



PEDAGOGICAL COMPETENCE OF THE TEACHER IN THE MANAGEMENT OF INNOVATIVE PROCESSES IN MEDICAL EDUCATIONAL INSTITUTIONS

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Abstract: *Medical pedagogic innovations have a broad spectrum and do not have a clear typology or classification that is universally accepted. There are more than twenty classifications of innovation grouping, for example: long-term innovation and short-term innovation, radical and reformist, authoritarian and liberal, initiative and administrative, etc. The concept of "competence" entered the field of medical education as a result of the scientific research of psychologists.*

Key words: *innovation, competence, typology, strategy, consulting, technology.*

We know that 2020 is a pandemic situation all over the world. In such a situation, the Cabinet of Ministers of the Republic of Uzbekistan adopted Resolution No. 461 of August 4, 2020 on health care to implement important tasks. President of the Republic of Uzbekistan Sh. M. Mirziyoyev the main results of 2020 and in his next Address to the Oliy Majlis, dedicated to the most important priorities of the socio-economic development of Uzbekistan in 2021, the potential for raising the status of medical workers, the wide introduction of innovative technologies in the training of competitive medical personnel is a promising way to form all-round competent medical specialists. They emphasized that in order to ensure the implementation of this decision and the Appeal, the use and improvement of innovative pedagogical technologies in the educational practice of professors and teachers in the teaching of medical and social sciences at the TTA is being rapidly implemented. Innovation is not only an idea, approach, method, technology, presented and not yet used, but a complex and separate component of the innovation process, which it represents a sufficiently effective solution of educational issues in changing conditions and situations. The basic concept of innovation is the innovation process. Innovative processes in medical education are distinguished by three main - socio-economic, psychological-pedagogical and organizational-management aspects. Innovation is primarily a function of managing the process of natural and artificial changes. Therefore, the innovative process in medical education is the process of managing changes in medical education. Innovations in the medical education system are reflected as a product of scientifically based, goal-oriented activities of an interdisciplinary nature. The goal of the National Personnel Training Program is to fundamentally reform the education sector, rid it of outdated ideological views and prejudices, and create a national system of highly qualified personnel training that meets high moral and ethical requirements at the level of developed democratic countries. It is a title given for his success, taking his profession to the level of art and training dozens and hundreds of students. The most important and responsible task facing the pedagogues of our republic is the training of specialists who will



return to a certain world with new eyes, who are capable, who know how to work, who will build and improve the foundation of our great future. A pedagogue is responsible to the society for education and training in his specialty. Along with regularly improving his professional training, he should have the right to be a teacher, teacher, educator, pedagogue, more precisely, he should have professional competence. Nowadays, it is rare for a teacher to acquire practical and theoretical knowledge of his chosen profession, science, and specialty. He should be able to use new methods and methods of education in his work in any situation, in a word, he should be the owner of competence. Competence is a Latin word that means "suitable", "suitable" or "suitable" in Uzbek. He can be understood as a person capable of solving simple and complex problems using his knowledge, skills and practical experience. In many cases, the term "professional competence" is used. This word can be understood as the ability to successfully apply one's practical experience, knowledge and skills in the performance of one's professional duties. Competence is a legal term. It is the rights and duties under the authority of a specific body or person, and determines the place of this person in the state and public system. According to the content of jurisprudence, competence includes the following elements: promoted objects (areas, events, actions, carried out within a certain framework), which can be used by a certain body and person for their own activities. is a set of rights, duties, and powers. Competence (social right). This is the legal authority of a specific entity for management processes, and a certain social task is assigned to this authority. Competence management authority. This is the personal authority of a specialist (employee) in solving certain professional tasks. The creators of such innovations are various medical pedagogic specialists, pedagogues- psychologists, scientists, experts, heads of educational institutions working in the field of medical education. The innovation process is unique in its cyclical nature. The full existence cycle of innovation includes the following stages: emergence, growth, development, mastering, introduction, saturation, routinization, crisis, completion. The structure of the innovative process in medical education consists of four components. Innovation creation, design, testing and implementation. It is based on the strategy of integration of the strategy of introduction of various innovations, coordination of activities of professors and teachers, medical family educational institutions on innovative programs.

1. Engineering is a complex innovation technology that covers all stages of the innovation cycle - marketing, business planning, development of complex necessary medical equipment, human resources and service services.
2. Consulting is an innovation technology that provides the stage of planning and selection of an innovative activity strategy.
3. Training - the technology of introducing innovations that provides the stage of preparation and training of medical personnel to create innovations.
4. Technology transfer - the technology of introducing innovations that ensures the implementation of an innovative project, taking into account the peculiarities of a field of science or another area.

Basic concepts of medical pedagogical innovation: 1) innovation; 2) medical pedagogical innovation, innovation; 3) innovation process; 4) innovative activity; 5) innovative potential. Therefore, the activity of creating, introducing, mastering and using pedagogical innovations to meet existing or new needs in the field of education is an innovative process.



Innovative activity is a force that moves, initiates and develops the pedagogical team. Innovative activity is an activity aimed at solving complex problems that arise as a result of the collision of new social requirements and traditional norms with existing norms. Here is the unexpected reaction to people and patients during the pandemic. The innovative potential of a medical educational institution is understood as its readiness for self-development, the diversity of conditions and the high level of communicative relations, the readiness to improve medical pedagogical activity, and the availability of the necessary internal tools and methods for this. On the basis of the comparative analysis of the definitions given by pedagogic scientists to the concept of "innovation", the following essential aspects of the concept can be distinguished: innovation is newness (A.M. Saranov, E.M. Rodgers);

1) innovation means change, improvement, improvement (K. Angelovski);

2) innovation is a set of components reflecting a progressive basis (V.I. Zagvyazinsky);

3) innovation is a new tool, a new method, a new technology (V.A. Slastenin, V.I. Podymova);

4) innovation is the development of new methods and methods of education with a new content (P.G. shchedrovskiy).

Medical pedagogic innovations are broad in scope and do not have a clear typology or classification that is universally accepted. There are more than twenty classifications of innovation grouping, for example: long-term innovation and short-term innovation, radical and reformist, authoritarian and liberal, initiative and administrative, etc. The concept of "competence" entered the field of medical education as a result of the scientific research of psychologists. From a psychological point of view, competence is "how a specialist behaves in unconventional situations, in unexpected situations, begins to communicate, takes a new way in relations with patients, performs ambiguous tasks, uses full information about the case, develops consistently. in advanced and complex diseases, it means having a plan of action in surgery. The English concept of "competence" literally means "ability". The content serves to clarify the effective use of theoretical knowledge in the activity, high-level medical professional qualification, skill and talent. Professional competence is the acquisition of the knowledge, skills and abilities necessary for professional activity by a specialist and their practical application at a high level. refers to the acquisition of integrative knowledge and actions.

In short, competence requires constant enrichment of professional knowledge, learning new information, understanding important social requirements, finding new information, processing it and being able to apply it in one's work.

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