

PECULIARITIES OF ORGANIZATION OF WORK RELATED TO EDUCATION IN MEDICAL TECHNICAL SCHOOL STUDENTS

Xaitbayeva Nodira Abduvaxidovna

Technical College of Public Health named after Abu Ali ibn Sina, Sergeli district

Leading teacher of the Department of Nursing

E-mail: nodirahaitbayeva@gmail.com

ABSTRACT

This article talks about the theoretical explanation of the organization of educational work in medical technical schools to acquire the theoretical knowledge and practical technical skills necessary for various healthcare roles, and describes the educational system of educational institutions.

ANNOTATSIYA

Ushbu maqolada tibbiyot texnikumlarida o'quv ishlarini tashkil etish o'quvchilarni turli sog'liqni saqlash rollari uchun zarur bo'lgan nazariy bilimlar va amaliy texnik ko'nikmalarini agallashlarining nazariy bayoni haqida so'z boradi va ta'lim muassasalarining o'qitish tizimini tavsiflovchi o'ziga xos xususiyatlar haqida tushuncha berilgan.

АННОТАЦИЯ

В данной статье говорится о теоретическом объяснении организации воспитательной работы в медицинских техникумах по приобретению теоретических знаний и практических технических навыков, необходимых для выполнения различных функций здравоохранения, а также описывается образовательная система образовательных учреждений.

INTRODUCTION

Medical technical school students face unique challenges and requirements in their education, which necessitate specific approaches and organization of work. These peculiarities include a focus on both theoretical knowledge and practical skills, the need for close collaboration between different healthcare disciplines, and the integration of hands-on training with theoretical coursework [1]. Additionally, medical technical school students must also navigate the demands of a rapidly evolving healthcare field, staying up-to-date with the latest advancements and technologies. By effectively addressing these peculiarities, medical technical schools can better prepare

their students for successful careers in the healthcare industry [2]. Furthermore, the organization of work in medical technical schools should prioritize opportunities for students to engage in clinical experiences, internships, and practical rotations.

METHODOLOGY

Methods that can be employed to accommodate these peculiarities include implementing a curriculum that balances theoretical learning with practical application, fostering interdisciplinary collaboration among students and faculty, offering a variety of hands-on training opportunities, and providing regular updates and trainings on advancements in the healthcare field [3]. These methods can help ensure that medical technical school students receive a comprehensive education that prepares them for the complex and demanding nature of their future careers. By implementing these methods, medical technical schools can create an educational environment that equips students with the necessary knowledge, skills, and experience to excel in their chosen healthcare field, fostering their professional growth and increasing their employability prospects [4]. Therefore, medical technical schools should prioritize and implement these methods to effectively address the peculiarities of organization of work related to education in their students, ultimately enhancing their overall learning experience and success in the healthcare industry. In conclusion, medical technical school students face unique challenges and requirements in their education, which necessitate specific approaches and organization of work [5]

RESULTS

The organization of educational work in medical technical schools is multifaceted, encompassing several key components:

Curriculum Design

Integration of Theory and Practice: A balanced curriculum that intertwines theoretical knowledge with practical applications is paramount. Courses are structured to provide students with a strong foundation in medical sciences while also emphasizing hands-on training.

Specialized Modules: Given the diverse roles within the healthcare sector, specialized modules are incorporated, focusing on areas such as laboratory techniques, diagnostic procedures, and therapeutic interventions.

Assessment and Feedback

Continuous Evaluation: Regular assessments, both formative and summative, are conducted to gauge students' understanding and skill proficiency. This iterative feedback mechanism ensures that students are consistently progressing and meeting the required standards.

Constructive Feedback: Emphasis is placed on providing constructive feedback, highlighting areas of improvement and guiding students towards achieving academic excellence and clinical proficiency.

DISCUSSION

The organization of educational work in medical technical schools is a dynamic process, influenced by advancements in medical science, technological innovations, and evolving healthcare needs. Several key insights emerge from the analysis:

Importance of Practical Training

The integration of practical training modules is essential, ensuring that students are well-prepared to navigate real-world healthcare settings. Hands-on experience not only enhances technical skills but also instills confidence and fosters professional growth.

Future Directions

As the landscape of healthcare continues to evolve, medical technical schools must adapt and innovate. Embracing emerging technologies, fostering interdisciplinary collaboration, and prioritizing lifelong learning will be instrumental in shaping the future of medical technical education.

CONCLUSION

Organizing educational work for students of medical technical schools is a complex yet rewarding endeavor. By prioritizing a balanced curriculum, embracing innovative teaching methodologies, and fostering a culture of continuous learning, these institutions can ensure that students are equipped with the requisite skills and knowledge to thrive in their respective healthcare roles. As we look towards the future, the synergy between theory and practice, coupled with a commitment to excellence, will be paramount in advancing medical technical education and enhancing patient care outcomes.

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