

Organization of an Independent Educational Process in the Teaching of Clinical Sciences

Shadmanov Mirzamakhmud Alisherovich

Andijan State Medical Institute, Andijan, Uzbekistan

Abstract Credit technology gives students the right to choose optional subjects included in the working curriculum, thereby directly participating in the formation of an individual curriculum. They are given the freedom to choose not only subjects, but also professors. Giving students the opportunity to choose subjects is a positive thing. It is also considered a specific value indicator for evaluating educational processes.

Keywords Credit-modular system, Medical education, Features, Problems

1. Introduction

In the current period, it is necessary to carry out the tasks set before the educational system, independently assimilate educational materials of students, stimulate their professional growth, increase the responsibility of educators in the upbringing of creative activity in them.

The role of Independent Education in improving the quality of the educational process is unconditionally large. Mastering the knowledge gained in the process of independent activities, rather than receiving ready-made information from an educator, gives a relatively good result.

An educator, on the other hand, must realize that independent education is needed not only for the student, but also for himself, to facilitate his work, to communicate with students who can think independently, to enrich his knowledge and ensure his growth in the service stages in the future. Alternatively, the cooperation of the educator with students in the educational process, their formation of confidence in independent education, the ability of teaching to show that they are using new pedagogical technologies, leads to positive results that are expected to conduct lectures in an excellent, that is, not limited only to providing information, but also in a problematic interactive way (figure 1).

The main goals of Independent Education of students are:

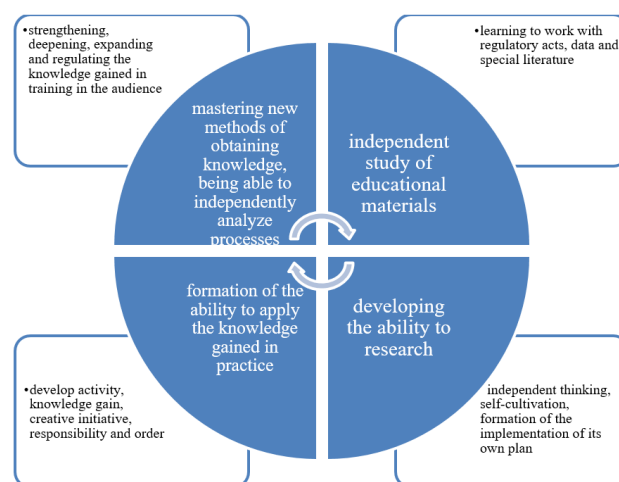


Figure 1. The main goals from the independent education of students

In the process of teaching clinical subjects, independent education can be divided into the following two groups: independent education in the auditorium and independent education performed outside the auditorium. In independent education performed outside the auditorium, students complete assignments given by educators without the participation of the teacher. The educator explains to the students as early as the first lesson the hours allocated for science, the types of independent work, the methods and forms of control and the duration, the criteria for assessing the results, the importance and necessity of independent work. When independent education is carried out in the audience under the guidance of an educator, in order to

conduct independent activities, the student receives assignments and recommendations directly from the educator.

The educator, on the other hand, controls and performs a managerial function, correcting the incorrectly performed tasks. In various classes conducted in the auditorium, the student performs independent work directly with the guidance of the educator or with his participation. In independent education, the student learns not only from the educator, but also from each other. In audience classes, students receive a certain level of knowledge, but it is advisable to engage in independent work in order to consolidate the knowledge they have acquired. Independent work performed by them consists of: control and laboratory work; quick survey (Bliss survey); solving examples; reviewing situations; solving tests; protecting the work done; working with methodological materials; lecturing; working with data; participating in playful activities, among others.

In order for independent learning to be effective, it is advisable to use the following methods and tools: cluster, conversation, argument, categorization table, pinboard, insert, "I know, I want to know, I found out" table, t-table, Venn diagram, "why?", fish skeleton, etc. In order for students to conduct independent activities in the educational process, the educator is required to carry out the following preparatory work: preparation of an educational and methodological complex in science and design of a teaching environment; improvement of the curriculum, that is, the introduction of independent subjects of work, regular control of independent work with the introduction of Model assignments into independent education; development of comprehensive student erudition, Qualification Knowledge; calculation of how many hours and points a student is awarded when performing independent work; development of a technological map, indicating the methods and means of teaching.

In the organization of independent work of students, it is necessary to pay great attention to methodological support, in addition to paying great attention to the structure of the volume and content of educational materials being brought to independent study. Methodological support is not just a database, it should direct the student to creative activities.

At least 50% of the time in lecture classes, the student must work independently, for this it is necessary to organize the lecture in the form of a question-and-answer discussion, that is, the teacher will not only describe new information, but also organize the search for answers to the questions posed; when conducting the lecture in a question-and-answer way, the teacher will; at the end of the session, the teacher fills in and clarifies the data; students are allowed to temporarily Exchange free thoughts; the teacher makes prescient mistakes, and at the end of the lecture, an analysis of the diagnosis and mistakes made by students is carried out; students are asked questions and their answers are used (figure 2).

