



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

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

**Сборник материалов международной учебно-
методической конференции**

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Toshkent 2023



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Babadjanova Sh.A., Zaynutdinova D.L., Nuriddinova N.F.

Toshkent tibbiyot akademiyasi

Oliy ta'lim tizimida o'quv jarayoniga ilg'or xalqaro tajribani keng joriy etish, yetakchi xorijiy turdosh ilmiy-ta'lim muassasalari bilan yaqin hamkorlik aloqalarini yo'lga qo'yish orqali pedagog va ilmiy kadrlar malakasini oshirish borasida keng ko'lamli ishlar olib borilmoqda. So'nggi yillarda mamlakatda ta'lim-tarbiya tizimining sifati va samaradorligini oshirish, bog'cha tarbiyalanuvchilari, o'quvchi va talaba yoshlarda zamonaviy bilim va ko'nikmalarni shakllantirish, ta'lim tizimlari hamda ilm-fan sohasi o'rtasida yaqin hamkorlik va integratsiyani, ta'limning uzviyligi va uzluksizligini ta'minlash borasida tizimli ishlar amalga oshirilmoqda.

Klinik laborator diagnostika fanida gemostaz tizimi mavzusini o'qitishda chet el tajribasini o'rganish va tadbiq qilishda zamonaviy pedagogik texnologiyalarning o'rnini katta ahamiyatga ega bo'lib, "Zinama-zina" hamda "SCAMPER" (Ingliz tilidan qisqartma Substitute, Combine, Adapt, Modify, Put, Eliminate, Reverse) usullaridan keng foydalanish mumkin. Zinama- zina usuli talabalarga o'tilgan yoki o'tilishi kerak bo'lgan mavzu bo'yicha yakka va kichik jamoa bo'lib fikrlash hamda xotirlash, o'zlashtirilgan bilimlarni yodga tushirib, to'plangan fikrlarni umumlashtira olish va ularni yozma, rasm, chizma ko'rinishida ifodalay olishga o'rgatadi. Bu texnologiya talabalar bilan bir guruh ichida, yakka holda yoki guruhlarga ajratilgan holda yozma ravishda o'tkaziladi va taqdimot qilinadi. SCAMPER usuli oddiy, ammo samarali ijodkorlikni nazorat qilish texnikasi. Ushbu usulning ahamiyati, mashg'ulot o'tuvchi qisqa vaqt ichida barcha tinglovchilarning bilimlarini ham ilmiy-nazariy, ham amaliy tomondan tekshira oladi, ularning o'z-o'zlarini baholashlariga imkoniyat yaratadi. O'quv mashg'uloti qiziqarli bo'ladi hamda tinglovchilarning bilimlarni egallashga bo'lgan qiziqishlari va mas'uliyatlari ortadi.

Xulosa qilib aytganda, Oliy tibbiyot maktabining zamonaviy bitiruvchisi sog'liqni saqlashning zamonaviy moddiy-texnik ta'minlanganligi sharoitida mustaqil tibbiy amaliyotga tayyor bo'lishi kerak.

DIFFERENTIATED LEARNING APPROACH

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New principles, methods, means and methods of teaching significantly change the usual stereotype of professional training of students, using them it is possible to achieve effective results. The training program should provide the student with the formation of an optimal system of thinking at all stages of training-from the beginning to the solution of a professional task, the master should increase professional training. When using new interactive teaching methods for both students and masters, their choice takes into account their level of learning, as well as the level of academic performance among groups, i.e. at the same time, a differentiated approach is important, since students and resident mas-

ters are engaged in groups with different initial levels of training. Therefore, it is useful for students to use methods of working in small groups in practical classes (brainstorming, the method of synectics, incident, round table, problem solving, three-stage interview, bee swarm, business clinical games, etc.), and for masters in seminars discussions, clinical audit, evidence-based medicine, information technology search are used and training, project, etc.

Thus, the current level of development of medical science in the training of professional personnel requires compliance with two principles: firstly, the acquisition of professional skills, including the use of medical technology, and secondly, the introduction of standardized principles of thinking into the practice of healthcare, based not on the teacher's own conclusions, but on the principles of evidence-based medicine.

The new approach simultaneously allows to activate passive, lagging students, expand their creative thinking, mastering practical skills, preparation for professional activity.

Conclusions:

1. The training of a future specialist is improving, knowledge and skills are being formed to navigate the professional situation, make optimal decisions, and avoid real mistakes in the practice of a medic.
2. Disclosure of a wide range of personality traits, collective activity, during which algorithms of thoughts and actions are formed.

MASTER CLASS IS ONE OF THE FORMS OF EFFECTIVE PROFESSIONAL TRAINING

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¹Tashkent Medical Academy

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Relevance

Modern conditions of students' education are characterized by the need to introduce innovations, innovations and innovations. In the conditions of modernization of higher medical education, the competence model of training specialists is the main direction of innovative development of medical education. The master class is an interactive form of learning and exchange of experience, combining the format of training and conference.

Purpose

To create and ensure mastery of the methodology of innovations in the professional sphere, joint development of methodological approaches of the master teacher and methods of solving the problem posed in the master class program.

Tasks of the master class

The transfer by the master teacher of his experience by direct and commented showing the sequence of actions, methods, techniques and forms of pedagogical activity, the transfer by the master teacher of his experience by direct and commented showing the sequence of actions, methods, techniques and forms of pedagogical activity.

The topics of the master classes include

An overview of current problems and technologies, various aspects and techniques of using technologies, author's methods of applying technologies in practice, etc.



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The algorithm of the master class technology

Presentation of pedagogical experience by a master teacher, presentation of a system of training sessions, conducting an imitation game, modeling, reflection.

During the master class, participants

Study developments on the topic of the master class; participate in the discussion of the results obtained; ask questions, receive consultations. In the technology of the master class, the main thing is not to communicate and master the information, but to convey the methods of activity, whether it is a technique, method, methodology or technology.

Conclusions

1. The master class reflects the ability to design successful activities of students, creates conditions for the growth of pedagogical skills based on the reflection of their own pedagogical experience.

2. This is the ability to model activities in the technology mode in which the master works effectively.

3. This ability to convey productive ways of working – the presence of new ideas that go beyond the standard and correspond to the trends of modern education and the methodology of teaching the subject, the ability not only to methodical, but also to scientific generalization of experience, gives the possibility of an individual approach to each participant of the master class.

THE USE OF INNOVATIVE METHODS IN TEACHING MEDICAL STUDENTS

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The modernization of medical education and the application of innovative technologies include the following innovations: the development and introduction of e-learning (e-learning) in the educational process. This, in turn, requires the organization of e-lessons, the development of the e-teacher function, the creation and development of an electronic educational resource (EER) base for all subjects being taught (including electronic textbooks, electronic handouts, videos, etc.), and the development of tests for evaluation, teaching, and learning materials. After the primary diagnostics of the students' subject knowledge, they are divided into subgroups according to their IQ level, motivation level, creativity level, etc. (the division into subgroups is made according to the approved and agreed criteria).

The modernization of the structure of the medical educational institution (MEI) includes the following: smart classrooms, virtual laboratories connected to the local network with Internet access, the creation and development of a website for the MEI, a portfolio database of teachers and staff of the MEI, and a portfolio database of masters. The development of the teaching/learning complex envisages both full-time and distance learning.

The "e-teacher" works on the Internet and conducts virtual classes for groups of students. Virtual classes include consultations via email, e-seminars, distributed projects, and individual assignments. The final lesson is conducted in the computer class, and the