

VIRTUAL PATIENT IN TRAINING DISCIPLINE INTERNAL ILLNESSES

Abduraximova L.A.

Gadaev A.G.

Khalmatova B.T.

Tashkent Medical Academy, Uzbekistan

Many technologies have appeared in the modern educational space, one of them is simulation learning, which is a product of scientific and industrial technologies transformed into an innovative educational space. Gradually, the use of simulators has spread to various industries, including medicine. In a modern clinic, primary training in practical skills has some limitations: a lack of communication skills among students and young doctors in communicating with patients, a lack of time to practice each skill, a psychological barrier during the procedure, and a high risk to the patient's health [1,2].

Simulation technologies - simulator - robots, phantoms, mannequins, virtual simulators have the potential for future basic training in therapy. There are various data, research approaches to prove their effectiveness, and very little is known about the transferability of skills in the built environment of a simulation training center [2].

Purpose: to determine the effectiveness of using a virtual patient when students practice the skills necessary in the activities of general practitioners.

Materials and Methods: 48 students with no prior emergency training were divided into two groups. Both groups were statistically comparable for gender, age, and basic emergency skills. The first - the main group underwent training using a virtual patient - defining a problem based on a clinical situation, an algorithm of actions. The second control group was trained according to traditional methods - theory, demonstration and analysis. After preliminary preparation, the students of both groups were allowed to independently perform the skills of providing medical care in acute myocardial infarction. Each of them performed an algorithm of actions in three approaches. Teachers, using special checklists, recorded the actions of students. It was evaluated by several teachers, the results of this assessment were compared and summarized. The assessment was made for the number of mistakes made, shortcomings in the sequence. During the demonstration, students made the following mistakes: incorrect formulation of questions, difficulties in identifying the patient's main problem, untimely determination of vital signs, incorrect sequence of manipulations, incorrect choice of drugs or doses of drugs. At the same time, there was a significant difference between the number of mistakes made by students in the main and control groups. Those who received training on the virtual patient,

followed by certification of their skill level, made between 11 and 19 mistakes in one pass; in control groups - from 42 to 95 errors. The use of a virtual patient in the educational process significantly, 2-3 times reduces the number of mistakes that future specialists make when performing emergency medical care skills. Each student must perfect practical skills in clinical situations with the help of a virtual patient and improve clinical thinking skills.

Literature:

1. Simulation training in medicine / Ed. prof. A.A. Svistunova Compiled by Gorshkov M.D.-M. : Publishing house of the First MGIMU im. N.S. Sechenov, 2013 .-- 112 p.
2. A.G. Gadaev. L.A. Abdurakhimov. Innovative educational technologies as a factor in improving the quality of training in the health sector of the Republic of Uzbekistan. /Journal. Education, science and innovation. T. 2020, No. 3. p.87-92.