№ Стом-21-ИН

DEPARTMENT OF HEALTH ORGANIZATION

WITH PSYCHOLOGY AND PEDAGOGY

MEDICAL FACULTY

EDUCATIONAL AND METHODOLOGICAL RECOMMENDATIONS ON TRAINING PRACTICE FOR EXTRACURRICULAR INDEPENDENT WORK OF STUDENTS

general medical practice
(fundamentals of practical training for the professional activities of a general practitioner for the provision of primary health care)

"Psychology and Pedagogy"
the main professional educational program of higher education - a specialist's program in the specialty 310503 Densitry

VLADIKAVKAZ

Developers:

Associate Professor of the Department of Health Organization
with Psychology and Pedagogy, Candidate of Medical Sciences
of the Federal State Budgetary Educational Institution of Higher
Education "North - Ossetian State Medical Academy" of the
Ministry of Health of the Russian Federation A.S. Tatrov

Methodological recommendations are developed to assist students in organizing extracurricular independent work in the disciplines. The recommendations provide basic requirements for the organization of independent work, organization technology, types of independent work, organization of control and planning of independent work of students, assessment criteria. Guidelines are compiled on the basis of the requirements of the Federal State Educational Standard of Higher Education

INTRODUCTION

The most relevant at the present time are the requirements for the personal qualities of the student - the ability to independently replenish and update knowledge, to search for the necessary educational materials; the role of students' independent work on educational material is increasing, the teacher's responsibility for developing independent work skills, for stimulating students' professional growth, cultivating their creative activity and initiative is increasing.

In this regard, independent work of students is an important and integral part of the educational process.

Independent work of students in SOGMA is an important type of educational and scientific activity of a student. The federal state educational standard provides, as a rule, 50% of the hours of the total labor intensity of the discipline for extracurricular independent work of students.

In this regard, training in SOGMA includes two parts that are almost identical in volume and mutual influence - the learning process and the self-learning process. Therefore, extracurricular independent work of students. should become an effective and purposeful work of the student.

The concept of modernization of Russian education defines the main tasks of vocational education "training a qualified employee of the appropriate level and profile, competitive in the labor market, competent, responsible, fluent in his profession and oriented in related fields of activity, capable of effective work in his specialty at the level of world standards, ready to constant professional growth, social and professional mobility".

The solution of these problems is impossible without increasing the role of students' independent work on educational material, strengthening the responsibility of teachers for the development of independent work skills, for stimulating the professional growth of students, fostering creative activity and initiative.

Society imposes a fairly wide list of requirements on a modern specialist, among which the graduates have certain abilities and the ability to independently obtain knowledge from various sources, systematize the information received, and evaluate a specific financial situation. The formation of such a skill occurs throughout the entire period of study through the participation of students in practical classes, the performance of control tasks and tests, writing term papers and final qualifying works. At the same time, extracurricular independent work of students plays a decisive role in the course of the entire educational process.

The concept, functions, tasks and types of independent work of students

Independent work is the planned work of students, performed on the instructions and with the methodological guidance of the teacher, but without his direct participation.

Independent work performs a number of functions, among which it should be noted:

- developing (improving the culture of mental work, familiarizing with creative activities, enriching the intellectual abilities of students);
- orienting and stimulating (learning process is given acceleration and motivation);
- educational (professional qualities of a specialist are formed and developed);
- research (a new level of professional and creative thinking);
- information and training (educational activity of students in the classroom).

The tasks of independent work of students are:

- systematization and consolidation of the received theoretical knowledge and practical skills of students;
- deepening and expansion of theoretical knowledge;
- formation of the ability to use reference literature;
- development of students' cognitive abilities and activity: creative initiative, independence, responsibility and organization;
- formation of independent thinking, abilities for self-development, self-improvement and self-realization;
- development of research skills.

In the educational process of an educational institution, two types of independent work are distinguished: classroom and extracurricular.

Classroom independent work on the discipline is carried out in the classroom under the direct supervision of the teacher and according to his assignments.

Extracurricular independent work is carried out by the student on the instructions of the teacher, but without his direct participation. Extracurricular independent work includes such forms of work as:

• individual lessons (homework):
• study of the program material of the discipline
• study of recommended literary sources;
• note-taking of sources;
• work with dictionaries and reference books;
• work with electronic information resources and Internet resources;
• drawing up a plan and theses of the answer to the lesson;
• drawing up diagrams, tables, for systematization of educational material;
• performance of test tasks;
• problem solving;
• preparation of presentations;
• answers to control questions;
• writing essays, theses, reports, abstracts;
• work with computer programs;
• preparation for the test;
• group independent work of students:
• preparation for classes conducted using active forms of learning (round tables, business games);
• participation in scientific student conferences
• obtaining consultations for clarifications on the issues of the studied discipline.

