

# Directions for Improving Mental Competence in Students of Higher Medical Educational Institutions

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**Abstract:** The article examines a number of aspects of improving mental competence in students of higher medical education institutions.

In particular, the types of mental competence and the stages of their development, areas of improvement were considered.

**Keywords:** Competence, assessment, information, creativity, intellectual potential, youth, knowledge and skills.

**Introduction:** The need to train highly qualified, competitive, and independent-thinking professionals in the world is increasing day by day. The demands placed on students of higher education institutions in the process of reforms being implemented in a unique way around the world indicate the need to conduct research to improve their professional, personal, and intellectual potential.

The main goal of today's reforms is to create decent living conditions for all citizens living in our country. In this regard, raising a spiritually well-developed person, improving education and enlightenment, and raising a new generation that embodies the idea of national independence are among the priority areas of our state policy.

In order to achieve social progress, it is necessary to train highly qualified specialists in the country and raise them to world standards. In order to respond to today's development of science and technology, it is necessary to develop competitive professionals who can withstand the market economy in our country by developing a broad-minded, knowledgeable, and selfless person in their profession. So that they can grow up to be people who respond to the demands of the times without deviation, have broad interests, strong skills, stable memory, thorough thinking, inquisitive, hard-working, patriotic, and religious people.

On the path of development of a new Uzbekistan, with new goals and tasks set by the state, today's higher educational institutions are called upon to be leaders in this direction, that is, in changing the socio-pedagogical tasks of higher education institutions and in disseminating the best, advanced innovative pedagogical technologies aimed at solving a number of important socio-economic problems that contribute to the rapid development of the higher education system.

Improving mental competence for medical students includes not only mastering theoretical knowledge, but also learning to successfully apply it in practice, make decisions, think critically in clinical situations, and work effectively in a team.

Intellectual competence is the ability of a doctor to correctly apply his knowledge and skills in his professional activities, to master innovations in practice, and to think independently. Along with developing his clinical and organizational skills, a doctor must fulfill such tasks as respecting professional ethics and establishing effective communication with patients. The main goal of higher medical education institutions is to train highly qualified specialists, and this process is based on the development of intellectual competence. Intellectual competence means not only having medical knowledge, but also being successful in communicating with patients, working in a team, and making ethical decisions.

Developing students' intellectual competence, further strengthening their need for knowledge, and training capable, problem-solving professionals through independent thinking are among the important tasks facing the higher education system. In particular, the rapid modernization and technological equipment of important sectors of our economy are considered a priority for our society, which requires serious attention to the issue. The current educational direction The general qualification requirements for the bachelor's level of training in the State Educational Standards state that the trained personnel should be able to independently make decisions in their field, have competitive professional training, organize their work on a scientific basis, and independently improve their knowledge and skills. Innovative education plays a special role in the training of personnel with these characteristics in the higher education system.

Determining the competence of students in higher education institutions is an extremely important issue. Because the activity of students in the educational process is closely related to their competence. Currently, in higher education institutions of Russia and some neighboring countries, it is proposed to carry out a comprehensive assessment of the level of formation of a student as a specialist through his activities during his studies. In this case, the student's participation in the following activities is taken into account:

- the result of the defense of term papers;
  - the result of the defense of the graduation qualification work;
  - the student's participation in scientific research;
  - the student's participation in various competitions, exhibitions and other meetings;
  - the results of pedagogical and industrial practice;
  - the student's participation and achievements in science olympiads, republican and international conferences, scientific seminars;
  - the student's achievements in sports and other areas.
- As a result of a comprehensive assessment of the above indicators, it is considered possible to determine the student's competence.

Competence is the knowledge, skills, education, self-expression and realization of oneself as a person, one's place in the world, and as a result, the recognition of the purpose of one's profession as the highest goal of life. Since it is focused on the individual, it is a source of full mobilization of his capabilities and recognition by those around him.

