



“ZAMONAVIY SHAROITDA TA'LIM SIFATI VA UNI TAKOMILLASHTIRISH IMKONIYATLARI”

**Xalqaro o'quv-uslubiy anjuman
materiallari to'plami**

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**«КАЧЕСТВО ОБРАЗОВАНИЯ И
ВОЗМОЖНОСТИ ЕГО ПОВЫШЕНИЯ В
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Results and discussion

Methodology and organization of distance learning. In accordance with the order of the rector of the TMA, the educational process was reorganized for students enrolled in additional professional education programs. The educational process in the cycles of the department began to be carried out remotely using the electronic information educational environment of the academy on the Moodle platform. The curriculum of additional professional education contained five sections, each of which was reflected in the corresponding course in Moodle. In each section of the course, the necessary educational and methodological material was presented: a textbook on the topic of the section, a video lecture, a lecture-presentation, video clips of training practical tasks, a control task and test tests. The visibility of the information provided, the quality of visualization were the most important components of the classes taking place in the conditions of distance learning. The trainees had to independently familiarize themselves with the methodological materials and complete the training and control tasks, as well as a verification test. Feedback from the trainees was carried out by the teacher's written comments to the corresponding completed tasks in the Moodle LMS. In addition, students were provided for communication in the appropriate forum and participation in an anonymous survey, which was conducted in order to identify students' opinions about the quality of teaching at the department. Features and problems of distance learning. The first thing that can be noted is the decrease in the level of feedback from the audience compared to the face-to-face form. If during practical classes in person, the teacher points out to the student about errors in the solution at least 8-10 times per lesson, then in a remote format - a maximum of 2-3 times. Moreover, the teacher's comments in full-time format are interactive and much more detailed. In addition, remote comments are given with a significant time delay, which also does not contribute to the effectiveness of training. Questions about a lecture in a remote format can only be asked by the audience on the forum, and they are practically absent. Individual self-study requires great internal composure, perseverance and a high level of motivation from students, which is far from always the case. That is, not all students are ready for this type of training.

Conclusion. The paper considers the problems and tasks that need to be solved that arise in the organization of distance teaching of information technologies to medical workers in the conditions of continuous postgraduate education, their analysis and the proposal of possible solutions to some of these problems.

TA'LIM JARAYONIDA DIDAKTIK MATERIALLARDAN FOYDALANISHNING NAZARIY ASOSLARI

Nadirova Yu.I., Jabbarov O.O., Mirzaeva G.P., Bobosharipov F.G

Toshkent tibbiyot akademiyasi, Toshkent, O'zbekiston

Tadqiqot maqsadi

Ushbu tezis bugungi kunda yaratilayotgan ta'lim jarayonining samarali olib borishda har bir pedagog qo'llashi kerak bo'lgan didaktik materiallardan foydalanishning nazariy asoslari haqida ma'lumotlar berilgan. Talabalarga yangi va so'nggi pedagogik texnologiyalar asosida bilim berish, ularni shu asosda yetuk mutaxassislar qilib yetishtirish bu-

gungi kunning talabidir. Ilmiy-texnika taraqqiyotining jadallashuvi sharoitida didaktik materiallar alohida ahamiyat kasb etmoqda. Shuning uchun ta'lim tizimida pedagogik texnologiyalar fan sifatida oliy ta'lim tizimidan chuqur o'rin olmoqda, chunki ta'limga texnologik yondashuv orqali pedagogik jarayonga innovatsion ta'lim texnologiyalarini tatbiq etish o'z samarasini ko'rsatmoqda. Ilmiy-texnika taraqqiyotining jadallashuvi sharoitida didaktik materiallar alohida ahamiyat kasb etmoqda. Tibbiyot sohasida fanni o'rgatishda bir qancha didaktik materiallardan foydalanish, ayniqsa yangi kirib kelgan « pedagogik texnologiya», «zamonaviy pedagogik texnologiyalar», «innovatsion pedagogik texnologiyalar», «o'qitish texnologiyasi», «axborot kommunikatsiya texnologiyasi», «texnologiya transferi» singari qator tushunchalardan foydalanish metodikasi shakllanib bormoqda. Shuningdek ta'lim jarayonida samaradorlikni oshirish uchun har bir padagog didaktik materiallar asosida darsni tashkillaydi.

Materiallar va usullar

Didaktik materialni ishlab chiqish va moslashtirish uchun asos sifatida Tomlinson "ko'pchilik o'qituvchilar muvaffaqiyatli o'rganishga hissa qo'shishiga rozi bo'lgan o'rganish tamoyillari va tartiblari to'plamini" taqdim etadi. Bularni tavsiyalar sifatida ko'rish mumkin: a) Materiallar ta'sirga erishishi kerak. b) Materiallar o'quvchilarga o'zlarini erkin his qilishlariga yordam berishi kerak. c) Materiallar o'quvchilarda ishonchni rivojlantirishga yordam berishi kerak. d) O'rgatilayotgan narsa o'quvchilar tomonidan tegishli va foydali deb qabul qilinishi kerak. e) Materiallar o'quvchilarning o'z-o'zini sarmoyasini talab qilishi va osonlashtirishi kerak. f) O'quvchilar o'rgatilgan ballarni egallashga tayyor bo'lishlari kerak. g) Materiallar o'quvchilarni haqiqiy foydalanishda til bilan tanishtirishi kerak. h) o'quvchilar e'tiborini kirishning lingvistik xususiyatlariga qaratish kerak. i) Materiallar o'quvchilarga kommunikativ maqsadlarga erishish uchun maqsadli tildan foydalanish imkoniyatini berishi kerak. j) Materiallar ko'rsatmalarning ijobiy ta'siri odatda kechiktirilishini hisobga olishi kerak. k) Materiallar o'quvchilarning o'rganish uslublari bo'yicha farqlanishini hisobga olishi kerak. l) Materiallar natijalar haqida fikr-mulohaza yuritish imkoniyatini berishi kerak.

