USING INNOVATIVE TECHNOLOGIES AND METHODS IN TEACHING MEDICAL STUDENTS

Dekhkanova Nilufar Tashpulatovna

Samarkand State Medical University, Republic of Uzbekistan, Samarkand

Abstract: *The article provides approaches to the involvement of medical university teachers in the system of dissemination and implementation of innovative pedagogical experience to solve the problem of quality training of students and the implementation of the strategy of continuous professional development of students and teachers are considered.*

Key words*: profile, traditional method, innovative methods, directive model, interactive method, dissemination.*

TIBBIYOT UNIVERSITETI TALABALARINI O'QITISHDA INNOVATSION TEXNOLOGIYALAR VA USULLARDAN FOYDALANISH

Abstrakt: *Maqolada tibbiyot universiteti o'qituvchilarini sifatli tayyorlash muammosini hal qilish, talabalar va o'qituvchilarning uzluksiz malakasini oshirish strategiyasini amalga oshirish uchun innovatsion pedagogik tajribani yoyish va amalga oshirish tizimiga jalb etishga yondashuvlar ko'rib chiqilgan.*

Kalit so'zlar: *Profil, an'anaviy metod, innovatsion metodlar ko'rsatma modeli, interfaol metod, tarqatma.*

Dehkanova Nilufar Tashpulatovna.

Samarqand Davlat Tibbiyot Universiteti,

O'zbekiston Respublikasi, Samarqand shaxar

ИННОВАЦИОННЫЕ ТЕХНОЛОГИИ И МЕТОДЫ ОБУЧЕНИЯ СТУДЕНТОВ МЕДИЦИНСКОГО УНИВЕРСИТЕТА

Аннотация: *В статье представлены подходы к вовлечению преподавателей медицинского вуза в систему распространения и внедрения инновационного педагогического опыта для решения проблемы качественной подготовки студентов и реализации стратегии непрерывного профессионального развития студентов и преподавателей.*

Ключевые слова: *профиль, традиционный метод, инновационные методы, директивная модель, интерактивный метод, распространение.*

Дехканова Нилуфа Ташпулатовна

Самаркандский государственный медицинский Университет

The modern stage of the development of higher education is characterized by an intensive search for new things in theory and practice. The most important requirement for a graduate of a medical university is the provision of his professional competencies. In the traditional sense, this is determined by the accumulation of knowledge, as well as practical skills and abilities. Competence is a formed core of knowledge, skills and abilities of a fundamental and special "profile" nature plus formed creative thinking. Educational technologies are focused on developing students' competencies. The formation of the creative professional potential of a medical university graduate requires the use of new pedagogical methods and technologies.

The traditional method involves communication between the teacher and the student, constant monitoring by the teacher of the student's educational activities, control of the assimilation of educational material. The effectiveness of this dialogue depends on the correct solution of tasks by the teacher: setting an educational goal and the resulting motivation for the student; the transfer of material and its interpretation for students. This form of teaching is traditional for

medical universities. This training model is directive in nature. The reproduction of the received information is mechanical: it is quite difficult to trace the student's activity, his interest in the learning process. With the interactive method of teaching, the process of transmitting information is based on the principle of interaction between the teacher and the student. It assumes a great activity of the student, a creative rethinking of the information received by him. With this method of teaching, the role of the teacher changes: he becomes not only a carrier of knowledge, but also a leader, initiator of independent creative work of the student [1].

It is obvious that both the considered learning models have both positive and negative aspects. So, the main criteria of the directive model of teaching are: accuracy, indisputability, reliability of what is being stated, which implies a large number of lectures. The main criteria of the interactive learning model are: the possibility of informal discussion, free presentation of material, fewer lectures, but more practical classes, student initiative, the presence of group tasks that require collective efforts. It is reasonable to combine these two learning models to achieve the effectiveness and quality of the learning process. Teachers are faced with the task of developing and implementing such teaching techniques and methods that would be aimed at activating the creative potential of the student, his desire to learn. At the same time, the pedagogical task of forming the personality of a citizen and his value orientations should be solved, since the process of studying at a university is the main component of the educational process in the life of every person. And therefore, the level of his education and intelligence in all senses of the word will ultimately depend on how much each student will be involved in the learning process.

One of the effective methods of activating the learning process is the method of problem presentation. With this approach, a lecture or seminar becomes like a dialogue, teaching simulates a research process (several key postulates on the topic of the lecture are initially put forward; the presentation is based on the principle of independent analysis and generalization of educational material by

students). This technique allows you to interest the student, to involve him in the learning process. The contradictions of scientific knowledge are revealed through the formulation of the problem [2].

By stimulating the resolution of the problem, the teacher removes the contradictions between the existing understanding of it and the knowledge required from the student. The effectiveness of this method is that individual problems can be raised by the students themselves. The main success of this method is that the teacher seeks from the audience an "independent solution" to the problem posed. The organization of problem-based learning seems to be quite complex, requires considerable training of the lecturer. However, at the initial stage of using this method, it can be introduced into the structure of ready-made, previously developed lectures, practical classes as an addition. Innovative methods will make it possible to change the role of the teacher, who is not only a carrier of knowledge, but also a mentor who initiates creative searches of students [3].

