

Interactive Teaching Methods in Teaching Basic Disciplines Medical College

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ABSTRACT

The article discusses the possibilities of interactive learning, its tasks and principles of implementation. The essence of interactive learning is characterized, and its main feature is to stimulate educational and cognitive activity and immerse them in the process of mental activity. It is noted that the use of interactive learning methods in teaching basic disciplines in a medical college lays the foundations of clinical thinking, provided that the lesson is built with traditional elements - problematization, games, open lecture-visualization, and non-traditional. Non-traditional elements of interactive learning include graphological structures of questions, analysis of paintings by great artists, reading and discussion of excerpts from fiction, as well as the study and analysis of graphs and maps of the spread of specific diseases among the population. The success of interactive learning was assessed using digital dictations, an express survey, situational tasks and the competitive group method. The experience of holding a republican integrative student scientific and practical conference-quiz, which included interactive elements, is presented. Interactive teaching methods in a medical college are interaction in the learning process between students and teachers in the mode of dialogue, active cooperation, as well as interaction of students with each other within the framework of a certain task, which contributes to a deep understanding of the specialty.

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Introduction. The problem of teaching methods has always attracted the attention of teachers as the central problem of achieving the success of the pedagogical process, the formation of the personality of the future specialist. That is why educational doctors often ask about which methods are modern and which are outdated? "Any method is good," Leo Tolstoy noted in the middle of the 19th century, when he defended innovations in teaching and opposed dogmatic methods. However, as a person who penetrated into the depths of human nature and loved pedagogical activity, he understood that the most ordinary and familiar method (for example, explanation, conversation) in the hands of a master still carries a huge creative potential and cannot be considered "outdated" in this case. The rethinking of the problem of teaching methods in medical education (as well as the broader aspect - the methods of pedagogical research) is influenced by various humanitarian concepts, which take as a starting point direct interaction and communication with the "object" of humanitarian research. The creation of conditions for the

formation of the personality of a student, who is capable of further self-improvement, self-education, interaction, creativity and cooperation, takes place, as a rule, in a specially organized environment, for example, during interactive communication. Such an environment is characterized by openness, interaction of participants, equality of their arguments, accumulation of joint knowledge, the possibility of mutual assessment and control. Interactive learning provides the formation of general cultural and professional competencies, since it contributes to the solution of a number of tasks:

- strengthening the active, cognitive and thinking activity of students;
- Increased motivation to study the discipline;
- involvement of students in the learning process, mastering new material not as passive listeners, but as active ones
- Activation of the formation of educational and research competence (analysis and critical thinking, synthesis, goal setting), which allows solving educational and professional problems;
- development of communicative competencies in students, which helps to establish emotional contacts;
- development of skills to independently find information and determine the level of its reliability and skills of perception and transfer of information for the implementation of joint activities;
- mastering the skill of teamwork, in which it is important to listen to someone else's opinion, find the best solution and implement it;
- creation of comfortable learning conditions (relieving nervous load, switching attention, changing forms of activity), in which the student is aware of his success, his intellectual viability, which makes the learning process itself productive;
- Increasing the amount of independent work of the student.

The educational process, based on the use of interactive teaching methods, is organized taking into account the involvement of all students in the group without exception in the process of cognition. Joint activity means that everyone makes their own special individual contribution, in the course of work there is an exchange of knowledge, ideas, and methods of activity. Individual, pair and group work is organized, project work, role-playing games are used, work with literature and various sources of information is carried out.

Materials and methods

The study uses complementary and mutually conditioning methods: analysis of literature on the problem, theoretical (systematization of experience, comparative analysis); empirical (study of the results of activity).

