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FEATURES OF THE USE OF PEDAGOGICAL TECHNOLOGIES IN PRACTICAL LESSONS AT TSDI

Annotation: *Student activation allows you to form your own active position, incl. in relation to knowledge and the process of cognition. And the teacher becomes the manager of interaction with students, performs the functions of planning and organizing, motivating and monitoring learning. The use of innovative technologies in the learning process helps improve the quality of education and prepare a competitive specialist*

Key words: *innovative teaching methods, competencies*

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ОСОБЕННОСТИ ИСПОЛЬЗОВАНИЯ ПЕДАГОГИЧЕСКИХ ТЕХНОЛОГИЙ НА ПРАКТИЧЕСКИХ ЗАНЯТИЯХ В ТГСИ

Аннотация: *Активизация студента позволяет формировать собственную активную позицию, в т.ч. по отношению к знанию и процессу познания. А педагог становится управленцем взаимодействия со*

студентами, выполняет функции планирования и организации, мотивации и контроля обучения. Использование инновационных технологий в процессе обучения способствует повышению качества образования и подготовке конкурентоспособного специалиста

Ключевые слова: инновационные методы обучения, компетенции

An integral part of the process of optimizing teaching is the introduction of new, more advanced methods of monitoring students' knowledge and skills. Innovative teaching methods are teaching methods that carry new ways of interaction between "teacher and student", a certain innovation in practical activities in the process of mastering educational material. The constant use of innovative teaching methods makes it possible to make the thinking of students themselves open to innovation, forms the experience of creative and innovative activities and affects the competence of a specialist. Student activation allows you to form your own active position, incl. in relation to knowledge and the process of cognition. And the teacher becomes the manager of interaction with students, performs the functions of planning and organizing, motivating and monitoring learning. Modern requirements for training programs for doctors provide for their construction on a modular basis based on an integral, patient- and problem-oriented approach. This is reflected in the educational program for training a general dentist, which promotes the formation of professional competence and critical thinking.

The formation of competence passes sequentially through 4 levels from the "know" level to the "do" level. Competence is considered formed starting from the third level - "show how". In modern international practice, it is customary to translate competency standards into curricula and into assessments of the quality of specialist training. The main competence of a specialist is managing the process of providing medical care. It includes the ability to manage the process of establishing first contact with a patient, to separate and

classify his problems, to provide primary medical care for all diseases regardless of the severity of the condition, gender, age and other characteristics of the patient, to be able to manage the effectiveness and adequacy of medical care with the rational use of available healthcare resources, coordinate medical care with other specialists, ensure the protection of the patient's interests and the availability of necessary medical care. To develop these professional skills and abilities, module teachers use multimedia interactive lectures with feedback between teaching subjects, lectures and discussions, seminars in small groups, self-study with the study of literature, the creation of thematic presentations, messages, holding mini-conferences, role-playing games with work simulation orthopedic dentist. It is very important to teach future specialists a person-oriented approach with the formation of the ability to determine the patient's preferences, advise him without infringing on the right to independence and self-sufficiency, and provide long-term and continuous monitoring. The ability to solve certain problems of the patient through the selection and assessment of information when collecting anamnesis, examination, the ability to make decisions in emergency situations, conduct early diagnosis at the initial, undifferentiated stages of the disease, rationally prescribe diagnostic and therapeutic interventions constitute one of the main competency requirements for a doctor - general dentist.

To develop competence in the field of person-centered interaction, approaches are used that allow the teacher to master a certain style of communication when prescribing an examination, methods of treating a patient, aimed at achieving partnership. This goal is the classes conducted in the form of an independent administration of a patient, a volunteer by a student, intern under the supervision of a teacher and the implementation of clinical stages of orthopedic treatment, communicative trainings, and interns of interns - medical conferences on urgent problems of dentistry, treatment and conducting comprehensive treatment, inter -medical interaction, work in the team ,

including interdisciplinary. As a result of mastering this section, the student must demonstrate the ability to solve a patient's problem in accordance with a person-oriented approach, establish partnerships with the patient, and the ability to provide medical care with an analysis of the personality of the patient and his family. One of the innovative approaches aimed at improving the quality of training is the creation of a portfolio - a block of documents reflecting the main learning results and certified by the teacher. It includes filling out diaries by students and interns on the stage of treatment of primary and secondary patients, a report on the clinical and other skills mastered, their number, attendance at additional educational events at various levels (seminars, conferences, etc.), feedback from the teacher.

The transition to a credit system for assessing competence places demands on individual motivation for improvement, i.e. performing not only independent work (extracurricular), but also the desire to expand individual horizons, develop professional speech, the ability of self-esteem, introspection, and self-awareness. Teacher consultations on unclear issues are an integral part of the self-education system. When self-studying, methods such as reading, case studies, and others are of primary importance. During the classes, the features of professional and patient-oriented communication and interaction, ethical and deontological problems, the advantages of working in a team, including interdisciplinary, existing methods of decision-making based on developed algorithms, protocols, guidelines, evidence-based reports, and establishing partnerships are actively discussed with the patient. A legal component is also being formed, i.e. knowledge on the regulatory framework of the organization and medical practice, protection of patients' rights, resolution of conflict situations. Thus, the implementation of the educational program should be widely based on the use of innovative teaching technologies that contribute to the preparation of specialists corresponding to the realities of the time.

The tasks of a competency-based approach in the education of a dentist should not be reduced only to blindly performing specific manipulations. Given the declining level of student involvement in clinical practice, it is necessary to replace it with new educational technologies. The work of several students performing the duties of doctors of various specialties at once on one phantom-simulator helps to develop team skills in treating a patient. Another important technology in the education of a dentist is industrial practice. According to some authors, the development of simulation technologies leads to a decrease in the importance of clinical practice, however, the use of phantoms in training, although effective, cannot completely replace the entire variety of situations encountered in the clinic.

The result of the analysis of this approach to training was a methodology that made it possible to identify the reasons for the effective and ineffective activities of dentists by sequentially analyzing each action or inaction of both the team as a whole and its individual member, and forming a plan for further training. The most difficult skills to master are leadership skills, continuous monitoring of the situation, willingness to help other team members, effective adaptation to new conditions and the skill of a team approach to achieving goals.

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