

MAIN STRUCTURAL COMPONENTS OF INTEGRATIVE-CREATIVE ACTIVITIES IN THE EDUCATIONAL PROCESS OF A MEDICAL HIGHER EDUCATION INSTITUTION

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Abstract: *Modern education presents the student not as a passive recipient of knowledge, but as an active participant in the educational process. Special attention in the higher medical school is paid to the development of the mental abilities of students. At the same time, many new views on the creative process appear, which contributes to the generation of new educational approaches to the concept of creativity in the educational process.*

Key words: *creative thinking, integration learning, medical students, teaching methods.*

In order to determine priority areas for systemic reform of higher education in the Republic of Uzbekistan, raising the process of training independently thinking highly qualified personnel with modern knowledge and high spiritual and moral qualities to a qualitatively new level, modernizing higher education, developing the social sphere and economic sectors based on advanced educational technologies in In recent years, a number of documents have been adopted in the country aimed at bringing secondary specialized and higher education to a new level.

Based on an in-depth analysis of the entire educational system operating in the republic and based on the programs adopted in the last five years, new educational standards are being introduced everywhere in Uzbekistan, the implementation of which will ensure a phased transition from education, the curricula of which are aimed at obtaining theoretical knowledge, to an education system aimed at forming practical skills.
[5]

The modern process of training a certified medical specialist places new demands on the organization of education at a medical university, as in society there is an increasing need to develop the creative potential of the personality of the future medical specialist. In education there are positive attributes of freedom: the freedom to act, change, create and inspire. [1, 2, 6] At the same time, the most pressing aspect of education is the ever-increasing interest in the creative process in learning. Creative activity ensures the birth of new knowledge, skills, abilities and relationships.

A systemic and conceptual analysis of integrative and creative opportunities in the formation and development of education of medical university students appears in our study as a principle that allows each future medical specialist to develop throughout his life

in various professional and creative situations and rationally combine with the components of self-education and self-education. [3, 5, 7]

We have established and described new integrative-creative aspects of thinking and structural components of creativity in the research work of a future medical specialist: the motivational and personal component of the development of professional education of a medical student; integration components of creativity (intuition, logical rigor, imagination, ability, propensity for individual creative developments; independence of judgment, etc.), characterizing the didactic interaction between a teacher and a medical student.

Taking into account these studies, we have identified the determinants of the formation and development of professional and cultural education of a future medical university specialist in the system of their creative orientation: conscious individual and personal motivation of a medical student in the aspect of creativity; the ability to culturally evaluate one's professional results; creative tendency to forecast; the ability to see new things in solving creative problems; the ability to make original research decisions in the system of the creative aspect.[3, 4]

In this regard, we have identified the structure of the creative thinking system of a future medical specialist in the scientific creative innovative research of a medical student: integrative and creative aspects of thinking in preparation; creative concentration in the aspect of creativity; integration of creativity ideas; creative insight; analysis and synthesis of the creative aspect.

In our work, we identified the features of pedagogical activity in the integrative and creative thinking of medical university students. In the course of the study, we were convinced that creative pedagogy, implemented in the context of higher medical education, includes all the main links of creativity included in the organizational and pedagogical fabric of the educational process.

We have found that integrative-creative pedagogy, adequate to medical education, acts as one of the innovative directions in pedagogical science and educational practice of a higher medical institution.

In this regard, we have developed the main directions of integrative and creative activity of a teacher at a medical university, taking into account the specific features of the educational process adequate to higher medical education: communication as part of the creative and pedagogical process, the penetration of creativity into the communication of the teacher with students; non-standard creative approach to solving medical problems; development of new creative methods, forms, techniques and means; effective creative use of existing experience; preparation of the subject of the creative and pedagogical process, creative individuality; specific creative and pedagogical actions of the teacher; creative improvisation based on accurate knowledge and intuition. []

When developing the main directions of creative and pedagogical activity of a teacher at a medical university, we identified the goals of creative pedagogy that are adequate to the process of higher medical education: to intensify the student's creative interest, taking

into account the identification of inclinations for a certain area of the special medical discipline being studied; contribute to the emergence of the motivational factor necessary for the creative research work of the future doctor; to form the student's creative thinking as a self-regulating, self-organizing system; develop in the process of work an individual-personal intellectual organization of research activity; develop an individual research way of solving creative problems in the process of education at a university.

The conducted research also allowed us to identify and describe the main components of creative pedagogy that is adequate to medical education.

In the process of research, we developed and described a system of substantive foundations of the creative and pedagogical aspect in the formation and development of the education of medical students.

Based on the results of the study, we described the integrative nature of the relationship between the goals, main components and substantive foundations of integrative and creative opportunities, which is realized in the educational process of a higher medical school.

The process of enriching the professional scientific activity of medical university students with a creative focus requires a complex of scientific and pedagogical developments that contribute to the development of creativity of medical students. [3, 5]

As our research has shown, the organizing and guiding force in relation to the development of integrative and creative capabilities should be the high professional training of the future medical specialist, the readiness for creative activity, understood by the future doctor himself. In the course of the study, we substantiated that it is precisely this readiness that ensures the opening of new professional and creative opportunities.

We are convinced that creative and professional readiness as a systemic and holistic object represents an organic unity and integration of various types of professional activities of medical students in the process of mastering a future specialty, ensuring the formation of components of creative and professional training.

We found that these types of professional activities are: educational-cognitive and educational-practical activities of medical students in classes and trainings, educational-practical and independent professional activities of students during clinical practice in hospitals and clinics, as well as during the theoretical development of a separate scientific phenomenon of a medical nature.

Our research indicates that the system of professional and creative qualities of a medical student is built on a set of professional and personal properties that directly influence all three listed types of creative and professional readiness.

In the course of the study, we were convinced that the personal qualities of a medical student, without having a direct impact on the results of the creative activity of the future doctor, can play a significant role in the development of his creative potential, the formation of his professional and creative thinking. In order to develop the desired

creative qualities in medical students, we included students in specially organized professional activities, taking into account the creative and pedagogical aspect. [3.6]

We highlight the following main creative qualities of a medical university student, taking into account the creative and pedagogical aspect, which require further development, contributing to the formation of creative and professional readiness:

- creative awareness of the attitude towards individual creative activity as a need to change medical and professional reality;

- creative formation by the medical student himself of an individual formative personal mode, which includes the creative and professional needs of the student, his interests, beliefs, creative evaluation criteria, creative cognitive aspirations;

- creative individual desire of a medical university student to expand and deepen professional knowledge, to master new creative and professional knowledge;

- the desire for theoretical and practical validity of individual professional and creative views and beliefs. [4, 5]

The formation and development of the listed creative qualities of a medical university student, as evidenced by our experimental work, are a necessary condition for the formation of creative and professional readiness to implement the methodology of the creative and pedagogical aspect in the educational process of a medical university as a result of such readiness. [2, 3, 7]

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