



**TECHNOLOGY FOR THE PREPARATION OF DIDACTIC
GAMES IN GENERAL AND MEDICAL RADIOBIOLOGY
"TEACHING SCIENCE" IN HIGHER EDUCATION**

E.X. Bozorov.

O'z RFA Yadro fizikasi instituti professori.
erkinbozorov789@gmail.ru, Tel:909201708

F. N. Temirov

SamDTU assistenti, Tel:973933152

M.X. Jalilov

Samarqand davlat tibbiyot universiteti dotsenti

B. N. Burxonov

Samarqand davlat tibbiyot universiteti kat. o`qit

J. X. Xamroyev

Samarqand davlat tibbiyot universiteti assistenti

M. N. Ahrorov

Samarqand davlat tibbiyot universiteti assistenti

X. M. Jalilov

Samarqand davlat tibbiyot universiteti assistenti

ABSTRACT

In the article, the selection of didactic games in teaching the subject "Itis mummified and medical radio and ology" is based on the prospects for the near future development of medical radio and ology, the further technical improvement of devices and their use as elements of two games the selection of tweaters, the promotion of comprehensive development of the experience of communication with peers and adults, and the interest in training.

KEYWORDS

General and medical radiobiology, didactic games, gaming technology, training sessions, didactics, training activities, mentally activeyachts, knowledge and skills, skills and experience, games.

When choosing didactic games, it is important to note that students' spirituality, cognitive abilities, speech, interest in their peers and adults' experience, awaken interest in training, develop knowledge and skills of academic activities, increase skills and experiences, analyze, compare, abstract, and help a student learn how to integrate results. In the process of playing games, the mental activity of the victory should be related to its movement [1].

The Main Part

In the course of "General and Medical Radiobiology", it is important to list the principles of selecting didactic games that take into account the nature of the predecessor being considered during the use of didactic games.

Medical personnel surgically harvested a mature egg from her, placed it in a glass dish, and fertilized it with her hands.

1. The openness of the didactic game for each student.
2. Muammolilik.
3. The fun and emotional color of the game.
4. O'yinning yakkama-yakkaligi va jamoaviyligi.
5. Controversy and competition.
6. The resulting performance of the game for each participant.

Let's briefly pause on each of the above-mentioned principles. One of the principles of the didactic game is the level of activity of each participant, which should be reflected in the preparation of the game, strengthen and peak during the game, and maintain a similar high level in the process of discussing the results [2].

The openness of the game is the understanding of the rules of the game by all participants and the availability of tasks that are suitable for students at any stage of it.

The problem of the didactic game is expressed in that the desired game creates problems and conditions for solving them. At the same time, each student, seeking to achieve a particular goal in a competitive environment, plans without his or her knowledge ways to solve various problems that arise during the competition.

The interestingness and emotional color of the didactic game is aimed at strengthening student knowledge activity at all stages, as well as strengthening their preparation and further analysis of the game. In addition, this principle contributes to the development of cognitive activity of each game participant.

The individuality of the didactic game implies that for each student, a particular role should be found in the game, which should allow the student to maximize his or her personality and express himself. The principle of individuality allows each game participant to work for his/her further development, while at the same time the student has the opportunity to reveal his/her superior characteristics in a particular activity. The teamwork of the didactic game, on the other hand, interacts with one another in teams, couples, and groups to solve problems without addressing the individuality of each participant.

The principle of congregation leads to the development of important skills, such as moving and thinking together. Individual, in many cases, the collective work of students with conflicting descriptions and worldviews helps to develop friendly relations. Debate and racing are in many cases the main driving force in a didactic game, which mobilizes players' mental capacity in large quantities.

The principle of effectiveness is the main principle of a didactic game, which shows the quality of the active artistic activity of each participant and the entire team. Like all team competitions, the result of team activities directly depends on the contribution of each player. The principle being considered prohibits the matching of the outcome of each student and the entire team and the uniformity of the player and his opponent [3, 4].

Taking into account the above-mentioned principles, you can select games that will be intended to be used to activate students' academic activities in the "HeMummy and Medical RadioandOlogy" classes [5].

Despite the many advantages of didactic games, preparing and conducting them is a complex task for a professor-teacher and takes a lot of time.

