



*“ICHKI KASALLIKLAR FANINI O‘QITISHDA
ZAMONAVIY PEDAGOGIK TEXNOLOGIYALAR O‘RNI”
XALQARO O‘QUV-USLUBIY ANJUMAN
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CONTENTS MUNDARIJA СОДЕРЖАНИЕ

Abduraximova L.A., Turayev I.A. Training practical skills efficiency of simulation teaching methods medical education.....	7
Abduraximova L.A., Rakhimov S.S. Practical use of information technologies in medical education.....	8
Ahmedov Shakhboskhon, Liverko Irina, Akhmedova Feruzahon. Efficiency of ozone therapy in complex treatment of patients with bronchial asthma with disorders of carbohydrate metabolism.....	9
Akhmedov Kh.S., Turayev I.A. Application of modern pedagogical technologies in teaching clinical sciences.....	10
Akhmedov Shahboskhon, Abduganieva Elnora, Akhmedova Ziyoda The role of antibacterial therapy in the treatment of COVID-19.....	11
Axmedov Sh.M. Kuchkarova Sh.A. Bronxial astma bilan og'rigan bemorlarning semizlik bilan birga kechishining o'ziga xos xususiyatlari.....	12
Bositxonov Akmalxon. Illustratsiya-bu o'rganish jarayonida effektiv o'qitish metodi.....	13
Djumaniyazova Z.F. Terapiya fanini o'qitishda innovatsion texnologiyalarni o'rni.....	17
Djurayeva E.R., G'aniyeva N.A., Berdiyeva D.U. Ichki kasalliklar fanini o'qitishda ilg'or pedagogik texnologiyalarni joriy etish.....	19
Isirgapova S.N., Khusankhodjaeva F.T., Shukurova L.X., Mukhiddinova N.Z. Impact of Android phones on student memory and attention.....	21
Jumanazarov S.B. Davolash jarayonida IT texnologiyasining tutgan o'rni.....	22
Jumaniyazov Bexzod Kadirberganovich. Didaktik o'yinlar orqali talabalarning mustaqil fikrlashga o'rgatishdagi metodik imkoniyatlar.....	25
Kodirova Sh.A. Klinik ish o'yinlarining amaliy mashg'ulotlardagi ahamiyati.....	30
Madaminov Xudayberdi Atabekovich. Ichki kasalliklar fanini o'qitishda pedogogik texnologiyalarni o'rni.....	32
Mirzaeva G.P., Mukhiddinova F.M. Teaching as a professional activity of a medical school teacher in modern reality.....	34
Mirzaeva G.P. Blended forms of learning in the implementation of student-centered approach in medical education.....	36
Negmatova Mohichexra Umarovna. Topinambur o'simligining foydali hamda dorivor xususiyatlari.....	38
Rakhmatov Avazbek Mamat ugli. Pedagogical leadership and reflective practice.....	40



The situation is further compounded by the fact that the panel meetings are scheduled to take place only once in a term. This is because such meetings are viewed as extra work which interferes with teachers' routine work. Although the idea of scheduling of meetings may seem a good practice, it is arguable that by simply allocating time for supposed panel activities believing that teachers are reflecting is less effective (Ashraf & Rarieya, 2008). This suggests that in order for reflective practice to be part of the teachers practice, they need to be structured into the schools culture and not made as extra activity through creating time for frequent panel meetings. Therefore, the administration and the teachers need to look at reflective practice as a continuous learning activity and not a fulfillment of an obligation from the ministry of education. Only then shall substantive gains in the panels be experienced.

To improve further on the way reflective practice is done in my context, opening classrooms for team teaching in pairs could improve the kind of reflections made. For instance, the collaborating teacher may perhaps ask probing questions that will make the partner to think of alternative ways of presenting the lesson. This will also improve on the comments teachers make in the self evaluation section found in lesson plan. Although this section is used by the panel members to determine the success of lessons, most of teachers are usually unable to question themselves by problematizing their teaching. Thus, they only comment by saying the lesson was taught as planned. In as much as this may appear as a good observation, it however fails to identify the strengths of the lesson or those areas that needed improvement. The implication for this could be that a teacher was intend at completing their lesson as planned and not on critically looking at what happened during the lesson and why it happened.

