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БИОЛОГИЯ ВА ТИББИЁТ МУАММОЛАРИ

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PROBLEMS OF BIOLOGY AND MEDICINE

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научно-практической конференции с международным участием

«МОДЕРНИЗАЦИЯ ВЫСШЕГО МЕДИЦИНСКОГО ОБРАЗОВАНИЯ: МОДУЛЬНАЯ СИСТЕМА ОБУЧЕНИЯ»

Самарканд 26 мая 2016 г.

Qualitative distance course promotes student engagement in the educational process, development of creative abilities and enhance its cognitive activity. Obviously, a thorough systematic work in distance course improves the organization of extra-curricular individual learning via regular self-assessment set up interaction with the teacher, thus a student can effectively adjust the process of the discipline learning. The use of modern information technology in the educational process can increase the quality of the material through the use of new teaching programs and methods, in particular, linguo-didactic (complexity and differentiation, consistency, prevailing role of exercise) and linguo-professional (selectivity, profiling, functionality, proactive specialization) principles which give the teacher a lot of additional opportunities. We believe that implementation of distance learning at our department optimizes the educational process, aims at providing professional needs, ensures efficient use of available resources and enhances the effectiveness of teaching foreign languages for professional purposes. This will not only optimize the quality of education, but also expand international educational and scientific relationship, and speed up integration into the world and European educational, scientific and cultural space.

MODELING PROGRAMS IN CREATING AUGMENTED REALITY IN MICROBIOLOGY AND VIROLOGY

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Modern educational technologies are closely intertwined with multimedia, students see innovation as something that teaches him to coexist with the world of the future, part of what they are, because this generation of young people feel so comfortable in the virtual world that they sometimes do not feel the need in the material presentation of realistic information. And virtual objects from the augmented reality unlike virtual reality are perceived by the brain as a part of the world, amplifying the effect. The main tasks of the subject "Microbiology, Virology and Immunology" are to help students to master knowledge, abilities and skills in microbiology. In each class, students have the possibility to see the results of various microbiological studies presented in the form of casts, and should draw conclusions on them. The use of expensive experimental sets is limited due to complexity and high material costs and dangers when handling infected biological material which is not acceptable in the classroom. And interactive programs that can simulate the experimental studies by various methods, creating unusual ways of presenting information that draws attention and reinforces memorization may be very helpful in this very case. In order to optimize the preparation of students for practical training in microbiology, virology, immunology with techniques of microbiological studies, teachers of the department prepared and combined materials which orient students in the vast expanses of the global network and a lot of software educational products that appear on the Internet using MOODLE Online of Bukovinian State Medical University. Using hyperlinks attached to a theme, we formed an appropriate selection of images and videos in compliance with copyright. The priority of the virtual laboratory is a perfect demonstration experiment. This experiment is always played in the same way and reflects real patterns. In addition, the program "virtual lab" allows teachers and students to independently solve a number of practical and organizational tasks such as preparing students to work in the real world, practicing basic skills with equipment, training, implementation of safety requirements in terms of safe virtual lab,development of observation, the ability to allocate more important ideas, identify goals and objectives, plan the experiment, draw conclusions, developing skills for finding the optimal solution, the ability to transfer real challenge in modeling terms, and vice versa, the development of skills in filling in the laboratory journal, etc., Any microbiological research takes time for the cultivation of microorganisms, and very often this criterion makes it impossible to fully master the skill of accurate recording of results that is limited by duration of practical sessions. If the research continues at the next session, which already has a different theme, it distracts students, forcing them to switch from one theme to another. Thus, with the help of modeling programs we achieved the effect of augmented reality when reality is complemented by virtual components and significantly expands the flow of information, which provides several advantages: interactivity, wow-effect, reality, innovation.

THE QUALITY OF THE MODEL OF SPECIALIST IN MEDICINE

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Bukovinian State Medical University

Graduates of the university could not worry about their professional job before, but now a young professional is in a competitive labor market, and it makes him study the subject areas in which he needs to be competent. All departments of Bukovinian State Medical University have focused its activity on the ideal model of professional, creating favorable conditions for the development of professional skills. There are departments, working on the model of professional immediately, and the departments, which are teaching general sciences. The knowledge acquired during training in specialized departments is focused on the precise diagnostic, therapeutic or rehabilitative purposes, and is icluded directly into the model of professional, since this is a competence of a future doctor. The general department has no significant impact on competitiveness. For example, at the Department of Microbiology and Virology students are enrolled in IV-V semester of II-III course. Microbiology is one of the first specialized subjects, that directs students to the etiology of disease, leading pathogenetic mechanisms, which include the impact of microorganisms. Even graduates with a high level of knowledge and awareness of the importance of the skills they have developed, experience using and combining this skills after years of practice. In addition, rapid progress of medical industry, where methods of Laboratory diagnosis are modified and improved each year, causes a discrepancy between knowledge and skills obtained in the beginning of the study (first years in university) and the requirements of medical, diagnostical institutions at the end of the university and during practice. These same problems can be attributed to a disharmony of a technical base of the university and the health-care institution, such as learning modern methodologies of research with no place to apply them because there are no institutions equipped for this method. All this suggests that there is a gap between the professional - medical training of the future doctors and the needs of modern medicine or the health system as a whole, and the real knowledge of future young professionals and inability to use that knowledge in practice during the transition to an

