



THE STATE OF PRACTICE OF TEACHING THE SUBJECT “MEDICAL BIOLOGY. GENERAL GENETICS” IN HIGHER MEDICAL EDUCATION INSTITUTIONS

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Abstract:

Decree of the President of the Republic of Uzbekistan dated April 20, 2017 No. PQ-2909 “On measures to further develop the higher education system” The main direction of the work being carried out to modernize the education system in the Republic of Uzbekistan is aimed at ensuring its efficiency, achieving new fundamental results, and adapting it to the needs of society. This, in turn, ensures that the achievements made in the field of education meet social requirements.

Introduction

At the same time, there are different ways to solve the problems of ensuring the quality of education. First, the quality of the educational process and the results of the educational process differ from each other. Based on this, the quality of the educational process (level of its organization, suitability of teaching methods and tools, teacher's qualifications, etc.) it does not guarantee the quality of education by itself, its purpose may not fully correspond to the new demands of the society. Secondly, it is often used interchangeably with the concept of "learning outcomes". In modern pedagogical psychology and didactics, they are defined as the growth of a person's motivational, operational and cognitive resources, that is, their summation significantly organizes the solution of problems.



Objectives and tasks Motiváció salohiyatní rívlántírísh (ability to evaluate direction, needs and interests) personal results in the field of education coordination, operational resources (methods of mastering activities) - a metasubject feature. Cognitive abilities (knowledge) represent results related to subjects. The sum of these results describes the competent approach adopted in the world educational practice. The resources mentioned above are important competencies.

As a result of several years of efforts to provide the education system in our republic with highly qualified and competitive pedagogical personnel, significant results have been achieved at the same time. Today, the formation of independent learning and practical activity skills of students is considered one of the main tasks. The main goal of the educational process is not only the acquisition of knowledge, but also the development of students' cognitive abilities and creativity. consists of gaining competence. Achieving personal educational results, developing motivational resources of students, education directed at the individual requires the implementation of the process, the creation of individual educational programs and trajectories for each student. Personalized education, by its very nature, involves the full development of all participants in the educational process. This, of course, does not take into account the personality of a specific student, but rather the approach that comes from the goals of the study related to the future professional activity.

Result Medical Biology. General Genetics is one of the mandatory subjects included in the curriculum of the bachelor's degree program of higher educational institutions in the field of medicine. Medical Biology. General Genetics is taught in these courses in the amount of 6 credits, that is, 180 hours. 18 hours of lecture classes are allocated for the subject, 72 hours for practical and laboratory classes, and 90 hours for independent study. The fact that this subject is included in the curriculum of all higher educational institutions of the world (England, USA, Germany, Korea, Japan, Russia, Finland) aimed at training medical personnel means that teaching this subject is very important for students.

The purpose of teaching the subject is to form a scientific worldview in specialists; to study a person as a biosocial being with an emphasis on biological laws; to arouse interest in practical health care; to prepare for independent work through theoretical, methodological and practical skills; to form a basis for mastering both theoretical and clinical sciences. To achieve this goal, the module



performs the tasks of providing students with theoretical knowledge, practical skills, a methodological approach to phenomena and processes in biological laws, and to form a scientific worldview.

The task of the subject is to develop practical skills, a methodological approach to the subject "Medical Biology. General Genetics" and the formation of a scientific worldview, to cultivate a scientific worldview and high human qualities in students who are preparing to study theoretical, social and clinical sciences, to study in-depth biological phenomena that are of direct interest for healthcare practice.

The educational credit module of medical biology and general genetics is one of the fundamental modules and plays an important role in forming the worldview of doctors. This subject is a system that studies organisms and the environment surrounding them, which includes teaching the laws of existence and development of life, the nature of matter as a separate form of motion, the main characteristics of life, the variability of nature, the role of evolutionary processes in it, the importance of ecological laws, biological foundations, the essence of life, biological systems and their levels of structure and mechanisms of development. The "Question Circle" method. This method is a method that collects free thoughts and opinions expressed by learners on a problem and uses them to come to a certain solution. There are written and oral forms of the "Question Circle" method. In an oral presentation, each student expresses their opinion orally in response to a question posed by the teacher. Students present their answers clearly and concisely. To a written question, students write their answers on paper cards in a concise and visible manner. The answers are attached to a board (with the help of magnets) or a pinboard. The "Question Whirlpool" method allows you to group written answers according to certain characteristics. When used correctly, this method allows you to teach a person to think freely and creatively.

When using the "question vortex" method, it is possible to involve all learners, including communication and discussion among learners. the culture of taking is formed. They develop the ability to express their thoughts not only verbally, but also in writing, as well as the ability to think logically and logically. The lack of evaluation of the expressed ideas leads to the formation of different ideas. This method serves to develop creative thinking in students. The "Question vortex" method is implemented depending on the goal set by the teacher:

1. When determining the basic knowledge of students, this method is implemented in the introductory part of the lesson.
2. When the goal is to repeat a topic or connect one topic with a subsequent topic, it is implemented in the transition to a new topic.
3. When the goal is to consolidate the topic covered, it is implemented in the consolidation part of the lesson after the topic.

The main rules for using the “Question Whirlpool” method are:

1. The ideas expressed are not discussed or evaluated.
2. Any ideas expressed are taken into account, even if they are not correct.
3. The participation of each learner is required.

The stages of the “Question Circle” method are as follows:

Students are asked a question and asked to express their answers (opinions, ideas, and opinions) to this question;

Students express their opinions and opinions on the question;

The students' ideas are collected on colored paper or on the board;

The ideas are grouped according to certain characteristics;

A clear and correct answer to the question posed above is selected.

The advantages of the "Question vortex" method: the lack of evaluation of the results leads to the formation of different ideas among students; all students will participate; ideas are visualized; there is an opportunity to check the basic knowledge of learners; Students are interested in the topic.

Disadvantages of the “Question Circle” method:

Inability of the teacher to ask the right question; high level of listening skills required of the teacher.

Conclusion Interactive methods of education have the following features: communication, which is an important vital need of a human being, is used in all aspects of the teaching process. used in stages; students are given equal opportunities to demonstrate their strength, knowledge, and abilities during the training process; A comfortable social-psychological environment is created for students to cooperate in small groups, and communication is step by step and effective. the ground is prepared for participation; For students to actively participate in communication, it is not enough for them to listen, but to analyze what they have heard, to think, to make their thoughts reasonable and understandable. they understand the need to achieve the goal; In collaboration with students, working in small groups, the tasks assigned are completed to the

required level, the results are analyzed, their accuracy is checked, presentation is achieved, and recognition from other groups is achieved.

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