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TIBBIYOT XODIMLARINI TAYYORLASHDA RAQAMLASHTIRISHNING ROLI

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Tibbiyot xodimlarini tayyorlashda raqamlashtirishning roli tobora muhim ahamiyat kasb etib, sog'liqni saqlash sohasidagi ta'limga an'anaviy yondashuvlarni inqilob qildi. Bu erda e'tiborga olish kerak bo'lgan ba'zi asosiy fikrlar:

1. ** Elektron ta'lim platformalari: ** raqamli texnologiyalar tibbiyot talabalari va mutaxassislariga keng ko'lami ta'lim resurslaridan foydalanishni taklif qiluvchi turli xil elektron ta'lim platformalarini keltirib chiqardi. Onlayn kurslar, ma'ruzalar va interaktiv modullar moslashuvchan o'quv jadvallarini osonlashtiradi.

2. ** Virtual simulyatsiyalar: ** raqamlashtirish Real virtual simulyatsiyalarni rivojlantirishga imkon beradi. Tibbiyot talabalari simulyatsiya qilingan operatsiyalar, bemorlarning o'zaro munosabatlari va diagnostika muolajalarini xavf-xatarsiz muhitda olib borishlari, amaliy ko'nikmalari va qaror qabul qilish qobiliyatlarini oshirishlari mumkin.

3. ** Teletibbiyot bo'yicha trening: ** teletibbiyot o'sishi bilan tibbiyot mutaxassislari masofadan turib parvarish qilish bo'yicha treningga muhtoj. Raqamli vositalar telehealth platformalarida o'qitish, virtual konsultatsiyalar uchun muloqot qobiliyatlari va bemorlarni masofadan nazorat qilish imkonini beradi.

4. ** Masofaviy ko'nikmalarni baholash: ** raqamli platformalar amaliy ko'nikmalarni masofadan baholashga imkon beradi. Ob'ektiv tuzilgan klinik tekshiruvlar (OSCEs) va boshqa baholashlar deyarli samarali va standartlashtirilgan baholashga imkon beradigan tarzda o'tkazilishi mumkin.

5. ** Uzluksiz kasbiy rivojlanish (CPD): ** raqamlashtirish sog'liqni saqlash mutaxassisi faoliyati davomida doimiy o'rganishni qo'llab-quvvatlaydi. CPD modullari, veb-seminarlar va onlayn kurslar amaliyotchilarga tibbiyotning so'nggi yutuqlari va dalillarga asoslangan amaliyotlardan xabardor bo'lishga yordam beradi.

Xulosa qilib aytganda, raqamlashtirish sog'liqni saqlash sohasi mutaxassislari uchun qulaylik, interaktivlik va o'qitishning umumiy sifatini oshiradigan innovatsion vositalar va platformalarni taqdim etish orqali tibbiy ta'limni o'zgartirdi.

COMPUTER TECHNOLOGIES IN TEACHING STUDENTS DURING THE TRAINING MODULE.

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Currently, the issue of introducing new computer technologies into the educational process of students is relevant. A modern student of medical universities needs computer programs for high-quality training, which will help to assimilate the necessary educational material, stimulate cognitive interest in the subject. Information technologies have a significant impact on the content, methods and organization of the educational process in various disciplines.

The purpose of the work: to assess the knowledge and interest of students in studying the module "Monitoring the growth and development of children" using the computer program WHO Anthro v3.2.2.

Materials and methods. The WHO Anthro v3.2.2 computer program, created by WHO, is used in the study of the educational module "Monitoring of children's growth and Development" at the Department of Children's Diseases in family medicine of the TMA in order to facilitate the application of the WHO-developed Norms of children's growth in monitoring the growth and development of motor skills in individual children and in general aggregates of children aged up to 5 years. In the cycle of pediatrics, 6th year students (37 people) used the WHO Anthro computer program to study the educational module "Monitoring the growth and development of children". The control group also consisted of 37 students of 6th year who used the standard technology of teaching this module.

Results: All students who have been trained on a computer program have successfully passed the intermediate and final control of the discipline. At the end of the academic year, a second anonymous survey of these students was conducted, the purpose of which was to identify difficulties, maintaining uncertainty in the implementation of temporary norms for the admission of the patient by the district doctor, in particular, the assessment of the physical development of children. Only 11% of students (4 people) retained the fear and uncertainty of their actions in a quick and high-quality execution of electronic documentation as part of an outpatient appointment. The results were compared with the control group, in which 56% (21 people) of the surveyed students noted uncertainty and fear of independent work in the clinic, which confirms a significant difference in the formation of adaptation to the upcoming practical activity between the students who completed and did not complete the training.

Conclusion: The use of modern computer technologies is an important component for students to actively memorize the material covered, stimulates students to learn, gives interest to the subject, improves the pedagogical process at the department, as well as the quality of training of the future doctor.

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