«TIBBIY TA'LIM TRANSFORMATSIYASI: MEGATRENDLAR»

mavzusidagi XVII xalqaro o'quv-uslubiy konferensiya материаллар тўплами

Toshkent-2021, 29-30 dekabr

I. TIBBIY TA'LIM

Toshkent tibbiyot akademiyasining «Tibbiy ta'lim transformatsiyasi: megatrentlar"
mavzusidagi halqaro konferensiya materiallar to'plami, 2021 yil 29-30 dekabr

2

— Режим доступа: http://www.nap.edu/catalog/13444/best-care-at-lower-cost-the-path-to-continuously-learning свободный.

4. https://review.uz

5. https://www.norma.uz

THE ORETICAL FOUNDATIONS OF USING INTERNET RESOURCES IN TEACHING ENGLISH

Sobirjonov Abdusamad Zoxidovich[1], Safoyeva Shakhnoza Toyir kizi[2]
[1]Tashkent Medical Academy, [2]Tashkent state university of oriental studies, Tashkent city

The relevance of the topic is due to the fact that knowledge of the English language plays an increasing role in modern society, which provides an opportunity to join the world culture, use the capabilities of the Internet resources in your work, as well as work with information and communication technologies (ICT) and use multimedia learning methods ...

Therefore, it is so important to improve the methodology of using computer information technologies in teaching English. Modern information technologies are becoming part of the educational process. Computer technology and an English lesson is a relevant direction that requires modern approaches and innovative solutions. Modernization of education at the present stage of the formation of society is associated with innovative processes in the organization of teachingg English. The priority direction of development of the modern school has become the humanistic direction of education, in which the main space of education is occupied by personal potential (principle). This direction of training is based on taking into account the needs and interests of the student, the implementation of a differentiated approach to training. In recent years, the question of the use of modern information technologies in higher education.

These are not only modern technical methods, but also modern forms and methods of teaching, as well as a modern approach to the learning process itself. The leading role in teaching English is played by the formation of the communicative culture of students. The teacher should strive to create conditions for the practical mastery of the language for any student, choose teaching methods that would allow each student to show their activity, their creativity. The task of the teacher is to activate the cognitive abilities of the student in the process of learning English.

Modern pedagogical technologies such as training using elements of cooperation, design methods, the introduction of modern information technologies, Internet resources can help to implement a personality-oriented approach to learning, provide individualization and differentiation of training, taking into account the capabilities of children, their level of training. Forms of working with computer training programs in English lessons include: vocabulary research, pronunciation practice, dialogue and monologue speech, writing, and grammatical skills training.

The possibilities of using Internet resources are endless. The general Internet creates conditions for the opportunity to receive any important information for cneltynfv and teachers from anywhere in the world: regional geographic material, announcements from the life of young people, notes from printed publications and magazines, etc. In English lessons, using the Internet, you can solve the whole range of didactic tasks: form reading skills, improve writing skills, replenish the lexicographic stock of students, create motivation for adolescents to learn English. In addition, the work is focused on exploring the possibilities of Internet technologies to

Toshkent tibbiyot akademiyasining «Tibbiy ta'lim transformatsiyasi: megatrentlar"
mavzusidagi halqaro konferensiya materiallar to'plami, 2021 yil 29-30 dekabr

71

broaden the horizons of students in order to maintain business connections and contacts with their own peers in English-speaking countries. Pupils get the opportunity to participate in quizzes, competitions, olympiads held on the Internet, correspond with peers from other countries, take part in chats, video conferences. The concepts of "multimedia technologies" and "digital technologies" are central to our research.

