

VITAGENIC EDUCATION IN A MEDICAL UNIVERSITY

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Abstract

This thesis is written about the concept of the concepts of vitagenic education and their role in the process of training medical personnel. Also, the components of the vital formation were analyzed.

Keywords: vitagenic, education, medical, medical staff.

ВИТАГЕННОЕ ОБРАЗОВАНИЕ В МЕДИЦИНСКОМ ВУЗЕ

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Аннотация

Данный тезис написан о концепции понятий витагенного образования и их роль в процессе подготовки медицинских кадров. Также, анализированы составляющие части витагенной образования.

Ключевые слова: витагенное, образование, медицинский, медицинский персонал.

TIBBIYOT OLIY O'QUV YURTLARIDA VITAGEN TA'LIM

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Annotatsiya

Ushbu tezis vitagen ta'lim tushunchalari va ularning tibbiyot xodimlarini tayyorlash jarayonida tutgan o'rni haqida yozilgan. Shuningdek, vitagen ta'limning tarkibiy qismlari tahlil qilingan.

Kalit so'zlar: vitagen, ta'lim, tibbiyot, tibbiy kadrlar.

The development of the theoretical foundations of vitagenic education should include a system of ideas about the personality of the student, arising from the essence of vitagenicity processes. We can talk about the formation of a certain concept of personality in the theory of vital education. Reliance on an independent concept of personality will make it possible to determine the functions of vitagenic education both in relation to students and in relation to the existing education system, which is the subject of consideration of various branches of pedagogical knowledge.

The key concepts for the theory of vitagenic formation are the concepts of "vitagenicity", "life experience", "vitagenic experience". The use of these concepts as pedagogical requires a qualitatively new understanding of the process of personality formation in the process of education, for which it is necessary to identify a generalized vital concept of personality formation in the process of life.

Speaking of vitality in general, we mean the process of becoming a person in the process of life under the influence of lived life events [3]. The vitagenic concept of personality reflects the mechanisms of the formation of the core and structures of the personality, for which the acquisition of life and vitagenic experience is a forming factor. In his life activity, from the first minutes, a person is faced with a certain series of events lived, experienced and formed by him. Despite the well-known chaotic nature of the series of events and the nature of a person's response to it, two personality-forming processes can be distinguished - the acquisition of life experience and the formation of vital experience [1, 2].

The use of the words "acquisition" and "becoming" is not accidental, but reflects the deep essence of these processes as two interrelated types of ontological existential human experience. Let us dwell in more detail on the description of the essence and significance of vital and vital types of experience in the formation of a personality in the process of life.

In the process of medical education, first of all, students need to acquire vitagenic experience and vitagenic information [6, 8], since in the process of training they

encounter very few real clinical cases. Also, at this stage of education, the digitalization of the educational process plays an important role. But still, for a complete sense of the clinical case, it is necessary to introduce into the process the most approximate description of the experience and also vital information [9, 10].

The very concept of "vitagenicity" consists of three main components:

- vital information;
- vitagenic experience;
- vitagenic base [4, 5, 7, 12, 13]

But according to Belkin, in the vital experience there are personal mechanisms for implementing the acquired life experience [11]. The described ideas about personality make it possible to reveal a new approach to understanding the significance of education for a person. Education as a social institution is a source of a series of events that occupies a significant place and time in a person's life. Education is a source of both life and vital experience. The global function of education from these positions is to support the formation of a person who actively forms the image of his life. In this case [3]:

1. the content of education should become a personally appropriated form of life experience;
2. educational technologies should model the process of the trainee's living an event series in order to gain life experience, as well as constructing a form of life activity in the framework of acquiring vital experience;
3. the result of education should be the "construction" by the trainee of the image of his future on the basis of the acquired life and vital types of experience [3].

In the educational process of a medical university, the above content, technology and the result of the educational process allows you to prepare a competent medical staff.

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