RESULTS AND EFFECTIVENESS OF EXPERIMENTAL WORK ON DEVELOPING FUTURE PHYSICIANS' PROPHYLACTIC COMPETENCE THROUGH INTENSIVE TECHNOLOGIES IN THE HYGIENE DISCIPLINE.

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Abstract: *This article presents the results and effectiveness of experimental work aimed at developing future physicians' prophylactic competence through the application of intensive technologies in the teaching of hygiene.*

Keywords: *prophylactic competence, hygiene education, intensive technologies, medical students, simulation, clinical thinking, preventive medicine, experimental study, public health, educational effectiveness.*

Today, in connection with the changing socio-economic conditions of life in our society and the radical reform of our country's healthcare system, various measures are being developed and implemented to address the pressing problems facing modern medical education.

Changes in values in society, the dominance of the laws of the market economy lead to the transformation of medical education into an area where special relationships arise in the state-teacher-student system. The specificity of these relationships largely depends on various factors that influence the process of professional training of medical workers and the choice of students' future professional specialization.

As in the world, Uzbekistan's medical sector is also experiencing a regular shortage of personnel . According to the Ministry of Health, to date, there is a shortage of about 20,000 highly qualified specialists in the healthcare sector , so the priority task of state healthcare bodies is to redirect the professional training process to train specialists at the "shortage" level .

medical educational institutions is of particular importance in connection with the establishment of a credit system of medical education, the main principle of which is the active role of students in forming their own educational strategies in obtaining higher education. In this process, the university creates the opportunity to influence the factors and motives of students' choice of future

specialty through the development and implementation of effective algorithms of educational activities.

When it comes to the results of experiments and trials, the results of the experimental and trial work conducted to develop preventive competence in medical education are aimed at increasing the effectiveness of the educational process. These experiments and trials involve the use of various methods, technologies, and didactic approaches.

Research on the development of preventive competence in medical education shows the effectiveness of using modern technologies and innovative methods. For example, by implementing interactive learning methods (simulation, virtual platforms, distance learning), students are able to develop not only theoretical knowledge, but also practical skills.

The results of the pilot studies show that the use of innovative technologies, including simulation, virtual learning platforms, and distance learning methods, helps students actively participate in their own learning process and allows them to apply the knowledge they have learned in real-life situations.

In addition, through reflective approaches, students learn to evaluate and analyze their own activities, which leads to further development of their knowledge and skills. Through these processes, students increase their preventive competencies, that is, they are prepared to prevent diseases, apply hygiene rules in practice, and protect public health.

These methods are effective in improving the quality of education, as well as in developing important professional skills for students. Through such approaches, students become more responsible and knowledgeable in their impact on their health and the environment. Improving the effectiveness of the activity of medical students in learning hygiene is understood as the activity aimed at improving the content, form, methods and means of education in order to master the knowledge given by the teacher, form qualifications and skills, arouse interest in their use in practice, increase activity, creativity, independence.

The development of students' preventive competence through hygiene science is mainly explained by providing numerous examples of effective collaboration and management technologies with them.

The theoretical foundations of the issue of developing preventive competencies in students through hygiene science, as well as the model of developing preventive competencies in students, the identification of

pedagogical conditions that ensure the effectiveness of this model, help us determine the purpose, content and tasks of experimental work, that is, the purpose of experimental work is to test and evaluate in practice pedagogical conditions that ensure the effectiveness of developing preventive competencies in medical students.

The theoretical foundations of the development of preventive competence in students are based on numerous studies and pedagogical research, the main goal of which is to provide students with knowledge and practical skills in disease prevention. These competencies include the study of hygienic knowledge, the protection of public health, and the maintenance of personal health.

Experiments are usually carried out to test new methods, strategies or technologies in the educational process. The content and main objectives of each stage are as follows:

1. Planning stage of the experiment:

a) Defining goals and objectives: Identifying the methods to be tested in the learning process and defining the results to be achieved through them.

b) Selection of methods and technologies: Selection of effective methods and technologies to achieve objectives, such as interactive approaches, simulation exercises, or the use of online platforms.

2. Preparation stage of the test:

a) Training students and teachers: Explain the testing methodology and prepare students for it. Train teachers on how to properly apply the methods in the teaching process.

b) Preparation of materials and resources: Preparation of teaching materials, technologies and resources, study of tools and technologies used in this test.

3. Testing phase:

a) Teaching and learning : Students learn new techniques based on the instructions of teachers. In this stage, knowledge is reinforced through interactivity, group discussions, and practical exercises.

b) Monitoring during the testing process: Monitoring the testing process, continuously analyzing students and teachers , and making necessary adjustments.

4. Results analysis stage:

a) Analysis and evaluation: The results of the testing process are analyzed, and the effectiveness of the methods is assessed. At this stage, the results obtained by students and teachers are mutually analyzed and re-evaluated.

b) Making adjustments: If necessary, adjustments are made to the methods and technologies used in the learning process and improved for future use.

5. Stage of implementation of test results:

a) Widespread use of new methods: If the pilot study is successful, the new methods and strategies can be widely implemented and introduced to other learning groups.

b) Teacher training: Widely disseminate new, tested methods to teachers and provide them with manuals on how to apply them in the educational process.

the preventive competence of medical students through intensive technologies is understood as activities aimed at improving the content, form, methods and means of education in order to master the knowledge provided by the teacher, form qualifications and skills, arouse interest in using them in practice, and increase their activity, creativity, and independence .

Students hygiene science through preventive to competence in achieving intensive technologies of use important has a place . This technologies through students practical skills effective development , hygiene knowledge further deeper mastery and reinforcement to the possibilities has they will be .

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