

TASK-BASED LEARNING IN MEDICAL BIOLOGY EDUCATION AND ITS SPECIFIC CHARACTERISTICS

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Abstract. This article describes the process, nature, and development possibilities of teaching medical biology in medical higher education institutions, the conditions of educational development, and the use of educational technologies.

Key words: assignment, educational technologies, innovative development, module, creative activity, independent education, skills, integration, continuity.

Task-based learning is a contextualized learning method. This approach is also called task-based learning (TBL) or task-based language learning (TBL).

In a task-based classroom, the teacher gives students tasks to practice the language individually and meaningfully.

After completing the task, the teacher asks the students to reflect on what information they used. However, the primary focus of classroom instruction is on whether the student actually completed the task. This reveals that he is organizing the information. Task-based learning helps students learn to find useful vocabulary and language structures by using practical tasks. In task-based education, the structure of the lesson is as follows:

- Before giving the task, the teacher introduces the topic and introduces the instructions for completing the task. The teacher also mentions key words that are useful for completing the task.
- Preparation for a task-based language learning lesson can include showing an example of a task being done or even showing a video so that students know what is expected of them.
- Here, it is necessary to pay attention to the clarity of speech so that the student knows exactly what to do during the task-based learning activity.

In the task-based learning process, students must complete the task individually or working in a group. Students usually complete the task orally and cooperatively in small groups or in pairs. In this process, the teacher should monitor and support the students and say that he will help if necessary.

Evaluation of the assignment

In the planning and evaluation part of the task-based lesson, all groups should give a report on how the task was completed in front of the students.

Reports can be oral, written, formal or informal. Usually, these reports can be submitted in advance in writing in pairs.

This phase of task-based learning allows students to see what language each group needs and allows them to practice their language naturally.

The teacher can also show videos of other groups doing a similar task to see how they tackled it.

Analysis

In the analysis phase of a task-based learning class, the teacher can take elements from each student's reports and highlight important words and any relevant or interesting passages.

Students can discuss the specifics of the assignment, how they approached it, and what language skills are required. If a video is shown during the reporting phase, it may be a good idea to discuss how the students in the video did their tasks.

Practice

Based on the reports and analysis phase of task-based learning, the teacher can select important areas of the language that need more practice.

Assignments and reports show the areas where students are having the most trouble and therefore which language areas, words and phrases need practice.

Students can then do some activities to increase their knowledge and confidence in these challenging language areas.

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Task - a problem situation in which a clearly defined goal must be achieved; in a narrow sense, the task is the goal given within the problem situation itself, that is, it is also called what to do. An even narrower definition calls a task a situation in which a system has a known initial state and a desired final state. Other definitions of the concept of "assignment" according to international standards:

- ☐ activity necessary to achieve a specific goal;
- ☐ required, recommended, or permitted actions that help achieve one or more outcomes of a particular process;
- ☐ the smallest unit of work to be taken into account; clearly defined task for one or more project participants.

Broadly speaking, a task is something that needs to be done—for example, a logic problem, a math problem, a chess problem.

Unlike a function that can be performed continuously, a task involves achieving an end result (solving a problem) under defined conditions.

Assignments are divided into the following types:]

1. Elements of the initial (initial) situation
2. Rules for change of situation
3. The desired solution (goal, final state) The task is divided into the following characteristics:
 - ☐ Familiarity or unfamiliarity of the situation, novelty of the task for the subject
 - ☐ The level of separation (clarity) of important relationships
 - ☐ Form of conditions (real situation / picture / verbal description)
 - ☐ Condition-solution ratio: conditions are sufficient / insufficient / excessive to solve.

Rehearsal is the repetition of an activity many times in order to master it or improve its quality.

Exercise plays an important role in building skills and competencies in education. In order for the exercise to be effective, it is necessary to approach it consciously, to take into account the existing conditions while performing this process, to understand the mistakes and shortcomings and to know how to correct them. In this case, it is very important to gradually move from a simple movement to a complex movement, to divide the repetition times correctly. The time between repetitions in the exercise should not be so short that it tires a person, and vice versa, it should not be too long. Exercises are usually held at school in each subject, in the classroom and in extracurricular activities. Exercises at school help students to work independently and develop their creative abilities.

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