

# The Importance of Practical Focus in Increasing Motivation and Improving the Assisition of Educational Content in Medical Students

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**Annotation:** One of the unique features of teaching in medical universities is the absence of the method "Learn from mistakes ". Based on the psychological characteristics of students of higher medical educational institutions when studying fundamental and clinical sciences, taking into account the experience of leading foreign medical universities in the field of training students, as well as the modern practice of pedagogical educational institutions in the Republic of Uzbekistan and the trend towards reforming medical education, the introduction of medical sciences, the goal can be achieved through various games. One of the methods for forming motivation for learning are business and role-playing games that simulate reality and represent a sequence of actions that must be performed to achieve a certain result.

**Keywords:** regulating activity, behavior, developed, learning, educational motivation.

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High results in the educational process depend on the natural abilities of the student and his desire

to gain knowledge and practical skills (learning motivation). Education at present, in the conditions of a market economy, is of particular importance and places high demands on the level of qualification, knowledge, skills. Motivation in current conditions is the leading factor regulating the activity, behavior, and activities of a medical student. The motives for studying can be different: this is the acquisition of new knowledge and experience, self-affirmation, satisfaction with the process of cognition itself, the possibility of obtaining a result, achieving success, increasing authority among classmates. The use of interactive teaching methods, developed and applied depending on the characteristics of specific educational situations, is a key moment in the development of skills and knowledge in students, active self-realization. The specifics of the medical profession require keeping up with progress in your field, otherwise the loss of qualifications is inevitable. Motivation is the leading factor regulating the activity, behavior, and activity of an individual. In modern conditions, the most effective is the introduction of such training technologies that are related to practice and contribute to the formation of personal qualities, knowledge, skills, abilities that are significant for future professional activity in students, i.e. everything that ensures high-quality performance of functional duties in the chosen specialty. The purpose of such training, focused on obtaining practical skills, is to intensify the process of searching, obtaining and accumulating knowledge, professional competencies through master classes, trainings, business games, independent research. The principle of practical focus leads to the preparation of future professionals for work in modern conditions, when the doctor's activity becomes associated with new devices and manuals. In therapy, this is the emergence of new examination methods - ultrasound, various types of computed tomography, in surgery - robotic operators, etc. One of the methods for forming motivation for learning are business and role-playing games that simulate reality and represent a sequence of actions that must be performed to achieve a certain result. During such games, an algorithm for providing emergency care, conducting pulmonary-cerebral resuscitation, diagnostic studies, analysis and determination of treatment, development of indications for hospitalization, development of rehabilitation recommendations and preventive measures is formed.

Modern progress in the field of information technology has led to the fact that the new generation of students began to prefer virtual communication in social networks to live contact. They prefer to get acquainted with literature not by digging in books, but by reading books and manuals from a tablet. All this leads to insufficient development of communication skills, isolation, inability to express their thoughts, lack of communication skills and behavior in a collective society. According to experts, modern students are dominated by "clip thinking", focused on processing information in short portions, as if in small "sips". Modern students lack perseverance during lectures, patience in practical classes, fundamentalism of acquired knowledge, which undoubtedly affects the assimilation of knowledge and academic performance in the future. Information for them should be given easily, accessibly, visually. For them, information has an applied meaning, but a superficial meaning. Hence, the teacher's task is to systematize disparate, short-term knowledge in the classroom, reinforcing it with practical tasks. By recommending that students prepare thematic reports, holding discussions, and giving practical tasks, the teacher ensures that the necessary knowledge and skills are firmly fixed and remain in the students' memory for a long time. Possession of practical skills is the most important part of compliance with the competence principle of training specialists. The opportunity to work with real patients is important for the formation of practical skills. The teacher must think through and prepare patients in advance on the topic of the lesson, determine those students who will be entrusted with collecting anamnesis, determining diagnostic actions, and developing therapeutic measures. In the process of communicating with patients, communicative and ethical-deontological skills are formed and improved. Currently, some authors understand deontology as the pedagogy of communication between students and patients. If in junior courses it is necessary to create situational tasks for the teacher himself, then in senior courses it is necessary to involve students in this type of activity. The use of innovative technologies in training in the form of independent work of students on drawing up situational clinical problems with theoretical justification for their solution allows involving students in a business game,

simulating elements of future activities in practical healthcare. The atmosphere of "co-creation" of the student and the teacher contributes to the development of professional competence in students, increases motivation to study the discipline. Academic motivation (motivation for educational and cognitive activity) of students is the key to high-quality, professionally oriented, competence-based medical education. The quality of education of medical students includes a high level of theoretical knowledge and practical skills and abilities. Multiple, systematic exercise ( *repetitio est mater studiorum* ) is a method for developing and improving the professional competencies of medical students. New approaches to the training system — involving students in developing situational problems, master classes, and role-playing game scenarios — expand the possibilities for using interactive forms and methods of student work under the guidance of a teacher, who must use these techniques taking into account the individual and intellectual abilities of students. This is the essence of a personality-oriented approach to learning, which is designed for independent work by students with a measured assimilation of educational information recorded in modular lesson topics. The teacher's task is to create conditions for increasing student motivation in learning outcomes. According to the principles of andragogy, one should avoid doing anything for the student or advising on any one specific action. Placing greater responsibility for the learning process on the student actually increases, rather than decreases, the effectiveness of learning. The teacher's task in such situations is to filter out outdated information, familiarize students with modern standards and algorithms, and teach practical assimilation of theoretical knowledge. Such activities reveal the individuality of the student in solving situational problems of varying complexity. The educational and research work of students, which should be widely included in the educational process, plays a major role in the formation of a training focused on the inclusion of practical activities. When solving situational problems, students acquire the skills of research and evaluation of the functions of organs and systems, which is the basis of functional diagnostics, independently analyze the situation, understand the essence of the problem and develop possible solutions. By creating groups with several students to solve one problem, the teacher teaches students to develop teamwork skills in solving real problems, gives the opportunity to learn how to make decisions. This form of work introduces the student to scientific research, updating knowledge, expands the arsenal of skills and abilities. A very interesting form of student activity is the preparation of abstracts, presentations on current issues using scientific literature, electronic resources, independent search for information contributes to the ability to select and structure the necessary material, logically present it and argue. Presentation of abstracts, defense of projects in classes develops students' skills of communication with the audience, the ability to conduct a discussion. Thus, UIRS ensures the adaptation of students, confidence in the correctness of the choice made - the profession of a medical worker.

Thus, in modern conditions it becomes important organization of the learning process in such a way that its result is manifested in the development of one's own internal motivation, sustainable cognitive interest of students, in the formation of a system of practically in-demand knowledge and skills, which will provide positive opportunities for further employment of graduates of medical universities. Within the framework of training focused on the use of a practical focus, the effectiveness of the learning process increases, which is achieved by increasing the personal status of the student and his desire to obtain practical knowledge and skills for further improvement of competencies in his specialty.

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