

Critical Thinking Methods as a Factor of Enhancing Medical Students' Professional Competence

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ABSTRACT

The given article investigates the impact of critical thinking methods on enhancing the professional competence of medical students. Critical thinking is an essential skill for medical professionals, as it enables them to make informed decisions, solve complex problems, and develop innovative approaches to patient care. The paper discusses the benefits of critical thinking approaches, including improved problem-solving skills, enhanced decision-making abilities, increased creativity and innovation, and improved communication skills. There are also highlights the importance of incorporating critical thinking methods into medical education and training programs. By developing critical thinking skills, future doctors can provide better care for their patients, contribute to the advancement of medical knowledge and practice, and enhance their professional competence.

KEYWORDS: *Critical thinking, future doctors, professional competence, case-study method, Venn diagram, KWL charts, problem-solving skills, medical education, communication skills, decision-making abilities.*

Introduction.

Modern medical education requires future doctors not only to have knowledge and skills in the field of medicine, but also to develop critical thinking. Critical thinking is the ability to analyze and evaluate information, make decisions based on logical arguments, and constantly improve your knowledge and skills. This article will consider the use of critical thinking methods in English lessons as a factor in improving the professional competence of medical students.

Methods and materials.

This study is concerned with the language and methods of EL teaching, so that we learn about different sources and materials as well as the use of scientific inquiry techniques such as analysis, synthesis or inference.

One of the important techniques of critical thinking is the analysis and evaluation of information sources. Medical students must be able to evaluate the reliability of English-language sources of information in order to make the right decisions in their work. To do this, you must be able to critically analyze scientific articles, medical journals, electronic databases and other sources of information in English.

Another important critical thinking technique is to formulate questions and hypotheses in English. Medical students must be able to ask the right questions in English to obtain the information they need to make decisions. It is also important to be able to formulate hypotheses and test them based on scientific data in English.

The Case-study method is a teaching method that involves analyzing real or fictitious situations that

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may arise in the professional activities of students. This method allows students to apply theoretical knowledge in practice, develop critical thinking and make decisions based on situation analysis.

The Case Study method can be used in English lessons for medical students. For example, you could have students analyze case studies related to medical practice in English. This could be an analysis of a patient's case, a problem with medications, a misdiagnosis, etc.

The process of working with a case study may include the following steps:

- reading case studies in English;
- discussion of case studies in English in a group;
- analysis of case studies in English using theoretical knowledge;
- formulating recommendations and making decisions based on the analysis of case studies in English;
- discussion of results and conclusions in English.

One of the key techniques of critical thinking is the analysis of texts in English. Medical students should be able to analyze texts in English, identify key words and phrases, conduct differential analysis and make decisions based on logical arguments in English.

Venn diagrams can be a useful tool for enhancing the professional competence of future doctors. A Venn diagram is a graphical representation of the relationships between different sets of data. In the context of medical education, Venn diagrams can be used to illustrate the relationships between different medical conditions or symptoms, or to compare and contrast different treatment options.

KWL charts can be an effective way of critical thinking for enhancing the professional competence of future doctors. KWL charts are a graphic organizer that helps students to organize their thoughts and knowledge about a particular topic. The acronym stands for Know, Want to know, and Learned. Here is an example of KWL chart on topic "Lobular pneumonia":

Before reading the text students fill in the "What I know". Secondly, they write questions on topic, which they want to get an answer to the next paragraph "I want to know". Finally, they read the text, analyse other learning material and fill in the last paragraph "What I learned".

What I know	What I want to know	What I learned
Lobular pneumonia is a disease of lungs.	What are the clinical manifestations of disease?	Everybody can get pneumonia. However, following the following groups are at the highest risk: Children younger than 2 Adults aged 65 and older Smokers

There are some ways that KWL charts can be used to enhance the professional competence of future doctors:

1. Assessing prior knowledge: KWL charts can be used to assess the prior knowledge of future doctors on a particular medical topic. By identifying what they already know, future doctors can build upon this knowledge and gain a deeper understanding of the topic.
2. Identifying knowledge gaps: KWL charts can also be used to identify knowledge gaps that future doctors may have on a particular medical topic. By identifying what they want to know, future doctors can focus their learning on these areas and gain a more comprehensive understanding of the topic.