The content of extracurricular independent work is determined in accordance with the educational and methodological complex for disciplines.

Educational and methodological support for independent work of students

The Academy provides educational, methodological and material and technical base for the organization of independent work of students.

The library provides:

• the educational process with the necessary literature and information (accommodates the library fund with educational, methodical, scientific, periodical, reference and fiction literature in accordance with curricula and programs, including on electronic media);
• access to basic educational information resources, information database, including bibliographic database, access to the Internet.

Subject-cycle commission:

• ensures the availability of all necessary educational and methodological and reference material;
• develops: educational and methodological complexes, programs, manuals, materials on academic disciplines in accordance with state educational standards;
• methodological recommendations, manuals for the organization of independent work of students;
• tasks for independent work;
• topics of abstracts and reports;
• questions for offsets;
• provides students with information about the availability of educational and methodological literature, modern software in their discipline.

Organization of student's independent work

The correct organization of independent training sessions, their systematic nature, reasonable planning of working time allows students to develop skills in assimilating and systematizing the acquired knowledge, ensuring a high level of academic performance during the training period, and gaining skills to improve their professional level.

Tasks of the teacher in planning and organizing student's independent work:

1. Drawing up a plan for independent work of the student in the discipline.
2. Development and issuance of assignments for independent work.
3. Teaching students the methods of independent work.
4. Organization of consultations on the performance of tasks (oral instruction, written instructions).
5. Monitoring the progress and the result of the student's independent work.

The student must know:

• what sections and topics of the discipline are intended for independent study (in whole or in part);
• what forms of independent work will be used in accordance with the work program of the discipline;
• what form of control and in what terms is provided.

The methodological materials that guide the independent work of students are:

• educational and methodological complex for the discipline;
• guidelines for the performance of control work;
• guidelines for students on the organization of independent work.

Guidelines for students are an obligatory part of the educational and methodological complex. The purpose of the guidelines is to draw the student's attention to the main, essential in the discipline being studied, to teach how to connect theoretical positions with practice, to teach specific methods and techniques for performing various educational tasks (problem solving, writing theses, preparing presentations, etc.) .

Guidelines for students in preparation for classes

A practical lesson is a form of systematic training sessions, with the help of which students study one or another section of a certain scientific discipline that is part of the curriculum.

When solving problems independently, it is necessary to justify each stage of the solution, based on the theoretical provisions of the course. If a student sees several ways to solve a problem (task), then you need to compare them and choose the most rational one. It is useful to draw up a brief plan for solving the problem (task) before starting calculations. The solution of problematic problems or examples should be stated in detail, the calculations should be arranged in a strict order, separating auxiliary calculations from the main ones. Solutions, if necessary, must be accompanied by comments, diagrams, drawings and drawings.

It should be remembered that the solution of each educational problem should be brought to the final logical answer, which is required by the condition, and, if possible, with a conclusion. The received answer should be checked by methods arising from the essence of this problem. It is also useful (if possible) to solve in several ways and compare the results. The solution of problems of this type must be continued until the acquisition of solid skills in solving them.

When preparing for practical exercises, you should use the main literature from the list provided, as well as be guided by the given instructions and recommendations. For the most in-depth development of the discipline, it is recommended to study the literature indicated as "additional" in the list presented.

At practical classes, active participation in the discussion of specific situations, the ability to find the most effective solutions to the problems posed, and the ability to find useful additional material on the topics of classes are encouraged.

The student is recommended the following scheme of preparation for the lesson:

1. Work out the lecture notes;
2. Read the main and additional literature recommended for the section under study;
3. Answer the questions of the plan of the seminar;
4. Do your homework;
5. Work out test tasks and tasks;
6. In case of difficulty, formulate questions to the teacher.

Classes can be conducted in the form of a conversation with all students of the group or with individual students. This type of lesson is called a colloquium (interview). Colloquia are held on specific issues of the discipline. The colloquium differs, first of all, in that during this lesson all students or a significant part of the students of the group can be interviewed.

During the colloquium, the degree of assimilation by students of concepts and terms on the most important topics, the ability of students to apply the acquired knowledge to solve specific practical problems is clarified.

To prepare for the colloquium, students receive a task from the teacher in advance. In the process of preparation, they study the sources of literature recommended by the teacher, and independently search for relevant information, and can also collect practical material. The colloquium can also take place in the form of students' answers to ticket questions, discussion of students' messages, the teacher chooses the form.

Self test

After studying a certain topic from the notes in the abstract and the textbook, as well as solving a sufficient number of relevant tasks in practical classes and independently, the student is recommended, using a sheet of reference signals, to reproduce definitions, derivations of formulas, formulations of the main provisions and proofs from memory.

