Innovative and Ecological Approaches in Improving the Professional Competence of Teachers of Medical Education

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Abstract. Professional skills of medical educators in the development of professional competence and its manifestation in innovative activities. The content of basic, special competencies in the process of professional and pedagogical training is given, the factors of development of medical pedagogical competence, integrative, innovative-creative approaches and creativity of the teacher's professional skills in the process of medical education are given. The modern medical-pedagogical specialist is given the mechanism of acquisition of innovations in the field of the professional activity, directions of the future development and ways of the solution of the existing problems, including medical-technological organization of education for training of experts of medical higher educational institutions. and management, effective forms of implementation of industrial education in medical higher education, active methods and modern tools are scientifically and methodologically substantiated.

Keywords: Medical pedagogue, competence, skill, teacher personality, management skills, pedagogical creativity, medical-professional competence.

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Introduction. The purpose of medical higher education is to develop the professional skills and innovative competencies of teachers, to improve the skills of advanced foreign experience in the field, the acquisition of new knowledge and skills, as well as their implementation in practice. The training of pedagogical staff in the field of medical higher education is developed on the basis of the content, quality and general qualification requirements for their training, and pedagogical skills should be demonstrated in the person of the teacher. Medical higher education is carried out in the process of professional medical pedagogical training, in improving the professional competence and creativity of the teacher, his manifestation in innovative activities. Medical pedagogical competence serves as a factor in developing the professionalism and creativity of the medical educator based on integrative, innovative creative and ecological approaches. Methods of organizing and conducting modern types of training (case study, mixed education, virtual laboratory, debate) is a product of the introduction and modernization of innovative approaches to the process of medical education. Professional pedagogical competence and professional skills in medicine are based on the knowledge of the criteria and professional qualities of his abilities and professional qualities, communication with patients, development of the medical education process, adaptation to changing conditions (pandemic 2020), innovative activities , is one of the factors that seriously affects the effective conduct of the medical education process. In describing the concept of pedagogical competence, it is important that students demonstrate the degree to which abilities are manifested and how opportunities are opened up in the forms of interaction between listeners and teacher-educator, in general, processes related to teacher professional development.

Modern science has a large number of definite laws. These include:

1.Didactic laws.

2. Epistemological laws.

3. Psychological laws.

4. Cybernetic laws.

5. Sociological laws.

6. Organizational legislation.

Didactic principles (didactic principles) are the basic rules that determine the content, organizational form and methods of the educational process in accordance with the general goals and laws. governing idea, basic principle of activity; generalized demand. History of the formation of the laws and principles of education. In primitive society, human knowledge was gradually formed through the transmission of existing knowledge to the younger generation. At the same time, practical rules of education were developed and passed down from generation to generation. In ancient times, the experience of ancestors was generalized in the form of traditions, and the problems of practical education were solved. Plato and Aristotle tried to generalize the essence of practical education in the form of a set of recommendations and rules. During the Eastern Renaissance (IX-XII centuries), a separate syncretic (Greek syncretismos - unification, integrity, unification) culture was formed on the basis of the merging of Arab and Muslim culture with the material and spiritual culture of the peoples of Near and Central Asia. Scholars Muhammad al-Khwarizmi (787-850), Abu Nasr al-Farabi (870-950), Al-Kindi (800-870), Abu Rayhan Beruni (973-1050), Abu Ali ibn Sina (980-1037) years) and others became famous as its founders. The main centers of this culture are located in Syria, Iran, Central Asia. In their works, Eastern thinkers express the essence of educational practice on the basis of teaching methods, rules, principles, techniques and forms. Principles reflect the essence of the educational process, and rules reflect its specific aspects. Education can be recognized as a system consisting of meaningful and organizational-methodological principles: Meaningful principles of education. They reflect the laws governing the choice of educational content and express the following ideas; citizenship; scientific; pedagogical education; fundamentalism and practical orientation (connection of education with life, theory with practice); harmony with nature; cultural compatibility;

