasonable methodological system for the formation of the foundations of medical knowledge of the future teacher in the most modern and practice-oriented version, especially when switching to a tiered education system. The works of researchers show how great the role of education is in solving the global problems of our time, the most acute among which is the problem of preserving human health. In connection with this, we consider the disciplines "Fundamentals of Medical Knowledge" and "Life Safety" as a scientific direction in education that studies ways to ensure health, ways to correct it in specific conditions of life, emergency measures, and the development of a culture of health.

Knowledge in these disciplines in the process of learning in a higher pedagogical educational institution should become part of the student's knowledge and be implemented in specific situations. medical crops and a teacher are a part of the general culture, characterized by a certain level of special medical knowledge, skills and abilities in providing first aid, acquired as a result of education, aimed at preserving and strengthening the health of schoolchildren. In our work, we propose a model for the formation of first aid skills among students of pedagogical universities, which is a system of interaction of goals, forms, methods of medical education in pedagogical university.

The final result of training is the formation of professional competence in the future teacher, which allows the teacher to immerse himself in the inner world of the student, study and diagnose the level of development of pupils, form the experience of safe behavior and provide first aid in case of emergency. The federal law "On Education", putting forward new concepts for the

modernization of Russian education, set the following tasks for teachers.

Ensuring active adaptation of the individual to life in modern society. Formation of responsibility for one's own well-being. Formation of a valuable, responsible attitude to one's own health, formation of a culture of health and training in healthy lifestyle skills. The study of the course of medical and valedological disciplines is aimed not only at transforming the content in modern education, but also at changing the consciousness of students in their readiness and ability to carry personal responsibility both for their own well-being and for the well-being of society, and for future teachers - for their children.

Health beliefs are an information model based on a person's beliefs about the facts and events that shape individual health. The tasks of medical and valedological education should be: - introduction to the problems of cognition of the fundamental structural foundations of value ology - the doctrine of health and a healthy lifestyle; - selection of individual about health in an independent medical and social category; - the development of modern thinking among university students to consider health through a positive state, and not just the absence of disease; - familiarization of students with the patterns of health preservation, morpho functional reserve capabilities of the body, mechanisms of self-renewal and health maintenance; - students' awareness of themselves as a person who owns a culture of individual health; - awakening of cognitive interest students not only to their own health and its control, but also as future professional teachers, called and able to solve the problems of preserving and strengthening the health of all subjects of the educational process;

- development of basic information and valedological skills related to obtaining, processing and assimilation



of information obtained from various sources (monographs, textbooks, popular science literature, fiction and journalistic works, mass media); – implementation of the received practical and theoretical knowledge in social behavior. Based on the tasks of value logical education, we can identify the tasks, criteria for the skills and abilities of medical education for bachelor students of pedagogical universities: – formation of a system of medical knowledge necessary for the development and preservation of health; - mastering and consolidating skills in assessing the health of the human body and skills in providing first aid in pathological and emergency conditions; - educating students of a conscious attitude to the preservation and promotion of health and confidence in their ability to provide first aid. Students need to know that the fate of the victims and suddenly ill largely depends on the organization, efficiency and ability to properly provide first aid.

The knowledge and skills gained during the study of the basics of medical knowledge will subsequently be used in the development of courses in pedagogy, psychology, life safety, and ecology. As a result of mastering the disciplines "Fundamentals of Medical Knowledge" and "Life Safety", the student must master the following competencies: Willingness to use basic methods of protection against possible consequences of accidents, catastrophes, natural disasters; the ability to understand the essence and significance of information in the development of the modern information society, to be aware of the dangers and threats that arise in this process, to comply with the basic requirements of information security, including the protection of state secrets; to have an idea about the ethical and moral standards of behavior adopted in a foreign cultural society, about models of

social situations, are typical interaction scenarios.

To improve the level of students' preparation, it is necessary to get away from formalism in the educational process, to pull the student out from behind the desk and put him in a situation close to the real one. Training in the classroom in the disciplines "Fundamentals of Medical Knowledge" and "Life Safety" should be built in the form of problem-based classes with imitation of various types of accidents.

