



## A Value of Educationally-Pedagogical Technologies is in Forming of Clinical Knowledge of Students

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**Abstract:** Today, the training of specialists with the proper level of professional readiness and rich intellectual potential, who have the ability to constantly improve themselves, replenish and expand their knowledge and skills on a daily basis, is one of the most important tasks of modern higher medical education. Since the object of the doctor's activity is a person, the requirements for his professional qualities have always been high when compared with other types of professions. And in this study, the use of OPT in the process of teaching the subject PVB 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.

Most importantly, they are not forced to be perceived by students. All this ultimately contributed to the assimilation of new theoretical and practical classes, improves the quality of training of future general practitioners.

**Keywords:** propaedeutics of internal diseases, interactive training, weak link, analysis of a critical situation.

Today, the training of specialists with a proper level of professional readiness and rich intellectual potential, who have the ability to constantly improve themselves, daily replenish and expand the range of their knowledge and skills, is one of the most important tasks of modern higher medical education. Since the object of a doctor's activity is a person, the requirements for his professional qualities have always been high when compared with other types of professions.

**Purpose:** Comparative assessment of the level of clinical knowledge of students acquired in the course of studying the subject of propaedeutics of internal diseases (IPD) using the forms of interactive learning (IAO) "weak link" and "critical situation analysis".

**Research methods:** To implement the tasks set in practical classes on the subject of PVB, the forms of IAO-"weak link" and "critical situation analysis" were purposefully used during the current semesters. The study involved 48 third-year students of the medical-pedagogical and medical faculties of the Bukhara Medical Institute.

**Research result:** Based on the conducted research, it can be concluded that the forms of educational and pedagogical technologies (OPT) "weak link" and "critical situation analysis" are quite acceptable for conducting practical classes on the subject of PVB. It should be noted that the used forms of OPT "weak link" and "critical situation analysis" differentially affect the formation of individual levels of knowledge.

**Conclusion:** The use of OPT in the course of teaching the subject of PVB significantly develops the baggage of clinical knowledge while simultaneously increasing the cognitive ability of students, gives them creative independence, expands and strengthens the range of acquired practical skills.

**Key words:** subject of propaedeutics of internal diseases, weak link, critical situation analysis, educational and pedagogical technologies.

**Relevance of the problem:** today, the training of specialists with a proper level of professional readiness and rich intellectual potential, who have the ability to constantly improve themselves, daily replenish and expand the range of their knowledge and skills, is one of the most important tasks of modern higher medical education. Since the object of a doctor's activity is a person, the requirements for his professional qualities have always been high when compared with other types of professions. Of course, he is able to effectively solve the problems of professional activity, provided the necessary amount of theoretical and practical knowledge.

As a rule, during the entire preparatory period of personnel in medical educational institutions, special attention is paid to improving the potential of professional knowledge and the quality of medical skills and abilities. Unfortunately, a significant part of the existing arsenal of educational and pedagogical technologies (OPT) is sometimes powerless to encourage students to take a proper interest in mastering the most important practical elements of healing. Consequently, the course of the educational process in medical institutions needs to be modernized.

The current new stage in optimizing the educational process is associated with the growing interest of teachers in forms of interactive learning (IAE), which strengthen the potential of students' knowledge. Of course, the comprehensive development of higher medical education is impossible without introducing modern OPT into the teacher's methodological skills, new teaching methods and original ways to improve them. Innovations, of course, will give the educational process a modern look, significantly improve its quality and, most importantly, accelerate the pace of assimilation of the presented educational process.

Taking into account the above, the present work was undertaken, the purpose of which was a comparative assessment of the level of clinical knowledge of students acquired in the course of studying the subject of propaedeutics of internal diseases (PVB) using the forms of IAO "weak link" and "critical situation analysis".

**Materials and methods of research:** To implement the tasks set in practical classes on the subject of PVB, the forms of IAO - "weak link" and "critical situation analysis" were purposefully used during the current semesters. The study involved 48 third-year students of the medical-pedagogical and medical faculties of the Bukhara Medical Institute. Students included in the research circle were divided into two representative groups based on the total number of participants, with an average course rating score, stages and types of assessment of knowledge and identity of the selected topics.

Students' rating indicators obtained using traditional methods of knowledge assessment served as a control. The work was carried out as follows: the selection of topics and participating groups of students was carried out by the general consistency of the teaching staff, scientific topics were selected both from the general and from the special part of the subject of PVB. The work consisted of several stages. At the first stage, educational literature on a given topic was studied. The second stage was to control the acquired knowledge using selected interactive forms of training. The level of knowledge was systematically checked using oral and written tasks (crosswords, tests, situational tasks, etc.) in the course of current, intermediate and final control works. The interactive game "weak link" was used in a modified version, the essence of which was as follows: questions were divided by difficulty level into easy (), medium (), difficult (). Their ratio in the total bank of questions was 1:2:1. The amount of points allocated and the time provided for correct answers depended on the degree of complexity of the question and increased as the latter grew. Empirical (study of literature on given topics, pedagogical conversation, study and generalization of experience) and theoretical (construction of the course of the educational process, assessment of the level of acquired knowledge, synthesis and comparison of knowledge and systematization) research methods were used in the work. Classes were held in a relaxed atmosphere without the presence of other teachers. During the course of the classes, the participants were very active. They were willing to get in touch and were eager to talk about the benefits of such training sessions. Experts and group leaders were

easily identified, as well as the types of relationships that students in each group have, as well as how leadership affects learning activities.