In addition to playing didactic games and determining the time of the game, it is important to pay attention to such significant aspects as the diagnosis of didactic games and the preparation for its conduct. These two problems also require equal processing because the didactic game is well-prepared and, if its diagnosis is not well organized, such a game may not yield the expected results, justify the time spent preparing and conducting it.

The reviewed analysis will allow the professor-teacher to use didactic games in the courses of "Hemummy and medical radioandology" in a valid way.

Muhokamalar Nodded

According to our view, the following stages should be taken into account when preparing and conducting didactic games from the "HeMummy and Medical Radio And Ology" fan: idea: organizing: conducting and analyzing.

1. The idea of a didactic game. It is the first, most difficult and most responsible stage of a didactic game. To the components of the idea:

- a) select a group;
- b) choosing the subject of the lesson;
- c) choosing the type of lesson;
- g) determination of the time limit;
- d) includes the processes of selecting the type and shape of the game.
- a) Select a group.

The group for which didactic games are held is selected taking into account some of the characteristics (direction, level of instruction, level of knowledge, ability to work, organization). At the same time, it is necessary to arouse students' interest in science, but also to take into account the need to pursue teaching and discipline. The didactic game can be played in groups of deepened directions to teach the subject "Heis a mummy and a medical radio station and ology". At the same time, you will need to distinguish between game assignments and forms based on the group's level of teaching and learning.

b) choosing the subject of the lesson. The professor-teacher has the right to choose the subject for the play. This can also be used to explain a new topic or to strengthen the subjects discussed, but in this case, the professor-teacher should take into account the need to spend a lot of time and energy organizing and organizing the game to explain the new topic.

c) select the type of lesson.

Didactic games can be used in all types of lessons. The success of didactic games depends on the teacher's ability to work with the types of didactic games. Didactic games can be used to replicate the

subjects discussed and strengthen the theoretical knowledge and skills they have acquired and to monitor students' knowledge.

g) determination of time limits.

As a time-consuming phase, it is necessary to understand the time spent in the process of conducting and preparing didactic games. The game can be played during the full course or in part of the lesson, or during several lessons. The process of preparing a game can be several days or even a few weeks. The appearance of this game will depend on the purpose of the game and the performance of tasks distributed among professors and students.

d) select the type and shape of the didactic game.

Determining the type and shape of didactic games depends on several factors: the characteristics of the group (e.g. how teaching forms and methods are used in teaching this group); the age of students, the nature of the subject of the lesson.

2. Organize a didactic game.

- write a game script;
- distribution of tasks among professors and students;
- select tasks;
- you can organize them at such stages as developing criteria for evaluating student activities.

Write a game scenario.

Writing a gaming scenario is the hardest and most responsible thing to do. The script can be written by the teacher himself or with the support of the most active students in the group. The script of a didactic game should consider the following:

- full expression of the game plan;
- instructions for the conduct of each game phase;
- list of participants' roles (it is desirable to distribute roles in advance);
- selected with the answers to tasks, exercises and questions and their evaluation system;
- questions for the analysis of the game.

Distribution of tasks among professors and students.

Only a professor-teacher can participate in the development and preparation of didactic games, in which he writes a game scenario, distributes roles, and develops evaluation criteria. Or, a professor-teacher can also work in collaboration with a full group (e.g. preparing assignments for other groups). At the same time, the teacher should provide a framework for each student to demonstrate his or her abilities.

Select assignments.

To select assignments for didactic games, the teacher can do so with the help of himself or the students (e.g. when students prepare assignments for each other). Specific requirements must be set for assignments, and they may be as follows:

- differ in complexity and consist of several solutions;
- the choice of interesting and the presence of interdisciplinary dependence on it;
- to be based on perfected, theoretical information;
- it should be as easy as possible for all students to complete their assignments.

Development of criteria for assessing students' activities.

