



## USE OF INNOVATIVE TECHNOLOGIES TO INCREASE THE EFFICIENCY OF THE EDUCATIONAL PROCESS FOR THE SPECIALTY "NEPHROLOGY"

**Sarybaeva Gulnaz Kenesovna,**

Nephrologist Doctor,  
Republican diversified

medical center after named U. Khalmuratov of Nukus city,  
Nukus, Uzbekistan

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<b>Received</b> 6 <sup>th</sup> August 2022	Interactive methods play an important role at all stages of learning. However, when studying nephrology, they acquire special significance at the stage of formation of professional skills and abilities. The result of this stage is the development of clinical thinking. This article discusses ways to improve the educational process in the specialty "Nephrology".
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### INTRODUCTION

One of the directions for creating comfortable conditions for the educational process is the use of innovative technologies and, first of all, interactive teaching methods.

This method involves both improving the quality of teaching a theoretical course using modern technologies: problematic lectures, master class lectures, press conference lectures, and practical training, where, along with traditional approaches, the student works with patients.

No less important is the proper organization of the student's independent work in studying and mastering individual extracurricular topics of credit with the involvement of a number of innovative technologies: the use of the Internet, electronic versions of the developments of the department, departments of other universities and assistance to the participation of students in research work.

To control the acquired knowledge and skills, a test and rating system for assessing the quality of theoretical knowledge is used, determining both the current and the final level in each lesson, as well as the final module control. At the same time, the student's work at the patient's bedside, the performance of diagnostic manual techniques, the ability to establish a topical and final diagnosis and determine the treatment algorithm are evaluated.

Therefore, one of the most important areas of the interactive educational process is the use of modern technical means necessary for the most effective perception and assimilation of the material.

Therefore, the purpose of this work is to systematize and generalize the experience of an interactive, innovative approach to teaching students of the medical faculty in nephrology and demonstrate its role in improving their assimilation of knowledge and skills in the specialty.

Translated from Greek, "inovatio" means renewal, novelty, change. The most common definition of this word is by scientists who argue that "novelty is an idea that is objectively new for a particular person and does not matter whether the idea is objectively new or not, we define it in time, expired from the moment of its discovery or first use".

The main goal of innovative education is to ensure and develop the creative potential of a person, as well as its comprehensive development.

These conditions are met by the use of interactive teaching methods. At the same time, firstly, the active interaction of the participants in the educational process is important, which is understood as the relationship between people when they are in the process of solving common problems, influencing each other, complementing each other, successfully solve these problems.

Secondly, the use of interactive teaching methods implies the following logic and sequence of learning activities: motivation; formation of new experience; its awareness through application; reflection.

Thirdly, interactive methods are characterized by work in small groups based on cooperation and cooperation.

Fourth, interactive methods are based on game and non-game forms of learning.

Interactive methods play an important role at all stages of learning. However, in the study of nephrology, they acquire special significance at the stage of the formation of professional skills and abilities in the process of curation of the patient. The result of this stage is the development of clinical thinking: the ability to form a diagnosis, an algorithm for the treatment and prevention of a disease.

Innovative innovations in the protection of the medical history is the requirement for each student to compile integrated graphic diagrams for the diagnosis of this disease.

Theoretical training of students is carried out at lectures, practical classes and independent work on the study of individual topics.

When conducting lectures, the methods of "information message" are widely used: audiovisual presentations, video films, graphics, video and multimedia presentations with a demonstration of the study of the nephrological status of patients with various pathologies.

The combination of the lecturer's comments with video information and animation significantly motivates the listeners' attention to the presentation of the material on the topic. Very valuable during the lecture is the presentation of video or multimedia preferences, diagnosis and treatment of individual patients from the lecturer's practice.

Further assimilation of the lecture material takes place through an interview in an interactive mode (question-answer).

Thus, when teaching theoretical material, the teacher mainly uses didactic teaching aids, a variant of which is a problem lecture that creates certain situations and attracts students to solve them. Such a technique, according to the survey of students, when compiling the final-module control, gives them the opportunity to quickly and better learn the topic.

This also contributes to the provision of lecture materials to students on electronic media, which allows you to update the information provided in memory at any time, while paper media without the visibility of the topic require up to one hour to repeat the material.

The assimilation of theoretical material in practical classes is also carried out with the involvement of interactive methods: simulation business games, various types of discussions, training seminars, and with the help of a case method (active problem-situational analysis) - the solution of specific tasks-situations. Equally important at the beginning of the lesson is the express method of testing the mastering of the topic at home by solving tests, case tasks by each student.

The study of nephrological status is carried out through and under the supervision of a teacher. An important condition for students to acquire theoretical knowledge and practical skills is a high level of qualification of a teacher who has a comprehensively developed personality, professionally owns nephrological practice, scientific and cultural worldview, communicative and oratory skills.

Quite important in the structure of the credit-modular system of education is the assessment of the quality of the knowledge and skills acquired during the current control in practical classes and the final one - in the final-module control. To this end, the stages of practical training and the quality assessment system at the department are unified.

The number of points for each lesson is the sum of the assessment of the performance of three tasks: test control, practical skills (practical training, solving situational problems, performing manual techniques to determine individual symptoms and the ability to interpret the results of laboratory and instrumental research methods) and an oral answer.

In recent years, when analyzing the ability to perform practical skills, one can see a significant improvement in their technique among numerous university students, which is probably due to the growth of pedagogical and special skills of the teaching staff, as well as the use of innovative methods in the educational process.

This can be facilitated by a demonstration (master class) of the implementation of practical skills by an experienced teacher before each content module for all teachers, which can create and unify a single technology for teaching manual techniques for performing a skill, followed by training by teachers in a row with each student.

Thus, the study of the specialty "Nephrology" deserves further improvement, which significantly contributes to improving the quality of the theoretical knowledge and necessary practical skills of students and brings the learning process closer to solving urgent problems and modern requirements.

Interactive, innovative methods increase the effectiveness and efficiency of learning when used at the stages of the educational process.

They are of particular importance in the work of students with patients and the formation of professional skills, for which it is necessary to systematize, unify the technique and sequence of manual implementation of practical skills.

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