

THE ROLE OF MEDICINE HISTORY IN FORMING THE PERSONAL
CULTURE OF MEDICAL UNIVERSITY STUDENTS

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Annotation. *This article reflects on modern trends in the history of medicine and provides information on the research conducted by world scientists in this field.*

Keywords: *competence, trend, methodology, medical deontology, medical practice, social principle, humanities, empirical research, didactic opportunity.*

The course of study “History of Medicine” studies the patterns of formation and development of medical knowledge and practice of the peoples of the world at various historical stages (from ancient times to the present) in inextricable connection with history, philosophy, achievements of natural science and culture.

Structurally, the course is built on the basis of a problem-chronological principle, reflecting the most important periods in the development of the history of medicine in ancient times and the Middle Ages, in modern and contemporary times.

In the process of studying the course, the tasks of stimulating interest in the chosen profession will be solved, studying the main stages of the development of world and domestic medicine, identifying the achievements of various cultures and civilizations in the field of medicine and nursing and the patterns of development of medicine, studying the activities of outstanding figures of medicine who have made a significant contribution to the development medical science and practice, the formation of the moral character of a doctor using the example of outstanding figures in medicine, as well as teaching students the skills of collecting, analyzing and summarizing information.

In the modern world, equal components of education are upbringing, training and development. The task of humanizing education is to create conditions for student self-determination in the space of modern culture, which reveal the creative potential of his personality, show value orientations and form moral qualities with their subsequent actualization in professional and social activities. Also an integral part is the training of a specialist capable of constant self-improvement.

The fundamental element of education is the world socio-historical experience, which forms a harmonious and comprehensively developed personality, capable of taking initiative both in their professional activities and in the social sphere of modern society, a personality aware of moral values [1].

The historically established type of education in primitive culture is based on the orientation of the younger generation towards the reproduction of the activities of adults and is of a collective nature.



The emergence of civilization led to the need to use a different type of education, determined by social and economic inequality, division of labor, and, consequently, to the formation of other pedagogical tasks [2].

One of the main educational aspects of vocational education is to instill in students the moral qualities necessary for the future successful development of the country.

The history of medicine, being part of the general theoretical block of fundamental disciplines, acts as a propaedeutic discipline, combining not only the disciplines of the curriculum within the specialty, but also at different levels of higher medical education. First-year students often have the wrong idea about their specialty. This entails an incorrect understanding of individual disciplines in the process of mastering them and, accordingly, the loss of the most important link from the specialist's accumulated knowledge base.

The history of medicine concretizes medical students' ideas about their future specialty, increases the level of both general humanization and professional culture, and also forms the moral and ethical principles of future medical practice. Studying the long and complex path of the formation and development of medicine helps future specialists to put the experience of their ancestors at the service of the present.

The course on the history of medicine reveals the patterns of formation and development of healing from ancient times to the present day. The origin of this science lies in the need of humanity to fight for life and health.

In addition to studying the main stages of the formation and development of medicine in various countries of the world, serious attention is paid to familiarizing future doctors with the history of healthcare in Fergana. One of the first classes is devoted to familiarizing students with the university museum, which allows them to form an idea of the role and place of FMIOPH in the healthcare system of Uzbekistan.

In teaching this subject, it is necessary to rationally use the reference presentation of the material, since in the history of science it is necessary to observe a clear periodization and reliability of facts that allow for an analysis of the worldview and philosophical foundations of the thinking of doctors.

The lecture course is structured according to a chronological principle. The lecture materials use the works of famous experts in the field of the history of medicine and archive materials.

When conducting seminar classes, various visual aids are used: stands, popular science films, multimedia presentations.

For better assimilation of the material, the Department of Social Sciences of FMIOPH has developed a methodology for compiling educational crosswords, to complete which the student must know the basic concepts, events, and personalities of the history of medicine. The students' task is to compose a crossword puzzle based on abstract and presentation materials, as well as popular science films that are part of the educational and methodological complex of this discipline. The basis is a question or any historical event



that allows you to give an answer in one word. The crossword puzzle is used as a test of knowledge in seminar classes.

This technique develops students' teamwork skills, develops creativity and originality of thinking, as well as the student's ability to independently evaluate, process and use the information provided to him. The main difference when composing an educational crossword puzzle from traditional knowledge control is that students develop an informal interest in working with history.

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