



COMMUNICATIVE COMPETENCE IN STUDENTS OF MEDICAL UNIVERSITY

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Abstract: In the last several years, professional personality development has drawn increasing attention. The increase of the personal mobility spheres—professional, social, and political—with the professional sphere being the primary one is the primary cause of this. This establishes the need of researching the direction and variables that affect professional self-determination, effective activity execution, and the decision to pursue further specialization within a given specialty.

Keywords: professional sensitivity, empathy, emotional intelligence, cognitive abilities, and communication capabilities.

Introduction: In recent years, there has been an increasing amount of focus on the professional development of personality. The development of the areas of human mobility—professional, social, and political—with the latter being the primary one, is the primary cause of this. This establishes the need of researching the direction and elements influencing professional self-determination, effective activity execution, and the decision to pursue further specialization within a certain specialty.

introduction of cutting-edge technology into the field of medicine, It is imperative that personal factors be taken into account during professional training and throughout the career, including the development of a set of knowledge, skills, and abilities on the one hand, and professionally significant personal psychological qualities on the other, given the widespread use of the newest techniques, the penetration of advanced technologies into the medical service



industry, and the application of effective management principles. The first of these elements has historically received a lot of attention, as evidenced by the country's recent adoption of the idea of continuous medical education. However, the issue of how to support a doctor's personality psychologically throughout his career is still a problem.

The success of professional medical activity is recognized to depend not only on professional knowledge and abilities but also on the capacity to actualize them in their actions via the development of professional traits of personality. One of the most notable aspects of a doctor's job is the high frequency of interpersonal interactions and communication with patients and their families. Effective communication is ensured by B communicative ability (with patients, their family, coworkers, etc.). This kind of communication guarantees that communication objectives are met in the best possible way and encourages participants to make progress in addressing difficulties.

Medical university graduates often struggle with communication in their work, lack the requisite communicative competence, and are not necessarily prepared for the contemporary and successful use of a range of communications strategies. The university stage of professionalization is a sensory era during which the doctor's essential professional traits are formed, as well as the primary new forms of individual professional activity styles. However, the pre-diploma phase is especially significant as it establishes not only fundamental skills but also potential prerequisites for variations in the professional function.

The social order of society now demands that aspiring medical professionals possess a new caliber of professionalism. Particularly important is the issue of professional training for employees who are prepared to do professional activities efficiently. The educational process, in which the student gains the skills required for successful professional activity, is one of the most crucial phases in the



development of a medical worker as a professional. As stated by V. I. Baidenko, E. E. Baidenko, L. P. Alekseev, and V. I. Baidenko. According to I. Baidenko, E.F. Zeer, I.A. Zimnyaya, N.V. Kuzmina, A.K. Markova, L.A. Petrovskaya, G.I. Sivkova, Y.G. Tatur, A.V. Khutorskaya, N.S. Shablygina, and others, the competency approach should serve as the foundation for educating experts in any area of endeavor. The development of medical students' broad professional competence is the main goal of this approach to the curriculum, which is based on the ideas of universality, flexibility, interaction, and practical orientation. Communicative competence is the most crucial element of a prospective medical worker's overall professional competency. In order to support this claim, a short historical and scientific analysis of the evolution of the phenomena of communication is required.

Communicative contact, collaboration, and mutual understanding are related to the importance of the communication problem (N.A. Berdyaev, M. Weber, E. Durkheim, N. Luman, J. Habermas, M. Heidegger, etc.). The Russian philosopher said. Dialog and monologue are the two main forms of Panarin communication in society. The first kind is distinguished by variety of viewpoints, tolerance, and the capacity to listen to the other person. The impulse to repress the other person and force one's viewpoint on him, or dogmatism of thought, is what defines the second kind.

Any cooperative action, including professional engagement, is impossible without mutual understanding, solidarity, trust, and tolerance, all of which are issues with communication.

Communicative competence is the capacity to communicate effectively, which is important for both professional and scientific endeavors. A set of knowledge, skills, and abilities to ensure effective communication, the capacity to comprehend and be understood, the capacity to coordinate verbal and



nonverbal manifestations in communication, and the capacity to overcome communication challenges are all examples of communicative competence. Mastering the technologies of oral and written communication as well as Internet communication is a component of communicative competence. Correctness, tact, the capacity to make contact, listen and comprehend others, empathy, respect for individuals, eagerness to assist, interest in others, and the capacity to control one's own communication process are all examples of communicative competence.

We think that every profession has a unique perspective on the concept of communication competence. Therefore, according to L.N. Vasileva, a doctor's communicative competence is a multifaceted integral quality of personality (a collection of cognitive, emotional, and behavioral traits) that mediates the doctor's professional activity aimed at creating, sustaining, and growing successful relationships with other people, patients, and other yoke of behavior and orientation of consciousness on interaction.

Therefore, the operational-activity component of the educational process needs to be improved as a result of the shift to the competence-based approach. This resulted in the following: giving lectures with the audience required to provide feedback; helping students improve their communication skills during seminars and hands-on classes; and using classroom instruction in conjunction with extracurricular activities to help future medical workers develop their professional skills and professional communicative competence.

Conclusion: Based on the aforementioned, we can say that future doctors must possess traits like empathy, persuasion, understanding people, and developed communication skills in order to perform effectively. For this reason, it is crucial to intentionally concentrate on the development of future medical professionals' professional communication skill throughout their university training phase by using



a range of cutting-edge teaching methods and technology in the classroom. As a result, using the competence approach necessitates that educators pay more attention to the technology of the forms that students use to develop their communication competence. Development work must be done inside the higher education training system.

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