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НОВЫЙ ДЕНЬ В МЕДИЦИНЕ

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**THE LEVEL OF KNOWLEDGE OF STUDENTS ACQUIRED IN INTERACTIVE WAYS
“BLITZ METHOD” AND “CASE STUDY”**

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Resume,

Teachers of medical universities have a difficult task - to teach students independent medical practice, to take decisive action in emergency situations, that is, to stimulate clinical thinking, activate creative potential, and form a steady interest in education and the future profession. It was found that interactive teaching methods, unlike traditional ones, generally more effectively influence the process of mastering a complex of clinical knowledge. The use of educational clinical games in the process of teaching the subject clinical pharmacology significantly develops the baggage of clinical knowledge with a simultaneous increase in the cognitive ability of students.

Keywords: interactive teaching methods, methods "Blitz method", "Case study", the subject of clinical pharmacology.

"BLITS METOD" VA "CASE STUDY" INTERFAOL USULLARIDA TALABALARNING OLGAN BILIM DARAJALARI

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Rezyume,

Tibbiyot universitetlari o'qituvchilarining oldiga qiyin vazifa qo'yilgan - talabalarga mustaqil tibbiy amaliyotni o'rgatish, favqulodda vaziyatlarda qat'iy choralar ko'rish, ya'ni klinik fikrlashni rag'batlantirish, ijodiy salohiyatni faollashtirish va ta'lim va kelajak kasbiga doimiy qiziqishni shakllantirish. Ta'limning interfaol usullari an'anaviy usullardan farqli o'laroq, klinik bilimlar majmuasini o'zlashtirish jarayoniga ko'proq ta'sir ko'rsatishi aniqlandi. Klinik farmakologiya fanini o'qitish jarayonida o'quv klinik o'yinlardan foydalanish talabalarning bilim qobiliyatini bir vaqtning o'zida oshirish bilan birga klinik bilimlar zaxirasini sezilarli darajada yaxshilaydi.

Kalit so'zlar: o'qitishning interfaol usullari, usullari "Blits usuli", "Case study", klinik farmakologiya mavzusi.

**УРОВЕНЬ ЗНАНИЙ СТУДЕНТОВ ПРИОБРЕТЕННЫХ ИНТЕРАКТИВНЫМИ СПОСОБАМИ
«БЛИЦ МЕТОД» И «CASE STUDY»**

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Резюме,

Перед педагогами медицинских вузов стоит непростая задача – научить студентов самостоятельной врачебной практике, принятию решительных действий в экстренных ситуациях, то есть, стимулировать клиническое мышление, активизировать творческий потенциал, формировать устойчивый интерес к образованию, будущей профессии. Установлено, что интерактивные способы обучения в отличие от традиционных, в целом более эффективно влияют на процесс усвоения комплекса клинических знаний. Применение учебных клинических игр в процессе обучения предмета клиническая фармакология существенно развивает багаж клинического знания с одновременным повышением познавательной способности студентов.

Ключевые слова: интерактивные способы обучения, методы «Блиц метод», «Case study», предмет клиническая фармакология.

Relevance

Currently, Uzbekistan is undergoing global changes in higher education, which affected the training of medical personnel. One of the key factors in improving the quality of training of medical personnel who are ready for independent practical activity is the use of innovative teaching methods in pedagogical activity.

Teachers of medical universities have a difficult task - to teach students independent medical practice, to take decisive action in emergency situations, that is, to stimulate clinical thinking, activate creative potential, and form a steady interest in education and the future profession.

The development of intellectual and creative potential is carried out not in specially organized classes, but throughout the long-term learning process: during lectures, seminars and workshops [1].

The traditional form of knowledge-control-assessment is gradually superseded by innovative educational methods, the essence of which is the

ability to put into practice the knowledge gained, interpret knowledge from other related disciplines, adequately perceive new information, be creative in solving the most complex problem, and constantly improve [3].

The introduction of interactive forms of learning is one of the most important areas for improving the training of students in a modern university.

The main methodological innovations are associated today with the use of interactive teaching methods. Interactive learning is a special form of organization of cognitive activity. It implies very specific and predictable goals. One of these goals is to create a comfortable learning environment in which a student or student feels their success, their intellectual viability, which makes the learning process productive [2]. Interactive teaching methods include those that require students to independently obtain, process and implement information presented in a specific didactic form. This type of training, unlike tra-

ditional ones, significantly enriches the knowledge bank with a simultaneous increase in the students' creative thinking potential. The basis of interactive approaches to learning is the interaction of the teacher and the students, as well as the students among themselves. At the same time, the basic conditions for the existence of an interactive method are: the existence of a goal for

which a dialogue is initiated, direct and prompt exchange of information between the teacher and students, a certain scientifically-based degree of equality in the distribution of functions performed in the process of solving the problem, a high level of knowledge and understanding, necessary to achieve the main goal.

Interactive learning allows you to simultaneously solve several problems, the main one of which is the achievement of learning goals, the development of communication skills. It helps to establish emotional contacts between students, provides an educational task, as it accustoms you to work in a team, to listen to the opinion of your comrades.

Interactive forms of learning are usually divided into two types, imitative and non-imitative. Simulation methods, which include educational clinical games, immerse students in an atmosphere extremely close to the practical work of a doctor. Moreover, it forms and supports the emotional tension of the participants and increases the sense of responsibility for the fate of the patient, at least at its intellectual level. Educational clinical games allow you to systematically control the quality of the increase in professional training of students, and act as a barrier to their passage to the patient's bed, passing only the prepared part to the patients [6].