Multimedia technologies are understood as a set of computer technologies that simultaneously use several information media: graphics, text, video, animation, and sound effects. In other words, multimedia involves the presentation of information in various forms at the same time (using sound, graphics, video, animation, etc.). It should be noted that today the Internet acts as a qualitatively new media, combining all existing ones (video, text, audio, graphics). The term "digital technologies" today is interpreted ambiguously. Originally, this term was used to refer to technologies containing binary code. However, due to the widespread use of personal computers and mobile devices, the word "digital" has come into widespread use, and has become synonymous with the words "electronic" and "computer". This is confirmed by the online dictionary MerriamWebster, which defines the word "digital" as electronic ("electronic") and computerized ("computerized").

The term "digital technologies" in the framework of the theory of language teaching refers to all types of technologies associated with the use of computers and portable electronic devices (tablets, smartphones, etc.). Digital technologies include electronic tools, devices, systems and resources that produce, store or process information in a variety of formats. So, in our research, by multimedia and digital technologies, we mean a wide range of tools and resources containing information presented in various formats, based on computer and mobile technologies. In the term "digital technologies" we include the concepts of computer, information, information and communication and telecommunication technologies. It is customary to refer to digital and multimedia resources used today in linguodidactics:

- electronic dictionaries, incl. educational (explanatory, translated, terminological, reference, illustrated, interactive);
- authentic materials in the target language (in text, graphic, video, audio, game formats);
- special educational resources for teaching foreign language (electronic textbooks and printed assignments created using a computer, a shell program; interactive UM);
- applied programs (MS Word, MS PowerPoint, web browsers);
- means of electronic synchronous (chats, instant messengers, videoconferences) and asynchronous (e-mail, forums, study groups in social networks) communication;
- educational Internet resources (hotlist, multimedia scrapbook, treasure, subjack sample, webquest).

These technologies are used in language teaching in various forms of organization of trainees' activities, such as: classroom work; extracurricular work; distance learning and blended or combined learning, containing elements of classroom and distance learning. It should be noted that blended learning is currently considered the most promising form of teaching foreign languages. With a competent approach, it allows you to combine direct communication with the teacher and the group and the use of digital technologies in classroom lessons in order to organize independent work and additional communication using electronic means of communication. However, in secondary school, the main forms of organizing educational

Toshkent tibbiyot akademiyasining «Tibbiy ta'lim transformatsiyasi: megatrentlar"
mavzusidagi halqaro konferensiya materiallar to'plami, 2021 yil 29-30 dekabr

72

activities using multimedia and digital technologies will be classroom (primarily) and extracurricular work.

According to the access mode, it is customary to divide multimedia and digital resources available on a separate computer (offline resources), on a local network or on the Internet (online resources). IL multimedia and digital learning resources can perform the following functions:

- educational (used for the presentation of language material);
- trainer (used to practice skills and develop communication skills);
- controlling (used to control the formation of skills and abilities);
- combined (combines the elements of the above).

When planning a lesson / fragment, lesson / series of lessons using digital and multimedia technologies, you should use the general principles of lesson planning, that is, organize the work in three stages: pre-text (task preceding the use of digital technologies); text; post-text (tasks performed after completion of work). Of course, such tasks should organically fit into the course of both a specific lesson and a series of lessons (training course).

When planning a lesson, it is also extremely important to identify the initial level of students' proficiency in computer skills, for example, through entrance testing. Before using digital resources in a foreign language lesson, students must have general and academic computer skills at a certain level (depending on the level of study). The organizational forms of work in a foreign language lesson with the use of computer technologies remain the same: individual, group and pair work. English is an academic subject that, due to its own specifics, implies a more flexible and extensive introduction of all kinds of technical means of study. As a result, it is not surprising, in fact, that in teaching a foreign language, the new opportunities opened up by multimedia devices have begun to be used in various fields of activity.

The leading role here, naturally, is played by multimedia methods. But first I would like to consider the use of simple multimedia documents in the lesson, which the teacher himself can compose in the Microsoft Word program, and demonstrations (PowerPoint). They are simple to perform and use, but they play a great role in intensifying the lesson and increasing its emotional impact on students.

