



CREATING MOTIVATION FOR MEDICAL STUDENTS IN THE MUSIC THERAPY PROCESS

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Abstract: *This article presents many ideas and observations about creating motivation for medical students in music therapy and the main aspects and factors in the educational motives of medical university students.*

Keywords: *Music therapy, medical university students, motives, "the honor of white coats", psychological mechanisms, "Higher education of the 21st century", "Education for all" program.*

Introduction

During music therapy, treatments usually do not last long. Sometimes a certain part of a musical work is enough. Basically, treatments last 5-30 minutes, after which the specialist suggests discussing impressions. The total number of treatments directly depends on the patient's condition. Live music performed by an ensemble or solo without hearing aids makes the treatment interesting and effective for the patient

A means of optimizing creative forces and pedagogical and educational work. One of the first people to confirm the significant effect of music on the mental and physical state of a person was the Greek scientist and philosopher Pythagoras. As can be seen from Iamblichus's work "On the Life of Pythagoras" that if someone "listens to beautiful rhythms and songs, then such a person receives musical education, using melodies and rhythms, human morality and passions are cured, and the initial harmony of mental forces is established." In addition, music has a stimulating effect on mood and emotions, which allows you to maintain a sporting spirit and thus has a long-term impact on fitness achievements.

The main aspects and factors of the educational motivation of medical students have been analyzed by many researchers. The educational motivation of students is manifested, first of all, in their excellent mastery of clinical disciplines, their external and internal motivation, that is, it is inextricably linked with the student's interest in the disciplines he is mastering, the degree of inclination of his personal "I" to the chosen profession. Bachelor's students are satisfied with their lives and feel well-being. They experience more positive emotions than negative ones. Unlike upper-class students, they perceive the people around them as friendly, sensitive, ready to help and support. In their minds, the world around them is full of good intentions. 1st-2nd year students attach great importance to the "honor of white coats" and the prestige of the profession, the beneficial aspects of their work for a person. Negative life situations take second place or





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seem insignificant in comparison with the benefits of the cause to which they plan to devote their whole lives. At the same time, they find a significant difference between their personality and the image of an ideal doctor. This indicates that they have not yet fully seen themselves in their chosen profession. For them, an active work process, a favorite job, and knowledge of the new appear as life values. Older students pay more attention to the essence of the profession and the goals of their medical practice. For them, the motivational potential of the profession is of great importance, which reflects the sum of the available resources of a person in relation to his work. IV and V year students practically behave like good doctors and believe that they have all the necessary qualities that will help them in their work, that is, if students who are admitted to study in the first years of their studies try to acquire the necessary knowledge in their chosen profession, then after moving to a higher level, this interest gradually fades, as a result of which they strive to master their chosen profession faster, to gain a professional position. However, there are no pleasant events in their lives, similar to the lives of younger students, negative emotions prevail. Master's students highly value themselves and do not hide this at all. They have a more active life position, are ready to take action to eliminate an unfavorable situation and resolve conflicts. They consider themselves positive people who can behave in any situation and have resilience. They set high standards for themselves. Higher level students are more successful in determining the goals they should strive for than lower level students. It follows that undergraduate students define their motives for choosing a future profession in more detail and more clearly. Students approaching graduation attach importance to the opportunity to help people overcome difficulties and health problems. Also, the need to have their own personality and grow, develop and improve as a specialist is of great importance for them. The ability to constantly monitor their behavior throughout their studies and their lives is formed in 4th and 6th year students. They can carefully understand, process current events and relate their actions to existing conditions. They adapt their behavior to changing circumstances, their communication with the patient and his relatives, depending on their mood and condition. They are also prone to retrospective reflection, which is the ability to reflect on past activities and analyze past events, as well as prospective reflection, that is, to think about future activities and behavior, learn not to repeat mistakes and shortcomings, plan and predict results. Junior students of medical universities have a low level of reflective ability.

It is known that a person can achieve many successes through a profession. However, it is natural that a legitimate question arises whether today's student fully understands and comprehends the essence of that profession and to what extent he imagines his future. The specific features of the methods of scientific research of the professional orientation and educational motives of medical university students are that they are determined by the level of readiness and orientation of the mental forces of the psyche to solve professional problems and fulfill their tasks. It is expedient to interpret the professional





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orientation and educational motives of medical university students and conduct experimental and test work based on experimental psychology methods, which is characterized by the ability to ensure the continuity of psychological research and the ability to differentiate psychodiagnostic research. In our study, it is necessary to take into account the individual characteristics of the person, as well as age and gender differences, when determining the socio-psychological factors affecting the educational activities of medical institute students. As in any profession, in addition to acquiring the knowledge, skills and abilities necessary for practical work, a future doctor must pay special attention to the mental states of patients, such as fear, distrust, panic, and despair. Among the professions, acquiring the profession of a doctor, which requires great responsibility, patience, and dedication, is not easy. This requires the student to constantly search and regularly expand the scope of knowledge. Studying the problems that arise as a result of the formation and development of these characteristics is an important factor in the acquisition of a profession by students.

Improving the quality of higher education by paying serious attention to the factors and means that serve the formation of specialists in higher education systems around the world is a requirement of the time. The United Nations World Declaration "Higher Education in the 21st Century" and UNESCO's program documents "Education for All" emphasize that the issue of establishing continuous and high-quality education in undergraduate programs based on a new approach in the world community, including studying the professional and psychological aspects of future medical specialists, and preparing qualified and high-quality personnel with modern knowledge based on the principles of medical ethics and careful interaction with patients and their relatives, is gaining urgent importance. In this regard, the implementation of systematic work on scientific research and further development of professional orientation and educational motivations among medical university students remains an urgent problem.

Due to the complexity of the medical profession, research is being conducted in world educational and research institutions to study the psychological mechanisms of adequate formation of professional orientation and educational motivation in medical university students. In this regard, it is important to effectively organize the educational process in medical universities, and in order to ensure the compatibility of the educational process with practice, there is a need to pay special attention to psychological research aimed at conducting research within the framework of the problems of professional and psychological training of medical specialists, development of communication skills, identification and explanation of fear, anxiety, stress. In recent years, in order to ensure the specific effectiveness of the professional development process through the education system in New Uzbekistan, measures have been identified to improve the quality of education and support for students in medical specialties in higher education, and necessary measures have been taken in this direction.





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Conclusion: In conclusion, students' study motivation is manifested, first of all, in their excellent mastery of clinical sciences, their external and internal motivation, that is, the student's interest in the disciplines he is mastering is inextricably linked with the degree of inclination of his personal "I" to the chosen profession. Bachelor's students are satisfied with their lives and feel well-being. They experience more positive emotions than negative ones. In their minds, the world around them is full of good intentions. 1st-2nd year students attach great importance to the "honor of white coats" and the prestige of the profession, the beneficial aspects of their work for a person. Negative life situations take second place or seem insignificant compared to the benefits of the cause to which they plan to devote their whole lives. At the same time, they find a significant difference between their personality and the image of an ideal doctor. This indicates that they still do not fully see themselves in their chosen profession. For them, an active work process, a favorite job, and knowledge of new things are considered life values.

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