

FORMATION OF THE PEDAGOGICAL PROCESS IN TEACHING RUSSIAN MEDICAL TERMINOLOGY

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**Abstract:** The formation of the pedagogical process is one of the urgent tasks of modern medical education. Pedagogical conditions in the article are understood as the components of the educational process, ensuring the achievement of its goals and objectives. Factors and circumstances resulting from the targeted selection, design and application of content elements, methods, and organizational forms of learning to achieve certain didactic goals.

**Keywords:** pedagogical process, pedagogical conditions, organizational and pedagogical component, psychological and pedagogical component, didactic component

For the full implementation and development of the pedagogical process based on the network learning model of the medical terminology of the Russian language, certain pedagogical conditions are necessary as a set of factors that determine the possibility and effectiveness of the implementation of this process. At the same time, "a specific feature of the concept of "pedagogical conditions" is that it includes elements of all components of the process of education and upbringing: goals, content, methods, forms, means" [1,21].

By pedagogical conditions we understand the components of the educational process that ensure the achievement of its goals and objectives. These are the factors and circumstances that "are the result of purposeful selection, design and application of content elements, methods, and organizational forms of learning to achieve certain didactic goals" [2,5,6,8].

Pedagogical conditions are the educational environment necessary to achieve specific educational goals. For example, the development of the competence of students studying at universities is based on such pedagogical conditions as:

1) "ensuring the integrity, intra-subject and inter-subject integration of scientific knowledge, a rational combination of variability and invariance of information, its fundamentality and contextuality" [3,23]. To create such a pedagogical condition, it is necessary to build the content and the learning process in such a way that scientific knowledge is presented in it systematically, in the interconnections of its reflection in related branches of knowledge, hierarchically;

2) "the choice and implementation of effective forms and methods of organizing the activities of students for the systematic mastering of social and professional knowledge, their conscious creative application, mastering the skills of professional activity, social behavior, social and professional communication" [3,23].

3) "organization of constructive pedagogical interaction, contributing to the development of a conscious attitude of students to the content of education, a responsible attitude to their activities and behavior, increasing their educational activity, etc." [3,239-240]. Obviously, such a pedagogical condition also requires the implementation of a set of specific measures to organize the pursued pedagogical interaction.

The model of the methodological system for teaching Russian medical terminology in medical higher educational institutions of the Republic of Uzbekistan, through network technologies, incorporates the pedagogical conditions that make up the three pedagogical components of our model:

- 1) organizational and pedagogical component;
- 2) psychological and pedagogical component;
- 3) didactic component

The organizational and pedagogical component of the model of teaching Russian medical terminology to medical students is “an essential component of the complex of objects, phenomena or processes on which other, conditioned phenomena (objects, phenomena or processes) depend, and influencing the directed and orderly formation of the environment in which phenomenon occurs” [4,14]. The organizational and pedagogical component of the model of teaching the medical terminology of the Russian language predetermines the effectiveness of achieving the goals of training and education from the perspective of managing the pedagogical process.

The psychological and pedagogical component of the proposed model of the methodological system for teaching Russian medical terminology to medical students, aimed at ensuring “interest in learning, adaptability to the individual characteristics of students, search activity of students, personal responsibility for the level of their knowledge, self-esteem and self-activation, individualization of training, objectivity of assessment educational achievements, cooperation and mentorship in the organization of learning through a computer, ensuring freedom of education” [5], serves as the basis for creating a fertile ground for productive interaction between the subjects of the educational process and thereby determines the effectiveness of achieving the goals of training and education.

The didactic component of the model of teaching Russian medical terminology to medical students is “the circumstances of the learning process, which are the result of organizational forms of learning to achieve certain didactic goals, the result of the selection, construction and application of elements of content and methods” [6,15]. The didactic component of the methodological system consists in the purposeful selection, organization and application of content elements, methods, techniques and forms of education and upbringing in accordance with the educational objectives set.

The components of the model, the generality of which is ensured by their implementation in a single “process that affects the development of the personality, which is a combination of external factors with the unity of internal entities and phenomena” [7,47], have some differences in the direction of the vector of their zone of action.

As we can see from the presented diagram, the components of the model we developed for teaching Russian medical terminology to medical students through network technologies differ from each other in that, despite the fact that they construct a single educational process, they participate in its construction in different aspects:

- 1) organizational and pedagogical component - in the aspect of managing the educational process;
- 2) the psychological and pedagogical component - in the aspect of the interaction of the subjects of the educational process;
- 3) didactic component - in terms of ways to implement educational tasks.

M.I. Shalin, exploring the organizational and pedagogical conditions as conditions that “will ensure the formation of competencies that allow students to independently solve problems in various fields of activity” [1,7], using the example of the development of competitiveness of senior students of general education schools, lists the following conditions as such:

- 1) development of positive motivation;
- 2) actualization of the subjective position;
- 3) differentiation of students by groups;
- 4) ensuring the sequence of training;
- 5) availability of maximum perception of educational material;
- 6) introduction of a special course developed by the author [7,9,11].

Thus, as follows from the foregoing, the conditions for the formation of students' positive motivation for learning occupy a fundamental place in the range of organizational and pedagogical conditions.

S.L. Melnikov, O.A. Karneeva analyze the psychological and pedagogical conditions for the formation of the student's personality competence in the process of studying at a higher educational institution and define them as "a certain organization of the educational process in the totality of pedagogical means, methods and forms of organizing the educational process, specific methods of pedagogical interaction, information content of education, features of the psychological microclimate providing the possibility of a targeted pedagogical impact on students" [3,10-15]. According to the authors, pedagogical conditions of this type can be grouped into the following three main groups:

1. Informational psychological and pedagogical conditions, covering: 1) the content of education; 2) the cognitive basis of the pedagogical process.

2. Technological psychological and pedagogical conditions, which include: 1) forms, means, methods, techniques, stages, methods of organizing educational activities; 2) procedural and methodological basis of the pedagogical process.

3. Personal psychological and pedagogical conditions that relate to:

1) behavior, activities, communication, personal qualities of the subjects of the educational process;

2) the psychological basis of the educational process[3,20].

Criteria for evaluating the effectiveness of pedagogical influences and methods S.L. Melnikov, O.A. Karneev is divided into cognitive-intellectual, motivational-volitional and activity-behavioral, motivational-volitional criteria, while they involve assessing the conscious and responsible attitude of students to learning and its results: "the desire to correct mistakes, improve results, provided that this does not change the mark ; participation in work on a voluntary basis" [3,24].

As we can see from the above theory of researchers of psychological and pedagogical conditions, the formation of a motivational basis not only acts as one of such conditions, but is also monitored and evaluated as one of the main indicators of the formation of the student's personality qualities being taught.

T.I. Kulagina studies the didactic conditions for the development of students' cognitive independence in relation to economic university education. By didactic conditions, the author understands "a set of factors that contribute to the development of cognitive independence of students" [8,15-24].

Thus, the formation of positive motivation among students is one of the indisputable circumstances both within the framework of organizational and pedagogical conditions, and within the framework of psychological, pedagogical and didactic conditions that ensure the success of the educational process.

The above analysis of the place and role of the formation of a motivational basis in the system of organizational-pedagogical, psychological-pedagogical and didactic conditions shows that the boundaries for distinguishing varieties of pedagogical conditions are conditional, the complexity of their clear designation is due to their focus on the implementation of effective conditions for a single process of training and education - educational process.

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