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humanity The principle of citizenship. According to him, the content of education should be reflected in the development of individual subjectivity, its spirituality and social maturity. It implies the humanization of the content of education and is associated with the formation of ideas about citizenship, the system of ideas about the social and political structure of the Republic of Uzbekistan, the psychological characteristics of the culture of the Uzbek people, its mentality, national policy and culture. . The scientific principle of education is that the content of education corresponds to the level of development of modern science and technology, the experience gained by world civilization. This principle allows students to get acquainted with the basic theories or concepts of a particular field, bringing the content of education, both in-class and out-of-school, closer to revealing objective scientific facts, events, laws, modern achievements and development prospects. requires that it be nalted. The pedagogical principle of education is based on the laws of unity of education and upbringing in the whole pedagogical process. This principle involves the development of a well-rounded person in the educational process. The effectiveness of upbringing in the educational process depends on the intellectual development of the individual, primarily on the interests, perceptions and individual abilities of the individual. The principle of fundamentalism and practical orientation of education. In traditional didactics, this situation is expressed as the connection of education with life, theory with practice. Fundamental knowledge in reading is scientific, complete and in-depth. It is based on modern scientific and technological progress, which requires a person with high intellectual potential, the ability to think in the form of research, the desire to constantly replenish their knowledge and skills. Organizational and methodological principles of education. The methodology of organizing education cannot be freely chosen as the development of educational content. In this regard, it is necessary to take into account certain social, psychological and pedagogical requirements. Such requirements are reflected in the content of the so-called organizational and methodological principles of education:

- Consistency, systematization, sequence of education;

- awareness and creative activity in education;

- Demonstration in education;

- efficiency and reliability of education;

- comprehensibility of education;

- group and individual educational unit;

- The age of education depends on the age and individual characteristics of students;

- the adequacy of respect for the individual with reasonable demands;

- pedagogical cooperation.

"But there is a lot of research that has not stopped there." At this point, we will focus on the system (classification) of methods used in educational practice.

1**. Oral presentationof the material** (story, explanation, report). The acquisition of knowledge by students is carried out through active acceptance of the teacher's explanation and careful consideration. The teacher's speech is important as a means of transmitting knowledge. In this case, the teacher's guidance of student activities includes setting the topic, announcing the plan, and managing student activities. 2. **Conversation** is the process of acquiring knowledge by students: understanding the essence of the question addressed to them, the mobilization of existing knowledge and experience, comparing the objects of the question, careful thinking and correct answers to questions teacher's guidance: manifests itself in situations such as putting the topic, expressing the questions, correcting, filling in and summarizing the answers given. Students rely on their existing knowledge and experience to acquire knowledge through conversation. 3. **Work withthe textbook** (in general, the book) (comprehension of generalizations and conclusions, serves to memorize them). Printed text serves as a source of knowledge. The teacher's guidance is reflected in the presentation of the task, setting the purpose of the activity, teaching students new ways of working with the textbook, checking the level of understanding

and consistency of the acquired knowledge. 4. **Teacher observation** (extracurricular activities (including travel and field trips)). Students' learning status and events are monitored, and they are divided into sections according to the instructions of different subject teachers to identify the unique, similar, and important aspects of each student. The source of knowledge is a specific object (or process), experience, model, map. Teacher guidance consists of defining an observation task, assigning it to a specific person, defining an object, providing general guidance, breaking it down into parts, identifying the basics, and generalizing.5. **Laboratory work**. In this process, a specific task is assigned, that is, to observe certain events under certain conditions. Students observe and analyze the course of events. The source of knowledge is the observed phenomena and the process of their passage. The teacher expresses the essence of the task, equips students with theoretical knowledge, teaches how to observe the general process and stages, as well as to draw conclusions. 6. **Exercise** (mental and active exercises). The peculiarity of the process of acquisition of knowledge by students is that after mastering the theoretical foundations, it is observed that similar actions in some materials are repeated many times. Source of knowledge: acquired knowledge and personal experience. The teacher determines the place and time for the exercise, describes the task, monitors the progress of the steps, and checks the final results.7. **Creative exercise.** This method is unique in that it is characterized by a deep understanding of the nature of the problem, an independent approach to its implementation, the selection of evidence, and the application and expansion of knowledge in the creative process of the teacher's task. Sources and material of knowledge include previous creative work experience, existing knowledge, observations, personal experience, read story, management of socially useful work. Teacher's guidance: to ensure the mastery of theoretical materials, to express the topic, to determine the nature of creative work, to monitor and analyze their implementation, to synthesize, to point out errors and to correct them. Systematized methods according to the "source of knowledge" - to one degree or another combine oral, visual and practical methods. However, MA Danilov and BP Esipov focus on "choosing the right