Sometimes the lack of assimilation of a particular issue becomes clear only when studying further material. In this case, you need to go back and repeat the poorly learned material. An important criterion for the assimilation of theoretical material is the ability to solve problems or pass tests on the material covered. However, it should be remembered that the correct solution of the problem can be obtained as a result of the application of mechanically memorized formulas without understanding the essence of theoretical provisions.

Guidelines for compiling a summary:

1. Read the text carefully. Check in the reference literature for unfamiliar words. When recording, do not forget to put reference data in the abstract margins;
2. Highlight the main thing, make a plan;
3. Briefly formulate the main provisions of the text, note the author's argument;
4. Outline the material, clearly following the points of the plan. When taking notes, try to express your thoughts in your own words. Records should be kept clear and concise.
5. Properly write down quotes. When quoting, consider the conciseness, the significance of the thought.

In the text of the abstract, it is desirable to provide not only thesis provisions, but also their evidence. When compiling a summary, it is necessary to strive for the capacity of each sentence. The thoughts of the authors should be stated briefly, taking care of the style and expressiveness of what is written. The number of additional elements of the abstract should be logically justified, the entries should be distributed in a certain sequence that corresponds to the logical structure of the educational material. Mastering the skills of note-taking requires the student to be purposeful, everyday independent work.

Consultations

If in the process of independent work on the study of theoretical material or in solving problems, the student has questions that cannot be resolved independently, it is necessary to contact the teacher for clarification or instructions. In his questions, the student must clearly express what he is experiencing difficulties, the nature of this difficulty. You should also seek advice if you have any doubts about the correctness of the answers to the self-examination questions.

Guidelines for preparing for the test

The study of the discipline "Conflict-free communication skills" ends with certain methods of control, which include: current certification, credit.

The requirements for the organization of preparation for the test are the same as for classes during the semester, but they must be observed more strictly. When preparing for the test, the student must have a good textbook or abstract of literature read at the direction of the teacher during the semester.

First, you should look at all the material on the discipline being passed, mark difficult questions for yourself. Be sure to understand them. In conclusion, it is advisable to repeat the main topics once again, using the supporting lecture notes.

Guidelines for preparing for writing and designing an information message

An informational message is a type of extracurricular independent work on the preparation of a small oral message for scoring at a seminar, a practical lesson. The reported information is in the nature of clarification or generalization, brings novelty, reflects a modern view on certain problems.

The message differs from reports and abstracts not only in the amount of information, but also in its nature - messages supplement the issue under study with factual or statistical materials. The task is drawn up in writing, it may include visual elements (illustrations, demonstrations).

The time limit for voicing a message is up to 5 minutes.

The time spent on preparing a message depends on the difficulty of collecting information, the complexity of the material on the topic, the individual characteristics of the student and are determined by the teacher. Approximate time for preparation of the information message is 1 hour.

Additional tasks of this kind can be planned in advance and entered into the map of independent work at the beginning of the study of the discipline.

Execution Requirements

• collect and study the literature on the topic;
• draw up a plan or graphic structure of the message;
• highlight the basic concepts;
• introduce additional data into the text that characterize the object of study;
• arrange the text in writing;
• hand over to the teacher for control and voice it within the prescribed time.

Criteria for evaluation:

• relevance of the topic;
• relevance of the content to the topic;
• depth of study of the material;
• literacy and completeness of the use of sources;
• the presence of visual elements.

The rating "5" (excellent) is given if the topic is relevant; relevance of the content to the topic; deep study of the material; literacy and completeness of the use of sources; the presence of visual elements. The student speaks the message clearly and distinctly, rather than reading it out.

The rating "4" (good) is given if the topic is relevant; relevance of the content to the topic; literacy and completeness of the use of sources; absence of visual elements. The student monotonously reads the message.

Grade "3" (satisfactory) is given if the message does not correspond to the content of the topic; visual elements are missing. The student monotonously reads the message

Guidelines for the preparation of multimedia presentations and reports

Multimedia presentations are a kind of independent work of students on the creation of visual information aids made using the multimedia computer program PowerPoint (Appendix 2). This type of work requires coordination of the student's skills in collecting, systematizing, processing information, arranging it in the form of a collection of materials that briefly reflect the main issues of the topic being studied, in electronic form. That is, the creation of presentation materials expands the methods and means of processing and presenting educational information, forms students' computer skills.

Presentation materials are prepared by the student in the form of slides using Microsoft PowerPoint. As presentation materials, the results of any type of extracurricular independent work can be presented, the format corresponding to the presentation mode.

The time spent on creating presentations depends on the degree of difficulty of the material on the topic, its volume, the level of complexity of creating a presentation, the individual characteristics of the student and are determined by the teacher.

