THE USE OF INNOVATIVE TECHNOLOGIES IN THE PROCESS OF TEACHING MEDICAL LATIN

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ABSTRACT

Changes have now taken place in the education systems of European countries, which has led to the need to develop competency-based qualifications systems. Therefore, it is very important, starting from junior courses, to develop these qualities in future specialists. In many ways, this can be helped by innovative technologies, such as the technology of developing critical thinking and the technology of organizing students' independent work.

Keywords: Innovative technologies, independence, responsibility, initiative, cooperation, the ability to learn, think logically, select and use information, professional knowledge and skills, specialist competence.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The competence of a specialist includes not only purely professional knowledge and skills, but also such qualities as independence, responsibility, initiative, cooperation, the ability to learn, think logically, select and use information.

Therefore, it is very important, starting from junior courses, to develop these qualities in future specialists. In many ways, this can be helped by innovative technologies, such as the technology of developing critical thinking and the technology of organizing students' independent work. Undoubtedly, these technologies can be used in the educational process of most universities, and the methods and techniques that form the basis of the technologies are adapted in accordance with the characteristics of each specific university or department.

The term "innovation" comes from the Latin verb innovare (who) to update, change. It was from him that the English word innovation later appeared — innovation, innovation, innovation; new method, new order, new phenomenon. The term "innovation" was first coined by the Austrian scientist Josef Allois Schumpeter in his 1912 work The Theory of Economic Development. According to Schumpeter's definition, innovation represents the use of new combinations of existing productive forces to solve commercial problems. From that moment on, the concept of "innovation", as well as the concepts of "innovation process" and "innovative technologies" associated with it, acquired a general scientific status. If we talk about innovations in the Russian educational system, then they started talking about them in the 80s of the XX century. Until now, the study and application of innovations in the educational and pedagogical process is not always definite and unambiguous.

The first to introduce the scientific use of the word "technology" in 1772 was the German scientist Johann Beckmann. Despite the fact that already in the last century the concepts of "pedagogical technology" and "innovative technology" were used in teaching, there are discrepancies in their understanding and use. What should be understood by the term "technology" that we use in the educational process? On the one hand, technology can act as a

science that explores and discovers the most rational ways of teaching students, on the other hand, technology can be called a real learning process. But technology can also function as a whole system of methods, methods or principles used in teaching to optimize the educational process and achieve pedagogical goals.

Critical thinking as creative, analytical thinking helps to solve the following tasks in learning: helps the student to determine priorities, assumes the adoption of individual responsibility and decisions; increases the level of work with information. Undoubtedly, the goals of the development of critical thinking are the formation of a reading culture and the stimulation of independent creative activity. Students' independent work is inextricably linked with the development of critical thinking.

The organization of students' independent work involves the teacher's partnership in planning work and evaluating results. The goals and objectives of organizing independent work largely coincide with the goals and objectives of the development of critical thinking, therefore, the methodological database of technologies will be considered together. It is worth noting that these technologies were used by the teachers of the department at the private methodological and local levels of the educational process.

When introducing innovative technologies in the educational process of a medical university, the teachers of the department turned to the experience and recommendations of Western and American technologists, therefore, most of the presented methods and techniques are borrowed from foreign technologies. The methodological base of the technologies for the development of critical thinking and the organization of independent work of students introduced into the educational process includes the following strategies and techniques.

I. Technique "Asking questions". The ability to ask a question seems like a trifle in the educational process, but even it can significantly improve the quality of learning. Let's give a typical example: the teacher asks a question, suggests thinking about the answer, discussing with the neighbor (neighbors) and, after agreeing with him (and) the general opinion, suggest the audience for discussion. Different options offered by pairs (groups) of students are considered. The question should be such that the answer presupposes reflection, analysis. If students write down their answer before scoring it, it will enhance the effect. Frequently asking questions flows into discussion, which should also be considered one of the methods included in the technology. During the discussion, students themselves learn to ask questions and formulate them correctly.

It is necessary to provoke a discussion using any technological method of teaching.

II. Reception "Basket of ideas, concepts, names, terms ..." This technique of organizing individual or group work of students to update their experience and knowledge. For example, a teacher instructs students to create or select groups of terms. Each student remembers and writes down what he knows. Then there is an exchange of information in pairs or groups. Each group names several terms. Errors are corrected and analyzed. The technique was widely used in all three subsystems of medical terminology in the compilation of "Baskets of terms" with consistent and inconsistent definitions. Students were also offered an exercise where one group of students chose terms with inconsistent definitions, another with agreed ones, and the third chose mixed terms.

III. Reception "Marks in the margins". The technique is convenient for self-parsing of a new topic and drawing up notes, as it allows students to track their understanding of the text they read. Individual paragraphs or sentences in the text (abstract) are marked with special markings. For example, with a tick, students mark information that they already know; the plus sign marks new knowledge, new information; a minus sign marks something that goes against

the students' perceptions; the question mark marks what remained unclear to the students. The apparent simplicity of this method allows, nevertheless, to improve the quality of independent work and to push students towards creative analysis. This method was used by the teachers of the department for independent work of students on topics such as "A Brief Outline of the History of the Latin Language" and "Creation of Greek-Latin Medical Terminology."

