



## "INNOVATIVE ACHIEVEMENTS IN SCIENCE 2023"

### TECHNOLOGIES FOR THE DEVELOPMENT OF ACADEMIC PERFORMANCE OF STUDENTS IN MEDICAL UNIVERSITIES

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One of the tasks of education at the present stage is to increase the effectiveness of the lesson as a condition for improving the quality of education. At the same time, it is very important to determine the main provisions in quality assessment and identify the problems that hinder this movement. The word "efficiency" in translation means - the result of any action. The lesson is the main component of medical education. At the present stage of development of didactics, the problem of increasing the efficiency of the learning process attracts the attention of scientists in connection with the search for the most rational ways and methods for managing the educational process, the structural and system analysis of educational material and the learning process, as well as the analysis and evaluation of the effectiveness of technical and methodological teaching aids. It is no longer enough to master the elementary skills of reading, writing, counting, and problem solving. The formation of these skills is included in the solution of broader and more important tasks:

*Firstly*, to bring students to subject-based learning in the logic of scientific knowledge, to reveal to them those basic and fundamental properties of the studied area of reality, which constitute the content of this science. Thus, mastering reading skills turns into an introduction to the study of language as a means of communication and thinking, and elementary counting skills - into an introduction to the study of quantitative relations.

*Secondly*, to form students' learning activities that have their own tasks and methods. At the present stage of development of our society, learning activities should be carried out by a person throughout his life. This is the second "profession" of each person, the ability to carry out which largely depends on advancement in the main chosen business.

*Thirdly*, to use all the possibilities of the period of primary education for the formation of learning motives and for the intellectual development of students.

The key problem in solving the problem of increasing the level of efficiency and quality of the educational process is the activation of students' learning. Its special significance lies in the fact that teaching, being a reflective and transforming



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activity, is aimed not only at the perception and memorization of educational material, but also at the formation of the student's attitude to the cognitive activity itself. The transforming nature of activity is always associated with the activity of the subject.

Therefore, one of the goals of education is the development of students' cognitive activity: "For the development of independence and activity of students, it is important to positively evaluate each successful step of a student, an attempt (even unsuccessful) to independently find an answer to a question. It is very useful to give students creative learning tasks: come up with something, guess, pick up other examples, etc. At the same time, let the students argue, reason, make mistakes, and together with the teacher find the right solution.

Note that activity does not express the activity itself, but its level and its nature. It affects both the process of goal-setting and the awareness of motivation, methods of activity. Activity (as a personal formation) expresses a special state of the student and his attitude to activity: attentiveness, disposition, lively participation in the general process, quick response to changing circumstances of activity.

The activity of a student in learning activities, as a manifestation of his real strength, can be considered both a prerequisite and a result of his development. At the same time, activity is not an innate, immutable property of a person, which means that it can be developed.

As a characteristic of a personality, activity reveals its dynamics, initiative and becomes a source of transformation and maintenance of significant connections with the outside world. Activity appears in correlation with activity, revealing itself as a condition for its formation, implementation and interaction, as a property of its own movement. The activity of the personality helps in building its development programs: social, spiritual and biological.

The studies of the last decades have studied in depth various approaches to the problem of activity: its types (social, cognitive, labor and others), its properties (adaptive and non-adaptive, reproductive and productive-creative), as well as the very process of forming a high level of personality activity.

The property of activity as a personality trait is formed in the activity of a different plan (cognitive, labor, social, etc.). Moreover, the manifestation of activity in certain types of activity corresponds to their nature and specificity. Depending on the type of activity, types of activity are distinguished accordingly: cognitive, labor, social, etc.



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As you know, the purpose of education is not only the mastery of knowledge, skills and abilities by students, but also the formation of the leading qualities of the individual. One of these qualities is cognitive activity, which is manifested in the direction and stability of cognitive interests, the desire and effective mastery of knowledge and methods of activity, in the mobilization of volitional efforts to achieve an educational and cognitive goal. This quality of personality activity is formed mainly in the process of cognition, which by its nature is associated with the purposeful activity of the subject. In this case, activity acts as a means and a condition for achieving the goal. Bringing the subject into an active state is the result of its interaction with the external environment.

Cognitive activity is individual. At the same time, it should be noted that activity, being a condition of cognition, is not an innate personality trait, it is formed in the process of activity. As for the activity of learning, it is formed in the process of cognitive activity and is characterized by the desire for knowledge, mental tension and the emergence of moral and volitional qualities of the student, and at the same time, the activity itself affects the quality of activity.

The meaning of cognitive activity lies in the fact that, acquiring the features of an intellectual and emotional response to solving various learning problems, they create a valuable sense of orientation for the student in what is happening in the classroom in the classroom, initiative in operating knowledge, he listens more sensitively and looks closely at what and how others do. However, the manifestations of cognitive activity are diverse, and it is difficult to isolate them. They are expressed:

- 1) in the purposefulness of cognitive actions, in their expediency, characterized by sense-forming motivation;
- 2) in the nature of knowledge, skills, methods of activity, in the mobility of their use, in the content of questions addressed to the teacher;
- 3) in the desire to expand, deepen cognitive activity through sources of social communication, through a wide range of reading, television, radio, computer technology.

This is connected with the desire of students to bring into the educational activity the knowledge and skills acquired by them outside the educational process.

Thus, considering ways to improve the efficiency of using pedagogical technologies in the learning process, one of the criteria of which is the development of students' cognitive activity, it is necessary to take into account certain conditions that favor the influence of teaching influences.



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