

Complex integrative-creative activity in the educational process

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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.

Keywords: Creative thinking, integration learning, medical students, teaching methods.

Introduction: In order to identify priority areas for the systemic reform of higher education in the Republic of Uzbekistan, raising to a qualitatively new level the process of training independently thinking highly qualified personnel with modern knowledge and high spiritual and moral qualities, 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 a deep analysis of the entire education system in the country and on the basis of the programs adopted in the last five years in Uzbekistan, new educational standards are being introduced everywhere, the introduction 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 makes new demands on the organization of education in a medical university, as the need for the development of the creative potential of the personality of a future medical specialist is increasing in society. There are positive attributes of freedom in education: freedom to act, change, create and inspire.

[1, 2, 6] At the same time, the most important aspect of education is the ever-increasing interest in the creative process in education. Creative activity provides the birth of new knowledge, skills, abilities and relationships.

The system-conceptual analysis of integrative-creative opportunities in the formation and development of education of students of a medical university acts 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: a motivational-personal component of the development of a medical student's professional education; integration components of creativity (intuition, logical rigor, imagination, ability, propensity for individual creative developments; independence of judgment, etc.) that characterize 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 specialist of a medical university 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 creative evaluation of their professional results; creative propensity for forecasting; the ability to see something new 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 system of creative thinking of a future medical specialist in a scientific creative innovative study of a medical student: integrative-creative aspects of training thinking; creative concentration in the aspect of creativity; integration of ideas of creativity; creative insight; analysis and synthesis of the creative aspect.

In this study, we identified the characteristics of instructional engagement in medical university students' integrative and creative thinking. We were persuaded during the study that all of the key components of creativity that are a part of the organizational and pedagogical fabric of the educational process are included in creative pedagogy when it is used in the context of higher medical education.

We discovered that one of the cutting-edge approaches in pedagogical science and educational practice at a higher medical institution is integrative-creative pedagogy, which is appropriate for medical education. 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 of 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 a teacher with students; non-standard creative approach to solving medical problems; development of new creative methods, forms, techniques and means; effective creative application 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. We identified the following goals of creative pedagogy when developing the main directions of a medical university teacher's creative and pedagogical activity. These goals are appropriate for the process of higher medical education: to stimulate students' creative interest while taking into account their inclinations toward a particular area of the specialized medical discipline they are studying; to help create a motivating factor

that will be necessary for a future doctor's creative research work; to form students' creative thinking as a self-regulating, self-organizing system; to develop an individual-personal intellectual organization of research activity during the course of work; and to develop an individual research method of solving creative problems during the university's educational process.

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

In the process of research, we have 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 integration nature of the correlation of goals, main components and substantive foundations of integrative and creative opportunities, which is realized in the conditions of the educational process of a higher medical school.

The process of enriching the professional scientific activity of students of a medical university with a creative orientation requires a complex of scientific and pedagogical developments that contribute to the development of creativity of medical students. [3, 5] As our study 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 this readiness that ensures the opening of new professional and creative opportunities.

We made sure that creative and professional readiness as a systemic and integral object is an organic unity and integration of various types of professional activities of medical students in the process of mastering a future specialty, which ensure the formation of components of creative and professional training.

We found out that such types of professional activity are: educational and cognitive and educational and practical activities of medical students in the classroom and training, educational and practical and independent professional activities of students during clinical practice in hospitals and clinics, as well as in the theoretical development of a separate scientific phenomenon of a medical nature.

Our study 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 affect 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 form 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 single out the following main creative qualities of a student of a medical university, 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 to individual creative activity as the need to change medical and professional reality;
- creative formation by the medical student of an individual forming personal mode, which includes the creative and professional needs of the student, his interests, beliefs, creative and evaluative criteria, creative and cognitive aspirations;
- the creative individual desire of a student of a medical university to expand and deepen professional knowledge, to master new creative and professional knowledge;
- striving 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 student of a medical university, as evidenced by our experimental work, are a necessary condition for the formation of creative and professional readiness for the implementation of 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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