*"ICHKI KASALLIKLAR FANINI O'QITISHDA
ZAMONAVIY PEDAGOGIK TEXNOLOGIYALAR O'RNI"
XALQARO O'QUV-USLUBIY ANJUMAN
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CONTENTS MUNDARIJA СОДЕРЖАНИЕ

technology of formation of professional (clinical) thinking and professional (medical) communication, to determine the types and forms of independent classroom and extracurricular activities of students depending on the

- Possession of ways to involve students in solving practical situations requiring different thinking strategies with the possibility and necessity of applying theoretical knowledge; competence-oriented learning technologies in medical school; technology of organizing independent classroom and extracurricular activities of students, taking into account the specifics of the discipline and individual characteristics of students, technology of integrating modern scientific knowledge with the teaching of academic (profile) disciplines, technology of organizing

On the basis of the analysis we have identified the characteristic features of professional and pedagogical training of teachers of medical university: the applied nature of training; training to make professional decisions in conditions of time deficit; conscious mastering of professional pedagogical activity on the basis of the algorithm of practice-oriented actions; problematization of the content of training on the basis of including problematic professional situations in the context of professional pedagogical activity; training in conditions of

In the studies of recent decades it is noted that the introduction of modern approaches to training in the system of professional education still occurs at the level of bringing new knowledge about the essence of the approach, without changing the organization of the educational process itself; the need to comprehend and develop new organizational forms of professional training and appropriate scientific and pedagogical tools is emphasized. This requires the improvement of professional-pedagogical training, under which we will understand the process aimed at transforming the goals, results, organizational forms and methods of professional-pedagogical training of university teachers adequately to the social order of mastering competencies in the field of professional pedagogical activity in the conditions of constantly developing pedagogical technologies and changing situations in education. Based on the above, the main directions of improving the professional and pedagogical training of teachers of medical universities have been identified.

BLENDED FORMS OF LEARNING IN THE IMPLEMENTATION OF STUDENT-CENTERED APPROACH IN MEDICAL EDUCATION

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One of the blended learning models that has been successfully applied by some training organizations over the last decade is "flipped learning, flipped classroom, flipped lecture". Like any other technology, this form of learning has its advantages and disadvantages. The aim of this paper was to study the effectiveness of "flipped lecture" – "flipped classroom" (FL) in the process of teaching medical students, as well as to compare the use of this methodology with traditional forms of lecture classes.

Materials and Methods. Responses of 125 4th year students of Tashkent Medical Academy were analyzed. Five lectures were given to the students of the 1st stream (n = 65) using FL methodology; similar lectures were given to the students of the 2nd stream (n = 60) using traditional methodology. The next 5 lectures were delivered to stream 1 students traditionally and to stream 2 students in FL format. The evaluation was conducted according to the following criteria: motivation to study the material of the discipline, student self-assessment of involvement in the scientific and educational process, self-assessment by the instructor of his/her role in preparing for the class, the role of formative assessment of knowledge in preparation for the final exam. To analyze student feedback, a questionnaire was developed in which the answers were ranked according to the Likert scale from 0 - completely disagree to 4 - completely agree.

Results and Discussion. For flipped learning, we have developed and used vodcasts (vodcasts), podcasts (podcasts), text files (Txt), 3D animations (3D-anime) and 3D-prezi files (3D-prezi) for all topics. Here, given the novelty of the method and the terms used, it is necessary to decipher them. Podcasts (podcasts) are audio files (audio lectures) pre-recorded by lecturers of the Department of Normal Physiology, which are sent to students in advance (several days in advance) via Moodle and Microsoft Teams platforms. Students can download the podcasts to their devices, both stationary and mobile, or listen to the lectures online. A text file (Txt) is the text of the lecture. 3D-

prezifile (3D-prezifile) is an animated presentation of the lecture content using 3D technology in the Prezi Next program. 3D animation (3D-anime) is a 3D-animated process occurring in an organism.

The FL technology we offer is a learning model in which preparation for the lecture includes: familiarization with the text of the lecture; listening to the lecture; watching the video lecture, animations and presentation; taking tests for initial mastering of the topic. Also during the lecture students under the guidance of the lecturer analyze clinical cases and perform research tasks. At the end of the lecture there is a feedback on understanding and consolidation of the topic. The transition to the inverted lecture model is a transition from the lecturer's (teacher's) supremacy to the student's supremacy. It is the student who becomes the key link in the educational process, which fully corresponds to the implementation of student-centered approach in medical education.

The results obtained in the process of analyzing the students' answers showed that 86% of students prefer the "flipped lecture" to the traditional teaching methodology, the remaining 14% answered that they would prefer the combination of new technologies with traditional lectures, which apparently may reflect the student's individual ability to learn and absorb information. The student survey also demonstrates that in the traditional model of teaching, the student relies more on the instructor as the primary source of knowledge and the student's engagement score was 2.1 versus 4.6 in the "flipped lecture" model, reflecting more independent work in preparation for the class. The average exam score for students in stream 1 was - 87.2 points, and for students in stream 2 - 88.2 points. Students noted that the methodology of inverted lecture allows them to feel at the lecture not passive listeners perceiving unfamiliar information, but active and equal, along with the lecturer, participants in the educational process. Lecturers also argue that the lecture in the "inverted" format is more interesting, productive, allows for a deeper and more extensive understanding of the material.

Conclusions. The technology of "inverted lecture" allows to form and consolidate the skills of knowledge acquisition, forms of consensus building, the ability to navigate in