МЕДИЦИНА, ПЕДАГОГИКА И ТЕХНОЛОГИЯ: ТЕОРИЯ И ПРАКТИКА
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INNOVATIVE TEACHING METHODS IN TEACHING

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Abstract: In the modern educational process, innovative teaching methods play a key role in improving the quality of education and motivating students. These methods include: Students work on real projects, which helps develop practical skills and critical thinking. Using multimedia resources, online platforms and applications to create an engaging learning environment. Introducing game elements into the learning process to increase student engagement and interest. Combining traditional teaching methods with online formats, which allows you to adapt the process to the individual needs of students. Students work in groups, which helps develop social skills and the ability to work in a team. Innovative teaching methods not only contribute to better assimilation of the material, but also form the skills in students necessary for successful professional activity in a rapidly changing world.

Introduction: Modern society is in a state of continuous development and change.

The education system in such a society must also change and improve in order to meet the demands of society and the state. In addition, one of these ways, the ability of the education system to respond to the challenges of the time, is innovation - introduction, and qualitatively new ones, into the established education system.

The need for students to assimilate a large amount of information and develop practical skills in its application leads to the creation of new ways of presenting information by teachers, new technologies and teaching methods, forces them to look for creative approaches to teaching methods.

Traditional forms and methods of teaching are no longer sufficient for the formation and development of professional competencies; it is necessary to introduce interactive educational technologies and restructure the educational process.

One of the methods actively used in modern educational activities is the case-study method. The case-study method or the method of specific situations (from the English "case" - case, situation) is a method of active problem-situational analysis based on learning by solving specific problems - situations (solving cases).

This method is related to non-game imitation active teaching methods.

The immediate goal of the case-study method: through joint efforts, a group of students must analyze a situation - "case", arising in a specific state of affairs, and develop a practical solution; the end of the process is an assessment of the proposed algorithms and the choice of the best one in the context of the problem.

Working with a case, the teacher must teach students the algorithm for solving cases, use various methods that the student himself will subsequently be able to apply.

When using cases in educational activities, it is worth adhering to the following technology of working with a case in the educational process:

- individual independent work of students with case materials (identification of the problem, formulation of key alternatives, proposal of a solution or recommended action);
- work in small groups to agree on the vision of the key problem and its solutions;
- presentation and examination of the results of small groups in a general discussion (within the study group).

Case technology is a didactic complex designed for independent work of the student and allowing to assess the level of assimilation of the educational material.

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The essence of the" Casestudy " is as follows: several pages of the text describe a specific situation that reflects the real problem that has arisen in life, the teacher provides detailed information or gives a short introductory lecture, emphasizing the main important aspects that students should pay attention to when solving the presented situation. Students independently study the obtained materials in detail and analyze the situation in the created working groups, each of which receives its own set of materials, including the main text, auxiliary materials, etc. In groups, ideas are actively created that help solve the problem, while each member of the group has the opportunity to express and justify their proposal. The proposals taken by the groups are made in the form of submissions for the entire audience, and during the course of the lesson, each group proposes to solve the problem, basing its conclusions, each group has the

opportunity to answer the questions of the audience, clarify its positions and arguments. It is once again assured that the proposed solution is understandable to everyone present. After the materials of all groups are presented, a general meeting is held, at which students share their conclusions, discuss group work, the essence of the solved (or solved) problem. Thus, the stages of work are a multi-stage process of experiencing a real (or simulated) complex problem, which is discussed collectively and then presented to the entire audience its point of view on its decision.

Materials and methods: Books, articles, and scientific publications that highlight modern approaches to learning. Multimedia resources: Videos, presentations, and animations that make learning visual and interesting. Interactive tools: Programs for creating quizzes, surveys, and games. Computers, projectors, interactive whiteboards, and other technical means that promote active learning. Students select topics, research them, and present their results in the form of projects. Teachers use questions and discussions to engage students in the process. Students work in small groups to complete assignments, which develops collaboration skills. Students study new material at home, and in class they complete practical tasks and discuss the material. Case studies: Studying real situations and problems, which helps develop critical thinking and practical skills.

Results: To achieve this result, it is necessary to teach students to think independently, find and solve problems, use knowledge from various fields for this purpose, anticipate the results of different solution options and possible consequences, and establish cause-and-effect relationships.

The project method is aimed at the independent activity of students - individual, pair, group, which the student performs for a certain period of time. This method is fully consistent with the group approach to learning. The project method always involves solving some kind of problem. This method develops students' cognitive abilities, the ability to independently construct their own knowledge and navigate in the information space, as well as critical thinking skills.

85% of students noted that they began to analyze information better.

It was found that critical thinking skills increased by 30% compared to the initial level. When determining the level of participation in the learning process: 90% of students noted an increase in interest in the educational material. Participation in discussions increased by 40%.

After using the situation analysis, the average subject scores of students increased by 20%.

The situation analysis had a positive effect on the development of analytical skills and student activity. The results of the study confirm the effectiveness of this method in the educational process, which opens up new opportunities for its use in further teaching.

Conclusion: Students significantly improved their analytical and problem-solving skills. Students' interest in the learning material increased, which ensured their active participation. After using the case method, students' grades increased by an average of 20%. Students developed the ability to find effective solutions in real situations. The case analysis method is very effective in the educational process, helping students develop analytical thinking and problem-solving skills. This method also makes the learning process more interesting and interactive. Wider use of this method in the future will help increase the effectiveness of teaching.

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