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INNOVATIVE METHOD OF TEACHING STUDENTS OF THE DEPARTMENT OF GYNECOLOGY

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✓ ***Resume***

The article discusses the scientific and experimental substantiation of the effectiveness of technologies for the formation of clinical thinking of future doctors when teaching gynecology in medical universities.

Key words: higher education, clinical thinking gynecology, pedagogical communication.

ИННОВАЦИОННЫЙ МЕТОД ОБУЧЕНИЯ СТУДЕНТОВ КАФЕДРЫ ГИНЕКОЛОГИИ

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✓ ***Резюме***

В статье рассматривается научно-экспериментальное обоснование эффективности технологий формирования клинического мышления будущих врачей при преподавании гинекологии в медицинских вузах.

Ключевые слова: высшее образование, клиническое мышление гинекология, педагогическое общение.

ГИНЕКОЛОГИЯ КАФЕДРАСИ ТАЛАБАЛАРИНИ ЎҚИТИШНИНГ ИННОВАЦИОН УСУЛЛАРИ

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Мақолада тиббиёт олийгоҳлари гинекология фанини ўқитиш жараёнида бўлажак шифокорларнинг клиник тафаккурини шакллантириш технологиялари самарадорлигини илмий ҳамда экспериментал жиҳатдан асослаш ҳақида фикр юритилган.

Калит сўзлар: олий таълим, клиник тафаккур, гинекология фани, педагогик мулоқот.

Relevance

Professional socialization of future doctors will be effective if active learning methods are used in the ducational process of students, which aim to bring the student closer to professional reality. According to a number of scientific pedagogical workers, for the improvement and activation of the educational process in higher educational institutions, it is of great importance to take into account the peculiarities of university education, which requires students to restructure the stereotypes of academic work that have developed in school and arming with new skills and skills of educational and cognitive activity [1,4,5]. One of the significant components of the strategy for the restructuring of vocational education was the widespread introduction of active forms of education into the educational process, which cover all types of classroom and extracurricular classes with students.

Developed and applied for many years, the methodology of business games can be successfully used in practical classes in obstetrics and gynecology with senior students of the medical Institute. It significantly expands the possibilities of traditional teaching methods, contributing to better assimilation of the material, the formation of diagnostic skills and tactical decision-making, the acquisition of experience in communicating with patients and their relatives.

Clinical specialties, which include obstetrics and gynecology, are characterized by the fact that the object of a doctor's professional activity is a sick person. In this regard, on the one hand, the training of students must necessarily be conducted on the patient, on the other - it is unethical to bring an unprepared student to the patient. Between the classroom and ward stages of teaching medicine based on the search for

solutions using theoretical knowledge and practical skills in order to improve professional activity). In order to master the above competencies, as well as to encourage the student to think, develop his creative thinking, skills and skills of independent work, which is very important for a practitioner, we have introduced a number of innovative learning technologies into the educational process.

The technology of "Critical thinking". A system of mental strategies and communicative qualities that allows a person to interact effectively with information reality is called critical thinking. The compilation of cinquaines is a methodical technique for the development of critical thinking. A cinquain is a poem that requires the synthesis of information and material in short terms, which allows you to describe or reflect on any occasion. The ability to summarize information, to express complex ideas, feelings and ideas in a few words is an important skill. It requires thoughtful reflection based on a rich conceptual stock. Translated from French, the word "cinquain" means a poem consisting of five lines: the first line is the keyword noun, the second line is two adjectives, the third is three verbs, the fourth is a sentence, the fifth is a synonym for the keyword. Its writing requires the realization of all the personal abilities of the compiler (intellectual, creative, imaginative).

Examples of cinquaines on the topic of "Childbirth": Example 1: - Life. - New. severe. - Move, think, fight. - If you want to live, know how to spin. - Power. Example 2: - Newborn. - Healthy, active. - Born, struggling, striving. - Once to give birth, then it is impossible to be fit. - Life.

The procedure for compiling a synquain allows you to harmoniously combine elements of all three main educational systems: informational, activity-based and personality-oriented.

