

## FEATURES OF THE PROCESSES OF REFORMING POSTGRADUATE TRAINING OF SECONDARY MEDICAL STAFF

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### ✓ Resume

*The article considers modern directions of transition to the system of continuous medical and pharmaceutical education, the features and problems of teaching secondary medical staff of medical institutions, the increasing role of postgraduate education that promotes professional and personal socialization. High-quality postgraduate education with the use of modern training technologies provides medical institutions with qualified nursing specialists who are ready to provide a wide range of medical services to the population.*

**Key words:** postgraduate training of nurses, modern information and communication method of training, independent work of listeners, creative approach, activation to the motivation of training.

## ЎРТА ТИББИЁТ ХОДИМЛАРИНИНГ ОЛИЙ ЎҚУВ ЮРТИДАН КЕЙИНГИ ТАЪЛИМИНИ ИСЛОХ ҚИЛИШ ЖАРАЁНЛАРИНИНГ ХУСУСИЯТЛАРИ

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### ✓ Резюме

*Мақолада узлуксиз тиббий ва фармацевтика таълими тизимига ўтишнинг ҳозирги тенденциялари, тиббий муассасаларнинг ўрта тиббиёт ходимларини ўқитишнинг хусусиятлари ва муаммолари, касбий ва шахсий ижтимоийлашувни ривожлантиришда дипломдан кейинги таълимнинг роли ортиб бораётганлиги муҳокама қилинади. Замонавий таълим технологияларидан фойдаланган ҳолда юқори сифатли олий ўқув юртидан кейинги таълим тиббиёт муассасаларини аҳолига кенг қўламли тиббий хизмат кўрсатишга тайёр малакали ҳамширалар мутахассислари билан таъминлайди.*

**Калит сўзлар:** ҳамшираларнинг олий ўқув юртидан кейинги таълими, ўқитишнинг замонавий ахборот-коммуникация услуги, тингловчиларнинг мустақил иши, ижодий ёндашув, ўқитиш мотивациясини фаоллаштириш.

## ОСОБЕННОСТИ ПРОЦЕССОВ РЕФОРМИРОВАНИЯ ПОСЛЕДИПЛОМНОГО ОБУЧЕНИЯ СРЕДНЕГО МЕДПЕРСОНАЛА

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### ✓ Резюме

*В статье рассматриваются современные направления перехода к системе непрерывного медицинского и фармацевтического образования, особенности и проблемы обучения среднего медперсонала медицинского учреждения, о возрастающей роли последиplomного образования, содействующей профессиональной и личной социализации. Качественное последиplomное образование с применением современных технологий обучения обеспечивает медицинские учреждения квалифицированными специалистами сестринского дела, готовыми к оказанию широкого спектра медицинских услуг населению.*

**Ключевые слова:** последиplomное обучение медсестёр, современный информационно-коммуникативный метод обучения, самостоятельная работа слушателей, творческий подход, активация к мотивации обучения.

### Relevance

At the stage of health care reform in the Republic of Uzbekistan, it is important and relevant to modernize the system of medical education at the pre-and post-diploma level. Effective development of the healthcare system depends largely on the professional level and quality of training of specialists. In order to improve the quality of secondary medical education, reforms are being carried out, innovations are being implemented, and new technologies are being introduced [8]. All spheres of public life require constant professional and personal improvement from a person, especially the institute of health. The modernization of the health care system makes serious adjustments to the work of all departments of medical institutions. The institute of nurses does not remain aloof - with the increase in the

role of secondary medical personnel in the diagnostic and treatment process, the requirements imposed on them also increase [1].

In postgraduate medical education, there is a long tradition of specialized examinations that lead to the award of college membership or board certification. In the future, assessment will play an important role in postgraduate education, but it will be very different from the formal written, oral and clinical examinations that were typical for postgraduate education in the past [7].

