

## ROLE OF HISTORICAL FACTORS OF HISTORY OF MEDICINE'S PEDAGOGY

**Komilov Nodirbek Bokijonovich**

*doctor of philosophy (PhD) in history, associate professor  
Fergana Medical Institute of Public Health*

**Annotation.** *This article analyzes the formation of the history of medicine, its development trends and its theoretical and methodological foundations.*

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When thinking about the role of the history of medicine in the development of scientific science, it should be noted that it is an integral part of modern medical education and that it includes all aspects of identifying research problems as a part of the history of science, which, in turn, is the main concept that determines the interdisciplinary nature of the methodology. This principle is important in the formation of the curriculum of the subject and in the development of methods of organizing students' independent work.

We all know that the study of the conditions of the emergence, formation and development of medical science and practical knowledge ("healing art") is the object of activity of medical historians. In turn, the history of science requires clear periodization, scientific criteria, and clear knowledge, which form the vector of cognitive activity for future research.

Analyzing the ideological and philosophical bases of the thinking of doctors in the past, revealing their importance in the development of rational thinking in medicine - the history of medicine course forms the basis of the scientific research methodology, and its application to the educational process brings the issue of the course's structure, methodological content, and the choice of educational methods to the primary content.

Today, the main goal of the reforms in the higher medical education system of Uzbekistan is to create an effective medical system and achieve a new level of quality by training professional medical workers in accordance with international academic standards. Organization and maintenance of the educational process through the active introduction of innovative educational clusters, effective educational methods and practices is of great importance.

It is known that the creation of integrated specialty groups and areas of personnel training in higher education institutions requires a more careful



approach to the formation of the list of acquired competencies within the framework of educational programs. The history of medicine is no exception, and the current situation clearly shows its uniqueness as a course of study and a scientific specialty. In this process, it is necessary to integrate research and educational programs of the history of medicine and to modernize the scientific-methodical base of the educational process. In turn, the understanding and coordination of scientific research methods, ontology laws and epistemological issues of the history of medicine and other disciplines provides the formation of skills and competencies necessary for conducting independent research in any clinical specialty.

It is known that the history of medicine was introduced as a science in medical institutions of higher education based on its systematic and encyclopedic nature (as it is a part of the history and philosophy of science) and the formation of a worldview based on the understanding of the continuity of the development of modern scientific medicine and rational medicine over the past centuries. Also, as part of the history of science, it offers the researcher multifaceted intellectual challenges that require the use of a wide range of research tools and helps to understand the patterns of development for different clinical specialties.

In the 19th century, a radically new approach to the organization of the educational process was introduced in medical institutions of higher education in the USA. The basis of the new educational ideology was the step-by-step approach and the principles of continuity of theoretical and clinical training. In practice, this led to the abolition of the principle of gradual transition from the teaching of general professional subjects to the teaching of clinical subjects. This approach to the organization of the curriculum made it possible to change the distribution of subjects and provided an early transition to clinical education due to the division of most subjects into semesters and created concepts such as natural, professional and clinical sciences.

In Russia and the CIS countries, the history of medicine course was initially taught as a part of other subjects at the medical faculty. For a long time, this subject was taught by teachers of clinical areas (general therapy, forensic medicine, physiology, surgical pathology, nervous system and mental diseases). The history of medicine was taught in the 3rd year, and in the first year (in the general theoretical department) the course of medical encyclopedia was taught. It was in this way that the "teaching of complete knowledge" was carried out in the field of medicine, and students formed a systematic view of the history of science and its components.



In other words, the history of medicine in the 19th century had a two-fold character: First, it was included in the curriculum as a part of general theoretical fundamental sciences. This provided an interdisciplinary study of the history of individual clinical specialties, their interrelationship, and the formation of a holistic view of medicine.

Today, both in studying and teaching the history of medicine, great attention is paid to the general scientific principles of historiography and systematization, concepts related to the history and philosophy of science (for example, "paradigm", "scientific revolution", "types of scientific rationality", "scientific outlook" of the researcher, etc.) is focused. For example, studying the philosophical and ideological foundations of the works of prominent doctors of the past, trying to analyze the logic of continuity in development, using their large-scale scientific research methods, etc.

Most importantly, when studying the history of medicine course, the future doctor should form an understanding that ancient and modern medicine are not mutually exclusive forms of the same field of knowledge. In-depth study of the experimental studies of the thought processes of doctors of different historical stages (Hippocrates, Galen, Pirogov, etc.), which determined the further development of medical science, and most importantly, the priority of the clinical practice of doctors in different periods - the fact that it is closely related to conceptual practices, and this connection is the method for the development of medicine.

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