Results of the study and discussion

One of the main tasks facing the teaching staff of the "Pastdargom Medical College", which trains medical specialists, is not only the formation of the necessary professional competencies in students, but also the development of professionally significant qualities of medical workers, their worldview positions, the desire for professional development and improvement. Such a teacher, along with new knowledge, leads the participants to an independent search. The task of the teacher is to create conditions for the initiative of students, the activity of the teacher gives way to the activity of students. Interactive learning is a way of cognition carried out in the interaction of students: all participants in the educational process (teacher and students), entering into communication and joint activities with each other, not only exchange educational information, but jointly participate in the educational situation: transforming it into a situation of professional and personal development, identifying and solving problems, including as a mechanism for self-assessment and reflection. The subject "Anatomy, physiology and pathology" in the system of medical education and in the "Pastdargom Medical College" is the basic subject for subsequent clinical disciplines. In accordance with the modern transformations of the medical education system, pathology is designed to give students not only solid and deep knowledge about pathological processes in the human body, but also to form the foundations of clinical thinking, to encourage them to master

practical skills. Therefore, this academic discipline is addressed to the needs of the clinic, and the presentation of the practical aspects of pathology is one of the ways to improve its teaching. Fundamentals of pathology, as a basic discipline, requires a thorough study of the etiology and pathogenesis of diseases, memorization of terms. The results of this work are evaluated in subsequent courses of study during clinical disciplines. When studying pathological processes, teachers acquaint students with the elements of the pathogenesis of diseases of this organ, which activates clinical thinking and increases the motivation of students. It should be noted that the study of the etiology and pathogenesis of the development of diseases in the future practical activities of mid-level medical workers is a powerful incentive to strengthen professional motivation in the study of such a difficult and difficult subject to master as the basis of pathology. The use of interactive learning methods in teaching this subject lays the foundations of clinical thinking, increases the intellectual level of students, gives students access to non-traditional sources of information, motivates them to active cognitive activity, increases the effectiveness of independent work, gives completely new opportunities for creativity, acquisition and consolidation of various professional skills, which, of course, gives them the opportunity to get high-quality education, and allows teachers to implement fundamentally new forms and methods of teaching. Within the framework of the subject week, an open lecture-visualization was held using interactive teaching methods on the topic "Diseases of the endocrine system". The lecture was clearly planned cognitive tasks and optimal methods of control. At the first stage of the lecture, problematic questions were posed to students, which made it possible to analyze the initially selected material, formulate new knowledge based on the identified contradictions, and develop analytical thinking in students. Then, to check the initial knowledge, questions were asked on the anatomy and physiology of the endocrine system, and test control was carried out. At the main stage of the lecture, the material was given in the form of a multimedia presentation using the graphological structures of the lecture questions, paintings by great artists, excerpts from fiction, graphs and maps of the spread of endocrine diseases among the population. All this caused a lively response, interest in the subject among students. In the presentation of the material, anticipatory learning, monologue and dialogical communication with students were used, which contributed to the formation of professional thinking in students through the systematization and identification of the most significant, essential issues. In the process of presenting the lecture, feedback from students was constantly felt, questions were answered, tasks were performed, demonstrating an increase in cognitive activity.

As a result of the use of the lecture-visualization methodology, the positive aspects were revealed:

- saving time to cover all the material provided by the program;
- the appearance of time for the semantization of terms;
- stimulation of auditory, visual and motor memory of students;
- inclusion of students in active work;
- stimulation of extracurricular activities of students;
- Formation of a stable interest in the discipline. To enhance the cognitive activity of students, control and measuring materials have been prepared for the subject "Anatomy, physiology and pathology", where work in small groups is used in the current control of knowledge - the method of competitive groups. To implement it, problematic questions, logical and digital dictations, an express survey, and situational tasks have been prepared. The method of competitive groups contributes to the development of the creative potential and personality of students, the ability to collective thinking is formed, which is so necessary in the future practical activity of a specialist.

Conclusion

Thus, interactive teaching methods are quite effective in teaching the discipline "Anatomy, Physiology and Pathology", they contribute to a high degree of motivation, maximum individuality of teaching, and provide ample opportunities for self-realization and creativity of students. The result is a more solid assimilation of complex material for memorization, since students, acquiring knowledge independently, consciously, experience each step of learning. Interactive teaching methods are one of the most important areas for improving the training of medical students. Now it is not enough for a medical college teacher to

be competent in the field of his specialty and pass on a huge knowledge base in the classroom to students. Students more easily delve into, understand and remember the material that they have studied through active involvement in the learning process. Based on this, the main methodological innovations today are associated with the use of information technologies of education, which are actively used by teachers of secondary vocational education.

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