



SATISFACTION WITH THE CURRICULUM OF STUDENTS OF THE FACULTY OF HIGHER NURSING

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Abstract

The purpose of nursing education is to train nursing staff that meets the needs of the population in terms of the number, professional qualifications and distribution of nursing staff. Therefore, the number of students, the number and composition of graduates of educational institutions of nursing should correspond to the needs and human resources of the healthcare sector.

Introduction

The aim of the study

To determine the degree of satisfaction with the educational processes of students of the Faculty of Higher Nursing.

Materials and methods

The objects of the study are graduate students of the Faculty of Higher Nursing. To study their satisfaction with the educational process, identify problems and make decisions. A total of 60 graduate students from TMA and ASMI participated in the study.

Research results

As is known, in the process of direct learning, students manifest, develop and consolidate relevant competencies, knowledge, skills and abilities that serve as criteria for verifying the quality of education, career choice and professional suitability. To the question: "Does the knowledge you receive is sufficient for the profession of a nursing manager?" only 43.3% of the 60 surveyed 3rd-year bachelor students answered in the affirmative, while the remaining 56.7% replied that they were not satisfied with the learning process.

66% of respondents indicated the need to increase the number of hours for classes such as fundamentals of management, management skills and leadership in nursing. In addition, 100% of students reported dissatisfaction with the teaching of clinical cycles (for example, nursing, nursing in intensive care and anesthesiology, nursing in therapy, etc.). the reason for this is that these subjects are taught by "doctors" who do not have skills in nursing, and not by nurse specialists in the above-mentioned medical disciplines.

The majority of students (75.4%) consider the quality, accessibility and level of lectures to be quite high, given that these are joint lectures with the Faculty of Medicine, however, 24.6% of respondents noted that the lectures mostly repeat the material, 16.2% noted the absence of new material, 12.4%





noted that students are passive participants in lectures, 10.8% indicated a lack of visual material, and 3.8% consider lectures monotonous.

Conclusion:

In the educational process, when preparing chief and senior nurses, it is necessary to ensure that each specialty in nursing is taught by a true specialist (for example, nursing in obstetrics and gynecology is a specialist who has completed a master's degree in this area).

