



## Characteristics of Organization of Practical Education in the Formation of Practical Competence of Secondary Medical Workers

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### ABSTRACT

The article discusses the issues of improving the educational process in the preparation of future nurses on the basis of professional knowledge, quality, competence criteria, the correct choice of methods for developing their practical skills and competencies by defining the job functions of nurses, improving practical skills.

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### INTRODUCTION

The dynamic changes taking place in society, the growth of its material and technical needs outweigh the processes of socio-cultural formation of the individual and, accordingly, lead to the need for functional changes in the medical education system based on professional education. It is known that in many respects the level of professional potential of a graduate depends on how quickly a young specialist adapts to the workplace and is able to turn the knowledge gained during the training into skills and competencies to effectively solve real professional problems in practice.

Medical colleges are characterized by the personal development of future nurses, their independent thinking, activity, deepening and enrichment of relationships, the stability of character and worldview, the formation of needs for self-control and education. The process of training for future medical staff is the most optimal period of development and self-improvement on the basis of

professional knowledge, quality, competence and criteria, which are important in the successful implementation of human labor. In this process, medical staff includes the accumulation, storage, transmission of knowledge, the creation of their logical structure and their effective use in the organization of future professional activities.

The main task of nursing is to be independent in providing emergency medical care to the patient. He is assisted by all members of the medical team - doctors, nurses, nurses, laboratory assistants. Patient care is the focus of the nursing process.

It protects the rights of the patient by responding to his or her clinical, physical, and mental needs. A diligent, well-groomed, orderly, compassionate, and thorough knowledge of the nurse is essential during the treatment of the patient. The effectiveness of the nurse's work in medical institutions is determined by the correctness or incorrectness of the decision made, the patient's recovery process. The nurse should always be able to make independent decisions, regardless of the circumstances or who they are. In short, nurses must be able to perform non-standard tasks in their professional activities, i.e., have practical, professional competencies.

The success of nursing careers requires the formation of general and professional competencies necessary to put them into practice. The nursing profession refers to the field of "human-human" activity, which places high demands on the level of formation of its practical competencies in the implementation of nursing in various processes, and there is a need to form practical competencies in future nurses. Thus, we consider the "practical competence of the future nurse" to be a set of professional skills and competencies required to perform practical nursing activities in the health care system, readiness and ability to perform the necessary manipulations, as well as an integral set of personality traits.

According to GI Ibragimov, a competent approach to setting new goals and evaluating the results of vocational education places its demands on other components of the educational process - educational content, pedagogical technologies, monitoring and evaluation tools, which implies the development and implementation of such teaching methods.

This creates situations where students are involved in different types of activities (communication, problem solving, discussions, conflicts, project implementation).

The professional formation of secondary medical staff is vividly illustrated by the expression of specific characteristics related to mental, practical and motivational factors in its situations. However, these factors also have many commonalities. As the results of special research in this area show, the competence of learners also has a great impact on professional activity. Also, while previously the specialist was assessed on the level of knowledge, skills and qualifications, now his level of competence plays an important role.

Since the main activity of the nurse is carried out in the human-human system, we considered it appropriate to list the following labor functions.

The main labor functions of the nursing process are:

- Identifies the patient's care needs;
- defines a care plan aimed at meeting the needs of the patient;

- Ensures the active participation of the patient and his family in the planning and provision of care in a systematic and individual approach;

- provides an opportunity to widely apply the criteria (standards) of professional activity;
- makes effective use of time and resources aimed at meeting the main problem and needs of the patient;
- security of medical services is ensured;
- Assess the patient's condition (identify needs and problems), develop a nurse's care plan, implement it, and evaluate the results, including changes;
- The purpose of the examination is to gather information about the patient's health at the time of the request, in a coherent and reasonable manner.
- makes effective use of time and resources aimed at meeting the main problem and needs of the patient;
- security of medical services is ensured;
- Assess the patient's condition (identify needs and problems), develop a nurse's care plan, implement it, and evaluate the results, including changes;
- The purpose of the examination is to gather information about the patient's health at the time of the request, in a coherent and reasonable manner.

- ability) and to determine the results of physical examinations. During the data collection, the nurse performs the following tasks:

- Establishes a “treatment” relationship with the patient.
- determine what the patient and his relatives expect from the treatment facility;
- acquaints the patient with the stages of treatment;
- teaches the patient to correctly assess their condition;
- Gathers information that requires additional investigation (communication with an infectious patient, illnesses and surgeries).

The process of vocational training in medical education should be aimed at teaching the patient the need for nursing care, treatment plan and its implementation, the systematic methods needed to evaluate the results. These process steps are a continuous system, each of which requires precise execution.

In performing the job functions of a nurse, she must have well-developed practical competencies and be able to apply her professional knowledge and experience in complex and non-standard situations.

- 1) The complexity of skill formation in students is explained by the influence of many factors that must be taken into account in all cases when choosing a method of teaching.

The following factors influence the formation of skills:

- 1) students' interest in success;
- 2) they have the necessary knowledge;
- 3) the effectiveness of the instruction of the master of industrial training;
- 4) self-control in the process of exercise, timeliness and objectivity of the assessment of the master of industrial training;

- 5) the use of educational methods that increase the activity of students, their activity;
- 6) amount of exercise;
- 2) requirements for the level of development of skills in terms of accuracy, speed and other aspects;
- 3) different appearances and characteristics of skills;
- 4) age and individual characteristics of students.

In the organization of medical education in the field of "nursing" it is important to link education directly with practice, the implementation of practical training, ie the development of practical competence.

It should be noted that vocational training has always been characterized by a practical orientation, where practical training should account for 60-70 percent of the time budget allocated for training. The specialty "Nursing" is an integral part of medical education, the content of which is determined on the basis of qualification requirements.

Vocational sciences and educational practices are carried out in specially equipped classrooms or training centers on the basis of the educational institution. It is also important to establish internships in medical institutions in the framework of social partnership programs. The conditions for the effective organization of practice in medical education are to ensure the consistent formation of practical skills of nurses in the future, in this process, students will be able to get acquainted with the types of professional activities of a nurse, understand the specific features, essence and social significance of the chosen profession. Students participate in medical tours with teachers and medical staff, help examine patients, monitor and care for them in the postoperative period, help medical staff fill out medical records, make medical records, that is, create a real professional environment.

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