

INNOVATIVE METHODS OF TRAINING STUDENTS OF THE MEDICAL INSTITUTE

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Annotation. This article is devoted to the problem of using modern active technologies and teaching methods in teaching medical students of the Samarkand State Medical Institute. At the Department of Pathological Anatomy of the Institute, methods are used: discussions, business games, case studies, small groups, presentations, etc. university.

Key words: medical education, innovative teaching technologies, teaching methods.

Introduction. In connection with the entry into the international educational space, the educational process at the institute is developing in the context of the main provisions of the Bologna Declaration. The Institute is forming a new educational environment for the training of medical specialists of a new generation, competitive and in demand in the labor market.

The education quality management system created at our institute poses new challenges for the teachers of our university.

In the strategic plans for the development of the institute, priority is given to the introduction of active teaching methods. The Department of Pathological Anatomy in practical classes uses business games, case-stages, situational tasks, modeling situations, discussions, teamwork [1]. Plans-summaries of classes on the strategy of introducing trilingual education of students have been developed. The department uses criteria for scoring students' competencies: knowledge, practical skills, communication and legal skills, self-improvement [2]. However, the best result is achieved with the combined use of the above teaching methods.

Modern teaching technologies increase the interest of students in obtaining knowledge, improve the quality of education and training, which is confirmed by the results of intermediate and final control of students' knowledge.

The introduction of innovative teaching methods required a comprehensive training of teachers in advanced training courses, the organization of special seminars and additional trainings and master classes.

As a result of the activities carried out at the Department of Pathological Anatomy, role-playing games are introduced and used in the educational process. Role play: "Medical conference. Examination of medical errors" was developed for students studying in the discipline "Sectional biopsy", forms students' decision-making skills in the examination of medical errors, stimulates the process of knowledge sharing, develops skills in working with documentation for the examination of medical errors (instructions, orders). Develops practical skills in issuing a sheet of medical certificate of death. Role-playing games: "Pathologist at the conference", "Expert at the conference", designed for students studying in the discipline "Sectional biopsy", develop and consolidate students' skills in studying basic terminology in management and marketing, teach teamwork skills, contribute to the exchange of knowledge, and their use for making the right decision.

To enhance the educational process, scenarios for conducting practical classes using modern methods of interactive learning (quick survey, testing, quizzes, presentations, etc.) have been developed.

The game method allows you to simultaneously teach students how to use their knowledge correctly and act in various simulated situations, which is important for future professional activities. Participating in solving a number of prepared tasks, according to the current situation, in the course of a business game, students are invited to find the best ways to make the right decision on a number of controversial issues.

There are certain difficulties for the introduction of interactive methods in the educational process at the department: insufficient motivation of teachers involved in the introduction of innovative teaching methods, insufficient involvement of students in research, independent work with primary data, unwillingness of students to take the initiative in the classroom. In order to intensify the introduction of innovative technologies in education at medical universities, the institute has created and operates a center for innovative technologies, open lectures were given at all departments of the institute, and practical classes were held using innovative teaching methods.

Today, there are various methods of involving students in active work, first of all, this is a motivation method, which is based on the interest of each student in the group as a result of the work done. If the student sees the result, he will work more actively in the lesson.

Results. New interactive teaching methods have been developed and introduced into the educational process. According to the results of interviewing and questioning students, these teaching methods motivate students to find the optimal solution in a variety of situations modeled by the teacher. Students actively participate in the discussion of tasks, work in teams and small groups. Business games and quizzes start the process of self-improvement and consolidation of practical skills, make classes interesting and dynamic.

Conclusions. The use of active learning technologies in practical classes really improves the quality of training of specialists of a medical university, as evidenced by the results of feedback (questionnaires), the successful passage by students of both the final test and the next stage of the exam - control of the assimilation of practical skills.

References

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MODULAR LEARNING TECHNOLOGIES

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Annotation. At present, computer technologies have led to significant changes in the field of industrial production and business, social life and education, science and culture. Information has become a global inexhaustible resource of mankind, which has entered a new era in the development of civilization, which is called informational. The higher school is making the transition from the knowledge-subject (qualification) paradigm and the competency-based one. The competence-based approach changes the system of values and the nature of the relationship between the subjects of the educational process. It assumes the presence of a student-centered concept of education, the introduction of innovative educational technologies, including the use of credits (credits) and modules.

Key words: module, block-modular technology, module-rating technology, competency-based approach.

Introduction. A module is an educational basic unit of a coherent and logically structured program in a particular discipline. It includes logically and didactically completed independent sections of the lecture and practical courses, educational and technological maps, literature, control blocks and a reporting form. The module highlights professionally applied integrated problems, goals, taking into account the specifics of a higher education institution and the requirements of the state standard [2].