**Results and discussion:** In the course of the conducted studies, the following results were obtained. It was found that the forms of IAO, in contrast to traditional ones, generally had a more effective effect on the process of assimilation of a complex of clinical knowledge. In addition, they clearly differed in the individuality of the nature of actions aimed at the formation of well-known levels of knowledge. So, if traditional teaching methods influenced development mainly at the initial I (knowledge-familiarity) and II(knowledge-copy) levels, then the forms of IAO-at the more advanced III (knowledge-skill) and IV(knowledge-creativity) and their forms.

The value of IAO's "weak link" method was that it helped bring the group members together. It increased the sense of individual responsibility of each participant for the fate of the team, thereby gradually developing the skills of collegiality. This allows you to turn the solution of a problem not into a competition(when participants claim that their own ideas will be accepted), but into joint work, when the main opponent is the problem itself, and not another member of the group.

In addition, classes conducted with the use of the "weak link" OPT were noticeably distinguished by the high activity of participants. Of course, this was partly due to the conditions of this form of IAO, which require the mandatory participation of all members of the group. Along with this, the opportunities that affect the formation of individual levels of knowledge were far from equal. As follows from the data obtained during the control of acquired skills, the interactive game "weak link" 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 didn't make much of an impact. The latter significantly limits the possibilities of using the educational game "weak link". To achieve the desired result, the choice of a real educational game should be differentiated taking into account the specifics of a particular lesson. Because the level of knowledge acquired with its help, especially from the private section of the subject of PVB, may end up being low.

The results obtained by applying the form of the IAO "critical situation analysis"turned out to be somewhat distinctive. This interactive educational game contributed to a significant increase in the baggage of both theoretical and practical knowledge of students, a maximum understanding of the values of the doctor's dialogue with the patient and the development of clinical thinking, as well as the ability to apply theoretical knowledge in their own practical activities in a timely manner. It should be emphasized that successful implementation of this form of OPT requires a fairly large amount of knowledge in fundamental medical disciplines, as well as knowledge of a wide range of medical manipulations. This is required by the condition of collecting and interpreting subjective and objective information, which we tried to bring as close as possible to the real clinical situation. There was also another, equally important positive quality of this educational game. Among the participants - "players", the number of people who are fluent in physical research methods steadily increased, and most importantly, the quality of their implementation improved, which corresponds to the goals and objectives of the subject of propaedeutic therapy. The disadvantages of this educational game, first of all, include the lack of the possibility of active participation of all members of the group.

The department has developed scenarios for various clinical situations with a clear definition of the responsibilities of each member of the study group. Along with this, special conditions have been created with the means of equipping them, which are necessary in the course of carrying out certain forms of protected areas. The teacher carefully monitors the progress of the educational game, controls every action of the participant. If a mistake is allowed, it corrects it in a timely manner. At the request of the situation, he often introduces additional information that complicates the clinical situation. During the training game, participants are allowed to discuss the significance of each symptom in the diagnosis of this disease, 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 corrects the survey plan. Acting as an arbitrator, he dwells in detail on the mistakes and mistakes made by the student "players" and advises ways to eliminate them.

Based on the conducted research, it can be concluded that the forms of OPT "weak link" and "critical situation analysis" are quite acceptable for conducting practical classes on the subject of air defense. In addition, the scale of allure of the taught educational material significantly increases, which draws participants as much as possible into the circle of the problem being analyzed, and most importantly, forces them to fully devote themselves, inflating the gaming excitement of each lesson. It should be noted that the used forms of OPT "weak link" and "critical situation analysis" differentially affect the formation of individual levels of knowledge. So, if the first of them contributed to the predominant growth of I and II levels of knowledge, the second-III and IV levels of knowledge. Taking into account the latter, the choice of the method of educational play should be carried out in accordance with the purpose and task of each lesson. Hence, we consider it appropriate to use the interactive game "weak link" in the course of learning topics that are common. And the other of them is "critical situation analysis" as a special part of the subject of air defense.

Thus, the use of OPT in the course of teaching the subject of PVB significantly develops the baggage of clinical knowledge while simultaneously increasing the cognitive ability of students, gives them creative independence, expands and strengthens the range of acquired practical skills. Most importantly, they are not forced to be perceived by students. All this ultimately contributes to the assimilation of new theoretical and practical classes, improves the quality of training of future general practitioners.

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