

DEVELOPING ESSENTIAL COMPETENCIES IN MEDICAL STUDENTS THROUGH THE STUDY OF HYGIENE.

Turdiyev Shavkat Ma'mirovich
Fergana Medical Institute of Public Health



Abstract: This article examines the essential competencies that medical students develop during the study of hygiene. It highlights the pedagogical strategies and teaching methods for hygiene education and their role in preparing students for professional practice. The article emphasizes the integration of theoretical and practical training to enhance clinical competence. Additionally, it underscores the significance of hygiene knowledge in modern medical education and its impact on fostering professional skills crucial for effective clinical performance..

Keywords: Hygiene education, medical students, clinical competence, pedagogical strategies, theoretical training, practical training, professional skills development, medical education, student competencies, healthcare training. .

The methodology of hygiene education encompasses theoretical and practical methods, pedagogical strategies, and principles aimed at organizing the educational process effectively and enhancing students' preventive knowledge. The primary goal of this methodology is to develop students' hygienic and preventive knowledge, prepare them to apply these in practice, and explain the core principles of public health.

Pedagogical strategies used in teaching hygiene:

Problem-based learning - focuses students on problems and encourages them to find independent insights and solutions. In teaching hygiene, this strategy helps students analyze various preventive situations and public health problems.

Project-based learning - provides students with the opportunity to carry out complex work on a specific issue. It leads students to independent and creative

thinking through projects on hygienic issues, such as disease prevention and compliance with sanitary requirements.

Case-study method - the development of students' problem-solving skills by analyzing real-life situations and problems. The use of real-life situations in the study of hygiene helps students apply their knowledge and skills to life [1].

Interactive learning - the use of interactive methods based on interaction and sharing in teaching students. This strategy reinforces knowledge about hygiene and prevention through discussion, exchange of ideas, and joint decision-making among students.

Pedagogical charters are general principles and directions that determine the organization of the educational process and the directions to be used in education. Charters are aimed at effectively organizing the pedagogical process and providing students with a high level of knowledge [2].

Pedagogical principles in teaching hygiene:

Socio-practical charter - the inclusion of socially significant problems in the content of education in the teaching of hygiene science. For example, teaching knowledge aimed at the prevention of infectious diseases and maintaining public health.

Fundamentals - When teaching hygiene, it is important to convey its basic principles and fundamental concepts to students. This strategy ensures continuity of education and provides students with knowledge about the main areas of public health.

The Charter of Critical and Analytical Thinking - to teach students critical and analytical thinking, that is, to analyze each hygienic and preventive issue in a coherent manner and choose solutions. This charter is aimed at increasing the professional potential of specialists.

The principle of integration of education and practice is to integrate theoretical knowledge and practice in teaching hygiene. Students should learn to

apply theoretical knowledge in practice as well as acquire it. Therefore, practical classes, trainings, and simulations are very important [3].

Pedagogical principles and strategies in teaching hygiene help to increase the effectiveness of education. These principles are aimed at improving not only theoretical knowledge, but also practical skills in the field of health care. The effective implementation of pedagogical strategies and principles in teaching hygiene serves to form preventive competence of students and develop professional activities of specialists [4].

During the study, we analyzed the main types of theoretical methods used in Hygiene Science:

1. Lectures are a traditional and effective way to convey basic theoretical knowledge of hygiene to students. Lectures explain various aspects of hygiene, such as sanitation, epidemiology, prevention of infectious diseases, the impact of the environment on health, and other complex topics.

Function: To explain theory to students in a systematic and precise manner.

Methodology: The use of educational materials, presentations, diagrams, and animations in lectures helps to attract students' attention and better absorb information [5].

2. Seminars and complex presentations. They help students to familiarize themselves with the theoretical concepts of hygiene science and analyze them in a comprehensive way. In seminars, students discuss hidden topics, analyze issues, and study the rules of hygiene science in a comprehensive manner.

Function: Deepen the theoretical understanding of the topics covered, develop students' thinking and analytical skills.

Methodology: Group discussions, case studies, interactive learning.

3. Tests and questions. Tests and questions are used to test the basic concepts of hygiene science and determine the knowledge of students. Through tests, questions help students to clarify their theoretical knowledge, test their understanding, and actively respond to problems.

Function: Systematic testing of students' knowledge, assessment of their level of knowledge.

Methodology: Final questions, differentiated tests, and essays [6] .

4. Problem-based learning .

Problem-based learning (PBL) is used to prepare students to apply theoretical knowledge in practice. This method forces students to analyze and solve problems. This helps them learn to apply theoretical knowledge to practical problems.

Function: To teach students to solve complex hygiene situations, identify knowledge and apply it in practice.

Methodology: Real-life situations, problem solving, and presentations [7] .

Theoretical methods play an important role in teaching hygiene science to students. These methods help them to effectively and systematically explain the theoretical foundations of hygiene science. By clearly explaining the concepts and rules of hygiene science to students, they can prepare them for professional activities.

In conclusion, theoretical methods of hygiene science play an important role in helping students master the basics of the science. This approach helps students understand hygienic concepts and use them effectively in their future professional activities. At the same time, these methods further consolidate knowledge through a systematic explanation of the science and direct it towards practical application.

REFERENCES:

1. Williams, M. Hygiene in Medical Education: Bridging Theory and Practice. - New York: Springer, 2022. -P.452.
1. Komilov N. Role of historical factors of history of medicines pedagogy / International scientific conference innovative trends in science, practice and education. №3, 2024. -P.95-98
2. Komilov N. Analysis of the main aspects of increasing the exclusive competence of students through teaching the history of medicine / Theoretical aspects in the formation of pedagogical sciences. №2, 2024. -P.18-20

3. Komilov N. Teaching history of medicine to foreign students is vital factor of pedagogy // World of Scientific news in Science. № 3/2. 2024. -P.51-55.
4. Komilov N. Didactic opportunities of teaching history of medicine to foreign students studying in higher medical educational institutions // Академические исследования в современной науке. Том 2, № 19.-С.119-122.
5. Komilov N. Oliy tibbiy ta'limning umumiy tendensiyalari va qonuniyatlarini rivojlantirishda tibbiyot tarixi fanining o'rni // Namangan davlat universiteti ilmiy axborotnomasi, 2023, №9. – B.770–774
6. Komilov N. Modern tendencies of teaching history of medicine in higher medical educational institutions and their analysis // Solution of social problems in management and economy. International scientific-online conference. <https://doi.org/10.5281/zenodo.8154487>. - Spain, 2023. – P. 17–21.
7. Wang, X. Public Health and Hygiene Education in China: A Modern Approach. - Beijing: China Medical Publishing House, 2023. -P.158.