

THE DIDACTIC ROLE OF THE INSTRUCTOR AND ITS IMPORTANCE IN DEVELOPING STUDENTS' PROPHYLACTIC COMPETENCE IN THE DISCIPLINE OF HYGIENE.

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Abstract: *This article examines the didactic role of the instructor in developing medical students' prophylactic competence within the hygiene discipline. It emphasizes how the teacher's planning, methodology, and interaction strategies directly influence students' ability to understand and apply preventive health concepts.*

Keywords: *didactic activity, hygiene education, medical students, prophylactic competence, teaching strategies, instructional methods, competence-based learning, public health education, student engagement, reflective learning.*

As medical education continues to shift towards a competency-based model, the role of the instructor becomes increasingly significant. In the context of hygiene education, the teacher is not only a source of knowledge but also a guide who facilitates the development of students' professional skills and attitudes. The cultivation of prophylactic competence, which includes the ability to anticipate, prevent, and manage public health risks, depends heavily on the teacher's didactic approach.

The teacher's didactic activities in developing students' preventive competence in hygiene include the following:

- encourage students to develop preventive activities;
- diagnostics of the level of development of preventive activity of students;
- develop a system of exercises to develop students' preventive activity in the process of teaching hygiene [1].

Forms:

- performing individual and group educational tasks;
- use of games;
- implementation of projects;
- teamwork to develop preventive activities;
- carrying out preventive tasks;
- catalog.

Methods: heuristic, problem-solving, informative, reproductive, research method [2].

Student activities:

- development of methods of educational and cognitive activity and their application in the acquisition of knowledge;
- carrying out tasks to develop preventive activities.

Forms:

- performing preventive tasks in groups or pairs;
- performing preventive tasks;
- preventive projects;
- frontal
- teamwork to develop preventive activities [3].

Methods:

- independent work of students on completing preventive tasks;
- perform exercises on transferring elements to a new situation;
- search for preventive activities; synthetic; brainstorming; nominal group method [4].

Restructuring the higher education system and improving the quality of student education is associated with the development and application of various teaching methods that support and encourage independent, preventive, didactic activities of students in the educational process. In this regard, the problem of determining the criteria for developing preventive activity of students in the educational process arises.

The identification of indicators of the formation of pedagogical phenomena is a difficult problem in any scientific research. In a generalized plan, the criteria of preventive competence can be considered as the ability to make decisions, set goals, analyze one's own activities, and adjust them taking into account changing circumstances

Based on the definition of didactic activity skills (dependence on knowledge, creativity, student individuality, etc.), we identified the criteria and level of development of preventive competence of students in the process of studying in higher education:

Motivational-value criterion - this criterion includes the student's interest in self-development, subject orientation, and ability to apply preventive ideas in practice. The student's level of self-organization, desire for professional self-affirmation, as well as the ability to express oneself in intercultural communication are the main components of this criterion.

Cognitive criterion - in this direction, students' activity in mastering practical exercises and intellectual initiatives are assessed. Cognitive creativity, the level of preventive thinking, the ability to master educational material on the topic through deeper research are important aspects of the cognitive criterion. In this, students' ability to gain deeper knowledge and analyze the topic is developed [5].

Operational activity criterion - this criterion reflects the level of development of the student's preventive abilities and skills, the ability to independently apply new methods of activity. In this case, students' abilities to analyze, draw conclusions, use heuristic methods, accumulate new knowledge and gain experience through associative mechanisms are developed. The operational criterion reflects the level of coverage of innovations necessary for the implementation of preventive activities in practice.

According to these criteria, the following levels of didactic activity in the process of teaching hygiene science were identified:

The first level - (low) is characterized by interest in preventive activities, the experience of negative emotions when faced with practical tasks that require long and significant intellectual effort, and the lack of preventive competence. Preventive activity means that the motives are active, but not dominant, that is, they are intended for modeling by the teacher [6].

The second level – (intermediate) this level is characteristic of a group of students with a reproductively active style, activity. In practice, he can perform certain exercises related to hygiene, in activity – this is the mastering of ready-made techniques. In this case, preventive activities are accompanied by positive emotions, but they do not come from preventive competence. The teacher's supervisory role is preserved.

The third level is the activity of students with (high) preventive competence. Interest in completing tasks occurs. This level is characterized by the development of preventive competence and active work skills in the process of self-education, self-awareness. This occurs with insignificant participation of the teacher in solving complex educational problems.

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