method of teaching." When using the reproductive method, teachers and students organize the following actions:

The structure of the teacher's activity	The structure of student activities
- Survey on a previously mastered topic, paragraph or chapter; - selection and suggestion of various exercises for students; - Demonstration of examples and algorithms of problem-solving learning activities; developing learning skills and competencies	- processing of knowledge in different contexts; - perform sample assignments; - perform exercises; - mastering the methods of solving model problems; - Mastering the algorithm for solving model problems

The application of heuristic teaching methods requires the teacher to search for new knowledge by various means. The teacher shares some of the knowledge with the students, and the rest is acquired by the students based on finding answers to the questions in the process of solving the cognitive tasks, they acquire the knowledge independently. An important methodological aspect is that the problem posed by the teacher is divided into several points of view, and students follow the sequence in their implementation. Therefore, this method is also called the partial search method. When using the heuristic method, teachers and students do the following:

The structure of the teacher's activity	The structure of student activities
- Involve students in learning the essence of the problem; - provide an example of reasoning in determining a solution plan; - Divide the issue into stages; -heuristic conversation	- Participate in heuristic conversations; - promote a problem-solving plan; - mastering the methods of search action; - Finding solutions to problems

When using a research teaching method, the teacher identifies the problem that needs to be solved in collaboration with the students, and the students independently acquire the necessary knowledge in the process of researching the proposed problem and work with other situations to solve it. compares. During the solution of the problem, students acquire the skills and experience of conducting research activities by mastering the methods of scientific knowledge.

Scientific research has also been carried out on the basis of the works of the great didactic scientist I.Ya. Lerner. Attempts to systematize teaching methods in didactics on the basis of binary and binary factors can also be observed. V.F.Palamarchuk and V.I.Palamarchuk also proposed a three-dimensional model of teaching methods. It compares the source of knowledge, students' cognitive activity and level of independence, and the logical way of learning. SG Shopavalenko proposes the following tetrahedral approach, which substantiates the classification of teaching methods on the basis of four features: logical-meaningful; manbali; meaningful; organizational manager. Approaching the more common classification of teaching methods, I.P. Podlasi states the following: "There are a number of other classifications of teaching methods. For example, the German didactic L. Klinberg emphasizes the combination of methods in the educational process with forms of cooperation "1 and shows the following methods:

Monologic methods	Forms of cooperation	Dialological methods
Lecture	Individual	Conversations
Story	Grouped	Intervyu
Demonstration	Frontal	-
-	Collective	-

Teaching methods are introduced in a variety of forms and through a variety of teaching aids. Forms of education are organizational and structural aspects of the educational process. Today, the following forms of education are effectively used in educational institutions: lectures, seminars, workshops, meetings, presentations, travel, educational conferences, etc. Educational tools are recognized as one of the most important elements in ensuring the effectiveness of education in the educational process. Educational tools include: technical and information devices (projector, kinescope, equipment, television, computer, Internet sites, audio and media technology, videos), laboratory equipment (flasks, test tubes, chemical reagents, microscope), maps, models, diagrams , posters, pictures, drawings, etc. are used. The theory of didactic process underlies the classification of teaching methods based on NS Saidakhmedov2. It is known that the didactic process as the basis of any pedagogical technology includes the following three components: the motivational stage; educational activities; management Thus, according to the structure of the didactic process, teaching methods can be divided into three groups:

I. Methods of motivating and motivating study and work.

II. Methods of organizing and conducting educational activities.

III. Learning Management Methods.

In turn, each group is divided into subgroups on a scientific basis: Thus, the proposed system of teaching methods is theoretically and practically based, and this system covers the whole educational process. At first glance, this system is similar to the system of teaching methods based on academician YU Babansky. However, according to YU Babansky's classification, a cybernetic approach to the educational process is expedient, according to which any complex activity, including educational activity, consists of the following three components: organizational; incentive; control.

