

## Relevance of Studying and Application of Emotional and Communicative Competence in Medical Education

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**Abstract:** The problem of studying emotional and communicative competence has received wide recognition in medical education and in the interdisciplinary field. Numerous studies have been conducted in medical education to explore the role of emotional and communicative competence in patient care, and to develop training programs to enhance these competencies among medical students and healthcare professionals.

**Keywords:** emotional and communicative competence, medical education, communication skills, scientific research, theoretical and practical significance, results.

**Introduction.** Emotional-communicative competence is an interdisciplinary field of research involving researchers from fields such as psychology, education, linguistics, and neuroscience. Notable researchers in the field include: Carol Dweck, a psychologist who has done extensive research on the importance of the growth mindset for developing students' emotional and communication competence (1). Howard Gardner is a psychologist known for his theory of multiple intelligences, which includes emotional intelligence (2). James Pennebaker is a psychologist who has conducted research on the role of language in emotional expression and communication (3). Mary Ainsworth is a developmental psychologist known for her research on attachment theory, which has important implications for emotional and communication competence (4). Peter Salovey and John Mayer are psychologists who developed the concept of emotional intelligence and conducted extensive research on its development and impact (5). Daniel Goleman is a journalist and author who popularized the concept of emotional intelligence with his book *Emotional Intelligence: Why It May Matter More Than IQ* (6). James Pennebaker is a psychologist who has done extensive research on the role of language in emotional expression and communication. He is particularly known for his work on "linguistic markers" or "linguistic cues" that reveal emotional states and psychological processes in language. One of his most influential discoveries is that the use of certain types of pronouns (such as first person singular pronouns such as "I" and "me") is associated with greater emotional expression and self-disclosure (7). He also found that the use of words with negative emotions (such as "hate" or "pain") was associated with greater emotional distress and psychological problems. Pennebaker used these linguistic markers to develop methods for analyzing language in therapy and other contexts, such as the "healing writing" method, in which people are encouraged to write about emotional experiences to promote emotional processing and healing. His work demonstrated the important role that language plays in emotional expression and communication and opened up new possibilities for understanding and treating emotional disorders.

In an interdisciplinary field, research has been conducted to explore the role of emotional and communicative competence in a variety of settings such as education, business, and social work. This study highlighted the importance of emotional and communication competence in improving relationships, improving teamwork, and increasing well-being.

Overall, the extent to which the problem of learning emotional and communicative competence has been studied has been significant, with a growing body of research highlighting the importance of these competencies in various fields. As the importance of emotional and communicative competence continues to be recognized, it is likely that more research will be conducted to explore the role of these competencies in various settings and develop effective training programs to improve them.

What is the development of emotional and communicative competence of students of higher medical educational institutions aimed at? The goal of developing emotional and communicative competence in medical students is to improve their ability to communicate effectively with patients and their families, understand the emotional needs of patients, and develop better relationships with them. The development of emotional and communicative competence can also lead to improved treatment outcomes, increased patient satisfaction, and reduced health care costs. The use of technological units of instruction and assessment can also be effective in developing clinical communicative competence in medical students. In addition, nonviolent communication strategies can help students assert their rights and clearly communicate their needs and desires.

The goal of developing emotional-communicative competence in students of higher medical schools is to increase their ability to communicate effectively with patients, families and medical professionals.

This includes developing skills related to emotional intelligence, empathy, active listening and effective communication strategies. By improving their emotional and communicative competence, students can develop better relationships with patients, understand their emotional needs, and provide more patient-centered care. In addition, the development of emotional and communicative competence can lead to improved teamwork, increased job satisfaction, and reduced stress among healthcare workers. In general, the goal of developing emotional and communicative competence in medical students is to produce competent and compassionate healthcare professionals who can provide quality care to their patients.

Emotional-communicative competence refers to the ability to communicate emotions and thoughts effectively in a way that is appropriate for the situation and the listener. This competency is essential for professionals, especially future physicians, as they need to communicate effectively with patients and their families. This includes not only the ability to convey information accurately, but also to understand and respond to the emotional needs of patients and their families.

Emotional-communicative competence is a complex set of skills, the effective development of which requires both scientific and pedagogical approaches. From a scientific point of view, emotional and communicative competence can be studied through various disciplines, including psychology, sociology, and communication studies. These studies can help identify key components of emotional and communication competence such as emotional intelligence, empathy, and effective communication strategies.

In terms of pedagogy, curricula can be designed to help people develop emotional and communicative competence. These programs may include simulations, role-play exercises, and feedback sessions to help people practice and improve their skills. Training can be tailored to an individual's specific needs and can be delivered in a variety of formats, including online or in person.

It is also important to note that emotional and communicative competence is important not only for medical professionals, but also for people in other professions and in personal relationships. Therefore, educational institutions and organizations should give priority to the development of emotional and communicative competence in their educational and training programs.

In general, the development of emotional and communicative competence requires a multidisciplinary approach that combines scientific research and pedagogical training programs. By developing emotional and communicative competence, people can improve their personal and professional relationships, improve patient care, and ultimately improve treatment outcomes.

Emotional and communicative competence is critical for healthcare professionals, especially physicians, who need to communicate effectively with patients and their families. Thus, in medical education, the development of emotional and communicative competence is essential for medical professionals to provide quality care to their patients.

Effective communication is associated with better health outcomes, increased patient satisfaction, and reduced healthcare costs. Health care professionals who are emotionally and communicatively competent can develop better relationships with their patients, leading to increased trust and adherence to treatment plans.

In addition, medical education programs that emphasize emotional and communicative competence can help future physicians understand the emotional needs of patients and their families. This understanding can lead to better communication with patients and their families and, ultimately, better treatment outcomes.

In general, the relevance of the study and application of emotional and communicative competence in medical education is obvious.

In this way, future doctors can provide quality care to their patients, build closer relationships with them and, ultimately, improve treatment outcomes.

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