The classification of pedagogical experience is based on taking into account the degree of influence of experience on the state of theory and practice of education, which allows us to distinguish the types of experience: personal, mass, advanced pedagogical experience, transformative pedagogical (innovative) experience, and innovative pedagogical experience. If advanced pedagogical experience arises from mass experience, surpassing it in individual parameters or in general, for example, in relevance, novelty, reproducibility, stability and effectiveness of results, then innovative (creative) pedagogical experience is understood as the highest degree of manifestation of advanced pedagogical experience. Innovative pedagogical experience is characterized by a systematic restructuring of the teacher's activities on the basis of a fundamentally new idea or sets of ideas, which results in a significant and sustained increase in the effectiveness of the pedagogical process. Innovators believe that a teacher can prove himself as a developer, creator, user, researcher and distributor of new theories, concepts, and technologies of teaching and educating students. The term

"dissemination" characterizes the process of introducing the results of innovative activity into mass educational practice. The phenomenon of dissemination, expressing the achievements of innovative practice in education, is considered by the pedagogical community as a phenomenon that presents new opportunities for working with pedagogical experience. A comparison of studies of dissemination of innovative experience shows that most of the research works are focused on generalization and dissemination of innovative experience in secondary school [4].

The organizer of the innovative activity of teachers in general at the university is the Department of Science, Innovation and training of scientific and pedagogical personnel, which interacts with teachers through the Department of Innovation and Intellectual Property, the Center for Youth Innovative Creativity "Biomedicine", small innovative enterprises. Whereas the organizer of the generalization of innovative pedagogical experience and its dissemination at the university is the Council for Quality and Innovative Technologies in Education, headed by the rector. Dissemination of innovative pedagogical experience at the university is based on the data of the laboratory of sociological research and management, the results of internal and external audits, feedback from employers and is implemented through a hierarchically structured system: the management of educational programs, the teaching and methodological department, educational, scientific, clinical departments of the university. The created structure allows managers and methodologists of all levels not only to create conditions for innovation in the educational process of the university, but also to provide opportunities for dissemination of innovative pedagogical experience [5].

The Center for Pedagogical Innovations, operating under the course of pedagogy and educational technologies of additional professional education, implements the strategy of continuous pedagogical development of university teachers and acts as a driver of their involvement in the dissemination of innovative pedagogical experience. The procedural stage of dissemination of innovative pedagogical experience includes consistently understanding the

experience, its study, generalization, description and dissemination. Based on the generalization and description of innovative experience, the methodologists of the Educational and Methodological Department develop recommendations and regulations that are replicated and sent to the departments.

Since during the training session the situation of actualization of personal and professional experience of students rarely arises spontaneously, the creation of such situations is designed in advance.

The group and individual work of teachers of the course of pedagogy and educational technologies of additional professional education with students in the process of professional development contributes to the formation of a reflexive need for generalization and dissemination of innovative pedagogical experience in a medical university, dissemination of such experience.

The network communication of the listeners, organized by the teachers of the course of pedagogy and educational technologies of the additional professional education, also contributed to the dissemination of experience. Training in the system of improving psychological and pedagogical qualifications allows for the procedural stage of dissemination of innovative pedagogical experience (consistent understanding of experience, its study, generalization, description and dissemination). Informal pedagogical education was carried out through the involvement of teachers of the Medical University in the activities of the Center for Pedagogical Innovations. The Center for Pedagogical Innovations, which, in contrast to discretely conducted courses, operates constantly and solves the following tasks:

1. promotes scientific search and dissemination of innovative pedagogical experience of individual teachers, scientific and pedagogical collectives of departments and departments of the university on topical issues of secondary and higher professional education;

2. promotes the spread of innovative pedagogical activity in the educational community of the medical university;

3. introduces the teaching staff of the university with innovative (domestic and foreign) experience in training specialists, promotes the expansion of exchange and cooperation with leading universities and research centers in the region, Russia and abroad;

4. provides advice to the teaching staff of the University on emerging issues of scientific and methodological developments and the introduction of new approaches, methods, educational technologies and other innovations into pedagogical practice;

5. forms psychological and professional attitudes that promote the latest pedagogical technologies in the teaching environment;

6. develops, publishes and distributes scientific and methodological materials on innovative pedagogical technologies.

The involvement of medical university teachers in the dissemination system of innovative pedagogical experience contributes to the personal and professional development of teaching doctors, solving the problem of high-quality training of students and the implementation of the strategy of continuous professional development of students and teachers.

The scientific basis of teaching is the very foundation without which it is impossible to imagine modern education. It is this kind of education that increases the personal, and in the future – professional self-esteem of the graduate, transfers to him a significant part of the cultural and social standards of society.

LIST OF USED LITERATURE

1. Pionova R.S. Pedagogy of higher school: studies. manual / R.S. Pionova. Mn: Higher School, 2005.-543 P.

2. Kraevsky V.V. General fundamentals of pedagogy. M.: Academy, 2003. 256 P.

3. Savelyev A. Innovative higher education // Higher education in Russia. 2001. No. 6. pp. 42-46.

4. Chuprova L.V., Ershova O.V., Mullina E.R., Mishurina O.A. Innovative educational process as a basis for training a modern specialist // Modern problems of science and education. 2014. No. 6. 864 P.

5. Mandrikov V.B., Artyukhina A.I. Chumakov V.I. Innovative pedagogical experience in a medical university // Medical education and university science.2015. No. 1(7). pp.53-56.