Our experience of introducing personality-oriented teaching technologies has shown that students remain interested in the subject throughout the course of studying the discipline, and their creative potential is stimulated. The most gifted students, as a variant of reflection, voluntarily present quatrains, statements. When teaching 6th-year students, we paid special attention to one of the technologies of contextual learning - the method of "cases". With the active application of modern technologies in the educational practice of universities, the following results can be achieved: to improve the quality of the educational process, to make learning and communication comfortable; to increase the level of the general culture of the younger generation in working with information, technology and people, on themselves, making them successful and tolerant in life and profession [3,5,8]. Case technology as an interactive teaching method in vocational education is increasingly finding its application. The case method develops the ability to solve professional situations taking into account specific conditions and factual material; forms the ability to analyze and diagnose problems, the ability to defend one's position in the process of communication, analyze incoming information. Thanks to the analysis of numerous situations in various combinations, important skills are developed professionally: the ability to think creatively, choosing the optimal solution by considering several alternative options, setting up to perform a professional action. The main ideas laid down in the case method:

1. the case method is designed to gain knowledge not in the exact sciences, but in those disciplines in which there is no unambiguous answer to the cognitive question, but there are several answers that can compete in the degree of truth;

2. the emphasis of education in the case method is transferred not to the mastery of ready-made knowledge, but to its development, to the co-creation of the student and the teacher;

3. the result of applying the method is not only knowledge, but also skills of professional activity;

4. The technology of the method is quite simple. According to certain rules, a model of a specific situation that occurred in real life is developed, and the complex of knowledge and practical skills that students need to get is reflected. This model is a text with a volume from one page to several dozen, which is called a "case". Students pre-read and study the case, involving a variety of sources of information. After that, there is a detailed discussion of the content. At the same time, the teacher acts as a moderator, taking questions, fixing answers, supporting the discussion, i.e. as a dispatcher of the co-creation process;

5. the advantage of the method is not only the acquisition of knowledge and the formation of practical skills, but also the development of a system of values of students, professional positions, life attitudes, a kind of professional attitude; 6. the classic defect of traditional teaching associated with dryness, unemotionality of the presentation of the material is overcome. In foreign practice, the case method has long been actively used in the professional education of physicians in order to develop students' skills and skills of independent work. In our country, case technologies in medicine have been used relatively recently, but they have attracted the attention of teachers with their effectiveness. In the classroom with the use of case studies, students independently solve situational tasks, which provides creative assimilation of knowledge, self-management of the process of searching for new knowledge, self-organization and self-control over the processes of knowledge acquisition, acquisition of skills and abilities [1,2, 6,9]. Solving practice-oriented professional problems, students act in the educational process as full-fledged subjects of activity and independently achieve the goals of professional and personal development.

We have used case technologies for the purpose of individualization and intensification of the educational process, as well as to increase the activity of cognitive activity of students. When choosing a set of situations for the case, we proceeded from the goals, objectives and content of a particular lesson; the level of cognitive activity of students. Along with mastering the necessary professional knowledge and skills, students were guided to find a quick and correct solution in the proposed situation, to develop clinical and logical thinking. Using this method, we solved a number of important tasks of vocational education: we developed a system of values of students, developed a professional position, formed life attitudes, professional attitude. Problematic tasks were formed based on real life situations and were essentially a documented model of the patient, the most relevant, essential tasks were selected. The lesson was organized as follows:

1. At the organizational stage, the main task was to create motivation for joint activities, support initiatives from students. The text assignment was distributed to students for self-reading in order to answer the questions proposed after the text. Before starting the discussion, knowledge on a given topic was updated and interest in the discussion was aroused. Then the teacher led the students to the contradiction and suggested that they find the optimal solution on their own;

2. The stage of organizing joint activities. Medical students were divided into small groups (sometimes the work was carried out individually) to prepare a group solution after a collective discussion of questions, the time was set by the teacher. Each group independently correlated the individual answers proposed by the participants, selected the most successful ones, refined them, then developed a common opinion and framed it in the form of a presentation. Students identified one participant as a speaker. Solutions of several groups were presented for group-wide discussion, as a rule, different answers were offered (provided that the case was compiled correctly). The presentations contained an analysis of the situation with the use of theoretical knowledge, with the justification of the chosen method; with consideration of the situation from different professional positions (doctor, nurse, medical psychologist), as well as from the position of the patient. The teacher organized and directed the general discussion, confronted contradictions, offered to make comparisons, generalizations, conclusions, compare facts, encouraged logical reasoning, changed situations, offering non-standard options, options with obviously erroneous data;

3. The final stage was the analysis of joint activities. At the end of the lesson, conclusions were drawn, the results were summarized, the effectiveness of the organization of the lesson was analyzed, problems in the organization of joint activities were revealed, tasks for further work were set. The teacher, concluding the discussion, analyzed the process of discussing situations and the contribution to the work of each group, the development of events, summed up the results.

Conclusions

1. We see that the use of the case method in practical classes contributed primarily to the formation of professional knowledge, skills, and significant professional and social qualities.

2. The training technology we have considered is an innovative methodology. It allows you to harmoniously combine elements of all major educational systems and approaches, form a competent approach to learning and increase the level of knowledge of students.

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