

Formation of Social and Psychological Competence of Medical Students

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Abstract: The article examines the processes of formation of social and psychological competence in students of medical universities, discloses the components and methods of formation of social and psychological competence of future doctors, necessary not only for their professional growth, but also for improving the quality of medical care and interaction with patients, which ultimately leads to an increase in the overall level of health care.

Key words: formations, competencies, components, methods, social and psychological competence, students, medical universities.

Formation of socio-psychological competence of students of medical universities is a relevant task that determines not only the quality of training of future specialists, but also the effectiveness of their professional activities. In the conditions of rapidly evolving healthcare environment, where interaction with patients, colleagues and other participants in the medical process is becoming increasingly complex, the presence of developed socio-psychological skills is becoming a prerequisite for the successful performance of professional duties. According to such scientists as V.K. Zagvozhkin, I.A. Zimnyaya, D.A. Ivanov, A.G. Kasprzhak and others, the introduction of a competence-based approach is a way to achieve a new quality of education. The content of any professional activity is directly related to the competence of a specialist, which indicates the level of professionalism. Socio-psychological competence is key for medical workers. It is formed under the influence of various factors in the process of mastering the educational program and therefore it is so important to study, monitor, control and direct these factors, as well as to appropriately carry out developmental work, which determined the problem of the study. The competency-based approach began its development as a response to the request for the development of convertible, generally understood international criteria for educational outcomes [2]. The term "competence" was first introduced into circulation by R. White as a definition of "effective human interaction with the environment." Social and psychological competence includes a wide range of skills, such as empathy, communication, the ability to cooperate and resolve conflicts. These skills help future doctors not only to better understand the needs and experiences of patients, but also to ensure effective interaction in

multidisciplinary teams. The importance of this competence is also emphasized by the fact that it contributes to the formation of trusting relationships between the medical worker and the patient, which, in turn, affects the quality of medical services provided and patient satisfaction. T. Yu. Bazarov points out the importance of the social and psychological components of competence. He notes that, unlike qualifications, which include only professional knowledge and skills, competencies include such qualities as: initiative, focus on cooperation, ability to work in a team, communication skills, ability to learn, ability to evaluate and use information, quickly select it, and think logically [1]. Social and psychological competence is part of the general professional competence of specialists engaged in socio-economic activities focused on working with people (E.F. Zeer, Yu.N. Emelianov, E.A. Klimov, V.E. Orel, L.A. Petrovskaya, N.S. Pryazhnikov, N.D. Tvorogova, N.V. Yakovleva, P. Benner, D.R. Gordon, I. Hardi). Modern medicine requires specialists not only to have deep knowledge in the field of science, but also developed social and psychological skills. Doctors and health workers must be able to effectively interact with patients, understand their emotional state, provide psychological support and manage conflicts. In recent years, the focus in healthcare has shifted towards a patient-oriented approach, which requires healthcare professionals to be able to take into account individual patient needs and expectations, as well as to provide comfortable conditions for communication. Medical students face high levels of stress and emotional burnout, which makes the need to develop their psychological resilience and self-regulation skills especially important.

Within the framework of globalization and integration into the international healthcare system, healthcare professionals must meet international standards, which include aspects of communication and intercultural interaction. Modern society is faced with various social challenges, such as an aging population, an increase in the number of chronic diseases and changes in the health structure of the population. This requires healthcare professionals to be flexible and adaptable, as well as able to work in a team and interact with various social groups.

Social and psychological competence includes an understanding of ethical standards and the importance of professional behavior, which is the basis for building trusting relationships with patients and colleagues.

Social and psychological competence is a composite concept that includes a set of communicative, perceptual (cognitive) competences and knowledge of the patterns of human behavior and their interaction in society [7]. According to L.A. Petrovskaya, the content of social and psychological competence includes: the ability to empathize (empathy), understanding of ways of

orientation in various social situations, and effective use of verbal and non-verbal means of communication.

We have considered the model of social and psychological competence of medical students, where social and psychological competence of medical students is a set of knowledge, skills and abilities that allow future doctors to effectively interact with patients, colleagues and society as a whole, including the following components: a) understanding the psychological characteristics of people is an important aspect of social and psychological competence of medical students. Students should be able to analyze the behavior, emotions and motives of patients in order to provide quality medical care. It implies the ability to analyze the behavior, emotions and motives of patients in order to provide them with quality medical care. Such understanding is necessary to establish a trusting relationship between the doctor and the patient, choose the most effective treatment method and provide psychological support during recovery. In addition, the student should be able to analyze the patient's behavior, which includes observing his facial expressions, gestures, speech, manner of communication and allows you to determine whether the patient is experiencing discomfort, anxiety or fear, and choose the appropriate approach to communication. Understanding the psychological characteristics of people also includes assessing the patient's emotional state, which helps to understand which treatment methods will be most effective. For example, depressive states may require not only drug treatment, but also psychotherapy. Analyzing the patient's behavioral motives helps to identify the causes of their illness and develop a treatment plan that will take into account their individual characteristics. For example, if the disease is caused by stress, it is necessary not only to eliminate its consequences, but also to find ways to reduce stress levels in the future. b) communication competencies include the ability to clearly and clearly explain health information to patients, listen to their problems and answer questions. Communication skills include oral and written communication skills, when medical students must be able to clearly and clearly explain health information to patients, listen to their problems and answer questions. It is also important to be able to draw up medical documentation, fill out case histories and exchange information with colleagues, the ability not only to speak, but also to listen to the patient in order to understand his problem and prescribe appropriate treatment. It is important to clearly formulate your thoughts in order to avoid misunderstandings and communication errors. Facial expressions, gestures, voice intonation - all these are also means of communication that help to understand the emotional state of the patient and establish contact with him. Communication skills may differ depending on the situation and the interlocutor. Future doctors must be ready to adapt to different conditions and participants in communication.