Since the need to reform medical education has been discussed for quite a long time, it should be noted that for more than half a century in our country, a system of training medical personnel was formed, which included professional education at various levels and then its improvement throughout professional life. For a long time,

the fact of successful completion of training in the relevant programs of a medical professional educational institution automatically gave the specialist the right to work in the positions of medical workers. Traditionally, pre-graduate education was distinguished - training in organizations of secondary and higher professional education and postgraduate education, which was divided into levels and types. At the same time, the legal framework for specific types of training has been constantly changing. The same system applied to medical workers with secondary special education, with the exception of postgraduate forms of training. However, for this category of employees, the legal framework in terms of training procedures has not been updated for many years [10].

It has long been known that the activity of medical personnel, including nurses, dental technicians, and medical laboratory assistants, is one of the key factors affecting the quality of medical care and its results [11]. Currently, Uzbekistan has created a multi-level system of nursing education, which includes basic, "main" training, advanced training and higher nursing education, but the issues of postgraduate continuing education of nurses are still relevant.

The solution of most of the problems facing the health care system of the Republic of Uzbekistan largely depends on the qualification of medical personnel, continuing education of health professionals in the credit-modular system using the most effective forms of training [4].

The shortage of medical workers leads to the fact that they cannot leave their workplace for a period of 1-4 months for training in programs of additional professional education, it is more rational to use distance educational technologies for continuing work. This actually adds up to a system of continuing medical education. Continuing medical education (CME) is a system of education that provides continuous improvement of professional knowledge and skills throughout life, as well as continuous professional development and expansion of professional competencies [12].

Training of nurses in the conditions of a medical and preventive institution has its own characteristics:

1. Recognizes itself as an independent, self-governing person;
2. Accumulates an increasing stock of life, professional, social experience, which becomes an important source of training for herself and her colleagues;
3. Its readiness to learn (motivation) is determined by its desire to solve its vital problems and achieve a specific goal through educational activities;
4. It strives for the immediate implementation of the acquired knowledge, skills, skills and qualities;
5. Its educational activity is largely determined by temporary, spatial, professional, household, and social conditions [9].

A listener of the course (a nurse) in one way or another combines educational activities with participation in paid work.

In the process of postgraduate training of secondary health workers, the following problems were identified:

- Lack of differentiation by initial knowledge, i.e. levels of training;
- Lack of need and motivation for further education after 5-10 years of work as a result of the lack of daily planning of their activities, leading to early «professional burnout»;
- Interest in obtaining a document of completion of training, rather than in obtaining new knowledge;

- Poor theoretical and practical skills in the organization and management of the "nursing process";
- Lack of thinking when making a "nursing diagnosis" and replacing it with a "medical diagnosis";
- Lack of material and technical resources (lack of offices, computers), resulting in work on the old principle of "assistant doctor", instead of "doctor's partner";
- Professional development 1 time in 5 years;
- Unwillingness to delve into the essence of a given topic, therefore, the correct and competent performance and presentation of independent work of the listener;
- Irresponsible and negligent attitude to the issues of postgraduate education of customers on the part of medical institutions that are directly responsible for the training of their employees.

As a result, the effectiveness and efficiency of the entire health care system depends on the activities of average medical workers.

Continuing medical education is an additional professional education that is carried out through the implementation of advanced training and retraining programs [2]. Nurses need to take part in continuous professional education to upgrade their knowledge and improve their professional skills. Internationally, all professionals have recognized the phenomenon of CME as a primary method to increase basic professional education regularly. Process of globalization, technological progress, and consumerism and climate changes have caused the health care environment to ensure practice and services are contemporary. As nurses are the largest group of health care professionals globally, therefore nurses are mandatory to participate in CME to develop skills and competencies, and remain modern in their practice [3].

In the current situation, the education of certified nurses with practical experience in medical institutions is a systematic, lifelong process. To date, the organization and management of high-quality nursing process requires continuous professional development of nurses using various forms and methods of training and activation of motivation for self-development and self-improvement [9].

