

WAYS OF ORGANIZING INTERACTIVE LESSONS IN PHYSIOLOGY IN MEDICAL UNIVERSITIES

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Abstract:

The article reveals the main points of organizing work in small groups, the need to organize individual work, simultaneously with the organization of general work, methods for conducting interactive classes, as well as depending on the level of complexity of tasks.

Keywords: interactive methods, laboratory work, facilitator, debates, seminars, trainings.

One of the most important requirements for the organization of modern education is to achieve high results in a short time without spending excessive mental and physical effort. To date, a number of countries have extensive experience in using interactive methods that increase students' learning and creative activity and ensure the effectiveness of the educational process, and the methods underlying this experience are called interactive methods. There are specific features of organizing learning activities in groups during interactive classes:

- In such classes, students are divided into groups, and each subgroup is given specific, individual tasks.
- Each group works on separate (i.e., identical or stratified) tasks.
- The task is based on interaction or organized under the guidance of a teacher.
- The task in groups is performed in such a way that at the end of the lesson, the contribution of each participant or group member is taken into account.
- The composition of the group may not be constant, so they have the opportunity to contribute as much as possible to the group member.
- Groups can be formed in different sizes.

Usually 4-6 people participate in groups. It can be changed depending on the content and nature of tasks. The group should be formed in such a way that the presence in each group of students with independent work skills gives the expected results. Some students feel the need for individual support when organizing group training. In such cases, it is advisable for the teacher to continue to provide assistance to students who do not have a high level of training. Group learning activities are very useful for laboratory work, practical exercises, mastering lectures, studying historical materials. In these cases, interaction in groups and independent work give good results. In such classes, group members are more active, develop the ability to defend their opinion and position. In group collaboration, strong students support them by helping a weak student, and creativity also appears in the group. In the organization of group learning activities, if the tasks are clearly distributed among the group members, mutual cooperation is established, and it gives effective results.

When organizing students' group learning activities, the following elements should be taken into account.

1. Preparing students to work in groups, clearly defining tasks that give an idea of group work, setting rules.
2. Develop a plan for completing training tasks and discuss it. Determine the ways to solve it and divide mutual tasks for the performance of work.
3. Be able to organize work on completing training tasks.
4. Monitor the work process and work places of participants when organizing group work and, if necessary, provide assistance.
5. Provide information about the results of tasks completed in groups, discussions in the audience, additions and corrections in the workflow.
6. Establish cross-checking and monitoring of group tasks.
7. Analytical assessment of the results of work of each subgroup, the work of the entire group.

The success of group work depends on the teacher's ability to organize educational activities, that is, the teacher's ability to organize individual activities of each student participating in the group, the ability of each student to receive support from the teacher, and successfully demonstrate the final result in the course of work. In the organization of group work in the learning process, there may be a number of shortcomings. One of the difficulties is the ability to form groups with the right orientation and organize work in them.

In the process of working in groups, students find it difficult to solve some complex problems on their own. Therefore, when organizing work in groups, it is necessary to organize individual work simultaneously with the organization of general work. In such cases, it is often possible to achieve good results. In general, depending on the level of difficulty of tasks in subjects, a creative environment is created in the group. When working in groups, if there is a student-student interaction, a mutual support environment, working in groups will give the expected results.

There are also specific methods of targeted training. This method of group discussion is based on the theories and strategies of participants in a joint discussion of problematic issues. Such methods are designed to look at the solution of the problem from different angles, each participant has his own opinion about the solution of the problem, and on this basis a decision is made.

ФасилитаторThe moderator leads the discussion by asking different questions and leading them to a solution. If team members ask a question, they can also find a solution on their own without a supervisor. It may also be a goal to form a team in an educational institution. Facilitator-an assistant who conducts roundtables, discussions, poetry readings, debates, seminars, and trainings. Its purpose is to support the team members in the group, to direct them to complete the task. This is a person who creates a favorable environment for personal and professional development of team members. A facilitator is someone who manages the process of strengthening communication in groups. The functions of the facilitator that ensure the success of working in groups should be as follows:

1. The moderator conducts this lesson. It is important to notice and develop each member of the group, and apply them immediately, even if the smallest idea appears. Focusing on the less adventurous participant encourages everyone to develop this idea and draw conclusions.

2. This activity requires the presenter to be able to "predict". That is, notice the situation that occurs in the group, go to the solution of the problem in a short time. This allows them to think freely, to express their thoughts without hesitation.

A sense of humor and its understanding is one of the strongest qualities of a facilitator. Humor helps you overcome psychological barriers in a group.

High spirits lead to unconventional thinking and reasoning. A smart facilitator expects and implements ideas and plans that no one else can imagine from the team members. In such cases, a free situation arises between the group members. This will appeal to both the host and team members.

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