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THE ROLE OF THE ASSOCIATIVE METHOD IN THE ASSESSMENT OF NEW KNOWLEDGE FOR STUDENTS

J. D. Zikirullayev
Tashkent Medical Academy,
1st Faculty of Medicine, 5th year student

Abstract

Pedagogical practice shows that it is difficult for a student who has decided what profession he will become, to master the subjects of another subject [1,3,5]. First of all, there is a lack of desire and motivation, which extinguishes interest in science from the very first days. This small study investigated the effectiveness of non-traditional teaching methods [2,4].

Non-traditional teaching methods lead to the formation of motivation in studying subjects that the student considers not interesting. "Non-traditional methods bring out self-development and independent learning skills in students."

Nowadays, one of the important components of innovative teaching is the associative method. Association (Latin association - "connection") is a mental connection formed between two or more emotions, actions, ideas based on certain conditions. This term was introduced to science in 1698 by J. Locke [6,7]. This method helps to effectively learn the new knowledge - skills being studied based on the existing concepts and information and the search for correlation between them [8,9,10,11]. Association is an interrelationship between concepts, facts, objects, and knowledge of a separate type, and the recollection of one of them causes the recollection of the other that is similar to it. Associations can occur on the basis of various signs: color, taste, shape, sound, movement, purpose, quantity, function, etc.

Material and Examination Methods:

144 students of the Department of Treatment and Medical Pedagogy of the Tashkent Medical Academy received the subject of each seminar during a 15-day cycle using the method of association from traditional and non-traditional methods. The associative method was used to increase the level of memorization of the studied material during the lesson. At the stage of imagining the associative relationship, students were first asked about their thoughts about certain terms and events.

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The proposed connections are written down, and if there is no logical connection, the most important point is that the main purpose of using this method is to increase interest in the subject of the lesson and strengthen the mechanisms of remembering. After the topic was studied, they were analyzed and divided into subjective and objective relationships. The difficulty side of the associative teaching method is that the subject being studied is unfamiliar to the student and it is related to short-term memory.

Visual representation exercises visual memory while recalling an association. When covering the topic, it was introduced in the form of a story and an attempt was made to remember it through an illustration. As a result, the student not only mastered the topic, but also systematically studied its essence, the sequence of processes, and formed a philosophical approach to finding a solution. Because philosophy lies at the root of all the processes that take place in a living organism. At the end, a questionnaire consisting of special questions was conducted among the students.

Results and Discussion:

According to a survey conducted among students, despite their interest in the associative method, 112 (78%) students prefer the mechanical method in mastering the subject, which indicates that their figurative thinking, necessary for the associative approach, is not well developed.

109 students (75.7%) noted that it is easier to blindly copy and memorize a topic than to invent an association for it. According to the results of the questionnaire analysis, 84 students (58.3%) noted that one of the factors determining the effectiveness of the associative method in the teaching process is the teacher's emotionality - facial expressions, behavior, accents in speech.

If associations are considered to have an individual importance in each person, 137 students (95%) were not afraid of making mistakes during the lesson, behaved freely and showed activity during the lesson, in turn, their interest in the learning process increased and their motivation to learn the subject increased (52.7%). 82 students (56.9%) admitted that they are thinking about choosing ophthalmology as a profession in the future.

Conclusions

The use of associations in the course of the lesson forms students' creative activity and logical thinking, develops the memorization mechanism. Students do

not need to be forced to inculcate stereotyped associations. If any taught skill has its purpose, it must be taught in a systematic way by activating the learning process, that is, in the process of working with associations, it is necessary to attach importance to the systematic delivery of the learned material. This issue can be solved positively by consistently studying the subject and expressing them with the nuances and details of the image.

Stimulating the student's ability to communicate with the use of this method in the lesson will help in mastering the chosen profession or finding aspects related to it. The time allocated to science and a one-day seminar allows a student who has difficulty remembering the material to master the curriculum in this way, given the amount of information covered during the day.

The associative baggage, the individuality and the uniqueness of the life experience, which have been formed, become the decisive factor in the formation of the characteristic of unique interpretation.

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