Independent work performed outside the auditorium is recommended to be carried out in the following types:

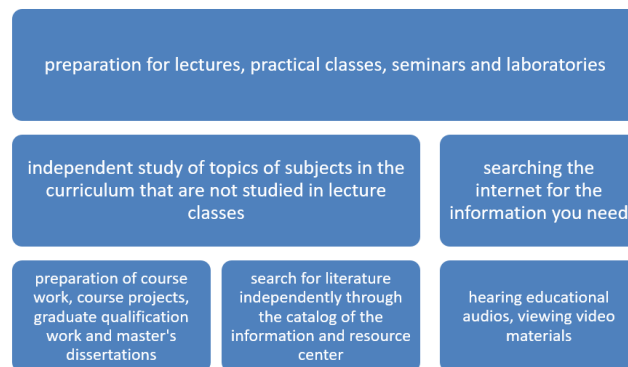


Figure 2. Independent work performed outside the auditorium

Table 1. When carrying out independent work, it is advisable to take into account the following

1	textbook on the topic under study, study of textbooks;
2	writing doclades, abstracts and essays on topics;
3	performing control work
4	preparation for lectures at seminars and conferences
5	solving issues and examples given in practical training
6	compilation of an album, schedule, schema, Rebus, tests and crossword for the purpose of systematic study of educational materials
7	preparation of visual guides by a separate student or a group of students on the topics under study
8	synopsis of independently studied questions;
9	solving tests in order to consolidate the knowledge gained in the lecture
10	performing creative and scientific work
11	participation of students in scientific societies and circles
12	participation in competitions and olympiads
13	past practice reports, preparation of scientific doclades for student conferences
14	performing accounting and graphic work
15	preparation for current, intermediate and final controls
16	Synopsis of scientific literature

As a result of the analysis of the purpose, tasks, organization, management and control of independent work of students and assessment, we consider it advisable to give the following conclusions-proposals to improve the effectiveness of independent work of students: – the volume of the weekly total load of undergraduate students (excluding audience and audience) is set at 54 hours, and independent education But, we must note that it is impossible to increase the efficiency of independent work of students only with an increase in the volume of independent hours. A quality lecture provides the necessary information for students to do their independent work. It follows from this that it is advisable to increase the effectiveness of students by not lowering the role of lecture classes, but rather by

transferring them using new pedagogical and Informational Technologies, with a greater emphasis on the implementation of their independent work. It is advisable to improve the skills of educators in order to properly plan, organize, control and in-depth study of the latest achievements of students' independent work. In order for students to do their independent work efficiently, they need to be provided with computers and an internet network. It is impossible to achieve the desired results without proper planning of independent work of students.

The work that students perform individually, without the direct participation or indirect management of the teacher, on the basis of the task he gave, the textbook, is independent work. Independent work of students is an integral part of the educational process. It is impossible to fulfill at the required level the tasks set before modern education without improving the independent assimilation of educational materials by students.

2. Conclusions

At this point, it is advisable to eliminate the specific disadvantages of this system:

- high focus on independent engagement, giving some students a constant direction, helping them to choose the right approach;
- ensuring the high probability of not being able to correctly select educational materials in modules, the possibility of a detailed approach to the allotted time is always possible;
- taking into account the fact that it takes a long time to develop modular programs and materials;
- a new system, getting used to a new approach, paying special attention to the fact that adaptation takes a certain amount of time.

REFERENCES

- [1] Urinov V., Umarov A. Credit module in higher education: what awaits students in the new academic year?
- [2] Jessica Shedd (2003), "The History of the Student Credit Hour". *New Directions for Higher Education*. 122 (Summer) (122): 5–12.
- [3] Resolution of the Council and of the Ministers of Education, Meeting within the Council, Official Journal of the European Communities, 1976. <https://eur-lex.europa.eu/legal>.
- [4] Robert Wagenaar, A History of ECTS, 1989-2019. Developing a World Standard for Credit Transfer and Accumulation in Higher Education. International Tuning Academy, 2020.
- [5] Makhmonov U.A. Introduction and possibilities of the credit-module system in higher education // *Modern education* / 2021, (1).
- [6] Abdullaeva U.K. The value of interactive teaching methods in improving the level of clinical knowledge of students // *Medical education and professional development*. 2019. No. 1(33). pp. 29-33.
- [7] Timofeev A.A. Credit-modular system organization of the scientific process in a higher educational institution / A.A. Timofeev // *Modern dentistry*. 2019 - pp.142-143.
- [8] Buslyuk G.E., Andreenko R.E., Kolechyonok A.A. Modular learning. Minsk: Krasiko-Print, 2007. 176 p. 3. The quality of higher education and the credit system // *Higher education in Russia*. - 2004. - No 5. - pp. 14-18.
- [9] Kuznesova Ye.I., Kraves A.G. Modeling of the credit-modular structure of the student's individual learning trajectory / *Izvestia of the Volgograd State Technical University*. - 2009. V. 6. pp. 99-102.
- [10] Guidelines for the introduction of a system of credits (credits) at the university / State University of Management, Quality Center: [comp. O.V. Davydova, V.I. Zvonnikov, M.B. Chelyshkova] - M.: GUU, 2010. - 50 p.
- [11] Smolyaninova Yu.V. On the problem of introducing a score-rating system in a university / Yu. V. Smolyaninova // *Ekonomika*. - 2010. - issue. 5. - p. 64.
- [12] Khobotova, E. B. Possibilities for improving the credit-modular learning technology / E. B. Khobotova // *Bulletin of the Kharkiv National Automobile and Road University*. - 2009. - No45. - pp. 7-9.