The completed assignment is printed on a printer or "dumped" on a floppy disk for the teacher to evaluate, after which the students are invited to click on the "non-printable characters" button and compare their own answers with the keys written right there in the mode"Hidden text". Naturally, such a method should not be used every day, but in another task it is possible to "password-protect" the entrance to the keys by providing the password only after the independent work has already been submitted for verification, etc. But, naturally, multimedia capabilities have a stronger impact on students. They have become an impartial reality of our time, and an English teacher simply cannot help but take advantage of the opportunities they provide for teaching English. Together with them, modern forms and methods of teaching, modern ideology of thinking come to the secondary educational institution.

According to the previously adopted learning model:

– at the center of learning technology - a teacher;
– there is an unspoken competition between the students;
– students play a passive role in the classroom;
– the essence of training is the transfer of knowledge (facts).

Toshkent tibbiyot akademiyasining «Tibbiy ta'lim transformatsiyasi: megatrentlar"
mavzusidagi halqaro konferensiya materiallar to'plami, 2021 yil 29-30 dekabr

73

The modern teaching model, which should replace it, is based on the following provisions:
- in the center of learning technology - students;
- at the heart of educational activities - cooperation;
- students have an important role in learning;

The main groups of problems that can be solved with multimedia support include:
- assistance in educational work for students;
- ensuring contact with native speakers;
- providing access for all members of the educational process to the rapidly growing information funds stored in centralized information systems;
- ensuring interaction between teachers, exchange of pedagogical skills and didactic materials.

Pros of electronic textbooks:
- visibility of presentation of the material (use of color, pictures, sound, video, animation, etc.);
- built-in test systems provide instant control over the assimilation of the material;
- interactive mode allows students to control the speed of passing the educational material themselves;
- the ability to constantly adjust the textbook as new data appears (the electronic textbook is located in one specific space of a virtual place, which millions of people have access to, so that you can change something, just edit the file, and the next day millions of people will see the edited version of the tutorial);
- easy to use.

Using a computer and its PowerPoint program in English classes makes it possible to maximize individualization of learning, make the learning process creative, exploratory, increase motivation and interest in learning a foreign language and contribute to the effective formation of foreign language speech competence.

Thus, multimedia and digital technologies have significant methodological potential. To unlock this potential, a teacher planning an English lesson using multimedia and digital technologies in high school must be aware of the specifics of using these technologies in the learning process.

In addition, the demonstration method makes it possible to implement part of the health technology that is so in demand in the classroom. It makes it possible to switch attention and change the type of activity of students, which is a prerequisite for compliance with modern requirements for the lesson.

Literatures

1. Arendarenko T.V. Technique for using PowerPoint presentations in teaching English //http://www.petropavl.kz\skoipkppk\page6\english\s.shtm

2. Belkova MM Information computer technologies in English lessons // English language. 2013.

3. Belyaeva L.A., Ivanova N.V. PowerPoint presentation and its capabilities in teaching foreign languages / L.A. Belyaeva, N.V. Ivanova // Foreign languages. - 2008. - No. 4. - With. 36-40.

Toshkent tibbiyot akademiyasining «Tibbiy ta'lim transformatsiyasi: megatrentlar" mavzusidagi halqaro konferensiya materiallar to'plami, 2021 yil 29-30 dekabr

74

4. Belyaeva L.A., Ivanova N.V. PowerPoint presentation and its possibilities in teaching foreign languages // 2011, no.

5. Bershadsky, M. Information competence. // Public education. - 2012 - No. 4. - p.139

6. Bogorditskaya V.N., Khrustaleva L.V. Textbook. English. Language: With in-depth Study. English. Language. 4th edition - M .: 2011

ИЧКИ КАСАЛЛИКЛАР ПРОПЕДЕВТИКАСИ КАФЕДРАСИДА ҚУЙИ БОСҚИЧДА ТАҲСИЛ ОЛАЁТГАН ТАЛАБАЛАР ОРАСИДА КЛИНИК ФИКРЛАШНИ ШАКЛЛАНТИРИШ МУАММОЛАРИ

Шукурова Фазилат Нармаматовна - PhD, Тошкент тиббиёт академияси 2-сон ички касалликлар пропедевтикаси асиситенти,.
Ташкент шаҳри, Ўзбекистон Республикаси.