Requirement for students to prepare and present a report in class.

1. A report is a message on a given topic, with the aim of introducing knowledge from additional literature, systematizing material, illustrating with examples, developing skills for independent work with scientific literature, cognitive interest in scientific knowledge.
2. The topic of the report must be agreed with the teacher and correspond to the topic of the lesson.
3. Materials in its preparation must comply with the scientific and methodological requirements of the university and be indicated in the report.
4. It is necessary to comply with the regulations stipulated upon receipt of the assignment.
5. Illustrations should be sufficient, but not excessive.
6. The student's work on a presentation report includes the development of oratory skills and the ability to organize and conduct a debate.
7. In the course of work on the presentation of the report, the student develops the ability to navigate the material and answer additional questions from the audience.
8. In the course of work on the presentation of the report, the student develops the ability to independently summarize the material and draw conclusions in conclusion.
9. The presentation of the student's abstract corresponding to the topic of the lesson can also become a report.
10. The student is obliged to prepare and deliver a report within the strictly allotted time by the teacher, and on time.

Instructions for speakers and co-speakers

Speakers and co-speakers are the main actors. They largely determine the content, style, activity of this lesson. The difficulty is that speakers and co-speakers must know and be able to do a lot:

• communicate new information;
• use technical means;
• know and be well oriented in the topic of the entire presentation (seminar);
• be able to discuss and quickly answer questions;
• clearly follow the established time limit: speaker - 10 minutes; co-speaker - 5 minutes; discussion - 10 min.;
• have an idea of the compositional structure of the report.

It must be remembered that the speech consists of three parts: introduction, body and conclusion.

The introduction helps to ensure the success of the speech on any topic. The introduction should contain:

• name of the presentation (report);
• communication of the main idea;
• modern assessment of the subject of presentation;
• a brief listing of the issues under consideration;
• lively interesting form of presentation;
• emphasizing the originality of the approach.

The main part, in which the speaker must deeply reveal the essence of the topic, is usually built on the principle of a report. The task of the main part is to present enough data so that the listeners become interested in the topic and want to get acquainted with the materials. At the same time, the logical structure of the theoretical block should not be given without visual aids, audio-visual and visual materials.

Conclusion is a clear, crisp summary and concise summary that listeners are always looking forward to.

Guidelines for the preparation and design of an ESSAY

ESSAY writing is a type of extracurricular independent work of students in writing a short essay and a free composition on a private topic, interpreted subjectively and usually incompletely (Appendix 3). The topic of the essay should be relevant, affecting modern problems in the field of study of the discipline. The student must reveal not only the essence of the problem, bring different points of view, but

also express their own views on it. This type of work requires the student to be able to clearly express his thoughts both in writing and through logical reasoning, to clearly state his point of view.

An essay, as a rule, has a task devoted to solving one of the problems related to the field of educational or scientific interests of the discipline, a general problem field, on the basis of which the student himself formulates the topic. When revealing the topic, he must show the originality of the approach to solving the problem, the realism, usefulness and significance of the proposed ideas, brightness, imagery, artistic originality of presentation.

The time spent on preparing the material depends on the difficulty of collecting information, the complexity of the material on the topic, the individual characteristics of the student and are determined by the teacher. Estimated preparation time is 4 hours.

As an additional task, it is planned in advance and entered into the map of independent work at the beginning of the study of the discipline. An essay can be presented at a practical lesson, at a competition of student works, scientific conferences.

Student role:

• carefully read the task and formulate a topic that is not only relevant in its meaning, but also original and interesting in content;
• select and study sources on the topic, the information contained in them;
• choose the main and secondary;
• draw up an essay plan;
• laconically, but capaciously reveal the content of the problem and their approaches to its solution;
• complete an essay and submit it on time.

Criteria for evaluation:

• novelty, originality of idea, approach;
• realistic assessment of the current situation
cases;
• usefulness and realism of the proposed idea;
• the significance of the implementation of this idea, approach, breadth of coverage;
• artistic expressiveness, brightness, imagery of presentation;
• literacy of presentation;
• Essay submitted on time.

The rating "5" (excellent) is given if the topic corresponds to the content; the problem is identified and highlighted; the student revealed not only the essence of the problem, but also brought different points of view and expressed his own views on it; the essay does not contain speech and grammatical errors.

Rating "4" (good) is given if the topic corresponds to the content; the problem is identified and highlighted; the essence of the problem is not disclosed; the essay contains 1-2 speech and grammatical errors.

Grade "3" (satisfactory) is given if the topic does not correspond to the content; the problem is not defined and highlighted; the material is not logically presented; there are grammatical and speech errors.

