Pro Index | Journal of Innovation in Educational and Social Research
Volume: 3 Issue: 5 Year: 2025
ISSN: 2992-894X | http://journals.proindex.uz

Some Aspects of Developing Cofnitive Skills in Future Doctors

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Abstract: This article analyzes some didactic and practical aspects of developing thinking skills in future doctors. It considers advanced methods for developing clinical thinking, analytical thinking, and decision-making skills in problem situations in the process of medical education, in particular, approaches based on interactive technologies such as the reflective approach, clinical scenario-based learning, and the SNAPPS model.

Keywords: thinking skills, medical education, clinical thinking, reflection, SNAPPS model, interactive teaching, clinical thinking, physician competence, problem situations, decision making.

Today, one of the main tasks that is being formed in the medical education system based on modern requirements is to equip future doctors not only with theoretical knowledge, but also with important thinking skills such as analytical thinking, independent decision-making, and assessment of the clinical situation. In the work of a doctor, the ability to think is of incomparable importance in deeply understanding the patient's condition, choosing a diagnostic algorithm, and determining the course of treatment based on an individual approach.

An important condition for developing the cognitive abilities of future doctors is the development of thinking skills, that is, the formation of a unique worldview. In fact, thinking is an important factor that distinguishes a person from other creatures and shows his superiority. A person's cognitive culture is assessed on the basis of his cognitive property. Cognitive property is “a product of cognitive intellectual activity, which is included in the scope of the right to invention and copyright, other types of cognitive activity in the field of science, literature, art and development, literary, artistic, scientific works and other intellectual property objects.” Thus, the formation of the ability to create a product of cognitive cognitive activity is considered a product of the student's cognitive culture. To create cognitive property, a person needs knowledge and skills. In general, fundamental knowledge is of great importance in the formation of human cognitive culture. Thoughts are considered a product of consciousness, and the ability to form cognitive consciousness reveals a high cognitive culture in students. The high mental abilities of a person determine the level of cognitive consciousness in him.

According to Professor Norman of Oxford University, “cognitive knowledge is the mind capable of solving the problems that exist for humanity” [1]. The fact that cognitive knowledge itself is a stable mental ability is expressed by the American Barrows in the following way: “Cognitive knowledge consists of a certain level of stable, stable mental abilities of an individual” [2]. Another German scientist, Schmidt, states that the social function of cognitive knowledge is “to foresee and predict social problems” [3]. The cognitive competence of future specialists should be measured by their ability to perform a futurological function in their field. This criterion was introduced into practice in American universities at the beginning of the 20th century. Therefore, it is necessary to understand that cognitive knowledge is a unique process in thinking and to approach it in this way.

Memory is a form that enhances a person's cognitive abilities and increases his competence. Memory is an important link in a person's cognitive activity, on the basis of which the images of things and events are interconnected and new knowledge is created. Human memory is gradually strengthened and enriched based on the knowledge acquired from the bottom up and the training

carried out. Some thinkers believe that the greatness of today's human civilization lies in its unique feature - the presence of memory. Therefore, one of the important pedagogical tasks of improving cognitive skills in future doctors is to form a strong and powerful memory in the student. Because a strong memory, deep thinking and a desire to learn reveal the cognitive mind in him. From a social perspective, cognition is demand-driven and results from factors such as society's need and demand for science, the level of development of the education system, the availability of technology and equipment, and the individual characteristics of the student.

To understand the essence of the cognitive culture of mankind, it is necessary to consider the process of its formation. In each stage of social development, societies have their own cognitive abilities. We can learn this from the changes in thinking in these societies. Because, the thinking of mankind has been expanding over the centuries. As a result of the development of the process of cognitive development of mankind over the centuries, cognitive characteristics have also been formed. Cognitive character is the transfer of scientific principles to the individual life principles of a person, scientist, thinker with increased mental abilities, competence, knowledge, thinking, worldview, and the formation of general life-scientific norms. Examples of this include Socrates, Plato, Newton, Voltaire, J.J. Rousseau, I. Kant, F. Nischel. In such a situation, it is necessary for every society, especially ours, to constantly improve the mental abilities of young people and the social cognitive characteristics that are formed on their basis [4].

In our country, the task of influencing social development and thereby achieving economic prosperity by increasing the cognitive abilities of future doctors is emerging. For this, it is necessary to develop cognitive skills in future doctors, along with providing them with fundamental knowledge during their training.

A thinking style is an open system of cognitive strategies, methods, skills, and operations that are part of a student's individual abilities. A thinking style is formed in childhood and develops throughout a person's life based on experience. Therefore, every person thinks within the framework of a style formed in his life, but only creative people are able to improve it, change it, and think in a new way. The formation of reflective thinking in people turns them into new people, creative creators. Therefore, it is important to teach students to be creative, to form independent thinking, and to develop creative skills.

The formation of dialectical, synergetic, idealistic, pragmatic, analytical, and realistic thinking styles in future doctors must become a pressing issue in today's education. Because our people have seen what ideological and materialistic thinking is like and its social benefits and have learned enough from it. Despite the influence of the enlightened ideologies that were ideologized in the recent past, illiteracy was eradicated in the country, and numerous cultural, enlightened, and scientific centers were established in various geographical regions. The intellectuals of the repression era made their due contribution to enlightening the people. Higher education was aimed not only at training highly qualified doctors, but also at educating students and young people in the spirit of learning new things, self-education, the creation of new worldly knowledge and cognitive values, and the development of competent doctors who strive to develop the traditions created by various scientific schools. However, the fact is that those with cognitive powers have served the interests of the ruling ideology for many years. Although the majority of the population verbally approves of the ideas of the communist system, they do not accept them internally. The communist system has hindered the freedom of the individual, nation, and people, and the development of national thought. Therefore, no matter what, the systematic development of cognitive thinking in future doctors is permissible and, of course, is considered a legal condition for this development .

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