Didaktik o'yinlarning baholash mezonlari:

- it must be developed by a professor-teacher before the game, and it must be announced before the game is played (or at the end of the game);
- all students (or students who have demonstrated their knowledge and skills well during the game) should be evaluated;
- students of the group can be evaluated differently: each participant in the group can be evaluated separately (or at full group at once);
- the price can be placed by a student appointed as a professor-teacher, chief or expert;
- the price can be placed during the game, at the end of the game, after class (in the evaluation of written work);

3. Conducting didactic games. When conducting didactic games, it is important to note the following:

- introduce students to the content of the game, the didactic material used in the game;
- explaining the progress and rules of the game. At the same time, the professor-teacher pays attention to the actions of students and the implementation of the rules in accordance with the rules of the game;
- show the movements of the game, in which the teacher demonstrates to the students the correctness of the behavior and otherwise proves that the game does not lead to the desired outcome;
- determine the role of a professor-teacher in the game, his participation in the game as a participant, fan or referee;
- The direct participation of a professor-teacher in the game is determined by the age of students, their level of preparation, the complexity of didactic game assignments and game rules. Participates in the game and manages the activities of the students (with advice, questions, reminders);
- determining the final outcome of the game is a responsible phase in game management, as it sets the stage for students to determine the effectiveness of the game and to take an interest in the independent gaming hierarchy. In announcing the final result, the teacher emphasizes that victory for students can only be achieved through difficulties, attention, and order.

4. Analysis of didactic games.

Analyze the game in the last phase of didactic games, i.e. evaluate students' knowledge based on the outcome of the game. What was achieved in this? What was not achieved? questions such as "The Scriptures" will be answered. It is desirable to focus on the following main situations:

- conduct game analysis in oral (when students express their feelings), verbally alone (e.g. a person from the team expresses his or her opinion on the game), written (in the form of a questionnaire);
- conduct game analysis immediately after the end of the game (or after a while);
- analysis of a didactic game is necessary to determine the group's narrow body and the teacher's skills [6]. It should be noted that the role of a professor-teacher in organizing and conducting didactic games is very important. The successful conduct of the game depends not only on the knowledge and skills of the students, but also on the teacher's vocational pedagogical training and the type of activity that affects his or her student knowledge work together. The process of gradually organizing gaming teaching technology can be summed up in the following scheme (Figure 1) [7].

