THE ROLE OF MODERN INNOVATIVE TECHNOLOGIES IN THE EDUCATIONAL PROCESS OF A MEDICAL UNIVERSITY

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Abstract. The article analyzes the current distance education and the application of innovative educational technologies of teaching and learning in higher education. Special emphasis is placed on the ways of implementing innovative educational technologies at the university. Exceptional attention is paid to the interactive technology of teaching and learning in higher education.

Keywords: innovative technologies in educational organizations of mia of Russia, tactical and special training, specialized competencies, independence, professional activities.

Currently, the technologies used for effective training and ensuring an appropriate level of training can be obtained indefinitely not only in the traditional way, but also with the use of modern methods. Of course, the traditional teaching methodology remains indispensable in the formation of in-depth skills and abilities at a medical university. At the same time, innovative methods help to develop cognitive activity of specialists more effectively. Modern technologies take into account different levels of knowledge, larger and more flexible forms of training with an individual approach [2, 5].

The purpose of this study is to study innovative technologies and their implementation in modern education with an active expansion of knowledge about new methods of material cognition [1].

It is advisable to introduce new technologies in a constantly evolving, modern world, there is a continuous modernization in all spheres of activity. Understanding the organization of the learning process requires the inclusion of new opinions and the active participation of students who are growing during digitalization. Orientation to individual needs and a combination of traditional methods, and not just adherence to the old school, trigger mechanisms of self-knowledge, self-improvement, self-control and self-education [2, 6].

The term "Innovation" means the newest or modernized product (product, service) or process. It is not every innovation, but only one that seriously changes the way of life and increases the efficiency of the current system.

The opportunity to exchange experiences from different parts of the world, adopt technologies and techniques of patient management, operations, the introduction of mentoring at all levels, what is now available not in words, but in deeds. Intensive introduction of innovative technologies contributed to the transition from traditional full-time education to full-time or full-time with the use of distance learning methods. Higher school teachers are rebuilding, looking for methods and techniques that will be adopted to study the material in interactive education. To solve educational tasks that carry out multi-level, versatile interpersonal communication, they assume a high level of self-organization, creativity, passionarity, interactivity and interest of all participants in the activity environment [1, 3].

There is a universal algorithm for multi–format content, which implements active teaching methods in practice, which involves building events according to certain stages:

- the first stage is a greeting;

- the second is the joint definition with the students of the goals and objectives of the lesson, analysis of the expected results;

- the third is the analysis of the main content by the teacher in a creative form, with elements of involving students in the presentation of information. Collaborative working

out of the material, with the transition from active discussion to a state of emotional calm with the generalization of information and its consolidation, summing up [4, 6].

The implementation of this step-by-step algorithm of an educational lesson conducted in the conditions of a distance educational process in the Moodle and Webinar SDS systems can be represented as follows.

The first stage. Greeting. The teacher creates an event and at a set time, all participants join it. By connecting, students greet everyone and the students are fixed by the teacher, with fixation in the system. A little time is given to organizational issues. After the initial contact, participants can write to the chat, put reactions, showing interest, leave their questions or communicate in this way with all participants. Also, the event administrator can see the activity of users, their enthusiasm for the activity. Next, time is allocated for completing tasks that determine independent preparation for the lesson. This can be verified by posting testing, situational tasks or other tasks in the webinar itself or by switching to another platform – Moodle.

The second stage. Joint determination with students of the goals and objectives of the lesson, analysis of the expected results. Students entering the event are already prepared and have an idea of the topic of the lesson, while the teacher should help to better understand what the topic and objectives of the meeting are, what they know and what is worth working on, what difficulties may arise during work.

The third stage. Analysis of the main content by the teacher in a creative way, with elements of involving students in the presentation of information. Collaborative working out of the material, with the transition from active discussion to a state of emotional calm with the generalization of information and its consolidation, summing up.

This section is characterized by the presentation of the presentation of the basic material of the lesson. The teacher highlights the main content of the topic of general education material, which can be presented in blocks with a periodic survey of the material passed by students. You can also expand the opportunities for students to work together and give tasks in teams using the Miro board. The teacher prepares the task accordingly in advance and prepares the board. Groups of students compete with each other, which has a beneficial effect. If a struggle is created between groups, then students become motivated to be the best, to actively participate in the task. It does not let you relax, makes you be more creative, think critically, makes you constantly improve, do not stop at what you have achieved in order to keep up with the competition. There is no way to do without a well-thought-out evaluation and incentive system. When students put more effort into performing professional tasks and get a better result, this encourages the rest of the group members to also increase activity, which leads to an increase in individual and, as a consequence, group productivity.

After working out a large basic material, relaxation or a stage of emotional calm follows. The teacher can play role-playing games or offer a situational task on the topic of the lesson, which summarizes the information of the lesson and fixes the material passed. Turning to the summing up, the results of the lesson are discussed and conclusions on the topic of the lesson are formed during the joint discussion. Each student can express their opinion orally or in writing, for example, in a forum. Next, homework is discussed, which students also perform in a remote format on the Moodle SDS platform.

During the whole event, there is a possibility of presence monitoring, which allows you to see how much students are carefully studying the presented material on the screen, and at the end of the meeting, you can download the statistics of the entire lesson [2, 5].

It seems that such an approach will allow, in addition to mastering certain educational information, stimulate the development of teamwork skills and develop responsibility, self-control, self-development, self-knowledge and interaction of various kinds, including active communication between students, and also contributes to increasing the level of mobility and tolerant attitude of students to each other.

In general, the use of active teaching methods in the context of global informatization of education can be considered as an ef-

fective way to solve educational and educational tasks, contributing to the process of multifactorial development and socialization of the student's personality.

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РОЛЬ СОВРЕМЕННЫХ ИННОВАЦИОННЫХ ТЕХНОЛОГИЙ В ОБРАЗОВАТЕЛЬНОМ ПРОЦЕССЕ МЕДИЦИНСКОГО ВУЗА

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Аннотация. В статье анализируется современное дистанционное образование и применение инновационных образовательных технологий преподавания и обучения в высшей школе. Особое внимание уделено путям внедрения инновационных образовательных технологий в университете. Исключительное внимание уделяется интерактивным технологиям преподавания и обучения в высшей школе.

Ключевые слова: инновационные технологии в образовательных организациях МВД России, тактико-специальная подготовка, специальные компетенции, самостоятельность, профессиональная деятельность.