Ички касалликлар пропедевтикаситиббиёт олийгоҳлари талабаларининг клиник фаолиятига, жумладан клиник фикрлаш ривожланишининг дебочасидир. Ушбу босқичларда фундаментал билимларга асослангантиббий, амалий кўникмалар талабалар онгига жойлаштирилиши зарур. Ички касаллликлар пропедевтикаси фанини ўқитиш ва ўзлаштириш жараёнида талабаларнингнормал ва патологик анатомия, гистология, биокимё, нормал ва патологик физиология, микробиология фанларидан чуқур билимга эга бўлишлари муҳим аҳамият касб этади. Беморни клиник текшириш натижаларини фундаментал фанларни ўрганишдан олинган билимлар билан боғлаш қобилияти клиник фикрлашнинг шаклланишига асос бўлади [2, 3]. Клиник фикрлаш бу –муваффақиятли тиббий фаолиятнинг калитидир. Ушбу турдаги фикрлаш беморнинг аҳволини яхлит, бир бутун организм сифатида баҳолаш имконини бериб, унинг барча хусусиятларини ҳисобга олган ҳолда, касалликни маълум бир бемор оргпнизми билан ўзаро таъсирлашаётган жараён деб ҳисоблайди. Ушбу маҳоратнинг ривожланишиолийгоҳлардафундаментал фанларнимукаммал ўзлаштиришорқали юзага келади ва шифокорнинг ҳаёти давомида шаклланиб боришда давом этади. Етук тиббий кадрлар тайёрлашнинг замонавий тизими кўп жиҳатдан талабаларга ҳажм жиҳатдан билим беришга қаратилган.

Кўп сонли ўзига хос беморларда умумийликни ажратиб кўрсатиш ва зарур назарий билимларни қўллаш клиник фанларни ўқитишнинг мақсади ва шу билан бирга шифокорлик кўникмаларини шакллантиришнингэнг муҳим муаммоларидан биридир.

Ўрта таълимда, айниқса, тест орқали баҳолашнинг кенг жорий этилиши,фикрлаш ҳамда тафаккур этишнинг дедукция, индукция таҳлил этиш, синтез қилиш каби усулларини ва гипотезани илгари суриш қобилиятини ривожланишигаэҳтиёж қолдирмади. Ушбу усулларни ўзлаштирмасдан туриб эса клиник фикрлаш мумкин эмас ва кўпчилик талабалар тиббий фаолиятнинг амалий кўникмаларини эгаллаш билан бир қатордаюорида қайд этиб ўтган фикрлаш усулариниўзлаштиришларига тўғри келади. Агар бунга клиник фанларни, жумладан ички касалликлар пропедевтикаси фаниниўқитиш жараёнида талабалрада клиник фикрлаш методикасимавжуд эмаслигини ҳамқўшсак, уни шакллантириш муаммосини ҳал қилиш янада мураккаблашади [1, 3].

Ички касалликлар пропедевтикаси фанини ўрганиш жараёнида илк бор клиник бўлимга келган талабаларимиз бир қатор қийинчиликларга дуч келишлари табиий. Катта ҳажмда нотаниш атамалар билан тўлган маълумотлар оқими, касалликларни, уларнинг

Toshkent tibbiyot akademiyasining «Tibbiy ta'lim transformatsiyasi: megatrentlar"
mavzusidagi halqaro konferensiya materiallar to'plami, 2021 yil 29-30 dekabr

75

Toshkent tibbiyot akademiyasining «Tibbiy ta'lim transformatsiyasi: megatrentlar"
mavzusidagi halqaro konferensiya materiallar to'plami, 2021 yil 29-30 dekabr

218