

THE ROLE OF TEACHING PHILOSOPHY IN MEDICAL UNIVERSITY

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Abstract: *the article presents an analysis of the fluctuating position of philosophy in the architectonic of modern educational space. The author tries to justify the need of teaching of philosophical disciplines on the non-philosophical faculties, and also show the role of philosophical training in the formation of personal qualities and general cultural competence of graduates. The role of philosophy in the life of society is determined, first of all, by the fact that it acts as a theoretical basis of the worldview, and also by the fact that it solves the problem of the cognizability of the world, and finally, the issues of a person's orientation in the world of culture, in the world of spiritual values.*

Keywords: *higher education, education reform, philosophy, teaching of philosophy, the role of philosophy.*

РОЛЬ ПРЕПОДАВАНИЯ ФИЛОСОФИИ В МЕДИЦИНСКОМ ВУЗЕ

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Аннотация: *в статье представлен анализ неустойчивого положения философии в архитектонике современного образовательного пространства. Предпринята попытка аргументировать необходимость преподавания философских дисциплин на нефилософских факультетах, а также показана роль философской подготовки в процессе формирования личных качеств и общекультурных компетенций выпускников вузов. Роль философии в жизни общества определяется, прежде всего, тем, что она выступает в качестве теоретической основы мировоззрения, а также тем, что она решает проблему познаваемости мира, наконец, вопросы ориентации человека в мире культуры, в мире духовных ценностей.*

Ключевые слова: *высшее образование, реформы образования, философия, преподавание философии, роль философии.*

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The philosophical course is the point of formation and completion of "higher", university education, without which modern society will be a society of good specialists, but not fully educated people. The presence of philosophy in a medical university is due to the goal of education - to prepare such a subject of activity who would be a creative, active specialist (the state and the economy are interested in him), an active citizen of the country (society is interested in him) and a creator of culture (the person himself as a person is interested in this.). It is the ability to act as a "subject of culture" for a graduate that is an indicator of the fulfillment of the goal of the educational process in a university¹.

One can agree with the opinion that "in the concept of teaching philosophy, undoubtedly, the metaphors associated with "enrichment" should be avoided - it is much better to replace them with the project of creating a subject". This function, together with other humanitarian disciplines, is taken over by philosophy.

It is the involvement in culture, in meanings that do not appear in the sphere of everyday experience (and if they do appear, then in a distorted form) that opens up for a person the opportunity not only to be someone (civil or professional identification), but to realize himself in this or a different quality and through it to realize the "personal", universal principle in oneself. Philosophy in this case performs the function of familiarizing with the sphere of social experience accumulated by the entire human culture: "The need for philosophy is great at all times and is determined by the fact that the possibility of overcoming crises, including the current crisis of values, depends on a person's spirituality. Philosophy at the university should contribute to the personal growth of the student, the disclosure of his abilities, the formation of the foundations of spirituality, the ascent to the values of culture". This function of forming a holistic worldview is performed by philosophy.

¹ Azizovna A. Z. ROLE AND SIGNIFICANCE OF PHILOSOPHY IN THE LIFE OF SOCIETY // Наука, техника и образование. 2020. № 11 (75).; Ахмедова З. А. Астрономические взгляды Ахмада Дониш // Вестник науки и образования. 2018. – № 11 (47).; Ахмедова З. А. Human existence in the works of medieval thinkers // Молодой ученый. 2016. № 1. С. 857-859.; Ахмедова Зебинисо Азизовна, Чориева Мадина Алиевна ТРУД АХМАДА ДОНИША «ИСТОРИЯ МАНГИТСКИХ ГОСУДАРЕЙ» КАК ЦЕННЫЙ ИСТОЧНИК ПО ИСТОРИИ БУХАРСКОГО ХАНСТВА ВТОРОЙ ПОЛОВИНЫ XVIII - ПЕРВОЙ ПОЛОВИНЫ XIX ВВ // Наука, техника и образование. 2020. № 11 (75).