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3. Reflecting on learning: KWL charts can be used to reflect on what future doctors have learned about a particular medical topic. By identifying what they have learned, future doctors can consolidate their knowledge and apply it in their clinical practice.

Overall, using KWL charts in medical education can help to enhance the professional competence of future doctors by promoting critical thinking and reflective learning. By using this tool, future doctors can assess their prior knowledge, identify knowledge gaps, and reflect on their learning, leading to a deeper understanding of medical topics and improved clinical practice.

Venn diagrams can be used to enhance the professional competence of future doctors:

1. Comparing and contrasting medical conditions: Venn diagrams can be used to compare and contrast different medical conditions, highlighting the similarities and differences between them. This can help future doctors to better understand the underlying causes and symptoms of different conditions, as well as the most effective treatment options.

2. Mapping out treatment options: Venn diagrams can also be used to map out different treatment options for a particular condition, highlighting the pros and cons of each approach. This can help future doctors to make more informed decisions about which treatments to recommend to their patients.

3. Identifying risk factors: Venn diagrams can be used to identify the risk factors associated with different medical conditions, highlighting the factors that increase the likelihood of developing a particular condition. This can help future doctors to better understand the underlying causes of different conditions, as well as the most effective ways to prevent them from occurring.

Using Venn diagrams in medical education can help to enhance the professional competence of future doctors by providing a visual representation of complex medical concepts and information. By using this tool, future doctors can better understand the relationships between different medical conditions and treatments, and make more informed decisions about how to diagnose and treat their patients.

Results and discussion.

Using critical thinking approaches can have a significant impact on enhancing the professional competence of future doctors. Here are some ways in which critical thinking approaches can be beneficial:

1. Improved problem-solving skills: Critical thinking approaches help future doctors to analyze complex medical problems, identify underlying issues, and develop effective solutions. This skill is essential for medical professionals who need to make quick and accurate decisions in high-pressure situations. We have already analysed this principle in Case study method.

2. Enhanced decision-making abilities: Critical thinking approaches enable future doctors to evaluate the evidence and make informed decisions based on the available information. This skill is crucial for medical professionals who need to weigh the risks and benefits of different treatment options and make decisions that are in the best interest of their patients (Case-study method, KWL chart, Venn diagram).

3. Increased creativity and innovation: Critical thinking approaches encourage future doctors to think outside the box, generate new ideas, and develop innovative approaches to medical problems. This skill is essential for medical professionals who need to adapt to changing medical practices and technology.

4. Improved communication skills: Critical thinking approaches help future doctors to articulate their thoughts and ideas clearly and effectively. This skill is crucial for medical professionals who need to communicate complex medical information to patients, families, and other healthcare professionals

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(case history collection).

Conclusion.

To sum up, the use of critical thinking methods in English lessons is a necessary condition for improving the professional competence of medical students. Medical students must be able to analyze and evaluate information in English, formulate questions and hypotheses in English, analyze texts in English, work in a team in English, and share experiences and knowledge in English. This will allow them to make the right decisions and provide quality medical care to their patients in English.

Applying critical thinking approaches in medical education can have a significant impact on enhancing the professional competence of future doctors. By developing problem-solving skills, decision-making abilities, creativity, innovation, and communication skills, future doctors can provide better care for their patients and contribute to the advancement of medical knowledge and practice. The use of the Case Study method, Venn diagram, and other critical thinking strategies in English lessons gives the opportunity to develop skills in analyzing and evaluating information in English, formulating recommendations and making decisions based on logical arguments in English, as well as working in a team in English and sharing experience and knowledge in English language. This will help them become more competent and confident in their professional activities in English.

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