Guidelines for the use of information technology

As part of the study of academic disciplines, it is necessary to use advanced information technologies - computer equipment, electronic databases, the Internet. When using Internet resources, students should consider the following recommendations:

• it is necessary to be critical of information;
• one should learn to process large volumes of information presented in sources, to be able to see the strengths and weaknesses, to single out the most significant part from the presented material;
• Avoid plagiarism! (plagiarism is the appropriation of the fruits of someone else's creativity: the publication of other people's works under one's own name without indicating the source or use without transformative creative changes made by the borrower). Therefore, if the source text remains unchanged, do not forget to make references to the author of the work.

Independent work on the Internet

New information technologies (NITs) can be used to:
• search for information on the net - the use of web browsers, databases, the use of information retrieval and reference systems, automated library systems, electronic journals;
• organization of dialogue in the network - the use of e-mail, synchronous and delayed teleconferencing;
• creation of thematic web-pages and web-quests - use of html-editors, web-browsers, graphic editors.

Useful addresses on the Internet:

- http://www.prevention.com/
- http://www.webmd.com/
- http://www.healthcentral.com/
- http://www.localhealth.com/
- https://client.myoptumhealth.com/myoptumhealth
- http://www.medicineonline.com/
- http://www.mayoclinic.com/
- http://health.nih.gov/
- http://www.ivillage.com/health
- http://www.cancer.org/
- http://www.cdc.gov/
- http://www.cdc.gov/
- http://www.sharecare.com/
- http://www.nimh.nih.gov/health/index.shtml
- www.gks.ru – Федеральная служба государственной статистики;
- www.infopravo.by.ru - Законодательство Российской Федерации;
- www.consultant.ru - Интернет-версия системы «Консультант Плюс»;
- www.garant.ru - Интернет-версия системы «Гарант»;
- www.rsl.ru - Российская государственная библиотека;
- www. alleng.ru - Библиотека учебников ;
- www. bibliotekar.ru - Электронная библиотека;
- www.finansy.ru/ - Книги, статьи из сборников и журналов по экономике и др.дисциплинам.

Mind Mapping

Mind maps (Intelligence maps) are a schematic representation of the key thoughts of a book, the main points of a speaker's speech, or your most important action plan. With their help, it is convenient to restore order in the information chaos. Mind maps have many names - mental map, mind mapping, mind map, mind map, mind map.

The word mind is translated as mind. Psychologists are sure: by drawing cards with felt-tip pens on sheets, you will really become smarter and unlock the potential of your brain. Let's leave these thoughts to scientists and talk about the practical implementation of mind mapping.

What, where and how to draw?

The map vaguely resembles a tree. Or a spider. Or an octopus. In general, something that has a center and branches.

In the center is the main idea or problem. Key points depart from it. Each item is also, if necessary, split into several smaller items. And so on, until the whole problem is clearly worked out.

How good is the map format?

1. Schematic text is perceived better than a sheet, because it is shorter and simpler.
2. The time of information perception is saved.
3. In the process of compiling the map, the memorization of the material improves.

4. When working on projects with the help of coloring branches, areas of responsibility are clearly shown.

В карте есть главная идея, темы и подтемы. Блоки можно связывать между собой

How to create cards

Let's not be smart and complicate - we will use the algorithm of the author of the maps, Tony Buzan.

• Observe the hierarchy of thoughts;
• In the center - the most important question. Graphic images (drawings, pictograms) are welcome;
• Add volume to images, blocks, beams. So the map is easier to perceive;
• Leave a distance between the blocks, do not fence the palisade of rays;
• If you need to emphasize the relationship between elements, use lines, arrows, the same colors;
• Express thoughts concisely and clearly. Simple font, one keyword above the corresponding line, the main lines are smooth and bolder, words are placed horizontally.

Mind map - like a Glavred service, only for the brain. Helps to clean the garbage from thoughts.

Mind maps are useful...

...in work:

• Plan work projects. In many programs, it is possible to share access with all team members. Changes are made to the map, tasks are prioritized, the execution process is controlled;
• Prepare and hold meetings. With the help of maps, you will draw up a speech outline, highlight key points, and establish the logic of the story. The programs have the ability to create a presentation - this will help you visualize the materials for the planning meeting;
• Make a strategy. Maps are perfect in my opinion. They help to go from the general to the particular;
• Brainstorm. Some programs even have a special mode.

...in training:

• Write down the key ideas of the seminar, lectures. Such a summary will help to remember the train of thought of the teacher;
• Organize information. You always have free space to add an important thought.

...in everyday life:

• Plan. I use maps to create plans for the week, month, prepare for important events;
• Make lists. It can be a list of books, movies, webinars, shopping, gifts, or just a list of things to do someday;
• Write summaries of books you read. One main branch - one chapter. Brief thoughts, abstracts, main points fit perfectly into the card format. In addition, some programs have the ability to take hidden notes. Hover your mouse over a specific block and a window will open with a detailed description of what is written in the block.