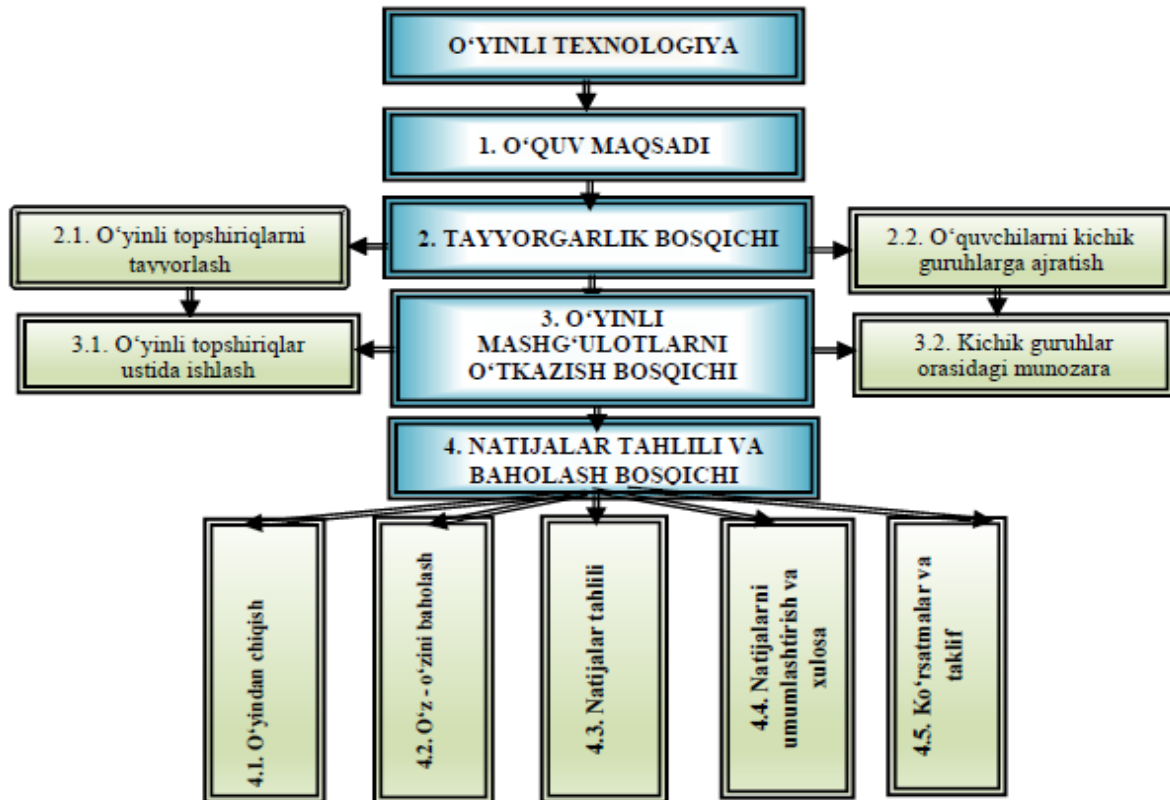


Figure 1. The process of organizing gaming teaching technology

1. The specific educational, educational and developmental objectives of each exercise will be developed. Through any game, a new educational material is being adapted for educational purposes. Through educational purposes, certain personal qualities of game participants are nurtured, and the development goal involves developing the ability of teachers to work independently and creatively.

2. The preparatory stage will develop the content of playful tasks aimed at achieving the objective of the curriculum, their enaries, guidelines, and educational and methodological support. Before entering the training, educators are divided into small groups, the roles of participants in each small group are distributed. Students will be introduced to the objectives and problems of learning, the order and time and rules of the game [9].

3. During the game phase, small groups will collect information to perform playful tasks, conduct training and feedback on solution options. The most viable option will be found in several solutions. After the expiration of the specified time, small groups will demonstrate solutions to playful assignments through presentations. Discussions are organized among small groups.

4. In the final stages, the game will be played, i.e. each small group will conduct an analysis of the final result on solutions to its assignments and a self-evaluation. The results will be analyzed, summarized and summarized by the teacher. At the end of the session, the progress and shortcomings of the students in the process of performing the playful assignments and the results will be outlined by the teacher. Instructions and recommendations are also issued [8,9].

Thus, the aforementioned methodological recommendations for didactic games can be used in all didactic games to teach students the subject "Itis mummy and medical radioandology."

Adabiyotlar

1. Technology for preparing didactic gaming assignments in teaching nuclear technology in Olympiad Education NamDU Scientific Information No. 7 NamDU-2022
2. Zagvyazinsky V.I. Methodology and methodology of didactic research. - M.: "Pedagogy", 1982. - 160 p.
3. Melnikova A.Ya. Application of didactic games for the formation of innovative potential of future technologists // Professional education. - Moscow, 2008. - No4, - P. 34 - 35.
4. Mendel B.R. Intellectual game as a component of figurative practice: modeling the development of professionally significant qualities of a specialist // Pedagogy. - Moscow, 2006. - No 7. - P. 23 - 36.
5. Parpiyev O.T. Pedagogical Games - Scientific and Methodological Foundations for Ensuring the Quality of Training, Rehabilitation and Training of Pedagogical Personnel for the Secondary Vocational Education System: Materials of the Scientific and Practical Conference. - Tashkent, 2006. - B.132-133.
6. Daliev Kh.S., Bozorov E.Kh., Kalandarova D.A., Elmurotova D.B., Zoirova L.Kh., Turdiev M.R. Application of laser radiation in medicine // Textbook. Tashkent, 2020. S-374.
7. Shodmonova Sh.S. Pedagogic in technology / Methods of cllanma. – Toshkent: "Fan va texnologiya", 2011. - B.94 - 106.
8. Olimov K.T. The problem of creating textbooks of special disciplines of a new generation in the field of secondary special education. Monograph. – T.: "Fan", 2004. - B.34-36.
9. Jalil M.X. J.X.Xamroyev. M.N.Axrrov. "X-rays. Teaching the subject of studying the effects of ionizing radiation on substances in the module system. International educational and methodical conference collection. "Reforms of the higher medical education system: On the road to the establishment of the "XAB" of education in Central Asia" Tashkent 2022. 140-143b.