

## Methods of forming the socio-emotional attitude of methods.

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### Аннотация

В этой статье рассматривается использование обучения для улучшения способности медсестер понимать и уважать социально-эмоциональные нормы пациентов, принадлежащих к разным культурам.

**Ключевые слова;** эмоциональный тон, настроение, стресс, аффект, симуляция, наставник, популяция, сенсор, интеллект.

### Abstract

This article examines the use of training to improve nurses' ability to understand and respect the social-emotional norms of patients from different cultural backgrounds.

**Keywords;** emotional tone, mood, stress, affect, simulation, mentor, population, sensor, intelligence.

In the world of psychology, the most important factor ensuring the success of behavior, communication and activity is the emotional life of a person, as emphasized by most psychologists. There can be no objections to the correctness of this interpretation. Because this factor has been embedded in the essence of the subject of research since the emergence of experimental psychology as an independent field, as a priority attribute that does not require proof and evidence. It should be emphasized that the course of human behavior, behavior, the successful and productive completion of activity largely depends on the emotional states of a person, such as emotional tone, mood, stress, affect, difficult to explain mental experiences and high feelings. Currently, the issue of studying the professional development of a person, professional abilities and level of competence poses a number of specific tasks for medical psychology.

Medical psychology is a branch of psychology that studies the treatment, hygiene, prevention, and diagnosis of patients. In medical psychology, the system of research studies includes the study of the origin of diseases, the course of the disease, the laws of their influence on the psychology of the individual, and the influence of a small social group on a person's recovery from the disease. As is known, medical psychology includes such sections as clinical psychology, pathopsychology, neuropsychology, somatopsychology, and psychotherapy.

According to V.V. Guldan, the organization of medical and psychological offices in polyclinics and training for medical workers ensures high-quality medical care. In our research, we will focus on the issue of the interaction of medicine and psychology in everyday practice, taking into account that the development of socio-emotional psychological competence of medical workers working in the health care system is one of the urgent problems.

In modern medical psychology, the issues of psychological factors affecting diseases, the influence of personal qualities of medical workers on the effectiveness of professional activity have been studied in the studies of Z.R. Ibodullayev, D.I. Ilkhamova, M.Kh. Karamyan, Z. Abidova, G.Q. Tulaganova, Yu.K. Narmetova. Doctor of Medical Sciences, Professor Z.R. Ibodullayev emphasizes that the issue of training medical workers working in the healthcare system is extremely relevant today, given the rapid development of modern civilization and the increasing role of the human personality in society. He emphasizes the need for a medical worker to know the emotional states of any patient, the characteristics of age-related mental development, and to be able to establish psychological contact with the patient, and to use various psychological methods in the treatment process.

Many nursing programs include simulation-based training to improve social-emotional competence. For example, a nursing school in California conducts simulation scenarios in which students interact with standardized patients in emotionally challenging situations, such as delivering difficult news or managing a grieving family member. These simulations allow students to practice empathy, active listening, and emotional support. A hospital in New York City also implemented a mentoring program for new nurses. Experienced nurses serve as mentors to younger nurses and guide new nurses in developing their social-emotional skills. Mentors share their experiences and insights, helping new nurses navigate the emotional demands of patient care.

**Cultural Competence Training** The Australian health system has recognized the importance of cultural competence in providing quality care to diverse patient populations. They have implemented a comprehensive cultural competency training program for nurses, including workshops, cultural sensitivity courses, and immersive experiences. As a result, nurses have improved their ability to understand and respect the socio-emotional norms of patients from different cultures.

These case studies and case studies illustrate how different mechanisms and factors contribute to the formation of nurses' socio-emotional attitudes. They illustrate the real-world application of concepts discussed in nursing education and their impact on patient care and health outcomes through a number of practical examples.

Emotional Intelligence A UK nursing school has introduced an emotional intelligence curriculum as part of its curriculum. Students were introduced to the five components of emotional intelligence (self-awareness, self-regulation, motivation, empathy and social skills) and practiced these skills through role-playing exercises and real-life scenarios. The program led to improved students' emotional understanding and communication with patients and colleagues. One of the supportive work environment initiatives is a Swedish hospital that aims to create a conducive work environment to enhance the socio-emotional well-being of nurses. They have implemented measures such as regular team debriefings after emotionally difficult situations, access to counselling services for nurses who have been exposed to high-stress situations, and recognition programs for empathetic and compassionate nursing care. As a result, nurses reported lower levels of burnout and increased job satisfaction.

A study of a stress management program conducted at a large teaching hospital in the United States evaluated the impact of a stress management program on nurses. The program included mindfulness meditation training, stress management workshops, and access to mental health resources. Nurses who participated in the program reported reduced stress levels, improved emotional well-being, and better coping mechanisms for dealing with difficult patient situations. A case study conducted at an Australian hospice (a place where help is provided to relieve severe and incurable pain) care facility highlighted how nurses managed ethical dilemmas related to end-of-life care. Nurses engaged in regular ethical discussions and received guidance from an ethics committee. Through these discussions, nurses developed a sensitive social-emotional approach to addressing the emotional needs of patients and their families during this sensitive period.

In order to develop cultural competence in pediatric nursing, an academic medical center in the United States conducted a study on the impact of cultural competence training for pediatric nurses. The training included cultural sensitivity workshops and interactive sessions with families of diverse patients. As a result, nurses demonstrated increased awareness of cultural differences, improved communication with families of diverse backgrounds, and a better understanding of the socio-emotional needs specific to pediatric care.

These additional case studies and case studies offer a broader perspective on how different mechanisms and strategies contribute to the development of nurses' socio-emotional attitudes. They highlight the real-world applications of these mechanisms and their significant impact on patient care, health outcomes, and nurses' well-being. In the dynamic and demanding field of nursing, professional competence goes beyond

clinical skills and medical knowledge. It encompasses a range of socio-psychological characteristics that profoundly influence the way nurses provide care, connect with patients, and collaborate with healthcare teams.

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