The main goal of such classes is to work out the tactics and skills of correct behavior, ways to quickly collect information about the victim, warning schemes for rescue services and administration, and most importantly, to teach how to mobilize all available forces and reserves, quickly make rational decisions in difficult conditions of an emergency (darkness, rain, cold, lack of necessary means of rescue). It is necessary to include in traditional competitions or competitions mandatory questions (stages) to demonstrate first aid skills, providing for the solution of the following tasks: ● bring students as close as possible to real emergency conditions; ● conduct a powerful psychological and emotional training that will make you remember your mistakes and miscalculations for life; ● identify the level of students' training and its compliance with the accepted standard; ● evaluate the dynamics of students' training in comparison with previous competitions; ● demonstrate new methodologies and good practices; ● identify and reward the best. In essence, such competitions and competitions at the university among faculties should contribute to improving first aid skills, creating a real and visual standard of behavior in emergencies. We offer classroom training with bachelor students in pedagogical universities according to the following methodology. A classroom lesson, designed for 2 hours,

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cannot be built in the form of a lecture or a seminar only. From our point of view, it would be more rational to conduct a combined classroom lesson, designed for 90 minutes and including the alternation of activities and students and teacher: listening to a lecture with multimedia slides (35 minutes), consolidating skills in practice (25 minutes), solving situational problems (15 minutes), test control of acquired competencies (10 minutes), results and assignment for the next lesson (5 minutes). The technique is distinguished by its combined structure, all stages are performed within 90 minutes. This allows you to save time due to the reduction of classroom work and not to reduce important sections of the discipline from the standard.

It is very important that when performing practical tasks and situational tasks, students consolidate the necessary skills and abilities under the supervision of a teacher. Also, a diagnosis of the level of mastery of the necessary competencies by students is carried out, then the most unlearned moments are revealed and more time is given to them in extracurricular work of students. With the final control (test, test, exam), the quality of students' learning increases, in contrast to the usual lecture and seminar systems. Let us give an example of a lesson on the topic "Closed traumatic injuries. Fractures." It begins with a lecture that discusses the concepts of closed injuries, their classification, specific and non-specific signs of fracture recognition. Then the questions of the general principles of imposing transport tires are studied, regular and improvised means of immobilization are characterized. The lecture is accompanied by slides, and at the end of the lecture, various ways of overlaying are demonstrated on multimedia transport tires. At the next stage, students perform practical work - the imposition of transport tires for a fracture of the shoulder, forearm, thigh,

lower leg, spine. As a result, there is a development and consolidation of first aid skills for fractures under the supervision of a teacher. At the final stage of the lesson, students are offered the solution of situational problems: 1. The victim is unconscious, there is no spontaneous breathing, the pulse on the carotid artery is not determined, fracture of the left hip, extensive wound of the left shoulder. First aid sequence: Applying a tourniquet to the left thigh. Bandage and tourniquet on the left shoulder. Carrying out cardio-pulmonary resuscitation. The imposition of a transport tire on the left thigh. The imposition of a transport tire on the left shoulder. The sequence of actions when applying transport and improvised tires: The tire is applied to the fracture area, capturing at least two adjacent joints. Before splinting, the limbs are placed in a comfortable physiological position.

As a result, by the final standings, students develop deeply conscious skills and abilities to provide first aid. The creation of such a teaching method made it possible, while reducing classroom work for bachelors, not to release significant sections and topics of the discipline from the program and to improve the quality of mastering the knowledge, skills and abilities of providing first aid to students of pedagogical universities in connection with the transition to a multi-level system of training specialists. Thus, within the framework the subject "Fundamentals of Medical Knowledge" and "Life Safety" it is necessary to instill in students the skills of providing first aid. It is not enough to give only theoretical knowledge.

In order for the future teacher not to be confused in a difficult situation and be able to provide first aid, it is necessary to work out the necessary actions in the classroom to automatism. The teacher should know what first aid he can provide to the victim. Primary skills training and medical care should be built taking into account the requirements of not only



modern educational standards, but also society. They should be interesting, informative, memorable. For this, it is necessary to use modern pedagogical technologies, such as modular training, project method, group and individual work. Regarding the issues of a general idea of the standards of bachelors of basic medical education in pedagogical universities, it should be noted that the main the mission of basic medical education around the world is to support the pre-hospital care process. It is this most important condition that must be observed during the transition of universities to a tiered system of training specialists.

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