c) the ability to work in a team, when students learn to cooperate with colleagues, exchange experience and information, solve common problems, this is an important skill that a future doctor must have. Student life provides an excellent opportunity to learn this, since future doctors work in a team with different specialists.

d) empathy and the ability to show care, when future doctors develop the ability to empathize with patients, show attention and support, important qualities that future doctors develop in the learning process. These skills allow you to establish trusting relationships with patients and provide them with the help they need. The ability to show care includes the attention and support that the patient feels from the medical staff. Care is shown in small things: in a smile, attentive attitude, willingness to help. Patients appreciate care and feel more confident and calm, which contributes to successful treatment. By developing empathy and the ability to show care, future doctors learn to be more attentive to people, to recognize the value of each person and to provide high-quality medical care taking into account the individual needs of patients.

d) the ability to manage conflicts, when students learn to recognize and prevent conflict situations, find ways to resolve them.

e) stress resistance, when future doctors must be able to control their emotions, remain calm and make decisions in difficult situations.

A doctor with good social and psychological skills can establish a trusting relationship with a patient, which promotes more open communication and a better understanding of his or her problems. This helps the doctor to more accurately determine the causes of the disease and choose the most effective treatment method. The doctor's ability to show empathy, care and understanding reduces the level of stress and anxiety in patients, which has a positive effect on the recovery process. Patients who feel supported and cared for are less likely to experience fear and anxiety associated with the disease. Thanks to good communication skills, a doctor can provide patients with all the necessary information about the disease, explain the features of treatment and answer all questions. This increases patient satisfaction with the quality of medical care provided and promotes their trust in the doctor. Social and psychological competencies help the doctor successfully interact with colleagues, share experience and information, and jointly solve complex cases. This contributes to more effective teamwork and improved quality of medical care. The ability to manage conflicts, resolve disagreements and find compromises allows you to prevent or resolve conflict situations that may arise in the course of work. This creates a calmer and more productive working atmosphere.

Development of social and psychological competencies contributes to the professional growth and development of a doctor, which can lead to advanced training, career growth and improved quality of care.

To develop this competence in educational institutions of the medical profile, students study the basics of psychology, pedagogy, and also gain knowledge of communication skills and empathy,

practical and seminar classes are held, trainings are held on the development of communication skills, conflict resolution, communication with patients of different ages and social status. Students practice in simulating real situations to learn how to apply the acquired knowledge in practice.

In addition, in the practice of clinical modules, future doctors gain experience in communicating with real patients, learn to listen to their problems, show empathy and care, students discuss difficult situations from the practice of colleagues, share experiences and learn to solve professional problems.

In independent work, students develop the ability to independently analyze situations, obtain, analyze and summarize the necessary information, make decisions and manage conflicts. Teachers and colleagues provide students with feedback on their communication skills, empathy, and caring.

In our opinion, the prospects for further research on this topic are as follows:

- analysis of existing programs and methods for developing social and psychological competencies in medical students and identifying the most effective of them. This will help determine which approaches work best and which can be improved.
- development and implementation of new methods aimed at developing social and psychological competencies. For example, the use of virtual simulations to teach communication skills or the development of online courses on empathy and conflict resolution.
- studying the level of development of social and psychological skills affects career growth, job satisfaction, and professional burnout of young doctors.
- analysis and comparison of how social and psychological skills are developed in future doctors of different specializations (for example, pediatricians, surgeons, psychiatrists) and identify the features of their approach to patients and colleagues.
- analysis of how psychological support and consultations influence the development of students' socio-psychological competencies and help them cope with emotional stress.
- analysis of how socio-psychological training of medical students is carried out in different countries and identify best practices.
- the impact of digital technologies on the formation of socio-psychological competencies.**

These areas of research can help to deepen the understanding of the processes of formation of socio-psychological competencies and develop more effective approaches to their development in medical students.

Thus, the study of the processes of formation of socio-psychological competence in medical students is becoming an important task for educational institutions and the healthcare system as a whole. The formation of socio-psychological competence in medical students not only contributes to their professional growth, but also improves the quality of medical care and interaction with patients, which ultimately leads to an increase in the overall level of healthcare.

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