independent practice. In our opinion, the real cause of such situation is a violation of the principle of interdisciplinary communication and the lack of established links between disciplines. That leads to the fact that students are not able to transfer their knowledge to the new discipline of solving real medical tasks. The transition from one module to another or to the other disciplines shall be accompanied by the introduction of " block of synthesizing repeat". Such units in the study of "Microbiology, Virology and Immunology" are the themes: "Ecological microbiology. The microflora of water, soil and air. Methods for determining microbial contamination "," microflora of the human body. Microecology of open cavities of the body. Eumicrobiota. Dysbiosis."," Clinical Microbiology. Nosocomial infection "," Microbiological diagnosis of hospital infections. " The Tasks of such units are consolidated in the synthesis of bigger elements of knowledge by extracting the knowledge of a topics and implementing them into the structure of the discipline, that interdisciplinary communication was established to. Formation of aggregated knowledge elements, ultimately, will cause some changes in the functional structure of knowledge according to the specific task of discipline, which extrapolated topics studied. It is our department, students learn the basic principles and skills of diagnosis of these diseases, so the higher level of research methods is, the better professional we can develop. And, therefore, the future competitiveness depends on physician ownership of the latest research methods and skills to interpret their results.

APPLICATION OF MODULAR SYSTEM FOR TEACHING DEPARTMENT OF PEDIATRIC SURGERY

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Department of Pediatric Surgery of the Samarkand State Medical Institute, is one of the leading departments of pediatric faculty. The department is located on the basis of 2-clinic Samarkand medical institute that provides the opportunity of an integrated approach in conjunction master the theoretical and practical skills. To carry out the task teachers of the department of pediatric surgery used remote modular learning system (in an electronic environment Moodle.sammi.uz distance learning). "Module - a unit of information, including a complete logical unit of teaching material, the target program of action and guidance, ensuring the achievement of goals." Elaborating on the concept of "unity of teaching material," it should be noted that within the framework of higher medical school should include a unified logical link, a complete set of knowledge and skills corresponding to a fragment of the educational program of the course, for any discipline curriculum. Characteristic features of the training modules with the modern positions are: • semantic completeness, operational isolation; • a distinct structural shell, inside of which there are all the components of the training cycle of didactic purpose to control techniques and finishing processes; • interdisciplinary in nature, involving disciplines material of direct relevance to master the local element chosen areas of activity; • present recommendations on module development technology based integrative kind of different jobs: a teacher, educational group, individually; • the inclusion of methodological councils; • support the module list of textbooks and specialist literature indicating the publications written by prominent representative of this sphere of activity; • study of each module has the effect of seizing the means performing a single holistic production tasks or operations, combined with a portion of the local knowledge; • a glossary of subject. The purpose of the module as a structural unit of the working curriculum of discipline is to create conditions for the assimilation of the students the knowledge, skills, and professional formation of personal qualities necessary for the future work of the students as doctors. The essence of modular training is that includes the target action plan, bank information and guidance to achieve the set objectives to teaching the student can work independently with his proposed individual curriculum. Thus, modular technology education one of its purposes aims to ensure flexibility, adapting to the individual needs of the person and the level of its basic training and creates the conditions for the development of thinking, memory, creative inclinations and abilities of students. In this connection, the transition to modular technology increases the demands on the teacher in charge of the training.

INNOVATIVE LEARNING TECHNOLOGY IN TEACHING PHTHISIATRY FOR FOREIGN STUDENTS

V.P.Shapovalov

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Dynamic providing educational process with new information technologies, regular material updating, and replenishment contribute not only to continuous improvement of quality of educational process, but also increase students' interest in the discipline and medical problems in general, which positivoly influence the prospects for further professional orientation of future physicians , improve the quality, competitiveness and mobility of graduates. New information technologies have boosted development of methods for distant students'learning. That is why the distant learning based on the information platform of Modular Object-Oriented Dynamic Learning Environment (MOODLE) have been organized on the department of tuberculosis and pulmonology. Web resources of tuberculosis training program include information in text, images, graphics, audio and video formats, that enables to perform all the necessary elements for distant learning, as well provide participation in the educational process both in synchronous and asynchronous modes. Distant learning server hosts: * scheduals and thematic plans of lectures, topics, practical skills list, reference guides, self-works themes and lectures synopses. * case studies, standard training case histories, and descriptions of clinical patterns for each topic. * training videos, multimedia presentations, illustrated visual materials, hisitotopographic plates and chest radiographs of patients with typical and atypical variants pulmonary tuberculosis processes carrying the cognitive and scientific information for improvement students' attention and promotion of clinical judgement development. * bank testing assignments of tuberculosis that are part of ISI (Medical Council of India) of the section «Tuberculosis and Respiratory Diseases MSI" were included into the base of final multiple choice questions (MCQs) exam control as well as in the MOODLE. Answers to tests and clinical tasks solution help self-determine the level of students' mastery of theoretical material. The above mentioned promotes higher quality preparation for exams to confirm graduates' diplomas in their homeland. Staff of the department supervises the passing thematic MCQs during academic year and while final MCQs exams. Thus a student has the opportunity to be prepared for each class not wasting time in search of required textbooks etc., which optimizes the process of self-training mode.