

Худоярова Д. Р.,
Отделение акушерства и гинекологии № 1
Кобилова З. А., Шопулотов Ш. А.,
Самаркандский государственный медицинский институт,
Самарканд, Узбекистан

ВОЗМОЖНОСТИ ИННОВАЦИОННОГО МЕТОДА ОБУЧЕНИЯ – ГЕЙМИФИКАЦИЯ

Аннотация: Образование занимает особое место в современном мире. Разработка и внедрение инновационных методов обучения является неотъемлемой частью нашей жизни. Геймификация является одним из самых инновационных и передовых методов обучения. В статье исследуется геймифицированный метод обучения и его результаты, а также работы, проводимые в этой области в нашей стране.

Ключевые слова: Moodle, геймификация, дистанционное обучение, вебинары, интерактивные технологии, образование.

Khudoyarova D. R.
Head of the Department of Obstetrics and Gynecology No. 1
Kobilova Z. A., Shopulotov Sh. A.
Samarkand State Medical Institute, Samarkand, Uzbekistan

OPPORTUNITIES INNOVATIVE TEACHING METHOD – GAMIFICATION

Annotation: Education has a special place in the modern world. The development and implementation of innovative teaching methods is an integral part of our life. Gamification is one of the most innovative and cutting edge teaching methods. The article examines the gamified teaching method and its results, as well as the works carried out in this area by our country.

Keywords: Moodle, gamification, distance learning, webinars, interactive technology, education.

Relevance. Our country has always supported the idea of developing advanced technologies, which is easily confirmed by the third initiative of the President of the Republic of Uzbekistan, Sh. M. Mirziyoyev. Gamification is an innovative technology in the field of education, which is practiced by the best educational institutions in the

world. Gamification is the use of game approaches, for non-game processes, which makes it possible to increase the involvement of participants in solving applied problems. It is quite important that by combining play and scientific activity, it is possible to effectively obtain knowledge with all new innovations of this continuously developing world [1,3,4].

Objective: To improve the quality of the knowledge gained in the field of education, in particular, medical education using gamification.

Materials and methods: All sites and training programs based on gamification were used as materials, the assessment was carried out on the basis of survey data conducted among students of the Samarkand State Medical Institute. The experiment was carried out on students of the 507 group of medical and pedagogical and 521 groups of the medical faculty.

Results: In the context of a constantly changing external environment, increasing demand and requirements of students, the issue of innovative development of education with the help of the latest technologies has recently become relevant. The level of competitiveness of modern students directly depends on the applied information technologies. Gamification is the use of game elements, in particular computer or mobile, in non-game content to improve the quality of education and practical skills. At the present stage, there are very few full-fledged gamifications for learning, since it costs a lot. But gamification has shown its effectiveness more than once in all other areas.

We have analyzed the games «Biotopia», «Physicus» and «Chemicalus» which are designed to study the relevant subjects in game content. Also during the experiment, 2 groups studied the English language using the gamified program «Duolingo» and «Cake». Due to the fact that access to gamified programs is carried out via the Internet or other networks, students were not tied to a specific place and time, they could move through the material at their own pace from any part of the world. In addition, it allows them to acquire knowledge in a more accessible and relaxed way. They will not be afraid to make mistakes and can easily work on mistakes, and the gaming sphere will involve them in this process, which will increase their focus. We are all familiar with such gamified programs as «Healthy Lifestyle», «Samsung health», «Proper nutrition», «Drink water», «Fitness», etc., which are available in all smartphones, and count the steps taken, the water drunk, physical activity, caloric value of the diet and much more. Studies have shown that since the use of these programs, good habits in the form of adherence to the drinking regime, diet, exercise, activity during the day have increased in people than before using them. This is also a confirmation of the effectiveness of gamification.

Gamification is today recognized as one of the most effective approaches to teaching through effective personnel management with student involvement in the learning

environment. So, since 2011, gamification has been actively developing: there has been an increase in scientific publications on gamification, especially abroad, the first analytical reviews began to appear, which described the process of formation and popularization of gamification tools in educational processes. Gamification of the learning process is focused on the joint work of both students within the group and with the teacher. The system provides a lot of tools for this: wiki, glossary, blogs, forums, workshops, levels. The system supports the exchange of files of any format - both between the teacher and the student, and between the students themselves. In addition, the main element of gamification is the levels and the rewards in them. As a reward to students for successful work, points are awarded, certificates are issued in the gaming environment, with group participation it is possible to highlight the dignity of each participant with “medals” such as “the fastest response”, “the best in the course”, “the most creative approach” and much more. All this is undoubtedly the advantage of this platform, which provides complete training in any area. Due to the fact that in gamification it is used in addition to textual material, audio, video, animation, diagrams, various glossaries and workshops, in a word, visual material, it helps a comprehensive study of the topic, the development of thinking and the ability to memorize with the help of associations.

The President of the Republic of Uzbekistan proposed an initiative to implement the project «National network of electronic education», as a result of which a network was built based on fiber-optic communication lines, to which all universities of the country are connected, which are also equipped with equipment for video conferencing [3]. As a result of the implementation of this project in 2011, 80 university facilities were connected to the network. In 2012, 84 objects of the system of secondary specialized and vocational education were connected to a single corporate network of «Electronic Education». Since July 25, 2012, a modernly equipped Center for the Implementation of Electronic Education in Educational Institutions under the MHSSE has been operating, founded in accordance with a resolution of the Cabinet of Ministers. These data show how important it is for our country to develop technologies in education, as well as to train highly qualified personnel. At the moment, there is a lot of research in the field of gamification, and we did not stand aside.

Based on a survey of SamMI students, it was found that more than 80% of students use electronic resources for teaching, 50% of those surveyed indicated that they only use electronic resources, 67% indicated that they cannot study text material for more than 2 hours. Medicine is one of the most difficult subjects, its study requires painstaking work, but in the age of development of innovative technologies, even this difficult subject can be studied easier and more efficiently. During the passage of such games as «Biotopia», «Physicus» and «Chemicalus», all students noted that it was much easier and clearer to

perceive complex topics than using the standard method. When studying English using gamified programs, students from the 507 and 521 groups showed high results in a short time. One and the same topic studied by the traditional method and the innovative method showed significant differences in the quality of perception, memorization and use of the information received. Unfortunately for other disciplines, namely clinical, no gamification has been developed in any country in the world. There are analogs of gamification such as Pirogov's Table, but they do not embody all the possibilities of gamification and have such disadvantages as localization in one place, high cost, limited working time and the inability to work in groups. We have developed an innovative teaching methodology, which will include all the elements of gamification, and the main advantage of which will be the availability for everyone to study, to the fullest and for how long they want.

Conclusions: Based on the above, we can say that gamification is one of the most advanced technologies and meets all the needs of students. At this stage of development in our country and abroad there are no gamified analogues in many disciplines, including the disciplines of medical universities. We have developed a teaching methodology based on gamification of medical school subjects and submitted this idea for patenting; we are also looking for sponsors to introduce this technology in the teaching of medicine as one of the first in the world. Very soon, all medical students will have the opportunity to receive a highly effective teaching method.

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