

OPEN CLASS AS A WAY TO MOTIVATE THE USE OF INTERACTIVE METHODS IN GYNECOLOGY

Urinova Sharofat Akhtamovna*

*Bukhara Medical Institute named after Abu Ali Ibn Sina,

Bukhara, UZBEKISTAN

Email id: urinova_umail.uz

DOI: **10.5958/2249-7137.2022.00051.9**

ABSTRACT

The main requirement for the lesson is to achieve the goal. It is legitimate to consider an open occupation in the logic of the organization of the activity process as such. The "case study" method promotes the development of students' ingenuity, the ability to solve problems taking into account specific conditions in the presence of factual information. The main goal of any project is the formation of various key competencies, which in modern pedagogy are understood as complex personality traits, including interrelated knowledge, skills, values, as well as the willingness to mobilize them in the necessary situation.

KEYWORDS: *Ingenuity, Legitimate, Implementation, Sufficiently*

INTRODUCTION

The improvement of higher medical education in Uzbekistan is the pursuit of high achievements. During the years of independence in the Republic of Uzbekistan, in accordance with the Law "On Education" and the National Training Program adopted in 1997, a huge amount of work has been done to reform the entire education system, including the personnel infrastructure of healthcare. An open training session is a form of dissemination and promotion of best practices, a form of methodical work of a teacher, an effective element of the educational and educational process. [1] Open class is one of the innovative methods of teaching the discipline. At an open lesson, the teacher shows, demonstrates to colleagues his positive or innovative experience, the implementation of a methodological idea, the application of a methodological technique or teaching method. The preparation of open classes does not differ fundamentally from the preparation of ordinary ones. Special attention should be paid to the following points in an open lesson, it is desirable to present all the elements of the educational process: purpose, content, means, methods, organization. Its quality depends on the correct definition of each of these components and their rational combination. The main requirement for the lesson is to achieve the goal. [2] It is legitimate to consider an open occupation in the logic of the organization of the activity process as such. The choice of the topic of the open lesson is given to the teacher who conducts the lesson. All other things being equal, the advantage should be given to the more complex topics of the program, which are necessary for the implementation of inter-subject relations, are insufficiently covered in the methodological literature, require pedagogical findings in the methodology of their presentation, etc. The level of an open lesson should reflect the scientific nature and accuracy of the factual material, the use of the latest scientific achievements in the issue under consideration, the implementation of educational, educational and

developmental tasks. When conducting open classes, it is advisable to use the following technologies: 1. Case technology. Case studies (or the method of specific situations) is a special teaching methodology consisting in the use of specific cases (situations, stories) for joint analysis, discussion or decision-making by students on a specific section of the training course. Working with a "case study" (or in professional language with "cases") involves the analysis or resolution of specific situations according to a certain scenario, which includes independent work of the student, and "brainstorming" within a small group, and public speaking with the presentation and defense of the proposed solution. [3] The "case study" methodology was first developed at the Harvard Business School, so it is often called the Harvard method among specialists. The objectives of the method: * creation and development of a personal variable and dynamic model of thinking focused on the development of practical solutions to overcome specific difficulties; • development of a route for completing (correcting and compensating) the knowledge gaps that open; * activation of knowledge, consolidation of the techniques of their possession to the level of skills; * instilling and strengthening social competencies, development of communicative skills; * creation and systematization in some general algorithm of individual skills that allow you to put into practice the whole complex of accumulated theoretical knowledge. The "case study" method promotes the development of students' ingenuity, the ability to solve problems taking into account specific conditions in the presence of factual information. Analyzing and diagnosing a problem, a student develops such qualities as the ability to clearly formulate and express his position, communicative skills, the ability to discuss, perceive and evaluate information. The method promotes the development of a sense of confidence, identification and development of leadership qualities. The use of this technology gives the following results• * provides higher motivation of students in the learning process, especially when studying regulatory documents, and motivation is carried out through a problem, conscious and perceived at a personal level• * makes learning active, as students are put in conditions when they need to make decisions independently in a specific situation• * develops thinking, the ability to analyze and diagnose the problem, draw conclusions; * teaches practice, forms a view of economic life as a constantly changing system with an extremely large number of variables, which, in turn, allows students to adapt faster in the workplace• * develops communication skills, the ability to cooperate, a sense of leadership, business ethics• * increases interest in the subjects studied and the future profession. 2). Critical thinking technology We must teach the student ways to achieve results that work regardless of the specific content. These include the method of critical thinking (representatives: C. Temple, K. Meredith, D. Still). Critical thinking is evaluative, reflexive, open thinking that does not accept dogmas, developing by superimposing new information on personal life experience. Critical thinking technology is a set of strategies and techniques aimed at developing thinking skills - collecting information, memorizing, organizing, analyzing, generating, integrating and evaluating - necessary in learning and life. [4]

The purpose of this educational technology is the development of thinking skills necessary not only in school, but also in everyday life (the ability to make informed decisions, work with information, analyze various aspects of phenomena, etc.). 1. Critical thinking is independent thinking 2. Information is the starting point, not the end point of critical thinking. 3. Critical thinking begins with asking questions and clarifying the problems that need to be solved. 4. Critical thinking is based on convincing arguments. 5. Critical thinking - social thinking RCM

