

INTERACTIVE TEACHING METHODS IN THE PROPAEDEUTICS MODULE OF THERAPEUTIC DENTISTRY

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Abstract: Today, a university lecture remains one of the important forms of educational activity in a higher educational institution. The shortcomings of traditional lecturing can be largely overcome by the correct methodology and rational construction of the material, and the problem of developing students' ability to think independently can be solved by using non-traditional types of lecturing in the educational process, which involve active participation of students in various forms of live speech communication. The solution to the above problems is the active introduction of interactive teaching methods into the educational process.

Keywords: Traditional lecturing, interactive lecture, lecture-press conference, lecture-conversation or "dialogue with the audience".

INTRODUCTION

The paradigm shift in the system of higher education in the Republic of Uzbekistan with a focus on international standards involves a transition to new teaching methods with the introduction of modern pedagogical technologies. One of the important forms of educational activity in a higher educational institution is lectures. A university lecture is the main link in the didactic cycle of training, which forms the basis for the subsequent assimilation of educational material by students. Lecture material presents the accumulated scientific knowledge on the discipline being studied, shows the history and development prospects of the relevant field of science, and focuses students' attention on complex problematic issues of the discipline.

MATERIALS AND METHODS

However, it should be recognized that with traditional lecturing, students passively perceive information material and other people's opinions, as a rule, independent thinking is absent, inhibited and does not develop. A very small part of the student audience is able to comprehend the material received, the majority of students mechanically write down the lecturer's words, trying to write down the lecturer's words verbatim [1]. At the same time, it is well known that the rejection of lectures reduces the level of scientific training of students, which explains the fact that today the lecture continues to be the leading form of organizing the educational process at the university. The above-mentioned shortcomings of traditional lecturing can be largely overcome by the correct methodology and rational structure of the material, and the problem of developing students' ability to think independently can be solved by using non-traditional types of lecturing in the educational process, which involve active participation of students in various forms of live speech communication [2].

RESULTS AND DISCUSSION

The solution to the above problems is the active introduction of interactive teaching methods into the educational process. For this purpose, interactive methods of lecturing are introduced in the module of propaedeutics of therapeutic dentistry, which imply active interaction not only between the lecturer and students, but also between students in the process of discussing new information material. The lecturer directs the discussion of the lecture material, but the prerequisite is the dominance of student activity [3].

In the module of propaedeutics of therapeutic dentistry, a lecture - press conference and a lecture - conversation or "dialogue with the audience" were read. Before the lectures, the students were familiarized with the text materials of the lectures and lecture presentations in multimedia format.

Lecture - press conference. After the announcement of the topic of the lecture-press conference, the students formulated written questions on the topic of the lecture within 2-3 minutes. The lecturer sorted the questions by their content within a few minutes and began the lecture. The lecture presentation was a coherent presentation of the lecture material, but in the process of reading the lecture, the questions asked by the students were formulated, the students who asked this or that question were named. At the end of the lecture, the lecturer analyzed the questions asked by the students. The quality of the students' formulation of the questions and their content allows the lecturer to assess the level of students' preparedness. It is known that the need to formulate a question and ask it correctly activates thinking activity, and the expectation of an answer to one's question concentrates the student's attention. The experience of participating in a lecture-press conference allows the teacher and students to practice the skills of asking questions and answering them, getting out of difficult communication situations, developing the skills of proof and refutation, taking into account the position of the person who asked the question. The lecture-press conference proceeded according to plan, the purpose of the lecture was achieved. The second lecture was read as a "lecture - conversation or "dialogue with the audience". The lecture-conversation, or "dialogue with the audience", was conducted with direct contact between the lecturer and the audience at a common table. The students were asked to formulate and ask questions according to the lecture plan presented on the monitor screen, which was done for a logically consistent discussion of the lecture topic. During the lecture-conversation, the lecturer focused the students' attention on the most important issues of the lecture topic; slides of the multimedia presentation were used during the conversation. The lecture-conversation proceeded according to the plan, the purpose of the lecture was achieved. It should be noted that despite the fact that the audience was not numerous (3 groups of students, 17 people in total), not all students were equally involved in the active exchange of opinions. During the conversation, the lecturer needed to personally ask a question to a student who was not participating in the conversation and ask his personal opinion on the issue under discussion.

CONCLUSION

An undoubted positive aspect of interactive lectures is the involvement of students in the educational process, turning the student into an active participant.

The use of interactive forms of lecturing places serious demands on the restructuring of thinking and perception, pedagogical approaches in the educational process not only of teachers, but also of students.

Teachers and students have developed a stereotypical perception of a lecture in a traditional format, which requires restructuring and adaptation not only on the part of teachers, but also of students.

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