In the present societal situation in the Republic, in contradiction of the background of globalization and democratization of society, the formation of an open market economy and the information technologies development of all ranges of society, the sphere of higher professional education is suffering substantial changes intended at modernizing and educating the quality of health education. At the same time, the main task of modern medical education is to guarantee the multi-purpose growth of learners and their original abilities, the development of personal self-actualization abilities and, therefore, the training of highly cultured personalities and extremely qualified specialists qualified of professional growth and mobility. Continuing medical education will support the medical labors in this. CME in modern conditions is used all above the world, it is compulsory to pay steadfast consideration to the importance of adjusting the medical service and the necessity for ongoing training of specialists in order to ensure highest quality medical care to the population. The quality of medical care to the population of the republic straightly depends on the degree of training of medical workers, the level of their skills of contemporary ways of diagnosis and treatment of sicknesses, the potential opportunity to apply the newest achievements of medical science in practice,

as well as warranting a preventive orientation of patient managing. Ensuring high quality of medical care, a healthcare provider should continuously increase, retain their level of knowledge and skills, and keep up to date with the latest developments of medical science [13].

In the context of continuous development and improvement of Information and communications technology tools, pedagogical education should not only provide students with a system of knowledge, but also teach them effective ways to search for, transform and apply knowledge in practice in their activities. Professional abilities to search, transform and apply knowledge in practice become key in the field of postgraduate self-education, self-training and professional development [14].

In connection with health care reform and the system of advanced training of medical workers signed the Decree of the President of the Republic of Uzbekistan № 4310 dated May 6, 2019 "On measures for further development of the system of medical and pharmaceutical education and science" [5].

The main directions of this Decree are the powers and obligations assigned to the Ministry of Health of the Republic of Uzbekistan:

- decentralizing the system of retraining and advanced training of medical and pharmaceutical personnel, ensuring their full coverage of continuing professional education;
- providing unified organizational and educational guidance for the process of retraining and advanced training of medical and pharmaceutical personnel in the system of continuing professional education;

- introduction of a system of continuing professional education for medical and pharmaceutical personnel starting from the 2019/2020 academic year, based on a credit-modular training system and providing for annual professional development on the basis of problem-oriented modular training programs, seminars, conferences, webinars, master classes, simulation training and other training courses;

- granting the following institutions, accredited in accordance with the established procedure, the right to train medical and pharmaceutical personnel on the basis of a system of continuing professional education:

Medical and pharmaceutical higher educational institutions, including non-governmental ones;

The decree of the President of the Republic of Uzbekistan dated April 7, 2020 №-4666 "On measures to introduce a completely new system of training and continuous professional development of personnel in the medical and sanitary sphere" defines the amount of credits to be collected for continuing professional medical education:

Medical and pharmaceutical personnel with secondary special education must obtain 140 credits within 5 years, i.e. at least 28 credits per year. The 140 credits are obtained by personnel of state medical institutions through training in relevant state medical educational institutions and organizations at the expense of the State budget of the Republic of Uzbekistan, personnel of non - state medical organizations-on apaid basis, by participating in seminars, conferences, webinars, master classes, simulation training and other training courses. It should be noted that today the EU countries have common requirements for the process of professional development of doctors [6, 15].

This method of training becomes productive both for the teacher and for students of advanced training courses,

which is expressed in the following:

1. Raising the cognitive level above the basic level;
2. Mastering the creative approach to the information received or in the process of searching for the necessary information;
3. Improvement and development of speech skills, which is especially necessary for GP nurses in educational work with the population;
4. Raising the cultural level.

The results of this method of training are also an indicator of the competence of the teacher, not only as a carrier of information, as it was earlier, but also as a psychologist, a creative researcher, in demand, keeping up with modern requirements. The quality assessment is determined by the results of the survey after the end of the course.

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