THE ROLE AND PLACE OF PEDAGOGICAL TECHNIQUES IN IMPROVING THE PROFESSIONAL SKILLS OF TEACHERS

*Rakhmatov Avazbek Mamat ugli
Tashkent medical academy, Tashkent, Uzbekistan*

Abstract. Under the context of growing demand for teachers' professional training, the issues of the formation and improvement of their pedagogical mastery become of current interest. A teacher who wants to develop his/her pedagogical skills shall



constantly learn to apply pedagogical methods in his/her work. After all, the professional competence of a teacher directly depends on the possession of professional technique. The purpose of this work is to clarify the concept of “pedagogical technique” and determine its place and role in improvement of teacher’s professional mastery. In this regard, methods of analysis, synthesis, comparison, generalization, and clarification were used. The narrative of the importance of clarifying the definition of the term is presented for defense and the version proposed is as follows: “Pedagogical technique is an important component within the structure of pedagogical skills, their forms, practical manifestation, through which a high level of pedagogical professionalism can be formed and developed”. The knowledge of structure of pedagogical methods and formation of appropriate behavioral skills increase the teacher’s professionalism. Therefore, in teacher’s activities, pedagogical technique steps forward as a system of social and pedagogical support of the educational process, which performs a number of functions in teaching and educational work.

Keywords: pedagogical technique, self-regulation, emotional stability, autogenic training, creative working mood.

The ongoing political and economic changes in our country affect all spheres of society and the life of every citizen. Professional education never loses its value. Professionals face new challenges, and they need to work hard to establish themselves as professionals on a regular basis. This vocational education belongs primarily to the teacher. The professionalism of the current teacher is the leading factor that determines the quality of education for future generations. Only the best teacher can provide a decent education in accordance with the conditions of the time, effectively work in priority areas (humanization of the pedagogical process and educational content, improvement of pedagogical technologies, democratization of school management, etc.). Therefore, improving the qualifications of teachers is an important pedagogical task. The Law of the Kyrgyz Republic “On Education”, Resolution No. 403 dated July 21, 2014, provides that teachers must develop a professional approach to work. And the importance of teaching methods for the further development of the teaching



profession, which is formed at the best level in accordance with the requirements. This allows teachers to effectively manage the learning activities of students and carry out targeted pedagogical impact and interaction. Pedagogical technique is manifested in the acquisition of a high level of pedagogical activity based on a set of professionally important personal qualities, special knowledge, skills and abilities. A teacher cannot fully participate in educational activities without self-control, communication skills and pedagogical techniques. Improving the quality of educational work is associated primarily with the development of pedagogical techniques. The aim of the work. Determination of the place and role of pedagogical techniques in improving the qualifications of teachers by clarifying the concept. Research methods. We used methods of analysis, synthesis, comparison, generalization and specification to solve research problems. On the basis of scientific literature analysis, we came to the conclusion that pedagogical technique is a form of pedagogical skill, its manifestation. Basically, the teacher must have special skills. For example, the ability to guide students towards learning and diversity in education; the ability to ask questions, communicate and draw conclusions through observation; good behavior, control of mood, voice, facial expressions, control of movements, etc. Pedagogical techniques allow the teacher to integrate individual actions and activities, i. e. promotes the compatibility of the spiritual culture and professionalism of the teacher. "His main tools are the teacher's appearance (clothes, hair, facial expressions, pantomime, posture, etc.), the emotional state and the orthopedic culture of correct speech"

NEW PEDAGOGICAL TECHNOLOGY IS THE BASIS OF EDUCATIONAL EFFICIENCY

*Rakhmatov Avazbek Mamat ugli
Tashkent medical academy, Tashkent, Uzbekistan*

Abstract: The article presents ideas about the use of new pedagogical technologies to increase the effectiveness of the lesson, state-level reforms that are being carried out in order to increase the quality of education in the republic.

Keywords: pedagogy, technology, new pedagogical technologies, information technologies, IT, role-playing games.