

## **THE EFFECTIVENESS OF THE USE OF PEDAGOGICAL TECHNOLOGIES IN TEACHING UROLOGICAL SUBJECTS**

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### **ABSTRACT**

The article deals with the pedagogical requirements for the organization of the didactic process in teaching clinical subjects using non-traditional methods, and also highlights the modern requirements for the transfer of urological knowledge to students based on pedagogical technologies.

**Key words:** professional activity, integration, motivation, independent thinking, creative thinking, scientific research.

### **INTRODUCTION**

Economic and social developments in society are of special importance in the process of modern education. The complexity and versatility of the professional activity of a modern teacher requires the development of various pedagogical researches in the course of work. The era requires effective use of advanced pedagogical technologies and ensuring the result for the perfect development of students in all aspects. This process requires great skill and deep knowledge from the teacher.[6]

Today, every specialist is required not only to have in-depth knowledge of his professional field, but also to acquire broad knowledge of related fields, as the current integration process with intensive pictures requires this. Otherwise, he will be behind the times, he will face great difficulties in solving problems related to his professional activity. Therefore, every student-future specialist needs to think creatively in his studies and in his professional activities, to have a strong motivation (high level of desire, passion), and this guarantees that students will

learn with great interest and enthusiasm. In the practice of teaching medical education to students, various district ways, methods and forms of teaching are widely used. Research in the field of a single effective (integral) approach to education is being continued intensively. Didactic approaches that can turn teaching into a unique production technological process, directing didactic tools to medical education is one of the modern demands.[1,4]

Pedagogical technology serves to ensure the training of qualified personnel as knowledgeable and independent-minded specialists based on the requirements of state educational standards.[5]

During the organization of urological diseases to students on the basis of innovative education, while ensuring their interest in science, further improvement of their independent thinking is of practical importance. This led to the emergence of interactive methods that express the content of pedagogical technologies aimed at activating a person, taking into account his internal capabilities, interest, desire and ability.[2,3]

Interactive methods are the methods that ensure the activation of students in the educational process, their deep acquisition of knowledge, independent, free and creative thinking, and the creation of conditions for them to realize their inner potential. The activation of learners can be said to be one of the guaranteeing factors in achieving the educational goal. In medical education, a number of pedagogic technologies help students to develop their knowledge and skills, and to think effectively, in order to turn perceptions of urological diseases into knowledge.

Analyzing the topic "Symptoms of Urological Diseases" based on the "Ice Breaker" technology, it was possible to reveal the essence of the topic while increasing students' interest in the field and increasing their enthusiasm for learning. In this process, it is natural that the ideas about the symptoms of urological diseases are abstract for the students at the beginning. The teacher tries to activate the students during the lesson in order to "break through" or "melt" the "freezing" (abstraction) that has occurred in the students. For this, attention is paid to the main aspects of the topic:

1. Group of symptoms in urological diseases
2. Specific characteristics of pain
3. Signs of kidney stones
4. Signs of dysuria
5. Changes in the quality and quantity of urine

Based on the knowledge of the topic, students expanded their perception of urological diseases and their symptoms and "broke the ice" based on the acquired

information. Based on the scope of the topic, students asked each other questions and tried to complete each other's answers. The pedagogue adapted the level of students' abilities to the lesson process. As a result, the mastery of the topic "Symptoms of urological diseases" by students increased to the level of 86% ( $<0.001$ ).

Based on the "innovative" pedagogical technology, the subject of "Acute pyelonephritis" was developed. The students were taught to repeat the mastered topics, think logically, answer the questions independently and self-assess. Since the purpose of this technology is to teach to select the most important and most necessary from many ideas, students have the opportunity to think independently and demonstrate their knowledge in a free, creative way.

Students worked individually. Each student briefly described what he knew about the topic and shared his written thoughts with each other. After the tasks were completed, the answers were given on the electronic board, and the students compared them with the answers they had marked.

Based on this technology, 28 students out of 96 students in the control group are excellent; 55 students are good; 13 students mastered satisfactorily. Out of 104 students in the experimental group, 48 students are excellent; 52 students are good; 4 students mastered satisfactorily.

There are a number of advantages of working with students in non-traditional classes based on pedagogical technologies, which can be explained as follows:

1. Learners learn knowledge with interest and enthusiasm. This leads to their activation.
2. Activity in the course of the lesson helps to form creative skills aimed at solving the problems that arise in the activities related to learning.
3. It creates an individual approach to students. It is known that such an approach makes it possible to choose effective methods and ways of organizing work in the audience and outside the audience, taking into account the unique qualities of a person's character (ability, interest, memory, level of knowledge).
4. In the educational process, the methods of working in pairs and groups are widely used. This method forms skills such as responsibility, teamwork, and creativity in students.
5. Learners develop the skills of independent work. They do not receive knowledge ready-made, but due to their activity in the process of learning, they learn to assimilate the acquired knowledge through independent analysis, to think creatively. Also, since they are taught to work with different literature, they develop skills of independent reading, research skills, and the principles of thinking in the process of working with patients.
6. Learners develop a strong motivation to acquire knowledge. This helps them to form creative observation skills and apply this knowledge in practical activities. Naturally, it will make them

more active and, on the basis of mastering clinical sciences, they will be able to develop oral speech communication, expand communication with patients, and be able to scientifically analyze the skills of expressing what they have learned in the field. 8. Learners' self-confidence increases, they have the opportunity to overcome psychological obstacles such as fear of making mistakes. 9. It helps to form skills and abilities to study independently even outside of class and to express a critical opinion about the opinions expressed, to be able to prove one's views in them.[2]

In conclusion, when clinical lessons are organized in a non-traditional manner based on pedagogical technologies based on modern requirements, the level of effectiveness of educational activities will be high.

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