Natijalar

Biz o'qituvchilar sifatidagi tajribamizga asoslanib, didaktik materiallar bilan ishlashda takliflar beramiz. O'qituvchilar material qay darajada yaratilganligini va o'quvchilarning qaysi darajada ekanligini hisobga olishlari kerak. Ilg'or talabalar uchun yaratilgan materiallar, agar quyi darajadagi talabalar bilan foydalanilsa, chalkashliklarni keltirib chiqarishi mumkin. Didaktik material mazmunli o'rganishni qo'llab-quvvatlashi kerak. Kontekstdan tashqari mavzu talabalarning qiziqishini kamaytirishi mumkin. Eshitish materiallari aniq va tegishli tezlikda aytilishi kerak; fon shovqini minimal bo'lishi kerak. Xuddi shunday, PowerPoint taqdimotlarini o'z ichiga olgan vizual materiallar aniq, o'qish va tushunish oson, jozibali va yaxshi ishlab chiqilgan bo'lishi kerak.

Xulosa

Didaktik material o'quvchilar o'rtasida hamkorlikka, shuningdek, muammolarni hal qilish, qaror qabul qilish va muzokaralar olib borish kabi yuqori fikrlash qobiliyatlarini rivojlantirishi kerak. Ko'rsatmalar aniq va tushunarli bo'lishi kerak. Chalkashmaslik uchun talabalarning rolini aniqlash kerak. Didaktik material o'quvchilarning turli xil o'rganish

uslublarini qondirishi kerak. Birgalikda ishlaydigan jamoalarni tashkil qilishda ehtiyot bo'lish kerak. Ular har tomonlama talabaning o'z ustida ishlashi va darsni mazmunli tashkillashga yordam beradi.

“ANKILOZLOVCHI SPONDILOARTRITNI TASHXISLASH VA DAVOLASH” MAVZUSINI TALABALARGA YETKAZISHDA ILG'OR O'QITISH USULLARINI QO'LLASH ORQALI TERAPIYA FANLARINI RIVOJLANTIRISH

Pulatova Sh.B., Nabiyeva D.A.

Toshkent tibbiyot akademiyasi

Tadqiqot maqsadi

Ichki kasalliklar fanidan “Ankilozlovchi spondiloartritni tashxislash va davolash” mavzusini talabalarga yetkazishda ilg'or o'qitish usullarini qo'llash orqali terapiya fanlarini rivojlantirishdan iborat.

Materiallar va usullar

Ilg'or pedagogik texnologiyalardan Sinkveyn usulini qo'llash yo'li bilan talabalarining amaliy mashg'ulotining nazariy qismida bilim olish darajasini oshiradi, guruh faolligini oshiradi va har bir talaba ishtirokini ta'minlaydi. Ankilozlovchi spondiloartritni tashxislash va davolash mavzusidagi amaliy mashg'ulotning amaliy qismida Skamper usuli talabalar faolligini oshirib, klinik fikrlashga yordam beradi. Sinkveyn – XX asr boshlarida yapon poeziyasi ta'sirisi ostida Amerika Qo'shma shtatlarida yuzaga kelgan, besh qatorli she'riy satrdan iborat tuzilishli uslub hisoblanadi. Keyinchalik didaktik maqsadda qo'llanila boshlangan obrazli nutqni rivojlantiruvchi samarali usul, tez natijaga olib keladi. Bu usul murakkab ma'lumotlarni sintezlashga yordam beradi, qatnashchilarning so'z boyligini oshirishga ahamiyatli.

Natijalar

SKAMPER (Scamper) usuli kreativ fikrlashni rivojlantiruvchi usul bo'lib (inglizcha. Substitute, Combine, Adapt, Modify, Put, Eliminate, Reverse.) harakatlar ro'yxati, o'zgartirishlar ko'rinishidagi muammolarni hal qilish usuli. U 1997-yilda Bob Eberle tomonidan ishlab chiqilgan, lekin g'oya Aleks Osborn tegishli. Ushbu usul ko'pincha yangi mahsulotlarni ishlab chiqishda va sizning vazifangizga kiritilgan o'zgartirishlarning savollariga doimiy ravishda javob berishda ishlatiladi. U birlashmalarning paydo bo'lishiga hissa qo'shadigan o'nlab savollar va yuzlab so'zlarni o'z ichiga oladi. “Ankilozlovchi spondiloartritni tashxislash va davolash” mavzusiga kirishish, mavzu bo'yicha tinglovchilar bazis bilimini baholash uchun SINKVEYN interfaol usulidan foydalanish ancha qulay, bu tinglovchilarni muammo ustida jalb etish, tez fikrlash, mavzuga kirishishini faollashtiradi. SKAMPER (Scamper) usuli esa talabalarga davoni tanlash, vaziyatli masalalarda muammoni hal qilishga yordam beradi.

Xulosalar

Mavzuga interfaol usullar orqali yondashish dars samaradorligini oshiradi, vakti tejaydi, kutilgan pirovard natijaning ko'lga kiritilishini kafolatlaydi. Bunda pedagogik texnologiyaning boshkaruvchanligi shundan iboratki, u orkali ta'lim jarayonida rejalashtirish, tashxis kilish, natijalash, tuzatish kiritish imkoniyatlari mavjud bulganligi sababli