technology allows you to solve the following tasks: - educational motivation: increasing interest in the learning process and active perception of educational material; - information literacy: developing the ability to independently analytical and evaluative work with information of any complexity; - social competence: formation of communication skills and responsibility for knowledge. [5] TRCM contributes not only to the assimilation of specific knowledge, but also to the socialization of the child, the upbringing of a friendly attitude towards people. When learning using this technology, knowledge is assimilated much better, since the technology is designed not for memorization, but for a thoughtful creative process of cognition of the world, for the formulation of a problem, the search for its solution. Methodological techniques for the development of critical thinking, including group work, modeling of educational material, role-playing games, discussions, individual and group projects, contribute to the acquisition of knowledge, provide deeper assimilation of content, increase students' interest in the subject, develop social and individual skills. Functions of the three phases of critical thinking development technology: Motivational (motivation to work with new information, arousing interest in the topic) Informational (calling "to the surface" of existing knowledge on the topic) Communication (conflict-free exchange of opinions) Comprehension of the content of Information (getting new information on the topic) Systematization (classification of the information received by categories of knowledge) Reflection Communication (exchange of opinions on new information) Information (acquisition of new knowledge) Motivational (motivation to further expand the information field) Evaluative (correlation of new information and existing knowledge, development of one's own position, evaluation of the process). [6]

Basic methodological techniques for the development of critical thinking 1. Reception "Cluster", 2. Table, 3. Educational brainstorming, 4. Intellectual warm-up, 5. Reception "Insert", 6. Essay, 7. Reception "Basket of ideas", 8. Reception "Compilation of cinquaines", 9. Method of control questions, 10. Reception "I know..I want to find out..../Learned ...", 11. Circles on water, 12. Role-playing project, A mechanism for developing students' knowledge in the mode of critical thinking development technology developed by S. I. Zair-Bek. 3). Project method. The main objective of the projects is to equip the student with tools for solving problems, searching and research in clinically problematic situations. The value of the project method is that it focuses students not on a simple study of the topic, but on the creation of a specific educational product. Students individually or in groups for a certain time perform cognitive, research, design or other work on a given topic. [7] The main goal of any project is the formation of various key competencies, which in modern pedagogy are understood as complex personality traits, including interrelated knowledge, skills, values, as well as the willingness to mobilize them in the necessary situation. Stages of work on the project Stages of student activity Teacher activity Organizational and preparatory Selection of the project topic, determination of its goals and objectives, development of the implementation of the idea plan, formation of small groups. Formation of motivation of participants, consulting on the choice of the subject and genre of the project, assistance in the selection of necessary materials, development of criteria for evaluating the activities of each participant at all stages. Search collection, analysis and systematization of the collected information, interview recording, discussion of the collected material in small groups, hypothesis nomination and testing, layout design and poster presentation, self-monitoring. Regular consulting on the content of the project, assistance in systematization and processing of the material, consultation on the design of the project, tracking the activities of

each student, evaluation. [8] Final Design of the project, preparation for defense. Preparation of speakers, assistance in the design of the project. Reflection Assessment of their activities. "What did the work on the project give me?" Evaluation of each participant of the project. 4). Computer learning tools are called interactive, because they have the ability to "respond" to the actions of the student and the teacher, "enter" into a dialogue with them, which forms the basis of interactive teaching methods. The main distinguishing feature of information communication technologies (ICT) is the redistribution of information flows to the lesson - the teacher's dialogue with the student is mediated by a computer, which acts as a component of learning, and the student learns a new method of educational activity. [9]

CONCLUSION

The use of interactive teaching methods in practice helps to increase the intellectual activity of students, therefore, the effectiveness of practical training, all key competencies are formed. Thus, the use of interactive teaching methods, and what is even more important, their correct choice for each topic, stimulates the activity of students, changes their attitude to learning, allows them to better assimilate the material, which ultimately leads to an increase in the effectiveness of teaching. Interactive teaching methods contribute to the education of such personality qualities as independence, efficiency, organization, collectivism, correctness, creative approach to decision-making. To make the education process more interesting and dynamic, it is advisable to use various techniques. [10]

REFERENCES

1. Anisimova TS. Correlation of goals and measurements in education with the national strategy of the state. Theory and practice of measuring and monitoring competencies and other latent variables in education: XXI and XXII All-Russian Scientific and Practical conferences: collection of scientific tr. In: Maslaka AA (Ed); branch of the Kuban State University in Slavyansk-Kuban. Slavyansk-on-Kuban, 2014. pp. 25-27.
2. Bashmakov AI. Creative pedagogy. Methodology, theory, practice. Moscow: BINOM. Laboratory of Knowledge; 2014.
3. Likhachev T. Educational aspects of education. Moscow, 1979.
4. Maslak AA, Rybkin AD, Anisimova TS, Pozdniakov SA. Monitoring of pupils' imagination within the framework of creativity formation program. Mediterranean Journal of Social Sciences. 2015;6(6 Suppl 5):234-241.
5. Khamdamova MT, Rabiev SN. Soma to metric characteristics of pregnant women with different body types. Europe's Journal of Psychology (EJOP), 2021;17(3):215-220.
6. Khamdamova MT. Ageechographic characteristics of the uterus and ovaries in women of the first and second period of middle age. Biology and integrative medicine. 2020;42(2):75-86.
7. Khamdamova MT. Age and individual variability of the shape and size of the uterus according to morphological and ultrasound studies. Problems of biology and medicine. 2020;(1):116.

8. Khamdamova MT, Tukhtasinovna KM. Echographic features variability in the size and shape of the uterus and ovaries in women of the second period of adulthood using various contraceptives. Asian Journal of Multidimensional Research (AJMR). 2020;9(5):259-263.
9. Khamdamov IB, Khamdamov AB. Classification and properties of mesh explants for hernioplasty of hernial defects of the anterior abdominal wall (review). Biology and integrative medicine. 2021;52(5):12-22.
10. Khamdamov IB, Khamdamov AB. Endovideosurgical hernioplasty in women of fertile age. New day in medicine. 2021;6(38/1):25-27.