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Research Article

PEDAGOGICAL TECHNOLOGIES IN TEACHING ANATOMY **DURING PREPARATION OF MEDICAL STUDENTS**

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ABSTRACT

The use of modern educational technologies, which ensure the personal development of students by reducing the share of reproductive activity in the educational process, can be considered as a key condition for improving the quality of education, reducing the workload of students, and more efficient use of educational time.

KEYWORDS

Pedagogical technologies, medicine, anatomy, education, teaching aids, self-reflection, teaching method.

Introduction

The goal of educational technologies in a higher medical school is to update the content and methods of teaching through the active use of scientific research technologies in the educational process, mastering manual skills, increasing the efficiency of independent work of students, introducing high intellectual technologies into the

educational process in the training of medical workers as the basis for planning and implementation In the pedagogical practice of an innovative model for organizing the educational process in human anatomy and physiology, we took a teaching method that would develop teamwork skills, tolerance, the ability to seek

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advice, help, and also help acquire professional skills, conduct self-reflection, and master both professional and and general competencies. It is known that success in the formation of independence largely depends on the methods and teaching aids (didactic means) used by the teacher in the educational process. Being part of the pedagogical system, teaching aids perform certain functions in it that contribute to the achievement of the set learning goals.

The priority direction in our university, as a sociopedagogical system, is teaching students to independently acquire knowledge, as well as developing the ability to use it in practice in changing conditions. That is, "the transformation of a person from an object of management into a subject of management, the formation of his independence and ability to self-government. At the Department of Natural Sciences and Fundamental Disciplines, we use a model for organizing the educational process of the discipline "Human Anatomy and Physiology" based on didactic design. At the same time, the main role is given to technology innovation content, forms, means and methods as the leading system-forming component of the pedagogical system, determining its internal qualities specific operating conditions and the pedagogical result set for the future.

The didactic complex provides teachers and students with theoretical and methodological normative scientific materials for organizing the learning processes and self-study of students. At the same time, students, taking into account the requirements of pedagogy, have a creative

pedagogical opportunity to independently plan the learning process, independently monitor it and make adjustments. As part of the educational process, this makes it possible to fully perform educational functions, providing motivation for learning, providing students with subject information, teaching methodology, control, correction and self-assessment of acquired knowledge.

The conceptual apparatus of the structural elements of the didactic complex includes:

- Theoretical block: represented by theoretical foundations. which subject contain fundamental basic principles of human anatomy and physiology, as well as variable modern prognostic scientific information.
- Practical block (didactic apparatus of the presented learning process): with methodological instructions for students' independent work - ensure students' knowledge of educational material at the reproductive level; situational tasks - problematic level of cognition; situational role-playing games - heuristic level of cognition; educational and research work of students - ensures a research level of knowledge of anatomy.

As part of the didactic planning of the educational process of students, the following structural elements of the didactic complex are used: theoretical block, guidelines for independent work of students, control and correction block, self-assessment of knowledge. The epistemological model is provided by the use of all structural elements of the complex.

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Didactic design of the educational process in human anatomy and physiology in medical education provides an opportunity for teachers and students, as full-fledged subjects of the educational process, taking into account the specific didactic situation, personal characteristics and professional learning goals, to design not only different models of the educational process and levels of knowledge of educational material, but and the learning process itself.

For example, specific goals are formulated in accordance with the topic of the lesson. Thus, after studying the module "Central Nervous System", students should have the ability and readiness to: analyze the patterns of structure and functioning of the structures of the brain and spinal cord; use the acquired knowledge in the timely diagnosis of diseases and pathological processes; find the information the doctor needs from different sources and analyze it; apply modern information technologies in solving professional problems. In this case, the student must demonstrate knowledge of: definitions (neuron, nervous tissue, gray and white matter of the brain and spinal cord, parts of the brain, nuclei of the brain and spinal cord, pathways, meninges of the brain and spinal cord and their derivatives, intrameningeal spaces, ventricles of the brain brain, cerebrospinal fluid); functions of sections and structures of the brain and spinal cord; their Russian and Latin names; functional and morphological relationships of departments and structures.

The teacher, guiding the discussion of students during group work, involves students in the discussion, organizes correct feedback, provides timely references to the literature, summarizes the results obtained and draws constructive conclusions. Analyzing the lesson, the teacher can make a number of pedagogical conclusions about the level of assimilation of the module material and the formation of professional thinking, about the ability of students to integrate the knowledge used, about the communication skills of individual students and the group as a whole, style of behavior, etc. Show the ability to find the structures of the spinal and spinal cords on anatomical preparations. brain, find relationship between the structures of the spinal cord and brain and the functioning of the systems of the human body, the organism as a whole. Master anatomical and medical terminology, skills of working with various sources of information and its analysis.

The pedagogical purpose of a situation of success and a situation of failure is to create conditions for the individual development of the student. The feeling of success increases interest in learning, the feeling of failure causes a feeling of dissatisfaction with oneself as a result of performing any activity, a subjective emotional experience. There are students with high selfesteem, which leads to a disdainful attitude towards both students and teachers. In such cases, the only thing the teacher must do is to create a situation of failure so that the student realizes his achievements and failures. It is necessary to organize pedagogical influence in

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such a way that the result is personal interaction. Pedagogical technology reveals a system of professionally significant teacher skills in organizing influence on the student, and offers a way to comprehend technological pedagogical activities.

Psychological conditions can either promote or hinder productive ioint activities and comprehensive development in a group. An atmosphere of mutual respect, friendliness, delicacy, and emancipation creates comfort and conditions for work and reveals the capabilities of the individual. An unfavorable psychological climate hinders personal development; the student, as a rule, is in a nervous state, feels a sense of fear, insecurity, and uncertainty. To create a favorable psychological climate, it is necessary to use pedagogical technologies that would comply with a number of rules, for example, establishing personal contacts, an encouraging attitude during classes, openness, selfless help, preventing possible failures in the learning process, introducing an element of novelty, etc. All this will remove psychological pressures, contribute to a good working atmosphere, creative expression of students, and will allow each student to be more actively involved in work in the classroom and master knowledge of the subject. It must be emphasized that these same pedagogical technologies will improve the results of group activities.

Conclusion

In conclusion, I would like to note that these same pedagogical technologies will improve the results of group activities. It must be emphasized that any pedagogical problem can be effectively solved only with the help of adequate technology implemented by a qualified professional teacher.

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