List of programs

The selection includes popular drawing services and little-known ones. They differ in design, export capabilities, ease of management. Some programs are more suitable for personal use, while others help to effectively plan work and study. The description applies only to free versions.

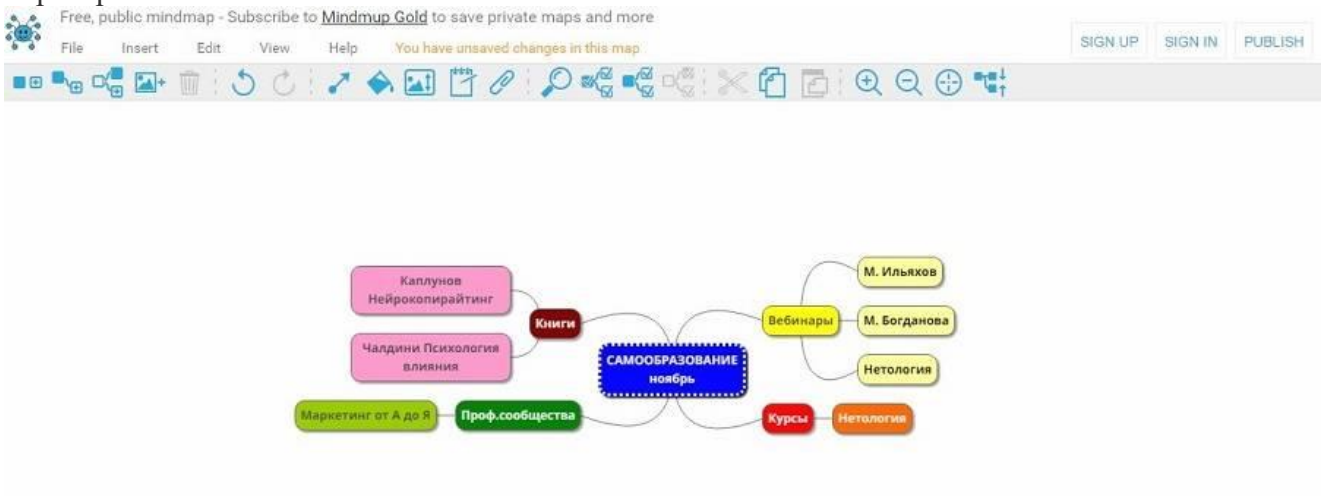
1. MindMeister

Link: https://www.mindmeister.com/ru

Peculiarities MindMeister:

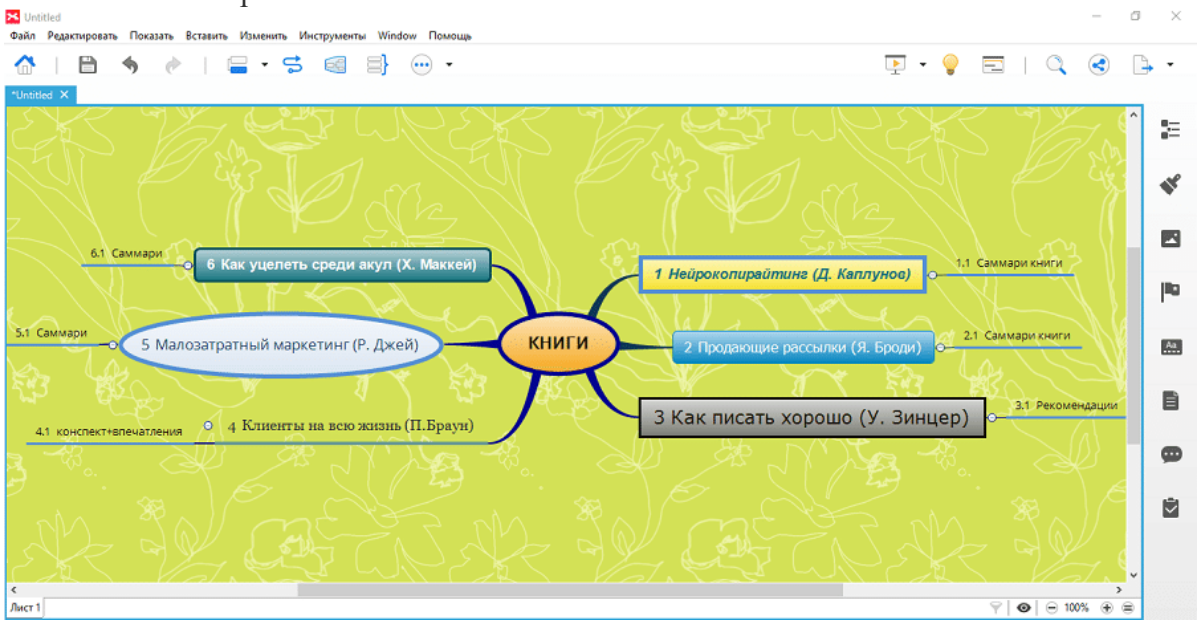
• Registration required. An alternative is to log in through external services and social media accounts;
• Synchronization with MeisterTask - an application for project management;
• There are standard templates (about 60 pieces) and the ability to upload your own pictures or backgrounds;
• The map is easy to share with colleagues, giving the selective right to edit the map;
• Integrates with Google tools as well as Dropbox, Evernote, Twitter, and more.