In the modern situation, intellectual competence develops in the process of obtaining higher education of young people, since the student community is an

important period in the life of a young teenager. Increasing the effectiveness of higher education, training and improving the quality of young specialists, whose professional and social competence are strategic resources for the development of a modern national society, is of great importance, since they ensure effective cooperation in the social sphere, the use of innovative technologies in various fields.

Mental competence is a complex dynamic integrated system of individual qualities of a person, ensuring his ability to act in a social environment, taking into account generally accepted social norms and rules, values, as well as the positions of society. The student must have social knowledge and skills, experience in making decisions in various situations, and be ready to effectively communicate with the team, the environment surrounding him.

In higher education, intellectual competence is understood as a single (consistent) language for describing academic and professional profiles and levels of the education system. In this text, the concept of "competence" is synonymous with concepts such as awareness (knowledge, literacy, awareness), preparation (being ready), readiness, responsibility, qualified, professional.

In particular, the studies of B.V. Avvo, I.G. Agapov, V.A. Adolf, I.G. Arkhipov, N.A. Akhtamzyan, V.V. Kraevsky, L.A. Petrovsky, N.Y. Tairova, and A.V. Khutorsky examine the process of forming competence in the field of education and upbringing, and the retraining of young specialists.

General theoretical approaches to understanding the essence and structure of students' mental competence are outlined in the works of V.M. Basova, E.F. Zeer, I.A. Zimnyaya, N.V. Kuzmina, R.Kh. Tugusheva, I.L. Fedotenko.

The issues of forming and developing students' intellectual competence, its essence, content and structure can be seen in the works of S.S. Bakhteeva, S.Z. Goncharova, A.A. Demchuk, N.V. Lyakhova. The problems of a competency-based approach and practice-oriented teaching are reflected in the works of M.A. Bondareva, O.Y. Zhidkikh, M.S. Zhirova, A.V. Mamatova, Y.M. Melnik, A.N. Nemtseva, P.R. Noskov.

The concept of competence, as a rule, is used as a concept focused on the individual:

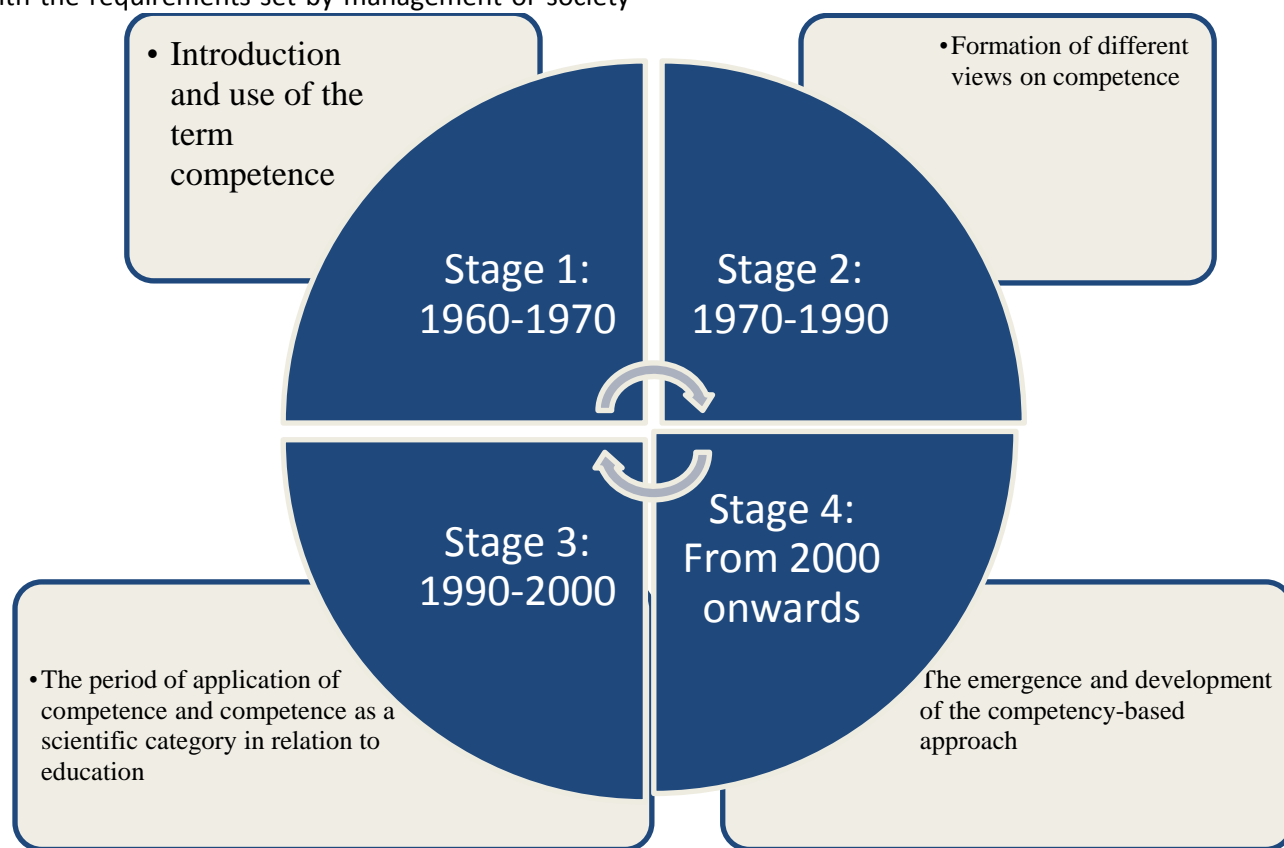
- the result of education, expressed in the readiness of a young specialist for activity, clear possession of social technologies and tools of professional activity, the ability to solve the tasks set by the organization;
- the uniqueness of the forms of combining knowledge, skills and experience that allow changing people