Based on this, teaching methods are grouped as follows:

1. Methods of organizing and conducting educational activities.

2. Methods of stimulating and motivating learning activities.

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3. Methods of control and self-control.

The classification of teaching methods based on the theory of the didactic process differs radically from the cybernetic approach system with the composition, number and nomenclature and functions of small groups and provides a relatively high level of methodological process1. The essence and content of teaching methods. As noted, oral presentation methods play an important role in the system of teaching methods. Oral exercises are widely used in education. They are concerned with developing students' general culture, logical thinking, and cognitive abilities. Oral exercises also play an important role in increasing speech and learning foreign languages. A story is a teacher's concise, concise, and coherent narration of evidence, events, and happenings in whole or in parts, using visual aids. The effectiveness of the method largely depends on the teacher's point skills, the ability to express words in their place, expressively, as well as the student's course, and the approach, taking into account the level of intelligence. Therefore, the content of the story should be based on the existing knowledge of students and serve to expand them. It is advisable to enrich the story with information. The efficiency of the narrated material is based on a special plan. In each lesson, the teacher clearly defines the purpose of the lesson, focusing on the key concepts. The story should be short (5-10 minutes) and should arouse students' emotion and interest in the topic. This can happen when comparing a story with other teaching methods (especially demonstrations or problem-solving, etc.). Conversation is a method of dialogical teaching in the form of questions and answers, which has long been known to science, and even Socrates skillfully used it in his work. Conversation performs many functions in the learning process (forms mental thinking, responsiveness, communication culture and other qualities), but most importantly, it creates activity in students. The conversation allows students to act in accordance with the idea, resulting in the gradual acquisition of new knowledge. Interviewing is a complex teaching method for a teacher who is just starting out, so it takes a lot of time to prepare the questions and ensure their sequence, and to organize it requires the attention of all students.The teacher should ask simple questions, give

students time to think about them in detail, listen carefully to the students' answers, and comment on them where necessary. Therefore, knowledge in conversation can be deductive or inductive. Deductive conversations are organized based on rules, concepts, events, and processes that are already known to students, and students come to specific conclusions through analysis. In the inductive form of the conversation, the individual arguments come to a general conclusion based on the analysis of the concepts. Interviews are more effective in introducing new knowledge to students, systematizing and consolidating knowledge, organizing supervision, and diagnosing acquired knowledge. Conversations come in many forms, including introductory, final, individual, and group. The introductory interview will take place at the beginning of the class. The purpose is to test students' understanding of the issues that need to be addressed. These conversations take place before students begin to identify their learning potential, organize design work, and begin learning new knowledge. The final interview is conducted in order to summarize and systematize the knowledge acquired by students. Explanation is the process of proving, analyzing, summarizing, and comparing the content of a study material. This method is more widely used than storytelling. It is often used to study theoretical material as well as complex issues. In the process of explanation, some difficult elements of the study material are highlighted, and on this basis, the essence of the material is revealed. The effectiveness of the explanation often depends on the teacher's judicious use of visual aids. A lecture is a method of oral presentation of a large amount of educational material, which is characterized by the following: a strict logical sequence, the abundance of information transmitted, the structure of the statement of knowledge. The content of the report consists of complex systems, events, objects, processes, their causal relationships, laws and regulations. Demonstration method is useful in revealing the dynamics of the object under study, and at the same time is widely used to provide complete information about the appearance and structure of the object. Demonstrations of natural objects usually focus on their appearance (shape, size,

