



APPLICATION OF THE 4 STEP METHOD IN PRACTICAL TRAINING

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Abstract: The article presents the application of the 4 step method, the stages of this method, the sequence of their application, from the types of Education based on modern pedagogical technologies in the process of practical training in simulation centers.

Key words: interactive education, pedagogical process, new pedagogical technologies, 4 step method.

Relevance. Today, it is a requirement of the period for students to conduct lectures and practical classes using new pedagogical technologies [3].

The effectiveness of the educational system is directly related to the skill of being able to apply modern educational technologies at a professional level [2].

The main essence of interactive teaching methods is the assimilation of all participants of the training involved in the course process by understanding and discussing their knowledge and thoughts. One of the main requirements of these methods is considered to be solidarity, joint thinking. The learning process of the curriculum is carried out through joint activities among the students, through the way each student offers his own opinion, Innovation, Exchange of knowledge and solution to the problem [4].

Applying interactive techniques to the training process will stimulate the student's interest in the subject, to form as a mature person in the future, and to become a competitive professional [5].

The difference between interactive methods from traditional teaching methods changes the process of collision between the head of training and the student: student activity takes precedence over teacher activity, which in turn becomes the main goal of the teacher, creating a higher level of conditions for students' process of initiative thinking [4].

The purpose of this article is to demonstrate the sequence of performing the 4 step method, its advantages, in mastering practical skills in simulation centers.

Materials and methods. Simulation center equipment (robot, mannequins, phantoms), practical training team, literature data, results of random searches.

Results, discussion.

The educator creates conditions for the development, formation, acquisition and upbringing of an individual in the process of training, and at the same time performs the function of stewardship, orientation. In the educational process, the student becomes the main figure. Also, the use of modern means of technology, multimedia, computer, internet, distance learning, unified information environment and similar information and communication technologies will pay off for the meaningful organization of the educational process. The application of modern pedagogical technologies quickly pays off in all forms of teaching (lecture, practice, independent education, etc.).



The effective use of interactive methods in the educational process is guaranteed by the following factors:

- thorough preparation and planning in advance for the application of this method;
- the creation of an appropriate situation for the application of this method;
- the interactive educational process is organized in a friendly, sincere way, on the basis of universal requirements, not given to emotions;

- the process of an individual approach is the creation of the appropriate conditions for the student to think freely, to creatively describe his inner experiences;

- interactive methods are implemented in different forms.

Individuation of the educational process is such a teaching method that:

- it is taken into account that each student actively participates in the educational process and makes a personal contribution to the educational process;

- when organizing the educational process, the methodological approach of the Educator, his speed, the personal peculiarities of the student are taken into account;

- when conducting educational and methodological, psychological, pedagogical, organizational, managerial work, the student's personality will be in the educational and educational center.

The Student is not taught, he is taught to study, study, work independently. In this, students are taught to assimilate through independent analysis, to think creatively, to think freely on the basis of personal conclusions. In students, the skills of being able to think against iodine thoughts, to defend one's position are formed.

Without knowledge being given to the student ready-made, through the search, finding, processing of knowledge from textbooks, the Internet, various other sources, his skills for obtaining knowledge are formed and developed. Through the knowledge gained, the opportunity is created to conduct creative observation. The student is taught to work with textbooks, study, learn, write synopsis, master the skills of independent mastering using additional literature.

During practical training, which is carried out in simulation centers using robots, mannequins, phantoms, it is of great importance to use the 4-step method in the process of mastering practical skills. This is the name of the steps: "explain", "show what to do", "return as indicated", "exercise". That is, the practice teacher first explains to the students a smaller work step, and then shows them what to do. Students then need to take turns returning (imitate) in such a way as to indicate this stage of work. The training leader keeps correcting (praising or criticizing) his mistakes while the students are doing it back. After that, this work phase is returned many times until the students master it perfectly in the exercise style.

The sequence of actions within the framework of the 4-step method consists of the following.

Step 1: explanation-curiosity (motivation). The training leader explains what to do. It provides students with all the information they need to apply a specific work step or a skill, explaining the work steps in their sequence. Students listen an/or record.

Step 2: showing what to do - demonstration. The head of the training makes it clear how the explained work stage should be done, while the students look. Usually the head of training comments to students about what he is doing. That is, the concept of demonstration can also be used here. It is recommended to demonstrate a skill 3 times. It is advisable for the head of training to demonstrate practical skills at two different speeds during the demonstration:

2.1-demonstration: deliberately run at a slow pace. To better show each stage separately and features, and to explain the rules of labor safety.

2.2-demonstration: held at normal speed. To show the skill once again to the fullest and to make an "inner image" (i.e., a clear vision) appear in the students. While demonstrating, the head of training will comment on each of his steps. Then ends the instruction part directly.

Step 3: return as shown - imitation. Students return the stage of work indicated by the head of training. While the students are working, the head of the training expresses his opinion, criticizes the bad work by praising the good work and shows once again what to do.

Step 4: Exercise. After each student returns and sees the work phase as indicated and understands the comments of the training leader on how to properly perform the work phase, this work phase is practiced many times and repeated until the desired i.e. an acceptable result is achieved.

If the quality of the results of the work meets the standard of the optimal result (predetermined quality criteria - specific goals), the work is terminated. The head of the training acts as a supervisor here and evaluates the work of the students.

In teaching practical skills, this method justified itself very well. Therefore, it plays an important role in teaching practical skills that will be needed in practice.

The use of interactive methods in educational processes, which will increase the student's interest in the process, and will directly motivate his inclusion in this discussion. The fact that an educator can hear any thoughts, while not evaluating this process, creates conditions for the student to be able to say the personal opinion that he wants to say on the topic. These processes will certainly set the stage for students to become mature, competitive professionals in the future [1].

Conclusion. As a conclusion, it can be noted that in the process of practical training in simulation centers, the application of educational types based on modern pedagogical technologies (including the 4 step method) and the training of specialists who can freely use these methods are considered urgent issues. The application of pedagogical technologies in education provides students with the opportunity to independently perform practical skills on the basis of hearing, vision, what they see.

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