around them, setting goals and achieving them;

- a set of characteristics (motives, beliefs, attitudes) that ensure the implementation of professional activities and the achievement of certain results;
- the compliance of the results of students' activities with the requirements set by management or society

as a whole.

The history of the introduction of the competency problem into the field of education and its development can be conditionally divided into four stages (Figure 1).



**Figure 1. Stages of competence development.**

Another indicator of intellectual activity is the desire of students to participate in the process themselves. This is reflected in their additions to the answers of their comrades during the discussion of the issues raised during the lesson.

Intellectual competence is an important factor, that is, learning at the same time ensures the formation of a person in life skills. An important source of developing intellectual competence is the clarification of the content of the material being studied through real-life examples in teaching. In this case, during the lesson, students strive to reveal the essence of the subject through their life skills and experiences. Through this, intellectual competence is formed in students as follows:

1. Equips with knowledge, skills, abilities.
2. Contributes to the education of students' worldview, moral, ideological, political, aesthetic qualities.
3. Develops their curiosity.
4. Identifies and realizes the potential of students.

5. Introduces to search and creative activities.

6. The ability to conduct observations and based on them form conclusions.

7. The ability to independently model and build hypotheses;

8. The ability to independently set up an experiment and use it as a basis for obtaining new knowledge.

9. The ability to explain phenomena and observed facts based on existing theoretical knowledge, predict the results arising from theories.

Important areas of intellectual competence include the level determined by a combination of the following criteria:

- the level of mastery of knowledge and skills (quality of knowledge and skills);
- the range and breadth of knowledge and skills;
- the ability to perform special tasks;
- the ability to rationally organize and plan one's work;
- the ability to use knowledge in non-standard

situations; the ability to quickly adapt to changes in technique, technology, organization and working conditions.

Among the criteria for intellectual competence of students, the following should be noted:

1. Self-awareness of a person and his attitude to values, the ability to choose these values, justify them and evaluate them in terms of generally accepted social norms, as well as their social status; in determining the specific goals and social direction of a person's behavior, social behavior.
2. A person should see unity in diversity, successfully solve social problems, taking into account the specific characteristics of his specific conditions.
3. It is manifested in the ability of a person to make independent choices in various areas, to be responsible for this choice, to model innovative socially significant options for action and communication; the result of subjectivity in self-management, amateur activities, self-education is the independence of the person.

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