quantity, color, parts, their relationship), and then move on to the study of the structure or individual properties of the object. Demonstrations are often followed by the subject or drawing of the objects being studied.Demonstrations of experiments can be done by drawing on the blackboard or using a teacher demonstration using special equipment to make it easier to understand the principles behind the experiment. Demonstrating objects, events, or processes in a natural way is more didactic, but it is not always possible. Therefore, when teachers demonstrate natural objects, they use an artificial environment (for example, to get acquainted with animals in a zoo, and with different plants in greenhouses) or artificially created objects (mock-up, model, model, skeleton, etc.). Although the method of illustration is closely related to the method of demonstration, it is studied separately in didactics. Illustration requires the representation of objects, events, and processes using their symbolic representations — drawings, ports, drawings, photographs, flat models, and so on. Demonstration and image methods are used in a complementary way. The use of a demonstration is required if students need to accept the event and process as a whole, and the illustration is used if they need to understand the nature of the event and the connections between its elements. The effectiveness of the image often depends on the teacher's mastery of the presentation technology. The didactic significance of the use of instructions in the learning process is determined by the ability to fully cover the essence of the object under study. In fact, the illustrations are prepared in advance and shown in the required amount in the required places during the lesson, otherwise the increase in their number will distract students from understanding the essence of the event. In some cases, you may need to use handouts (photographs, tables, natural objects, etc.) or hardware. In order to be effective in using visual methods, it is advisable to follow the following conditions: the visuals should be appropriate for the age and level of development of the students; the objects on display are clearly visible to all students; the distinction between the initial stage and the main process (situation) in the show; demonstration of experiments on the basis of a model, equipment, weapons or drawing of an experimental scheme; the presentation and illustration

should be consistent with the content of the study material.Practical work methods play an important role in developing students' practical skills through the theoretical knowledge they have acquired. The method of practical work requires the application of the acquired knowledge in the process of finding solutions to practical problems. It develops the ability to apply theoretical knowledge in practice. Practical work is carried out in the classroom or in natural conditions - in the land area of the educational institution, in the greenhouse, in the geographical area. The actions taken in their implementation are supervised by the teacher and, if necessary, provide guidance or special instructions to the students. As mentioned, these methods help students develop practical skills and competencies. It is in the process of practical activity that theoretical knowledge takes the form of action. Exercise is the repetition of mental or practical (physical) skills, and without exercise it is impossible to develop skills and abilities. Exercises are divided into oral, written, graphic (expressing the essence of technical processes), socially useful, physical and other types. Written exercises are used as part of education to develop and strengthen the necessary skills and competencies. Essays, essays, problems, examples, as well as writing essays and covering the essence of the experiment are also included in the written exercises. Laboratory work is a method of conducting experiments by students using equipment, special equipment, weapons, and various technical patterns, which are increasingly used in the study of the basics of the natural sciences. This method allows students to quickly develop skills such as working with equipment, performing measurements, and processing their results. Laboratory work requires special equipment and devices, as well as materials and time to prepare them for work. However, these efforts will be further enhanced by the organization of independent experiments and measurements based on the high level of student engagement. The difference between laboratory and practical work is that this method serves to organize the activities in which students use existing theoretical knowledge to find solutions to practical problems. It serves to deepen students' knowledge, monitor learning activities, and develop skills to correct

deficiencies. In practice, students' learning activities are organized into five stages: the teacher's explanation, the theoretical understanding of the nature of the activity. Instructions. Test stage (in this stage, two or three students perform practical actions, and the rest of the students observe their activities). Perform an activity (each student completes the task independently, while students who have difficulty completing the task are given special attention and assistance). Didactic play is a type of learning activity that stimulates students' interest in learning and activity based on the modeling of the object, event, and process being studied. At the same time, the game is a form of social activity. At present, teachers have the development of didactic games in all subjects, especially in the curricula created for primary education, the list of different didactic games is not enough. 'shown. The globalization of education is of an educational and developmental nature and is ensuring the rapid introduction of computer games, which are diverse in their direction, into school practice. Didactic games play an important role in helping students develop socially useful work as well as reading skills. The importance of didactic games is determined not by the outcome, but by the content of the process and its course.

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