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**МЕДИЦИНАЛЫК ОКУУ ЖАЙЛАРЫНДА КИЧИНЕ ТОПТОРДУН ЛАТЫН
ТИЛИ МЕНЕН ИШТӨӨСҮНҮН ЫКМАЛАРЫ**

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**МЕТОДЫ РАБОТЫ С НЕБОЛЬШИМИ ГРУППАМИ ПО ЛАТИНСКОМУ
ЯЗЫКУ В МЕДИЦИНСКИХ ВУЗАХ**

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**METHODS OF WORKING WITH SMALL GROUPS IN LATIN
LANGUAGE AT THE MEDICAL INSTITUTES**

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Бул макалада методдор жана аларды латын тили сабактарында топтордо иштөөдө пайдалануу жөнүндө сөз болот. Ушул методдор болуп жаткан чектөөлөрдөн абстракцияланып, агартуучулук ишмердүүлүктү кандайча активдештирери, окуп жаткандардын динамикалуу акыл ишмердүүлүгүн өнүктүрүүнү кандайча өбөлгөлөрү баяндалат.

Негизги сөздөр: ыкма, медицина, латын тили, жумуш ыкмасы, топтор.

В данной статье речь идет о методах и их использовании при работе в группах на занятиях латинского языка. Излагаются идеи о том, как эти методы позволяют активизировать просветительскую деятельность, абстрагируясь от существующих ограничений и способствуют развитию динамической умственной деятельности обучающихся.

Ключевые слова: метод, медицина, латинский язык, метод работы, группы.

This article is about the methods and its usages with small groups in latin classes. How these methods make it possible to intensify educational activities, by abstracting from the existing constraints and the development of dynamic mental activity.

Key words: method, medicine, latin language, work method, group.

It is about 23 methods practiced in the UK and with the objective of increasing active participation of the whole group to exchange views on the new educational information, as well as the shift of attention from the teacher at the center of the participants. These techniques make it possible to intensify educational activities, by abstracting from the existing constraints and the development of dynamic mental activity.

The advantages of these techniques are:

- Providing more opportunities to exchange views and ideas;
- In small groups, students feel relaxed, free to express their thoughts;
- The transfer of focus from the teacher to the participants, increasing their responsibility for the learning process.

The disadvantages of this method are in small groups: the need for more time, any of the participants, the lack of

resistance groups, can dominate, to impose their views; group can distract from the task.

To avoid this it follows:

- Divide the participants so that small groups were not closely familiar faces;

Of the 23 practices we will be here are a few.

"Brainstorming" method ("brainstorming").

This technique teaches to defend and argue their own point of view, to find in every situation the best solution, to build communion, to convince opponents of allegiance to the position voiced by.

Terms of techniques:

- Not to make any comments and criticisms that hinder the formulation of ideas;
- To keep in mind that the unusual idea, the better it is;
- Receiving as many proposals;
- Statements should be brief without argument deployed;
- The division of the group on the generators of ideas and those who process them.

This procedure is recommended as a "warm-up" before parsing the theme classes. For example: the theme "Clinical terminology."

Teacher stands at the blackboard and asks the question: "List the clinical termino elements". Students begin to enumerate: 1) hyseroptosis 2) gasterectomia, 3) glossalgia 4) pancreatodynia etc.

The teacher is concerned about the participation in the analysis of each student, no one answer does not comment and does not reject all the records on the board. When all the students express their views, begins a discussion of the responses from the first answer. "Tell me about the symptoms of uterine fibroids." The students together with the teacher actively discuss all of these symptoms and their validity in this disease. It is allowed to reasoned criticism of the incorrect answers. At the end of the teacher requests on the board (and notebooks) to record the correct answers to consolidate knowledge.

The peculiarity of the method is that in a short period of time the teacher manages to determine what students

know on the subject under discussion. On the blackboard or the flip notebook to record everything that speaks, no matter how absurd it was not. Each participant is allowed to feel that his proposal is to be written. As a result of discussion of the problem it does not look like a competition with winners and losers, as well as collaboration.

To be effective, a class to brainstorm teacher group should clarify the conditions:

- Not to be distracted from the job;
- Not to pass ahead of time to the discussion;

You can select the written replies in lieu of oral. In such cases, all the answers are attached to the wall, the participants are invited to walk through a gallery and get acquainted with the content of the answers.

intsidenta method.

For the purpose of training students actions in extreme situations applies intsidenta method. Students are encouraged to situational task that requires a quick solution. The time allowed for the solution of 0.5-1.5 min. This technique dramatically activates the thinking of students and teaches them to work in extreme situations. Here the action is measured at the highest scale and should be equal to 1.0, ie. absolute infallibility.

"Round table" method.

In the circle starts the paper on which the job is recorded. For example: "What diseases are accompanied by chest pain?". Each student writes on the sheet your answer. Then there is a discussion. Wrong answers crossed

out and the number of correct answers assess the knowledge of students.

Writing essays.

The principles of continuous education specialist during the entire creative life required in the learning process of familiarizing them for abstracting scientific articles. In small groups of 2-3 people the teacher distributes articles from pre-journals and monographs. Within 20 minutes, students should read and discuss in groups, to write articles in notebooks are in abstract form and report back to the whole group.

In the discussion was informed by the participating fully the whole group. The main condition of all stages of the discussion should be goodwill. The discussion should not be turned into condemnation colleagues. The main purpose of the analysis: to identify the cause of the problem and the weakest links in the clinical training of students to further optimize the learning process.

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