



ABOUT NURTURING ASPECTS INTEGRATING ON THE DEVELOPMENT TRACK OF GENERAL PROFESSIONAL COMPETENCES IN HIGH SCHOOL

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Abstract.

In higher education, nurturing work with students is an exceptionally important component that complements the scientific and pedagogical process. The problems of the nurturing process in higher education institutions are connected inextricably with the general difficulties faced by students due to the great changes in social life in the transition from secondary school to higher education institutions.

Keywords: The fundamental difference, in our view, which is the basis for the problems of the educational process in higher education, is the pedagogical process itself.

INTRODUCTION

The differences in the organization of the educational process in secondary and higher education are postulated. The fundamental difference, in our view, which is the basis for the problems of the educational process in higher education, is the pedagogical process itself. In higher education, the main concept is that the student acquires knowledge himself, and the teacher is only an assisting figure in the students' attainment of higher education.

The transition from one educational system to another is a very difficult psycho-emotional process. The change in the usual school environment with a long-term, usually 11-year, environment of both classmates and teachers can be seen as a major complicating factor. The established routine of the young people changes radically when they enter a higher education institution.

They find themselves in an absolute new ecosystem, one in which a great number of unknown circumstances alternate with each other. It is a new academic group instead of the usual classroom, and a lot of unknown subjects that have to be studied under a new system: during

lectures and practical classes. These classes are given not by teachers who are familiar to them, but by teachers who are "unfamiliar". For example, the normal timetable of a university or institute is not easy even for a first-time student to understand.

Purpose

The purpose of this paper is to advance the idea and show personal experience in solving problems of nurturing work organization and ways of solving them in higher education institution. The question is that nurturing work has to be carried out with young people, who are not fully formed mentally, in a difficult period of transition from secondary to higher education. Is that a problem? Of course it is! What are the ways of solving it? It has been noted that in the transition to senior courses many issues remain in a state of flux. That is, students continue to remain under the pressure of a huge amount of academic information for which relatively little time is dedicated, given that it concerns not just one discipline, but - several. Materials and methods. The material for this paper is the daily experience of communication with high school students during practical and lecture classes. The methods used are the analysis and synthesis of the results of communication during the pedagogical process.

Results and discussion

The results allow to say, that for the most part, university students come to study quite consciously. Former school leavers are aware of the difficulties that wait for them on their way to get the honour of a higher education diploma. It is clear, that each of them needs support and help from their teachers. It follows from the previously mentioned, that one of the first ways of solving the problem of the nurturing process, in our opinion, is the rule of positive motivation of young people to study. In the course of mastering the educational material of numerous disciplines – new and in large volume, each, even not very great success, should be positively noted by the teacher. This is an important moment, that stimulates students to new achievements.

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

Generally, all students can be divided into 3 groups. The first group includes those young people who are noticeably motivated to gain knowledge. They work a lot, and quite effectively, independently in preparation for practical classes and seminars on each topic, write down notes with key points of voluminous material, use lecture materials, textbooks and additional literature for preparation. These are the study leaders! Not only do there are no problems with this category, but the teaching process itself is interesting with such students, since their activity and return in the form of assimilation of educational material is felt. the trainee.

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

The most difficult part of the student mass includes the third group, which is poorly motivated, unfortunately, paradoxical as it sounds. For such students, the learning process itself seems unaffordable and too complicated, which is why they give up, the mind to study disappears. Such students "serve" the academic time of classes.

This part of the students, being the most problematic for the implementation of any nurturing measures, requires continuous attention and extensive pedagogical experience, let's not be afraid of this word - talent. It is important to change an inert, non-initiative, indifferent to everything that is happening, student into a person who begins to be interested in the discipline, trying to show some knowledge. To do this, you can use at the initial stage a method of limiting the volume under study, followed by a sequential increase. It is proposed to prepare an independent work in the form of an abstract message 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 auditorium. The pedagogical nurturing success of this approach lies in the fact that an indifferent student discovers for himself that he can report material, even if only for the audience of his group. This work is undoubtedly deservedly appreciated positively.

The following objectives of this approach are achieved. The first is the appearance of self-confidence of students who were assigned to the third group. In our opinion, giving a person to believe in himself is the most important element of the nurturing process. On the other hand, the use of the practice of speaking with self-prepared presentations on certain issues of the subject of classes, moreover, not only students "below average", but also students from the first and second groups, helps to overcome the fear of public speakups and the formation of the ability to make such speeches.

At the same time, it is obvious, that the presentation reports, of course, when compared, will differ in quality and depth among students of different groups, which were mentioned above. This can also be regarded as nurturing moment of professional competition for the development of students' striving for the best option when working with educational material. In our opinion, the presented material of this article is fully discussed. Critical comments will be favorably received by the authors. At the same time, we understand a different situations, when the teacher simply states the presence or absence of a volume of knowledge on a given topic of the lesson, expressed in the presentation of a particular assessment. Again, we are not talking about academically successful students, we are talking about students who, in such a situation, will receive unsatisfactory grades from class to class, will stop being interested in studying and knowledge, and eventually lose faith in themselves and their strength. This is not the right way, which can be stated with a high degree of confidence.

Let's venture to say, that the best practices of nurturing work at the university are those, that motivate students to get good and excellent results in the process of studying of numerous disciplines. The achieved successes will allow students to establish faith in their strength and limitless possibilities in the souls and hearts of students.

As a demonstration, we would like to offer a method of conducting a practical lesson, which we use in the practice of teaching of 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 and other topics of the curriculum, the results of research conducted by us according to the plans of scientific research have been introduced for practical use [1.2.3.4.5.6.7].

It is also noted, that the issues of teaching of pathological anatomy, as a discipline, that is one of the main among the fundamental sciences, attracts unquenchable attention from interested scientists and practitioners. Confirmation of universal interest on a global scale is the fact that the UN General Assembly on December 2, 2021, 2022 was proclaimed the International Year of Fundamental Sciences for Sustainable Development.

Students are offered a number of questions, concerning 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, underlying cardiovascular diseases. The issues of secondary prevention and treatment, the use of a wide range of therapeutic agents for these purposes, including those of plant origin, are being connected. The latter, in comparison with synthetic drugs, have a number of significant advantages, which makes their using very perspective [8.9.10.11.12.13.14.15.16.17].

The results of students' independent work are presented in the form of presentations at practical classes, look like conferences with speakers. In form, they are held similarly to standard scientific and practical conferences. Such a part of the lesson, when the speaker greets the audience, makes a message, answers the questions received in conclusion, thanks for the attention of those present, in our opinion has a great nurturing effect. Students gain experience of universal, general professional competencies, which will be necessary for them in their future professional activities.

Conclusion

It is concluded that the nurturing 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, our 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, nurturing work in universities aimed at forming of well-founded high self-esteem of future young professionals, will contribute to the development of their broad universal, general professional and professional competencies. The training of such highly erudite doctors is directed by the educational work, constantly carried out by the teachers of the higher school. 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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