

# TECHNOLOGY OF ACCUMULATION AND SYSTEMATIZATION OF INFORMATION IN RUSSIAN LANGUAGE LESSONS IN THE MEDICAL UNIVERSITY

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## *Summary*

*This article provides information on the technology of accumulation and systematization of information in the Russian language classes, the components, advantages and disadvantages of the "portfolio", reflecting all phases and stages of training.*

**Keywords:** Portfolio, systematization, competence, glossary, organizer, reflexive magazines, audio fragments, educational and cognitive activity, innovative approach.

## ТЕХНОЛОГИЯ НАКОПЛЕНИЯ И СИСТЕМАТИЗАЦИИ ИНФОРМАЦИИ НА ЗАНЯТИЯХ РУССКОГО ЯЗЫКА В МЕДИЦИНСКОМ ВУЗЕ

## *Аннотация*

*В данной статье даются сведения о технологии накопления и систематизации информации на занятиях русского языка, о компонентах, преимуществах и недостатках «портфолио», отражающие все фазы и этапы обучения.*

**Ключевые слова:** Портфолио, систематизация, компетентность, глоссарий, органайзер, рефлексивные журналы, аудиофрагменты, учебно – познавательная деятельность, инновационный подход.

Technology - is the art, skill, skill, a combination of methods of processing, changing the state. "Pedagogical technology" is known as a category of stage-by-stage and reproducible process of achieving the pedagogical goal. Since the solution of educational problems and tasks is not limited to the use of a limited set and strictly defined technologies, in the activities of university teachers in training sessions, consultations and final controls, outside the learning process, the choice is already known, as the development of new technologies.

At the present time, the concept of "portfolio" is firmly embedded in the pedagogical lexicon. This term is actively used not only in business, politics, among artists, journalists, but also in high school educational work. The term "portfolio" from the French word porter is to wear + lat. In folio, is a technology for working with the results of educational and cognitive activity of students, which can be used to demonstrate, analyze and evaluate educational results, develop reflection, raise awareness, understand and evaluate the results of educational activities.

The purpose of the application of technology is to teach to select, systematize and analyze information on the chosen topic, work with various sources of information; At the level of the academic discipline - to trace the dynamics of the student's attitude to the curriculum and educational achievements.

Portfolio has its advantages: unlike the traditional approach, which divides teaching, learning and assessment, the portfolio integrates organically the three components of the learning process; Allows to combine quantitative and qualitative assessment of educational achievements through the analysis of various products of its educational activities; It allows continuous evaluation and self-assessment in the conditions of university education, it is easily integrated

into professional and service evaluation systems, which enables early formation of professionally significant skills of students and promotes the development of their independence.

At the same time, the portfolio has its drawbacks: the introduction of this technology requires a lot of systematic work to improve the skills of teachers, the formation of their willingness to approve and accept this innovation, the introduction of the portfolio requires both the teacher and students of new organizational and cognitive skills. Portfolio requires more time to implement than the traditional system of educational achievements.

The technology of information systematization and accumulation performs the function of information retrieval, information systematization, preparation of materials for the creation of a teaching tool, the study of a new direction, the development of innovative approaches to something, the preparation of material for printing, and so on. It can become one of the ways of forming a key competence, at the same time the portfolio is a sort of "individual folder", in which personal achievements of the subject of educational activity are fixed. Portfolio is planned in advance and is created during a fairly long period, semester, year, etc. It can be created electronically or on paper. Portfolio is a collection of works for a certain period of time, usually for a semester or academic year, which is assessed either in terms of the curriculum. The portfolio can include different types of information: - single-entry (Tests, tests);

- diverse (homework, tests, essays, video - or audio recordings, projects, etc. The components of the portfolio of Russian can be a stand-alone operation, the results of test and examinations, tests, schemes, projects, presentations, creative work, audio - video, tables, questions, glossary, diplomas, certificates, software, materials, pedagogic practices, reports, signs of achievements, etc. It should be further transfer students the opportunity column portfolio, specify the total number, and then explain tsya an indicative list of activities that may enter in the portfolio These include the following:. Organizer (diagrams, drawings, tables, graphs, etc.), which organizes both theoretical and practical material;

- a list of observations - for what processes that occurred during the work;
- reflexive journals - a description of the process of solving learning problems, brief notes, etc ;

- a training diary in the course of the course, subject, semester;
- a schematic representation of speeches, debates, videos and audio fragments written works;

- creative thematic tasks, computer programs, certificates, grants, etc.

During the creation of the portfolio, not only professional, but also methodological competence is formed. It contributes to the organization of the student's own educational activities, development of skills for self-education, assessment of the prospects for professional growth, the definition of the dynamics of educational and cognitive activities, the definition of difficulties in learning the material on the subject.

Portfolio can be used at different stages of training in the university. At the initial stages of training in the university (1-2 courses), when the conceptual apparatus becomes established and the fundamental fundamentals of professional knowledge is mastered, in creating the portfolio, accents are placed at work with reference literature, monographs, creating headings aimed at working out various scientific concepts and their terminological Field.

At senior courses (3 - 6 courses), its creation has a more practical focus. Here, the main content is working with empirical data, with methods and technologies for solving problems. The best results for the implementation of the portfolio in the structure of the educational process are provided by the training of teachers of the technology for its creation.

The working portfolio includes a collection of works collected for a certain period of study, to demonstrate the progress of the student in any field of study. The evaluation portfolio includes characteristics that reflect the student's attitude toward learning activity. The thematic portfolio includes materials that reflect the goals, process and outcome of a particular problem.

## Literature

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