IV. Reception "Drawing up a marking table ZUH". Students draw a table consisting of three columns: I know; Learned new things; I want to know (ZUH). This technique, in terms of its goals, objectives and application, corresponds to the "Marking in the margin" technique. This method was tested by the teachers of the department on the independent work of students on the introductory topics of each cycle of the discipline "Latin".

V. Reception "Graphic schemes". With the help of various graphic schemes, you can clearly and understandably for yourself and others present almost any topic as a whole. Drawing up graphical diagrams is a very convenient technique, since each person has one or another problem (topic) presented in his head schematically. In addition, drawing up graphical diagrams helps to turn dogmatic thinking into critical, creative. The fishbone scheme (English fishbone – fish bone, fish skeleton) was invented by the Japanese scientist Kauro Ishikawa. Helps to structure the process, show internal connections.

Clusters (English cluster - swarm, bunch, cluster ') and the concept of "cluster analysis" were introduced by the mathematician R. Trion. This is a union of several homogeneous elements, which can be considered as an independent unit with certain properties. Denotate graph (from Lat. Denoto – 'I designate' and Greek grapho – 'write') is a way of isolating the essential features of a key concept from the text. All these types of graphic diagrams were used in one way or another in the educational process of the discipline "Latin". At the same time, the teacher himself sometimes explained the theoretical material with the help of a graphical diagram, and sometimes it was offered to students to do it independently. For example, the teacher explained the new topic "Masculine Indicators of the Third Declension" in the form of a "fishbone" diagram.

Subsequent topics "Indicators of the feminine and neuter gender of the third declension" students draw up "fishbone" independently. You can invite students to independently choose the type of graphic scheme that they find most convenient when considering a new topic.

Vi. Reception "Drawing up a mental map of the lesson." Mind maps are a handy tool for displaying the thought process and structuring information in a visual form. Each student can present information in a way that is easy to remember, since the information is written in the "language of the brain." The mental map of the lesson is a reflection of independent creative activity, the "mental product" of the individual. Mind maps (original MindMaps) were developed by the famous scientist, consultant on intelligence and psychology of learning, Tony Buzan. There are variants of translating MindMaps as "mind maps", "mind maps" or "mind maps". Mental maps provide not only a visual representation of information, but also generalization, systematization of large amounts of information. Mind maps can act as a synopsis, a reference diagram that can be used at any stage of the lesson.

Teachers of the Latin language suggested that students arrange the theoretical material of some lessons in the form of MindMaps, using not only a notebook and a pen, but also colored pencils, pens, felt-tip pens, A4 sheets, explanatory drawings to make the map understandable and beautiful. The following topics were designed with the help of mental maps: "Types of clinical terms", "Adjective suffixes in clinical terminology" and "Greek suffixes in clinical terminology". Some of the mental maps of the activities were very unusual. For example, one student designed a mental map of a Greek suffix class in clinical terminology as a colorful peacock tail. Each tail feather was filled with a different color, making it easier to highlight each suffix. There were options for decorating the topic of these lessons in the image of a

flower, tree, butterfly, lianas with flowers, and different colors and arrangement of mental map objects were of particular importance and meaning from the point of view of the compiler. Students noted that it is easier for them to memorize educational material with the help of a mental map, it is easier to navigate in it and to really assess the amount of necessary information. Although the techniques of innovative technologies were used by the department at the local level, the experience of their implementation allows us to draw a number of important conclusions. All students who took part in our experiment can be divided into two main types. Some are knowledge-oriented. They strive to clearly write down the teacher's explanation of a new topic, to get answers to questions that need to be learned. For other students, the main thing in life is being. In the educational process, they do not wait for other people's answers, but act independently, actively and productively.

The information received does not become for them a dogma or just "some kind of knowledge." They have new questions and ideas. There is no doubt that this group of students is of the greatest interest to the teacher who values critical thinking. A distinctive feature of a teacher who uses technologies for developing critical thinking and organizing independent work is that he speaks little, but listens and observes a lot. The introduction of these innovative technologies into the educational process is also important for the teacher, since partnerships are established between him and the students based on mutual respect and trust. It is very important for the teacher to discover the hidden talents and abilities of their students, to support, encourage research, and guide students. It should be especially noted that the introduction of the technology of critical thinking in the educational process encourages students to be interested not only in purely professional, but also in general cultural issues, to clearly define the problem, to investigate the facts and their reliability, to analyze ideas and assumptions. It follows from this that the use of innovative technologies in the educational process contributes to the formation of students' professional and general cultural competencies that are necessary for any graduate.

The technology of organizing independent work will contribute to the competent collection of information using modern technologies. And most importantly, innovative technologies will help the formation of the personal qualities of a medical student graduate, such as communication skills and contact in various social groups and the ability to independently develop intelligence and cultural level.

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