

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.

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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].

The general direction of modular education, its goals, content, didactic processes and the technology of their organization are determined by the following principles [3]: modularity; dynamism; effectiveness and efficiency of knowledge and their systems; flexibility; perspective awareness; versatility of methodological consulting; parity principle.

The distinctive features of modular learning in comparison with other learning systems are determined by such well-known parameters as its goals and content, forms and methods, methods of interrelated activities of the teacher and student.

Each module has its own didactic purpose. It should correspond to sufficient completeness of the educational material, which means that:

- the module sets out the fundamentally important content of educational information;
- clarification to this information is given;
- the conditions for immersion in information (specific literary sources, methods of obtaining information) are determined;
- theoretical tasks and recommendations for them are given;
- practical tasks are indicated.

Modular technologies are actively developing, which implies the emergence of their new modifications.

In our republic, the most widespread are modular (block-modular) and modular-rating learning technologies.

Block-modular technology, as a rule, is used in the study of integrated disciplines or courses. The introduction of blocks into the structure of the learning content and some adjustments to the order of monitoring learning outcomes is the only difference between block-modular technology and modular technology.

Otherwise they are identical:

- training modules are compiled in such a way that it is possible to replace both its individual training elements and the module as a whole;
- learning objectives for each module include not only the requirements for the volume and level of studied scientific and theoretical knowledge, but also for the nomenclature and quality of the activities formed by students and the methods for their implementation;
- the content of each module is processed in such a way that it is possible to build individualized trajectories of its study, based on the results of the introductory (preliminary) control.

With the correct selection of the content of the module, the results of the control for the previous module are the results of preliminary control for the subsequent module and the basis for constructing individual trajectories of its study. In order to individualize the learning process, the content of the module is recommended to be divided into basic and additional;

- when developing a system for managing the quality of education within the boundaries of the module, much attention is paid to the independent work of students, their self-control;
- each module should include methods and techniques for acquainting students with their prospects in studying educational material (presenting at the beginning of studying the module its entire content, rules for monitoring and evaluating the results of educational activities, their adjustment, etc.), as well as forms of methodological assistance with side of the teacher;
- the monitoring system for each module includes the following types of control: preliminary; current; intermediate (upon completion of the study of the module).

After completing the study of the discipline using the technology of modular (block-modular) education, a final control (test, exam) is carried out.

Thus, modular learning technology is a holistic integrated model of a modular learning system, a target program for the activities of a teacher and a student.

The advantages of modular rating technology include the following:

- the objectivity of assessing the educational achievements of students increases, the psychological stress in the learning process is removed;
- improving the quality of education;
- the process of monitoring and managing the educational process is systematized, which makes it possible to carry out timely adjustments of various components of the educational process;
- increases the motivation of students to learn and the personal responsibility of students for learning outcomes;
- pedagogical conditions are created for the objective ranking of students in order to select applicants for training at the second stage of higher education;
- psychological, pedagogical and didactic conditions are created for the transition to a higher level of education - a credit-modular system [1].

**Conclusions.** Thus, modular technologies are means of technologization of the educational process and its adaptation to solving new problems of education, first of all, training a specialist of a new level. With the help of modular learning technology, a learning process is carried out, united by a common didactic task and ensuring the achievement of a certain level of realization of learning goals. All types of modular technologies combine common principles that set the direction of modular education, its goals, content, didactic processes and organizational forms. The modular learning technology aims to design a model of technologization of a specific educational process within a separate discipline.

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## INNOVATIVE METHODS OF TEACHING STUDENTS AT THE DEPARTMENT OF INTERNAL DISEASES

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**Annotation.** The article presents the role of innovation in the study of the subject at the Department of Internal Medicine, both in the classroom and outside the classroom. The importance of innovative methods in teaching students, contributing to the mastery of professional competencies, is reflected.

**Key words:** innovative methods, teaching, students, internal diseases.

**Introduction.** Teaching methods are one of the most important components of the pedagogical process along with its goals and objectives, content, organizational forms and results.

Changing the education system in accordance with the modern demands of society should be accompanied by a change in the teaching strategy. The new approach to teaching involves a preliminary definition of the list of competencies that need to be formed in medical universities.

The task of the teacher is to teach the practical use of theoretical knowledge. As you know, the main characteristics of a graduate are his competence and mobility. In this