

ADVANTAGES OF NEW INNOVATIVE TECHNOLOGIES IN TEACHING MEDICINE BASED ON EVIDENCE

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The introduction of information technologies into the medical education system of our republic is one of the important issues today. The introduction of new innovative technologies into the educational process also creates a number of conveniences for teachers and students of higher educational institutions. With the help of mastering special technology, it is possible to fully achieve the set goal.

The widespread introduction of highly effective educational technologies into practice encourages students to increase their capabilities and become highly qualified personnel. Modern interactive methods help students form logical, creative, critical, independent thinking, develop their abilities, become competitive, mature specialists, and cultivate the professional qualities necessary for a specialist.

The purpose of teaching the subject "Evidence-Based Medicine" to students in medical universities is to see that the number of offenses committed by medical workers has been increasing in recent years. For the effective, free activity of medical workers, along with professional skills, appropriate legal training is required. Therefore, the teaching of evidence-based medicine in the medical education system is of great importance.

When applying "New Pedagogical Educational Technologies" to practical classes in evidence-based medicine, practical classes at the Department of Public Health and Management are conducted using various directions of modern pedagogical technologies, the main ones of which are cognitive, heuristic, inversion, and integrative pedagogical technologies. Based on the technology used in the lesson, it allows students to develop initiative and independence, thorough and deep assimilation of knowledge, the necessary skills and abilities, their observation, thinking, memory, and creative imagination. In the process of teaching

evidence-based medicine, the use of new pedagogical technology methods in practical classes, such as "Treasures Island," "Cluster," "Blitz-survey," "Assessment," "Step by step" and "Labyrinth," "Shooter," "Shop," is aimed at students' ability to work with various literature and texts during the lesson, outside the classroom, memorize the studied material, retell it, express their thoughts freely, and assess all students during one lesson. As can be seen from the foregoing, the use of innovative technologies in the lesson process expands the possibilities of future specialists for a deeper understanding of the general theoretical parts of the subject, the regularities of its structure, and the ability to supplement them. The importance of this is that it develops logical thinking in students. The earlier it begins, the more useful it will be to connect the knowledge of future specialists with the situations they will face in the future.

Conclusion: Teaching with the widespread use of modern pedagogical technologies has led to an increase in students' interest in science, regular preparation for classes, an increase in the ability to think independently using the Internet system, and, of course, an increase in the level of assimilation of evidence-based medicine.

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