CREATIVE-PEDAGOGICAL APPROACH IN TEACHING THE DISCIPLINE "RADIATION TECHNOLOGIES" IN MEDICAL UNIVERSITIES

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As a rule, at the beginning of the lesson-lecture there is a repetition of the past topic. This can be done with the help of a "Blitz survey" in which the teacher asks questions about the past topic, and students should answer them briefly, clearly and clearly in a short period of time. Thus, there is also a parallel warm-up of memory, that is, students have the skills to recall the past, remember the present, and apply all this valuable and useful information in the future.

To clarify the new topic "Radionuclide diagnostics", you can use the "Tree of Knowledge", where questions are asked on the reverse sides of the leaves of this tree, which students answer immediately, without leaving the blackboard, without hesitation. For example, these may be questions: "The discovery of which rays gave a powerful impetus to the use of physics in medicine?", "What do you know about ionizing radiation?", "Explain the essence of the laws of incidence, refraction and reflection of rays?", etc.

After listening to and evaluating the students' answers, the teacher can conclude how familiar the students are with the new topic and are informed about what needs to be emphasized when explaining, presenting new material, etc. It is very correct and appropriate to use the "Technique of knowledge (I know, I don't know, I want to know)", which can be expressed in the form of table 1.

There is an important point to consider. Since we have a lesson in the form of a lecture (practical or laboratory class, seminar, etc.), we can also use the following innovative teaching methods, such as:

1. "Brain storming", "Brain attack";
2. Mini-lecture (mini-lesson);
3. Presentation using various auxiliary tools with discussion;
4. Watching and discussing videos;
5. The interview;
6. Feedback;
7. A lecture with pre-announced mistakes. A lecture is a provocation, etc.

Table 1.

I know	I don't know	I want to know
…	…	…

Thus, we conclude that conducting such types of lessons in universities (given that the discipline “Radiation Medicine and Technology” is based on basic knowledge of physics) has a positive effect, as a result of which students remember most of the information they see and hear for a long time and will certainly find application of the acquired knowledge in the future, in particular in his future profession – in the field of healthcare.

Such a creative and pedagogical approach was tested at the Navoi University of Innovations at the department of “Exact, Technical and Natural Sciences” with bachelor's degree students in Biology of the 1.2-year full-time and correspondence departments.