2. MindMup
Link: https://www.mindmup.com/
Peculiarities MindMup:
• There are all the basic features for creating a quality design;
• Simple management;
• Free export to PDF (link available within 24 hours);
• Maps are synchronized if there is one account on the devices;
• Import pictures from disk or cloud in 2 clicks.



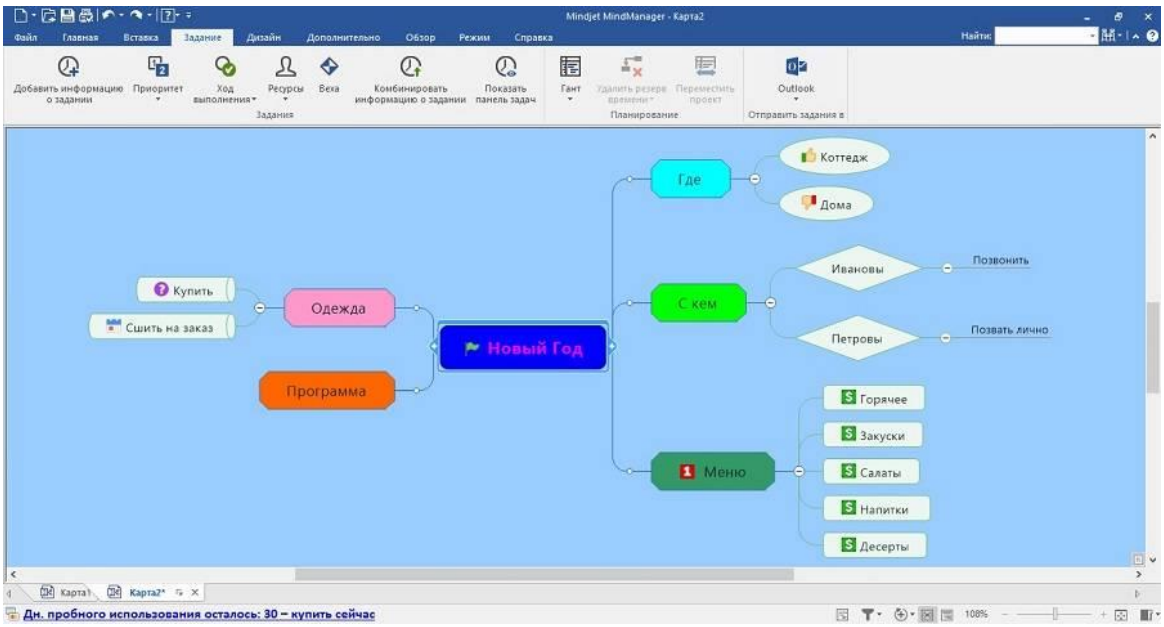
Link: http://www.xmind.net/

Peculiarities XMind:
• A large number of templates: fishbone, business plans, SWOT-analysis and other useful things;
• Stylish design, bright design - a background for the whole map or separately for blocks, a large selection of styles, lines, colors and shapes;
• Brainstorming;
• Convenient creation of presentations.



