

**INDEPENDENT WORK OF STUDENTS WITH A CREDIT-MODULAR SYSTEM OF EDUCATION AT THE
DEPARTMENT OF PROPAEDEUTICS OF CHILDREN'S DISEASES****Shoira Mavlyanovna Ibatova***Samarkand State Medical Institute Department of Propaedeutics of Pediatrics
PhD, Associate professor***Abdikhaliimov Dilshod Akmal ugli***Samarkand State Medical Institute Pediatric faculty 5-course***Mirzoeva Nazokat Ulugbek kizi***Samarkand State Medical Institute Pediatric faculty 5-course***Khamidov Fozilbek Olimovich***Samarkand State Medical Institute Pediatric faculty 5-course*

Phone number: +998915488135

e-mail: fozilhamidov5@gmail.com

Annotation

To improve the educational process at the medical university, much attention is paid to the organization of independent work of students. The article presents the purpose and objectives of independent work and reveals its role in the organization of the educational process. Independent work is carried out on the basis of modern technologies and is an important element of the professional training of a future specialist.

Key words

independent work, students, credit-modular training.

Currently, in order to improve the educational process at a medical university, great importance is attached to the introduction of innovative pedagogical technologies into the educational process that contribute to the formation of a creative personality capable of self-education and the development of intellectual abilities that determine an individual way of thinking and contribute to the self-development of personality and innovation.

The main purpose of the development and implementation of a credit-modular training system in the educational process in medical higher educational institutions is to improve the quality of training of a future doctor. In the educational process of a medical university, there is no problem more important and, at the same time, more complex than the organization of independent work of students.

There are the following forms of organization of independent work of students:

- * creation of methodological manuals for independent work of students, which contain algorithms of student activity in the study of the discipline;

- * organization of student scientific circles, where students present the results of their research in the form of reports;

- * organization of educational activities of students and others [1,3,4,5].

The tasks in organizing independent work of students at a medical university are:

- * development of students' practical skills in examining a sick child, the ability to assess their significance based on the identified pathological symptoms;

- * training in the use and correct interpretation of data obtained using additional research methods (ECG, EchoCG, radiological, immunological, biochemical, etc.);

- * development of clinical thinking as a method of cognition based on understanding the processes occurring in the body of a sick child.

With this training system, the student works independently for maximum time, learns self-planning, self-control and self-assessment. This makes it possible for him to realize himself as a person, determine the level of assimilation of knowledge, see gaps in his knowledge and skills.

The effectiveness of self-education depends on intellectual development, as well as on the attitude to knowledge,

on the volitional and other qualities of the student [2,6].

Independent work of a student is a variety of individual and collective activities carried out under the guidance, but without the direct participation of a teacher in a specially designated classroom or extracurricular time. This is a special form of teaching according to the tasks of the teacher, the implementation of which requires active mental activity of the student.

At the Department of Propaedeutics of Children's Diseases of the Samarkand State Medical Institute, the independent work of students is organized as follows:

for each student, taking into account his interests and individual capabilities, the teacher distributes the topics of independent work in pediatrics according to the calendar and thematic plan. After receiving the topic, the student independently searches for material on a given topic, studies its relevance, etiopathogenesis, clinic, diagnostics, differential diagnosis, treatment and prevention.

After the end of the practical classes, the student studies in the library of the Institute, gets acquainted with the necessary literature, finds the necessary information on the Internet and prepares a presentation.

The department draws up a schedule for independent work for each group taking classes on the subject «Propaedeutics of childhood diseases». To cover each topic of independent work, three students are preparing, i.e. work is carried out in small groups. At the beginning of independent work, two of the trained students offer students sitting in the classroom a handout that contains 20 tasks (tests, situational tasks and practical skills) to assess their initial knowledge (pre-test). 15-20 minutes are given to answer them. Then they collect a handout, and the students themselves evaluate their peers.

After the handout is collected, one of the trained students conducts a presentation on a given topic. After the presentation, the same handout is re-distributed to students to evaluate their knowledge once again, but less time is allocated, about 10 minutes (post-test). After 10 minutes, a questionnaire is collected, and before it is checked, students sitting in the audience demonstrate a video on the topic of independent work for 8-10 minutes. After the grades are put down in the evaluation sheet, one of the students announces the grades of his colleagues received before and after the presentation.

The teacher monitors the work of the students who have prepared the report and controls the correctness of their grades according to the evaluation table developed at the department.

Conducting independent work of students in this form showed that the effectiveness of the knowledge gained is much higher when re-evaluated after listening to the presentation. Independent work of students is such work that is performed without the direct participation of the teacher, but under his control and at a specially provided time for this [8,9,10].

The main factors influencing the effectiveness of independent work of students in the credit-modular system of education are the initial level of training of students, the degree of organization of the educational process, the qualifications of the teacher, the interest of the teacher and the student in the learning outcomes and the objectivity of control over the assimilation of educational material.

Control over the SRS should be objective, with mandatory assessment for the quality of the learned material. The forms of control can be very diverse: checking notebooks for independent work, interviewing students, written survey, testing, self-control [3].

The control of the SRS should become a motivating factor of the student's educational activity [7]. Independent cognitive activity of a student includes comprehension, deepening, expansion of knowledge according to the program of the studied discipline, mastering the necessary skills of independent work with various sources of knowledge, the formation of research skills. The control of the student's knowledge by the teacher is a motivating factor and stimulates educational and cognitive activity in the study of disciplines.

Thus, independent work of students provides a high level of theoretical and practical training of students, their personal qualities, contributes to the development of clinical thinking, attention, efficiency and thereby plays an important role in improving the educational process in the preparation of future specialists.

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