



ORGANIZATION AND MANAGEMENT OF COGNITIVE ACTIVITIES OF STUDENTS OF MEDICAL COLLEGES

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ABOUT ARTICLE

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Abstract: The article presents thoughts and reasoning about the organization and management of educational activities of students of medical colleges.

The article discusses the types of lessons and teaching methods used in the teaching of "Medical Genetics", and emphasizes the expediency of their use in improving the cognitive activity of students.

INTRODUCTION

The President of the Republic of Uzbekistan, Sh.M.Mirziyoev, expressed the following views on the youth and the attitude of the state and society to them: "The development and happiness of our young people, who think independently, have high intellectual and spiritual potential, and are not inferior to their peers in any field on a global scale. we will mobilize all the forces and capabilities of our state and society" [1].

In the "National Program of Personnel Training" of the Republic of Uzbekistan, it is noted that the formation of a well-rounded person in the continuous education system is a social goal. The realization of this goal directly depends on the effectiveness of education.

Effectiveness of education is achieved only on the basis of proper organization and management of cognitive activity of learners [2].

METHODOLOGY

Traditional education, which has been a priority in pedagogic practice for many years, implies the gross reading of students and the organization of their cognitive activity as passive listeners.

The organization of teaching work is intended for students who study (learn) on average [3].

In the organization of education, the average student is targeted, the independence of the students is neglected, and the educational activities are mainly managed by the teacher. Only if the teacher is highly

qualified and has many years of pedagogical experience, the working method is based on a democratic approach, the methods used are effective, and the relationship with the students is positive.

Because a student who has no interest in the lesson will be forced to study, and for a highly educated student, the knowledge provided is insufficient [4].

In order to solve the above-mentioned tasks and eliminate the shortcomings of the traditional education system, to increase the effectiveness of the educational process, it is appropriate to organize teaching in individual and small groups along with general training of students' cognitive activities.

A group of researchers put forward the idea that the number of students affects the effectiveness of the lesson. According to them, studying in a class with 35-40 students does not guarantee high results. Every student who is lagging behind especially in mastering educational subjects believes that the teacher does not pay enough attention to him. However, some researchers disagree. According to their point of view, the effectiveness of teaching depends on the skill of the teacher conducting the lesson and the methods used in the lesson.

Only when students' cognitive activity is organized individually, when students independently master educational materials, their intellectual development, interests, needs, abilities, and the level of knowledge acquisition are taken into account, they will succeed in completing educational tasks independently and become subjects of cognitive activity.

Students' confidence in their own knowledge, strength and ability increases during the process of completing educational tasks individually. In this case, efficient use of time in organizing students' cognitive activities ensures high efficiency.

In lessons organized using modular educational technology, cooperative teaching methods, students' cognitive activity is organized individually [5, 6].

The use of modern pedagogical technologies in the education of students should be the focus of attention of every teacher engaged in pedagogical activities in the educational system [7-11].

In terms of modern pedagogical views, in order to effectively conduct the teaching process in educational institutions, it is necessary to organize a technological approach to it.

"Technology" is a Greek word, "techne" – means skill, art, and "logos" – means understanding, learning. The term pedagogical technology is defined by each didactic scientist based on his own point of view. A complete and unified definition of this concept has not yet been accepted.

Among these definitions, the definition given by UNESCO is the most appropriate.

"Pedagogical technology" is a set of systematic methods that allow the use of human resources and technical resources in the process of teaching and knowledge acquisition in order to optimize the forms of education, and determine their mutual influence.

Taking into account the content of the subject to be studied, it is important to use the tools such as independent work of students in small groups, organizing debates, brainstorming, didactic games, presentations, self-evaluation, visits, solving problems and exercises. In the teaching of "Medical genetics", the individual organization of students' cognitive activities is mainly used in extracurricular and extracurricular activities together with the lesson.

For example: there are opportunities to approach students differently when doing homework. These include students solving didactic cards on certain topics, filling in tables, conducting observations and experiments, preparing for abstracts and lectures, and solving difficult problems. For example: in order to activate the lesson and increase the interest of students, the teacher can offer to fill in different tables, solve cards and solve problems given in different difficulty when passing the topic "Biochemical basis of heredity".

In this topic, the teacher informs students about the structure, structure and functions of nucleic acids. Students who have partially passed school biology lessons in grade 9, but have largely forgotten this information by the time they reach the II- stage of college.

Therefore, on the one hand, the teacher remembers the knowledge in school, and on the other hand, deepens and enriches this knowledge.