4. MindJet Mindmanager
Link: http://www.mindjet.com/ru

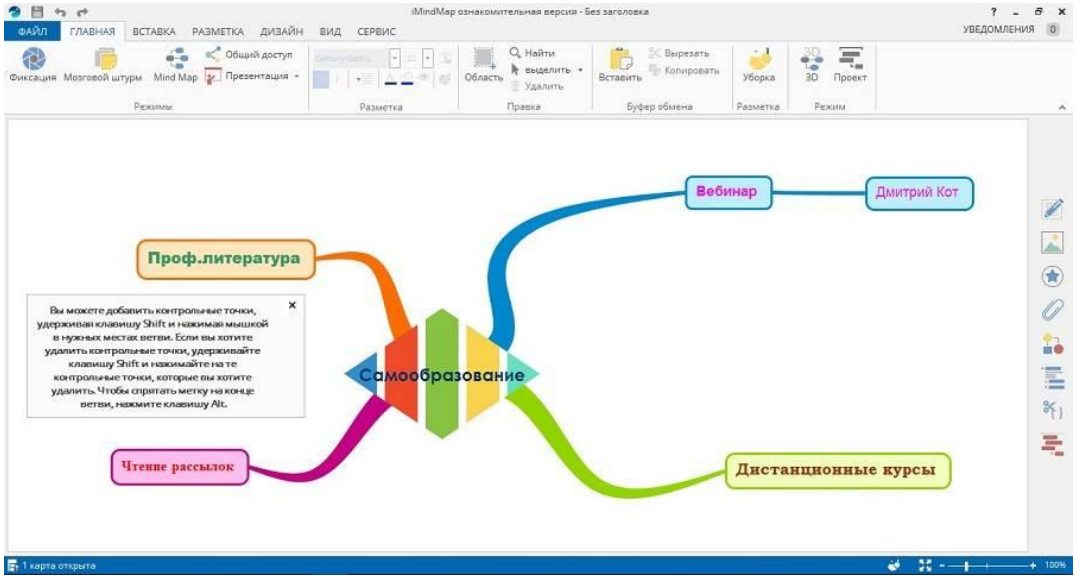
Peculiarities MingManager:
• Templates are categorized - meetings and events, management, strategic planning, personal productivity, troubleshooting, flow charts;
• It resembles Word in terms of design possibilities - it's just as simple and easy to choose text color, flowchart shape, fill, font, alignment, bulleted lists;
• Prioritization of actions. You can set the order of tasks, set beacons such as "risk", "discuss", "postpone", "expenses", "for", "against";
• You can brainstorm, build Gantt charts, link maps to each other. Easily switch between map tabs;
• Have a MindManager Plus web account for saving files to the cloud;
• Data transfer from Microsoft Outlook.



1. iMind Map
Link: https://imindmap.com/

iMind Map – программа с ярким дизайном карт и огромными возможностями

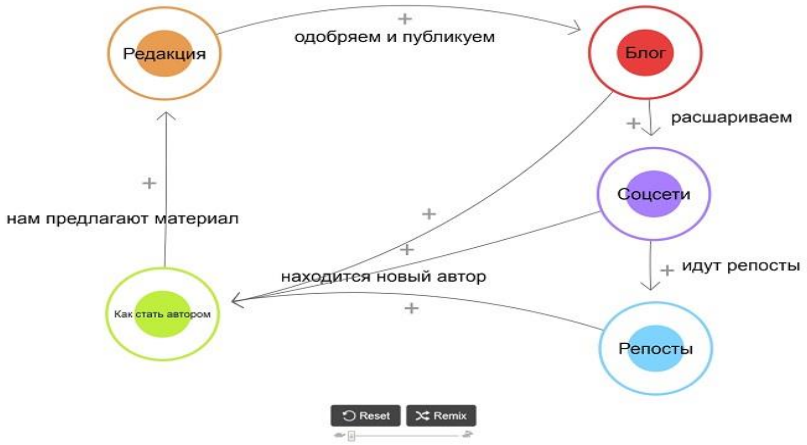
Peculiarities iMindMap:
• The program offers 4 modes: fixing ideas and thoughts, brainstorming, creating mind maps, converting data into 2D and 3D presentations, PDF files, tables and other formats;
• About 130 kinds of styles;
• At the beginning of the work there are hints: click on the icon, use Tab and Enter;
• There is a spell checker;
• Very bright animated presentations;
• You can make notes for each branch, use icons from the series of finance, transport, arrows, calendar, communications, flags, numbers, people, etc., change flowchart formats, set deadlines and priorities, add audio files;
• Time map;
• Import files in IMX, Doc, Docx, IMM, MM, MMAP format;
• Export files as PDF, SVG, 3D image, table, web page, project, audio, DropTask, Power Point presentation, zipped file.



Интеллект-карты в iMind Map

6. LOOPY

Link: http://ncase.me/loopy



Peculiarities LOOPY:

The service allows you to create "live" schemes in which elements move between blocks. This allows us to illustrate some cyclical processes.

The service is free, registration is not required.

Very little card design. The main thing is that the cards are “live”, with their help it is convenient to depict dynamic processes. The resulting scheme can be inserted into the site as an interactive element.

For drawing simple cards with plans for the day, lists and ideas, the following work well:

- MindMeister
- MindManager
- MindMup

The programs are easy to manage, all the necessary functions are right at your fingertips.
Create presentations and assign tasks to the entire department using mind maps. Choose:

- MindMeister
- XMind
- MindManager
- MindGenius
- Coggle
- iMindMap.