Goal. Given the foregoing, the work was undertaken as a task, which was a comparative assessment of the level of clinical knowledge of students acquired by interactive forms of training "Blitz method" and "Case study". In order to implement the tasks in practical classes on the subject of clinical pharmacology, interactive methods of training were purposefully applied - educational clinical games "Blitz method" and "Case study".

Materials and methods

The study was conducted at the Bukhara State Medical Institute, at the Department of Pharma-

cology and Clinical Pharmacology. The control was the rating of students obtained using traditional methods of assessing knowledge in the subject of clinical pharmacology. The groups of students involved in the study circle were representative in terms of the number of students, stages and types of knowledge assessment, as well as their individual rating. The level of knowledge was systematically checked using oral and written (crosswords, tests, situational tasks and others) tasks during the current, intermediate and final tests. The interactive game "Blitz method" was used in a modified version, the essence of which was as follows: questions were divided according to the level of difficulty into lungs (L1), medium (L2) and complex (L3). Their ratio in the general bank of questions was 1: 2: 1. The magnitude of the allocated points and the time available for the correct answer options depended on the degree of difficulty of the question and increased as the latter grew (4).

Results and discussion

In the course of the research, the following results were obtained. It was found that interactive teaching methods, unlike traditional ones, generally more effectively influence the process of mastering a complex of clinical knowledge. In addition, they clearly differed in the individual nature of the impact on the formation of well-known levels of knowledge. So, if traditional teaching methods influenced the development of mainly primary I (knowledge - acquaintance) and II (knowledge - copy) levels, then interactive learning methods for more advanced III (knowledge - skill) and IV (knowledge - creativity) of their form.

Classes conducted with the use of the educational game "Blitz method" were distinguished by high activity of participants, which is partly explained by the condition of its conduct, which requires the indispensable participation of all members of the group. The ending of this educational game acquired a very tempting character, especially when the final pair of participants remained. The definition of a leader - a connoisseur of the group always ended with a surge of emotions and enthusiasm from the participants. However, the possibilities of this game in terms of improving individual levels of knowledge were far from equal. According to the results, the interactive method of teaching the "Blitz method"

contributed to the improvement of I (acquaintance) and II (copy) levels of knowledge. On the formation of more advanced levels (III-skill and IV-creativity), it is not particularly affected. The latter significantly limits the possibilities of using the educational game "Blitz method". To achieve the desired result, the choice of this educational game should be differentiated, taking into account the specifics of a particular lesson. For the level of acquired knowledge with the help of it, especially from the private section of the subject, clinical pharmacology, may ultimately turn out to be low [4].

Somewhat distinctive were the results obtained as a result of the use of an educational clinical game - "Case study". When disassembling a case, students actually get their hands on a ready-made solution that can be applied in other similar circumstances. As the number of cases analyzed increases, the chance of using a ready-made decision scheme in one of the next situations with a similar nature increases. Consequently, the skills of meticulous solving more serious problems are formed [6]. This interactive learning method contributed to a significant increase in the luggage of both theoretical and practical knowledge of students. He contributed to the maximum understanding of the importance of the doctor's dialogue with the patient and the improvement of the potential of clinical thinking, as well as the ability to use theoretical knowledge in his own practical activities in a timely manner. It should be emphasized that for the successful conduct of the clinical case study game, a sufficiently large amount of knowledge in fundamental medical disciplines is required, as well as possession of a wide range of manipulations. This was obliged by the condition for collecting subjective and objective information, which is closest to the real clinical situation. It should be noted that the case study educational clinical game aroused increased interest of all participants. The knowledge obtained using this type of educational game was much perfect and corresponded to III (knowledge - skill), and even IV (knowledge - transformation) by its level. More than half of the participants in the game clearly formed elements of III (knowledge-skill), and the rest of level IV (knowledge-creativity) knowledge. At the same time, the bank of clinical knowledge was enriched much faster, which is an important and distinctive superiority of this method of training.

There was another positive quality of the case

study educational game. Among the participants - "players", the frequency of individuals who own methods of physical research has steadily increased, and most importantly, the quality of their implementation has improved, which corresponds to the goal and objectives of the subject of clinical pharmacology. [5].

The department developed scenarios for various clinical situations, created special conditions with the necessary equipment for conducting clinical training games. The teacher vigilantly monitors the course of the educational game, strictly controls each action of the participants. In cases of tolerance slip, carefully corrects them. At the request of the situation, he often makes additional information complicating the clinical situation. During the training game, participants are allowed to discuss the role of each symptom in the diagnosis of this disease, to discuss the plan for the upcoming examination of such patients. Summing up the lesson, the teacher gives an objective assessment of the actions of each participant in the game, comments on the answers, and adjusts the survey plan. Acting as an arbiter, he dwells in detail on the miscalculations and mistakes of students of the "players" and advises on ways to eliminate them.

Based on the research, we can conclude that interactive learning methods: the "Blitz method" and "Case study" affect the formation of individual levels of knowledge in different ways. So, if, the first of them contributed to the predominant growth of I and II, then the second - III and IV levels of knowledge. Taking into account the latter, the choice of the method of the educational game should be carried out in accordance with the purpose and objectives of each lesson. We consider it appropriate to use the interactive game "Blitz method" in the course of training in general, and in the "Case study" of the special part of the subject, clinical pharmacology.

Conclusion

Thus, the use of educational clinical games in the process of teaching the subject clinical pharmacology significantly develops the baggage of clinical knowledge with a simultaneous increase in the cognitive ability of students. Gives them creative independence, expands and strengthens the range of acquired practical skills. Students in these educational games have the opportunity to take the initiative, feel autonomy in mastering