B.H.Sokolovskaya proposes to explain the topic in the form of logical problems in order to increase the interest and logical development of students' thinking activity and knowledge of the topics of nucleic acids, protein biosynthesis, that is, they offer scientific theses and problem situations to students to solve them [12].

G. M. Murtazin [13], T. A. Kozlova and V. S. Kuchmenko [14] said that ready-made tables and diagrams can be used to facilitate the explanation of these topics.

When the teaching (knowledge) activity of students is organized in small groups, the capacity, interest, level of knowledge, level of assimilation of knowledge of each student in the groups, cooperation between students, educational dialogue, discussion, debate, and mutual assistance are planned.

This includes the use of all methods of collaborative teaching technology in the teaching of "Medical Genetics", a module program for students to work in small groups of modular educational technology [15,16,17].

Cognitive activity of students in classes is highly effective when combined general education with forms of individual and small group work. In the cooperative teaching method of teaching in small groups, general teaching is combined with small groups, and in the "Saw method" teaching students first individually and then in small groups. In this:

1. Based on the didactic purpose, tasks, and content of the studied subject, it is recommended to use organizational forms in their proper place and effectively.

2. During the lesson, the teacher should find such a situation for the students, which should motivate them to search and solve the problem situation by using their existing knowledge. It is possible to teach a student something when the conditions and environment are created for the student to think.

That's why it is necessary to give students small problems that they can solve independently and step by step to build confidence in their own strength. It is possible to slowly complicate the created problematic situation. In such a way, if students overcome difficulties and solve problems, they will be happy with the victory of solving the problem, their interest will increase, and as a result, they will have deep and accurate knowledge.

3. The teacher should know the individual interest of each student and develop it in such a way that he understands that the knowledge he receives is useful for society and for himself in the future.

4. The teacher should teach students to work together, to pay attention to each other's opinions.

In order to increase the effectiveness of the educational process, a systematic approach is taken to teaching the subject.

Taking into account the educational, educational and developmental purpose of each subject included in the curriculum, it is recommended to use the following types of lessons:

Types of lessons in teaching "Medical genetics".

Types of lessons

Didactic task The duty of the pedagogue

Report lesson and its content Systematic familiarization with new material, description of complex system events The teacher should know a certain speech technique, explain the material in a logical, systematic, problematic manner, and activate the students with pedagogical methods

Didactic

playful wine To activate students' cognitive activities, to work independently on textbooks and additional literature, to develop the culture of speech and communication, to consciously direct them to the profession. Cognitive activity is combined with game activity The teacher should make a game plan, develop the content of the situation and description of the participants, direct the movement of the participants, conclude, and evaluate the results

Workshop and its content They should study the educational material independently using information sources. Such lessons allow students to work independently, expand and deepen their knowledge The teacher should choose the subject of the seminar, organize and manage the guidance of students to obtain independent information

Problem teaching and its content

The importance of teaching, the formation of interest in the subject, the ability to get out of the situation and make the right decision to do Elaborating the problematic situation, giving the boundaries of the problem, directing the learner's activity to solve them, making a conclusion, drawing a conclusion

Module activity and its content

To develop the skills of students to work independently with textbooks and additional literature, to know creative and independent thinking, to read freely, to distinguish the main ones, to summarize, to solve structural and logical schemes, to choose literature The teacher creates a module program, determines which module to use during the lesson. Creates test assignments, schemes, tables connecting subjects, develops evaluation criteria

Generalizing

lesson Strengthen the acquired knowledge

lash, mastering and deepening knowledge, developing productive creative thinking, expressing one's opinion logically Basic and auxiliary questions

giving, summarizing and concluding, mastering the technique of the question-and-answer method

Practical (lesson) exercises To deepen knowledge, to develop, repeat and strengthen skills and abilities to use the studied material in practice Knowing how to organize various types of exercises. Applying the skills of developing situational issues, acquiring experience, experimental techniques

In the teaching of "Medical genetics" subject: lecture lesson, didactic game lesson, seminar exercise, problem-based teaching, module program technology, generalizing lesson, practical (lesson) exercise, students' cognitive activity, educational levels, achievements in mastering educational material. will increase, they will develop the skills of using textbooks independently, and they will have the opportunity to determine their level of education by analyzing the acquired knowledge.

CONCLUSION

The future of our country, tomorrow, and its reputation in the world, first of all, directly depends on what kind of people our children grow up to be. In this process, the activity of educational institutions, the level of education of teachers and the pedagogical approach to training also play an important role. One of today's pedagogic tasks is to raise competitive personnel who have matured in all respects, adapted to society and life, who have consciously developed educational and professional programs, who consciously feel their responsibility to society, state and family, taking into account the differences occurring in the current labor market. consists of delivery.

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