

MODEL FOR THE FORMATION OF CREATIVE ABILITIES OF STUDENTS IN THE TEACHING OF DERMATOVENEROLOGY IN MEDICAL EDUCATIONAL INSTITUTIONS

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As a result of the analysis of educational activities in the educational process, the medical Institute develops its creative abilities in the process of teaching dermatovenerology to future doctors, ensures the formation of students' conscious attitude to the doctor, necessary to determine the norm and professional qualities in the process of solving professional issues, as a kind of unsurpassed pedagogical process.

Today, medical educational institutions have shown the need to take into account a number of aspects related to the medical profession on the basis of the integration of Medicine and the pedagogical system, a model based on a pedagogical system aimed at developing the creative abilities of students in the teaching of dermatovenerology in the educational process. In particular: the formation of professional skills of future doctors in relation to various negative impacts they face during service, instilling professional qualities in them, instilling a sense of pride in their professional activities, as well as education in the spirit of love for the Motherland and devotion to the "oath of the doctor of the Republic". Uzbekistan" is the main task of the medical education system; analysis; research results that allowed students to show the development of the system of higher medical education and professional competence; the presence of an objective view of competencies as a system that bases competencies in integrity, linking the processes of vocational education and medical education.

The theoretical and methodological foundations of the development of students' creative abilities when teaching dermatovenerology in medical education, as well as the determination of the features and possibilities of their occurrence in medical education in conjunction with research tasks led to the need for a theoretical justification of the model of the development of their creative abilities when teaching students on dermatovenerology.

The theoretical and methodological foundations of the development of students' creative abilities in the educational process in the process of medical education and the determination of the features and possibilities of their occurrence in medical education, taking into account research tasks, gave impetus to the theoretical justification and development of a model for the development of students' creative abilities in the process of medical education teaching dermatovenerology.

It is known that any model itself is an artificially created object in the form of a scheme, a physical drawing, a sign form or formula characteristic of the object under

study, which manifests and reflects the elements between this object in a simpler form of structure, properties, relationships and interrelations»

The model, consistent with a systematic approach to the process of medical education, includes blocks of purposeful, enriching the content of spiritual education, operational and evaluating the result. As the main components of the system arising in the pedagogical process, the author identifies goals, objectives, methods, tools, conditions, forms of interaction, as well as the results that can be achieved in this case. Based on the above, we have improved the model of developing students' creative abilities when teaching dermatovenerology based on pedagogical approaches.

In the content of the target block of the model, the goal was defined as the development of creative abilities when teaching dermatovenerology to students in the process of medical education, and, in turn, in this case, the duty of a doctor under the influence of the necessary professional competence of future doctors, clinical requirements for training, independent decision-making in non-standard conditions.

The model of the development of creative abilities of students in teaching dermatovenerology in medical education was improved as a result of the research of a number of scientists, including M.Kadirova, N.Akhmedova, Sh.Ergasheva, I.Denisova, N.Kudryava, N.Lakosino, I.Siluyanova, N.Friedman, R. Ganellen was improved as part of the study.

Systematic endashow defined Yaren as a holistic system for the development of creative abilities of students in the study of dermatovenerology. The use of an axiological approach forms students' attitude to the values and traditions of their profession in medical education. For the organization of the pedagogical process aimed at teaching dermatovenerology to medical students, the main function of education is a personal-activity approach to the combination of personal and social goals. The use of the competence approach presupposes the formation of professional activity as social competencies. Approach to the environment of a medical institution. The process of medical education, the educational process and its basis or potential that goes beyond the established framework reflect a set of educational resources. In B.Yavsin's research, "the educational process is a system of influences and conditions on the formation of personality, an opportunity for development in the social and functional process".