

THE USE OF NEW INNOVATIVE TECHNIQUES IN TEACHING INFORMATION TECHNOLOGY TO STUDENTS IN THE FIELD OF PHARMACY

Rustamov Mirodiljon Muhammadjanovich
Andijan state medical institute.

Abstract:

This article provides recommendations for the use of new methods in teaching information technology to students in the field of Pharmacy of medical institutes.

Keywords: flipped classroom, blended learning, labster, PhET Interactive Simulations.

One of the pressing problems is the manifestation of their intellectual abilities in the training of medical specialists in the world educational system and the creation of the necessary conditions for their formation as a spiritually competent person, the qualitative Organization of educational processes. Today, when modern medicine is developing with the help of higher education institutions, the use of various innovative methods of providing knowledge to students is being applied to the educational process as important factors for improving the quality of Education.

Today, the main focus is on the student, his personality and his own inner world. Therefore, the main task of a modern teacher is to choose the forms and methods of organizing the educational activities of students that correspond to the established goal - the development of the student's personality. The oldest means of raising and raising children is play. Games complement traditional forms of education and contribute to the activation of the educational process. Innovative pedagogical technologies are used to effectively manage the educational and cognitive activity of students by fully and deeply perceiving information transmitted to them and introducing various emotional components of the student in the process of perceiving educational information, transforming the appearance of education from static to dynamic. In this regard, attention should be paid to the advantages of using innovative pedagogical technologies in relation to traditional technologies and methods.

Below we will look at the teaching methods used in several world educational processes. The first flipped classroom-the principle of teaching, according to which the main mastering of new material by students is carried out at home, and the time



of class work is allocated for assignments, exercises, laboratory and applied research, the fulfillment of the individual advice of the teacher. Secondary mixed education is an educational approach that combines teacher-assisted learning and online learning. Mixed education includes elements of independent control of the student's educational orientation, time, place and speed of study, as well as the integration of the learning experience with the teacher and online.

Many platforms have been created on this day to carry out laboratories with the knowledge and skills acquired in students. For example: lipstick is a platform that offers virtual laboratory simulations based on mathematical algorithms for students e - learning. PhET Interactive Simulations-the University of Colorado Boulder project is a non-profit project with open educational resources that create and post the explanations under study.

In conclusion, it can be said that students will be able to refine concepts by applying the knowledge gained to experience and practice. Also an important part of distance learning methods is the control and evaluation of students ' learning activities. Assessment methods developed in order to control the students ' appropriation of educational materials made it possible to determine the level of assimilation of the audience in remote skill development.

These technologies change the nature of the development, assimilation and dissemination of knowledge, make it possible to deepen and expand the content of the studied subjects, quickly update it, apply more effective methods of teaching and significantly expand the possibilities of obtaining education.

References:

1. Shibley, I. Blended and Flipped: Exploring New Models for Effective Teaching & Learning // Wisconsin: Magna Publications, Inc. Faculty Focus. Canada
2. Strayer J.F. How Learning in an Inverted Classroom Influences Cooperation, Innovation and Task Orientation // Learning Environments Research, 15, India, 2012.
3. Sung K. A case study on a flipped classroom in an EFL content course. Multimedia – Assisted Language Learning, 18(2), Korea, 2015.

