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RESEARCH WORK AS THE FOUNDATION FOR TRAINING FUTURE SPECIALISTS

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Abstract
The article analyzes the role of research activities in the preparation of future researchers and the ability of a specialist to research activities.
Research activity, being one of the most important areas of functioning of a modern medical university, creates the basis for effective innovation and requires great attention in the training of future medical researchers.

Keywords: Youth competitiveness, creativity, independence, research activity.

Introduction

The modernization of the education system and the introduction of new educational standards in educational institutions have necessitated the resolution of one of its most important tasks – improving the quality of training of specialists who are competitive in the labor market [6]. A modern specialist is a professional who has an in-depth knowledge of their field, masters modern technologies, and is familiar with related fields. They are capable of working efficiently and effectively in accordance with international standards. In the context of the global labor market, it is important not only to possess professional knowledge and skills, but also to be able to apply them in practice, as well as to be proficient in a foreign language and the language of the profession. Therefore, a graduate must be ready for continuous professional development, self-education, and professional mobility [1].

In modern conditions, the competitiveness of young people is a necessary prerequisite for professional success, since it is important for a specialist not only to have knowledge and skills, but also to be able to independently find and apply professional information in their sphere of activity [5,6].

In this regard, it refers to the specialist's ability to carry out project and research activities, which requires the development of new personal qualities and needs in graduates that are established in the family, at school, and during the educational process at the educational institution [3,8].

From this it follows that the main goal of research activities is to develop students' functional skills of scientific inquiry as a universal tool for understanding the surrounding and professional reality. Scientific research plays an important role in the training of future specialists in medical universities, as it develops clinical thinking, analytical abilities, the skill to work with scientific information, and to make evidence-based professional decisions.

Scientific and project activities develop students' creative thinking, independence, responsibility, and the ability to justify their position. Participation in student scientific communities shapes specialists

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who enter the professional sphere with their own ideas and offer effective solutions to improve the quality of processes and labor outcomes [2]. Students oriented towards innovation master new technologies, knowledge, and skills more quickly. Participation in research activities helps them develop qualities and competencies that fully meet the requirements of modern employers [7]. These include erudition, curiosity, perseverance, diligence, initiative in solving non-standard tasks, creativity, independence, communicative and organizational abilities, as well as a desire for professional self-education. Professionally, this is expressed in the ability to analyze and synthesize information, conduct diagnostics and set goals, as well as design professional activities, taking into account specific conditions and the features of production. In other words, a competitive graduate must be ready for systematic actions in a professional situation, demonstrate responsibility and independence in conditions of uncertainty, and strive for self-improvement and creative self-realization [7].

Research activity includes three key components: science, research, and activity. Science is considered as a system of knowledge about the laws of development of nature, society, and thinking, reflecting the world in the form of concepts, laws, and categories [6]. Scientific activity is aimed at obtaining, substantiating, and systematizing objective knowledge, while research activity is oriented toward practical solution of creative problems and involves step-by-step work: planning the research, choosing methods, conducting experimental work, analyzing results, and formulating conclusions. The concept of "activity" in pedagogy is interpreted as a necessary condition for the development of personality, in the process of which a person acquires experience, knowledge, abilities, and skills [9]. The essence of scientific research activity lies, on one hand, in teaching students the methods and forms of scientific inquiry and in forming the appropriate skills, and on the other hand, in conducting the research work itself and obtaining its final results. Scientific research activity deepens the educational process, develops creative and analytical thinking, broadens scientific horizons, and contributes to improving the quality of students' knowledge [6].

Student research activity is an independent search for knowledge and a creative solution to problems, which requires mastering research methodology, including setting goals, analyzing theory, collecting and processing data, applying methods, and meaningful interpretation of results [4].

Information competence is a key requirement of modern society for healthcare professionals. We believe that developing this competence, which includes proficiency in information technologies and the ability to work with various types of information, shapes individuality, professionalism, and motivation of future specialists. Traditional forms of student research work (laboratory work, essays, olympiads, scientific societies, conferences, contests, presentations, term/diploma papers) are now being actively complemented by the project method. A project is a way to obtain practice-oriented results, presented in the form of reports or articles. Project-based learning in research activity is a didactic system, and the project method is its tool, engaging students in a creative process from idea to public defense [4].

We especially highlight the collective scientific project, as it unites students to jointly solve a relevant problem. This involves joint planning, searching for information, and presenting a common product. Thus, scientific research activity, especially in the form of collective projects, stimulates students and is necessary for preparing competitive specialists.

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Conclusion:

Scientific research activity is a key area for modern medical universities, forming the foundation for innovation and requiring the training of future physician-researchers. To maintain competitiveness, it is necessary to move towards preparing the doctor of the future in an interactive environment. This environment should provide not only education, but also practical training, active research, and innovative work under the guidance of scientists, educators, and clinicians. It is essential to actively develop networking and cooperation with other medical and educational organizations, both domestically and internationally, and to create conditions for the cultural and social development of future doctors.

A key task in medical science is the introduction of innovative therapeutic and diagnostic technologies into clinical practice. This requires a comprehensive approach: conducting high-quality research, productive dialogue between professionals, the creation of large scientific and educational centers with concentrated resources, the modernization of the clinical base for rapid implementation of results, and the training of qualified specialists.

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