ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ФАНЛАР АКАДЕМИЯСИ
САМАРҚАНД ДАВЛАТ МЕДИЦИНА
ИНСТИТУТИ

ISSN 2181-5674

БИОЛОГИЯ ВА ТИББИЁТ МУАММОЛАРИ

ХАЛҚАРО ИЛМИЙ ЖУРНАЛ
№2.1 (88) 2016

PROBLEMS OF BIOLOGY AND MEDICINE

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ПРОБЛЕМЫ БИОЛОГИИ И МЕДИЦИНЫ

Научный журнал по теоретическим и практическим проблемам биологии и медицины
основан в 1996 году
выходит ежеквартально

ISSN 2181-5674

2016, № 2.1 (88)

УЧРЕДИТЕЛЬ ЖУРНАЛА:

Самаркандский Государственный медицинский институт

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Журнал зарегистрирован
в Управлении печати и информации
Самаркандской области
№ 09-26 от 03.10.2012 г.

Подписано в печать 30.04.2016.
Сдано в набор 20.05.2016.
Формат 60x84 1/8
усл. п.л. 25
Заказ 59
Тираж 100 экз.
Отпечатано
в типографии СамГосМИ.
140151, г. Самарканд,
ул. Амира Темура, 18

МАТЕРИАЛЫ

научно-практической конференции с международным участием

«МОДЕРНИЗАЦИЯ ВЫСШЕГО МЕДИЦИНСКОГО ОБРАЗОВАНИЯ: МОДУЛЬНАЯ СИСТЕМА ОБУЧЕНИЯ»

Самарканд 26 мая 2016 г.

Qualitative distance course promotes student engagement in the educational process, development of creative abilities and enhance its cognitive activity. Obviously, a thorough systematic work in distance course improves the organization of extra-curricular individual learning via regular self-assessment set up interaction with the teacher, thus a student can effectively adjust the process of the discipline learning. The use of modern information technology in the educational process can increase the quality of the material through the use of new teaching programs and methods, in particular, linguo-didactic (complexity and differentiation, consistency, prevailing role of exercise) and linguo-professional (selectivity, profiling, functionality, proactive specialization) principles which give the teacher a lot of additional opportunities. We believe that implementation of distance learning at our department optimizes the educational process, aims at providing professional needs, ensures efficient use of available resources and enhances the effectiveness of teaching foreign languages for professional purposes. This will not only optimize the quality of education, but also expand international educational and scientific relationship, and speed up integration into the world and European educational, scientific and cultural space.

MODELING PROGRAMS IN CREATING AUGMENTED REALITY IN MICROBIOLOGY AND VIROLOGY

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Bukovinian State Medical University

Modern educational technologies are closely intertwined with multimedia, students see innovation as something that teaches him to coexist with the world of the future, part of what they are, because this generation of young people feel so comfortable in the virtual world that they sometimes do not feel the need in the material presentation of realistic information. And virtual objects from the augmented reality unlike virtual reality are perceived by the brain as a part of the world, amplifying the effect. The main tasks of the subject "Microbiology, Virology and Immunology" are to help students to master knowledge, abilities and skills in microbiology. In each class, students have the possibility to see the results of various microbiological studies presented in the form of casts, and should draw conclusions on them. The use of expensive experimental sets is limited due to complexity and high material costs and dangers when handling infected biological material which is not acceptable in the classroom. And interactive programs that can simulate the experimental studies by various methods, creating unusual ways of presenting information that draws attention and reinforces memorization may be very helpful in this very case. In order to optimize the preparation of students for practical training in microbiology, virology, immunology with techniques of microbiological studies, teachers of the department prepared and combined materials which orient students in the vast expanses of the global network and a lot of software educational products that appear on the Internet using MOODLE Online of Bukovinian State Medical University. Using hyperlinks attached to a theme, we formed an appropriate selection of images and videos in compliance with copyright. The priority of the virtual laboratory is a perfect demonstration experiment. This experiment is always played in the same way and reflects real patterns. In addition, the program "virtual lab" allows teachers and students to independently solve a number of practical and organizational tasks such as preparing students to work in the real world, practicing basic skills with equipment, training, implementation of safety requirements in terms of safe virtual lab,development of observation, the ability to allocate more important ideas, identify goals and objectives, plan the experiment, draw conclusions, developing skills for finding the optimal solution, the ability to transfer real challenge in modeling terms, and vice versa, the development of skills in filling in the laboratory journal, etc., Any microbiological research takes time for the cultivation of microorganisms, and very often this criterion makes it impossible to fully master the skill of accurate recording of results that is limited by duration of practical sessions. If the research continues at the next session, which already has a different theme, it distracts students, forcing them to switch from one theme to another. Thus, with the help of modeling programs we achieved the effect of augmented reality when reality is complemented by virtual components and significantly expands the flow of information, which provides several advantages: interactivity, wow-effect, reality, innovation.

THE QUALITY OF THE MODEL OF SPECIALIST IN MEDICINE

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Bukovinian State Medical University

Graduates of the university could not worry about their professional job before, but now a young professional is in a competitive labor market, and it makes him study the subject areas in which he needs to be competent. All departments of Bukovinian State Medical University have focused its activity on the ideal model of professional, creating favorable conditions for the development of professional skills. There are departments, working on the model of professional immediately, and the departments, which are teaching general sciences. The knowledge acquired during training in specialized departments is focused on the precise diagnostic, therapeutic or rehabilitative purposes, and is icluded directly into the model of professional, since this is a competence of a future doctor. The general department has no significant impact on competitiveness. For example, at the Department of Microbiology and Virology students are enrolled in IV-V semester of II-III course. Microbiology is one of the first specialized subjects, that directs students to the etiology of disease, leading pathogenetic mechanisms, which include the impact of microorganisms. Even graduates with a high level of knowledge and awareness of the importance of the skills they have developed, experience using and combining this skills after years of practice. In addition, rapid progress of medical industry, where methods of Laboratory diagnosis are modified and improved each year, causes a discrepancy between knowledge and skills obtained in the beginning of the study (first years in university) and the requirements of medical, diagnostical institutions at the end of the university and during practice. These same problems can be attributed to a disharmony of a technical base of the university and the health-care institution, such as learning modern methodologies of research with no place to apply them because there are no institutions equipped for this method. All this suggests that there is a gap between the professional - medical training of the future doctors and the needs of modern medicine or the health system as a whole, and the real knowledge of future young professionals and inability to use that knowledge in practice during the transition to an