In addition, philosophy implements a function that is currently especially relevant - the formation of critical self-awareness. Self-criticism is a fundamental attitude of a mature personality: "She [philosophy] must develop the ability to philosophize, which is the ability for free critical thinking, which is inherent and necessary not only for a professional philosopher, but also for any person. This ability is, first of all, the ability to maintain a critical distance in relation to one's own culture and, at the same time, to resist any possible assimilation into particular cultural and historical contexts". The specificity of criticism dictates the appropriate form of teaching philosophy, the formation of students' specific, characteristic only of the humanities, complex, concrete, systemic and at the same time "personal", flexible, open, etc. way of thinking. Hence, such a function of philosophy as the formation of the skill of a complex way of thinking, which is never satisfied with direct evidence. The main requirement for a philosophy teacher is that he must possess all the qualities that students should acquire in the process of teaching philosophy. In other words, he must be able to look and see from the inside the authenticity of that system of values, that worldview, which he critically analyzes together with the students. And this idea is not new: the instructions in the French gymnasiums in 1925 read as follows:² "A teacher of philosophy is a philosopher ... and his student is an apprentice philosopher". Requirements for testing knowledge in philosophy. Philosophy students interim tests should demonstrate that the course has achieved its objectives. Let's denote what a student should know and be able to do after completing a course in philosophy:

a) to know the key categories and specific personalities, their works and historical periods to which they belong - to be able to define and correlate the person, her work and the historical period corresponding to them (basic minimum of knowledge for the course);

b) to know the key problems of philosophy (or philosophical doctrines) and their meaning - to be able to reproduce it with the appropriate reference to the personalities (and works) who were engaged in their solution;

c) be able to correlate the approaches of different thinkers to the solution of philosophical problems, expressing on this basis their own assessment.

The forms of tasks, within the framework and through which it is possible to verify the corresponding level of knowledge, in our opinion, are as follows:

a) test, terminological dictation;

b) written or oral questioning;

c) conversation, essay³.

It is important to take into account that the options for approaches to their use can be completely different and depend on the specific specifics of the philosophy course:

"Total" - each handler performs tasks of all difficulty levels, gaining the corresponding level of points in general;

"Hierarchical" - depending on the student's claims to one or another assessment, he performs either the first two types of tasks, or the last;

"Sequential" - the successful completion of the first task opens up the opportunity to complete tasks of the next difficulty level⁴.

Obviously, the above approach is based on a simple idea of three basic forms of rational knowledge: concepts, judgments and inferences.

The process of teaching philosophy is the more effective, the more the student is involved at an informal level in this process, the more he perceives it as a game, as a form of leisure. In principle, learning cannot be easy and always unconstrained, but it must strive to be so. The school should become, first of all, an "open space" for the student. And the main conditions for creating such a space, such an "open environment" are the openness of the community of teachers to each other and to students; the presence of an environment within which contact and feedback is possible, on the one hand, of teachers with each other, and on the other hand, of teachers and students.

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³ Кенжаева Х.П. "АЁЛЛАР ИЖТИМОЙ ФАОЛЛИГИНИ ОШИРИШДА ФУҚАРОЛИК ИНСТИТУТЛАРИНИНГ ЎРНИ." Scientific progress 1.6 (2021): 957-961.; Равшанова, Шоира Джуракуловна. "Олий таълимда академик мобилликнинг Европа мамлакатлари тажрибаси." Science and Education 2.4 (2021): 624-630.; Ахмедова З.А., Турсунов К.С. Интеграционный процесс в рамках Европейского союза // Наука, техника и образование. 2020. № 5 (69); Чориева Мадина Алиевна. СОЦИАЛЬНО-ЭКОНОМИЧЕСКОЕ, ПОЛИТИЧЕСКОЕ ПОЛОЖЕНИЕ БУХАРСКОГО ЭМИРАТА В КОНЦЕ XIX ВЕКА // Наука, техника и образование. 2020. №11 (75).; Чориева Мадина Алиевна Экономика и денежное обращение (монеты) в Бухарском эмирате при Мангытах (на рубеже 19 - 20 веков) // Наука, техника и образование. 2020. №5 (69).

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